

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Weston Middle School
Weston School District**

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Location: 135 School Road
 Weston,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 574
 5-Year Enrollment Change: -33.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	5	0.9	0.9	25.1
Students Who Are Not Fluent in English	0	0.0	0.0	3.7
Students with Disabilities	52	9.1	9.1	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	388	98.7	98.7	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	989	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	18.3	18.3	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	51.2	51.2	34.2
World Language	82.9	82.9	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	23	33
Computer Education ^E	0	15
English Language Arts	141	229
Family and Consumer Science	23	13
Health	23	24
Library/Media Skills	23	6
Mathematics	141	152
Music ^E	23	24
Physical Education	70	53
Science	141	144
Social Studies	141	143
Technology Education	23	23
World Languages	141	77

^EElective hours also offered

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.0	3.7
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	59.6	59.6	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.7	3.7	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	36.1	36.1	21.0
# of Print Periodical Subscriptions	15	15	28

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	44.08
Paraprofessional Instructional Assistants	3.20
Special Education: Teachers and Instructors	7.25
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.60
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.02

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.1	13.1	14.0
% with Master's Degree or Above	86.0	86.0	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.9	7.9	9.0
% Assigned to Same School the Previous Year	89.5	89.5	86.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Weston Middle School is committed to developing a partnership with parents to ensure the success of our students. Grade level back to school nights, transition meetings, and periodic parent/student informational gatherings were offered throughout the year to increase effective communication to and from school for our students and parents. A series of parent coffees provided an opportunity for parents to learn more about the teaming concept and team events. School counseling coffees focused on issues concerning the middle level learner, such as Internet safety and on line behavior. A concerted effort was made to maximize the effectiveness of the school website and other forms of electronic communication to share information with the greater Weston community. The website included considerable information pertaining to school-wide events and reference materials such as handbooks, school forms, policies, curriculum, after school programs and calendar updates. All teachers maintain an active teacher page reflecting nightly assignments and classroom updates for students and parents. All report card and interim reports were mailed home each trimester and all teachers were required to send interim reports on the progress for every student. In addition to the scheduled parent teacher conference days in the late fall, all team teachers set aside weekly timeslots to meet with interested parents to discuss the progress of their children. An increased effort was made on the part of the school and PTO to increase parent information blasts and news articles with photos in the local newspaper to highlight special activities and events in the school. In the spring, a transition program for parents of incoming sixth graders was held to provide opportunities for interested parents to learn about the special middle school programs and curricula that would be offered to their newly arriving middle school child. Throughout the year, administration sent letters to parents regarding grade and school level issues including academic and behavioral expectations, dress guidelines, and field trips. Parents attended a variety of programs including musical and theater performances, student presentations in the classroom, and the eighth grade mentorship celebration. Regular and consistent communication is vital for our efforts to sustain the partnership with our constituencies and members of our greater school community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	20	3.5
Black	9	1.6
Hispanic	6	1.0
White	539	93.9
Total Minority	35	6.1

