

**STRATEGIC SCHOOL PROFILE 2012-13**

Middle and Junior High School Edition

**Leonard J. Tyl Middle School**

Montville School District

Mary J. Dix, Principal  
 William G. Klinefelter, Asst. Principal  
 Telephone: 860-848-2822

Location: 166 Chesterfield Rd.  
 Oakdale,  
 Connecticut

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 597  
 5-Year Enrollment Change: -16.3%

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**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	221	37.0	37.0	30.9
Students Who Are Not Fluent in English	6	1.0	1.0	3.4
Students with Disabilities	71	11.9	11.9	12.4
Students Identified as Gifted and/or Talented	38	6.4	6.4	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	394	98.5	98.5	97.0

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,025	1,029

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	20.6	20.6	20.2	Mathematics	29.4	29.4	33.9
				World Language	35.1	35.1	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	44	37
Computer Education	44	18
English Language Arts **	273	231
Family and Consumer Science	0	10
Health	44	24
Library Media Skills	0	10
Mathematics	136	164
Music	44	36
Physical Education	44	58
Science	136	151
Social Studies	136	147
Technology Education	44	23
World Languages	136	96

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 14.7% 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.

\*\* Interdisciplinary approach

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	1.0	1.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	89.5	89.5	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	71.8	71.8	75.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.1	2.1	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	96.5	96.5	97.5
# of Print Volumes Per Student*	49.5	49.5	22.2
# of Print Periodical Subscriptions	44	44	19

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	44.00
Paraprofessional Instructional Assistants	1.50
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	10.60
Library/Media Specialists and/or Assistants	2.22
Administrators, Coordinators, and Department Chairs	2.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.30
Counselors, Social Workers, and School Psychologists	4.40
School Nurses	1.65
Other Staff Providing Non-Instructional Services and Support	19.32

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.8	14.0	14.3
% with Master's Degree or Above	82.7	82.7	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.0	9.0	9.3
% Assigned to Same School the Previous Year	98.1	98.1	87.4

**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.

Leonard J. Tyl Middle School provides a variety of opportunities that strengthen the home-school connection, increase effective and productive communication, and create a strong sense of community. Communications with families begin with our incoming sixth grade parents through an orientation for parents and students in the spring of the fifth grade year. In addition, we host "Sixth Grade Walk-Around Night," when sixth graders come in the evening to pick up their schedule, practice opening lockers, and have a self-guided tour of the school before opening day. "Back to School Night" is in early September and attended by approximately 75% of our parents. Parents meet teachers and attend their child's daily class schedule. Tyl Parents' Advisory Group meets three times a year to talk about and clarify issues. Through the Aspen student information system, parents are able to access their child's grades, attendance, demographic, and medical information online. The Parent Portal helps parents view their child's academic progress on a daily basis. Parents are able to access teacher assignments, handouts, and homework. The school website is updated daily to include pertinent announcements and a listing of upcoming events. Six times a year, Tyl Talk, a home-school newspaper, is sent to parents. The newspaper includes important information and dates. In addition, Global Connect, a mass calling system, is utilized to communicate updates and school-wide information. The Parent-Teacher Organization (PTO) at Tyl is active and organizes several yearly activities and seeks opportunities to assist parents in connecting with school. They plan fun activities open to families, such as skate night and movie afternoons. The PTO also hosts Career Day, and eighth graders are able to attend workshop style classes in the vocations they find interesting. The PTO helps support our students by providing a nutritious snack during CMT testing. Members of the Student Services Department and teachers consistently communicate with parents. Teachers and counselors utilize Friday reports, email, phone calls, fall and spring conferences, team meetings, progress reports, and the Aspen Portal as a means of making a connection. Good News cards are filled out at faculty meetings to be sent home to students monthly. Many award programs are held throughout the school year. Our sporting events also provide an excellent opportunity for parents to come to the school.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	1.7
Asian American	53	8.9
Black	19	3.2
Hispanic	62	10.4
Pacific Islander	1	0.2
White	401	67.2
Two or more races	51	8.5
Total Minority	196	32.8

Percent of Minority Professional Staff: 3.2%

#### Non-English Home Language:

8.7% 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 11.

