

STRATEGIC SCHOOL PROFILE 2007-08

Middle and Junior High School Edition

**West Shore Middle School
Milford School District**

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Location: 70 Kay Avenue
 Milford,
 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
 School Grade Range: 6- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 548
 5-Year Enrollment Change: -1.8%*
 *Between 2002 and 2007, was redistricted

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	134	24.5	17.0	23.6
Students Who Are Not Fluent in English	16	2.9	1.6	3.8
Students with Disabilities	83	15.1	14.1	11.6
Students Identified as Gifted and/or Talented	49	8.9	7.9	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	324	90.8	94.1	92.3

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,043	1,017

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	23.0	20.2	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	33.3	43.4	31.2
World Language	0.0	49.0	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	62	40
Computer Education	0	21
English Language Arts	248	171
Family and Consumer Science	0	17
Health	62	24
Mathematics	148	149
Music	55	15
Physical Education	62	55
Reading ^I	80	95
Science	123	144
Social Studies	123	144
Technology Education	50	26
World Languages ^E	99	97

E indicates elective, I indicates integrated courses.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 31.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 24 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	2.9	1.6	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.5	87.9	74.4

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	2.4	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	94.7
# of Print Volumes Per Student*	24.3	27.1	20.5
# of Print Periodical Subscriptions	27	45	27

*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	42.94
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	6.50
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and Assistants	2.00
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	3.20
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	11.67

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	11.4	11.1	13.8
% with Master's Degree or Above	82.7	79.0	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	13.3	12.1	9.0
% Assigned to Same School the Previous Year*	75.0	76.7	74.9

*In 2007, school was redistricted

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.

In addition to helping students meet with academic success, the staff and parents at West Shore Middle School are committed to creating an optimal learning environment for students. West Shore has been recognized as a "School of Promise" by Milford's Promise, a subsidiary of American's Promise. For improvement in the coming year, we are planning to enhance the Make Your Day Citizenship/Behavior Plan by continuing with a new piece called, "Protective Peers". The purpose of which will be to create a climate of peers helping peers with the over-all intent of reducing the effects of bullying and negative peer interactions which take away from academic focus. Also, we are adapting the 7 Habits of Highly Effective People, Developing Character for Positive Behavior. This is a program delivered during the Advisory Period. The purpose of which is to help students meet or exceed district and state standards in Aspects of Character. Each habit is a behavior that we expect from our students and staff. These habits are the outward demonstration of our underpinning values. We also developed our school motto "Believe to Achieve". Our mission is to create an environment where all learners realize their fullest potential and become a positive force in the world.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	31	5.7
Black	38	6.9
Hispanic	53	9.7
White	425	77.6
Total Minority	123	22.4

Percent of Minority Professional Staff: 4.8%

Open Choice: 3 students 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: 9.1% 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 19.

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.

Each year, the student body and staff at West Shore become more racially and ethnically diverse which, we believe, adds a greater richness to our programs, students, families, and staff. To further efforts to reduce racial, ethnic, and economic isolation, West Shore employs the following programs, presentations, and field trips.

Programs: Project Choice with New Haven Public Schools; Cosmic Cultures -- Model Exchange Program with Bethany Community Schools; CT Parents Plus, a networking group for parents and schools; Big Brothers-Big Sisters of South Western Connecticut; Milford's Promise, a mentoring program; Bridges Across Ages, an inter-generational mentoring grant program providing positive youth development for at-risk students; HOTS, a higher-order thinking school grant that provides students and staff the opportunity to interact with other staff and students throughout Connecticut on projects that infuse art, music, and dance into academic curriculums and that involve national and international artists who explore other cultures; the Distance Learning Grant sponsored by ACES which links West Shore Students with other students throughout the state as they share academic projects, through the Internet, using a web-cam; Peer Mediation/Natural Helpers Program; and a full inclusion special education program. Presentations: Grade eight "School Choice" assembly for secondary education at Platt Tech, Arts and Career Magnets in New Haven, Bridgeport Aquaculture, and Trumbull Vo-Ag; the district Cel-Arts-Bration, showcasing music and art from other cultures; interdisciplinary units on "Immigration", Brazilian Dancers, Native American Art; and Spanish Class celebrations of Cinco De Mayo and Quince.

Field Trips: Eli Whitney Museum, Trinity College, Boston Holocaust Memorial, Nature's Classroom.

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	10.1	24.7	35.4	6.3
Grade 8	7.1	32.8	37.0	3.9

*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	69.5	70.4	66.3	51.3
Writing	70.0	70.5	61.9	67.0
Mathematics	74.7	75.2	66.4	62.9
Grade 7 Reading	69.4	75.3	71.1	44.5
Writing	53.5	61.5	62.0	36.0
Mathematics	63.2	66.5	63.0	48.8
Grade 8 Reading	53.2	71.5	64.8	28.2
Writing	51.2	65.9	63.4	31.6
Mathematics	49.4	60.8	60.8	33.2
Science	60.5	68.7	58.6	47.8

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	96.5	95.9	96.5

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 2006-07 school year, 25 students were responsible for these incidents. These students represent 4.9% of the estimated number of students who attended this school at some point during the 2006-07 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, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	12	5
Property Damage	1	0
Weapons	3	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	21	0
Total	41	6

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The 2008 West Shore Middle School CMT scores shows a snapshot of our strengths and areas of focus for the upcoming year. Grade 6 remained steady in Math and Writing while there was a slight drop in Reading. In grade 7, there was an incredible increase in scores in all three areas; while in grade 8 there was a decrease in CMT across reading, writing, and math. The focus continues to be on instruction and critical thinking in reading and elaboration in writing. In addition, West Shore's focal point is to always continue the progression of reading with students who are basic and below basic in our Reading for Success program.

Since the mission at West Shore Middle School is to have students realize their potential, our students excel in other areas, besides the academics. Our chorus and drama clubs have quadrupled their membership in the past few years. This can directly be attributed to our participation in the HOTS Program and dedicated teachers. We have an award – winning band and chorus, and a drama club whose productions, “fill the house” for three nights straight. A major goal of the Junior National Honor Society is to fundraise (15 this year) and perform community service. West Shore definitely has a “presence” in the community.

New initiatives to increase overall academic performance will be to put in new math programs for all grades, continue with Math for Success to grade six and seven, and to implement common lessons and common assessments for identified power standards across the district. For writing, we will extend the concept of the student “Writing Toolbox” to grades seven and eight.

SUPPLEMENTAL SCHOOL INFORMATION

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

Filename: JR062.DOC
Directory: J:\SSPbox\SSP Internet 2007-08
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 84-53
Subject:
Author: csde
Keywords:
Comments:
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