Percent of Minority Professional Staff: 1.5%

Open Choice: 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 0.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Weston Middle School continues to make strides to reduce racial, ethnic, and economic isolation through our participation in Project Choice and our steadfast commitment to community service, cultural and fundraising projects. In the fine arts, our orchestra students participated in a "Music for Youth" partnership grant program with the High Horizons Magnet School from Bridgeport that provided opportunities for 7th grade students from both schools to perform together with the Enso String Quartet. The Student Association organized a toy donation for Toys for Tots and to provide holiday cheer for students at the Longfellow School in Bridgeport as well. The Family Consumer Science Program continued to incorporate a community service component to the eighth grade program as students prepared and served a meal at the Gillespie Center. All sixth as well as seventh and eighth graders memorized poems in their world language classroom and student representatives participated in the COLT statewide language contest. Our eighth grade students traveled to the Holocaust Museum in New York City as a part of an interdisciplinary unit in English and Social Studies to learn about the holocaust. In February, a group of students worked in collaboration with each other and an advisor to organize and engage our sixth grade students in a Black History celebration. The district also expanded its language partnership with Yale University to include a beginning Mandarin course offered in the evening to interested eighth grade students. A variety of guest speakers were invited to speak with students this year to share their personal stories of overcoming differences, obstacles and challenges in their lives.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	38.0	38.0	35.3	58.7
Grade 8	50.0	50.0	36.8	78.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	92.0	92.0	68.9	94.0
Writing	83.9	83.4	62.2	89.3
Mathematics	90.9	90.4	68.8	89.2
Grade 7 Reading	96.2	96.2	74.9	97.4
Writing	92.4	92.4	62.9	99.3
Mathematics	94.0	94.0	66.0	97.4
Grade 8 Reading	94.5	94.5	68.4	98.8
Writing	93.1	93.1	66.5	97.3
Mathematics	89.6	89.6	64.5	93.0
Science	86.1	86.1	60.6	90.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	93.9	93.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 12 students were responsible for these incidents. These students represent 2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	6	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	0
Total	14	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A three-year school improvement plan was designed in October 2008 with input from curriculum instructional leaders and team leaders. In the areas of curriculum, instruction and assessment, it identified targeted goals in reading, math and science as well as the revision and refinement of curricula under review in a variety of subject areas. Individual teacher goals were aligned with the school's focus on continually improving instruction. The plan also included provisions to review and revise the grade level teaming approach and transform it into a true interdisciplinary teaming model. Teachers completed a survey of exemplary teaming characteristics, participated in professional development on interdisciplinary teaming and set teaming goals for the 2009-10 school year. The role and responsibilities of the team leader position was revised as well to better enable these teacher leaders to facilitate the work of their teams. The concerted effort in the area of school climate that has involved students, staff, parents, and members from the greater school community for the past three years continued to be an area of focus. The Parent Teacher Organization held fundraising events to raise additional capital to purchase more technology for the upcoming year. In the summer of 2009, we completed the process of installing SMART Boards in remaining academic and practical and fine arts classrooms throughout the building and ongoing professional development workshops have been planned for staff to more effectively integrate technology into the curriculum. All teachers participated in professional development workshops in the areas of CMT data analysis, interdisciplinary teaming, benchmark assessments, and how to use the new data management program for attendance and grading purposes. Connecticut Mastery Scores indicate increases in the areas of math, reading, and writing with more than 92% of the students in all three grades achieving at goal or advanced in the area of reading, 83% in writing, and at least 89% of the students achieving at goal or advanced in math. Continued efforts are in place to improve student performance with individual strands within each of these tested areas. Our staff will continue their focus on the instruction of special education students in these three areas in order to address the disparity of results between regular and special education students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Weston Middle School is proud of its commitment to be an exemplary middle school. Our efforts this year centered upon the concept of providing rigorous and authentic learning experiences for our students, ensuring that the classroom instruction was relevant for a wide range of experiences, and fostering an environment in which students could establish meaningful relationships with the content and those around them. In the area of curriculum and instruction there has been a focus on consistency of rigorous instruction and assessment across all disciplines and grade levels. Several curricular areas underwent a significant renewal process this year to enhance offerings for our students and to provide meaningful, authentic, and rigorous learning experiences for our students. This year, many teachers participated in Classroom Walkthrough training to identify classroom instructional practices embedded across the curriculum areas pertaining to student engagement, grouping strategies, higher order questioning techniques, and the use of technology. Data was gathered during two separate periods of time and shared with the staff to identify areas in which we could improve to increase student performance. The analysis of data will be an area of focus as teachers strive to inspire students to achieve their personal best. Weston Middle School continues to make considerable strides toward our mission of being a dynamic professional learning community that provides a rigorous academic experience for our students balanced with a developmentally appropriate, safe, and supportive environment for our students to succeed, grow, and learn.