### 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.

Leonard J. Tyl Middle School offers many programs, activities, and opportunities that promote positive human relationships, appreciation for diversity, emphasize sensitivity and empathy for other people. Many of these activities involve students within the school, the local community, and throughout the Eastern Connecticut Region with students from urban, suburban, and rural areas. Rachel's Challenge Assembly, Chain Reaction Program, and Chain Links Club activities have played a prominent role defining our school culture as one based on respect and which emphasizes acts of kindness directed to all members of the school community. All our students pledged to be kinder human beings through their daily activities. In addition, the Chain Links Club has participated in fundraising activities for local homeless shelters, soup kitchens and children's hospitals. Our Young Educators Society brought a wide range of students from a variety of socio-economic backgrounds together. A variety of field trips helped to solidify a foundation of understanding, tolerance, and acceptance. Eighth graders participated in several very powerful programs. One program featured world-renown speaker Carl Wilkens who was the only American to remain in Rwanda in 1994 after the genocide began. Select eighth grade students participated in the Encountering Survivor project. These students, in collaboration with other area schools, were trained as a diverse group to be witness to the oral histories of Holocaust survivors. In addition, eighth grade World Cultures classes adopted a child through Child Fund International. The developmental guidance program addresses issues of tolerance and acceptance, as well as conflict resolution. No Name Calling Week, celebrated in January each year, is a particularly effective program. Counselors are in classrooms and utilize the TV studio to broadcast messages of acceptance and understanding.

### 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	35.1	35.1	50.6	21.0
Grade 8	43.0	43.0	50.6	40.2

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

**Connecticut Mastery Test, Fourth Generation, % 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	73.9	73.9	73.3	50.6
Writing	56.6	56.6	65.1	37.2
Mathematics	60.1	60.1	67.0	42.1
Grade 7 Reading	83.6	83.6	78.9	56.7
Writing	68.8	68.8	64.9	58.0
Mathematics	63.4	63.4	65.4	48.4
Grade 8 Reading	77.5	77.0	76.2	49.1
Writing	71.8	71.4	67.2	56.9
Mathematics	61.3	61.0	65.0	45.6
Science	68.8	68.4	60.4	57.6

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	96.0	96.0	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 2011-12 school year, 165 students were responsible for these incidents. These students represent 25.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

**Truancy**

During the 2011-12 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	23	7
Theft	3	0
Physical/Verbal Confrontation	12	3
Fighting/Battery	53	5
Property Damage	3	0
Weapons	1	0
Drugs/Alcohol/Tobacco	5	5
School Policy Violations	61	25
<b>Total</b>	<b>162</b>	<b>45</b>

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The school has been focused on increasing student achievement and improving instruction with a strong emphasis on reading. A reading intervention program has been implemented for several years. Over 60 students previously reading at the basic and below basic level on the CMT's were able to make measurable gains. There was a shift to data-driven decision making last year with the development of a School Improvement Team that focused on data. That team was organized to oversee, review, and make decisions about student progress in reading intervention, math intervention, and student behavior plans. By supplementing the over-all school focus on reading, special education teachers have begun providing reading intervention services for their students during the daily intervention period along with providing support in language arts classes. In addition, special education teachers have begun to develop and oversee Behavior Intervention Plans for their students with behavioral issues. These plans were reviewed regularly at Data Team meetings. Special education support class curriculum content has been re-designed to provide academic tutorials and additional instruction for students. In addition teacher teams and PLC's focused on student engagement, effective teaching strategies, and higher order questioning. To supplement PLC work, all teachers were trained in the Professional Learning Visit model. A team of teachers were able to complete four separate visits. Eighty percent of the teachers participated as either an observer or by being observed. Focus questions centered on teaching strategies, student engagement, and higher order questioning.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Tyl was named a PBIS model school. As such, we are committed to a strong, healthy climate that promotes kindness, community service, and respect for others. We emphasize our core words: Respect, Responsibility, Safety, and Pride on a regular basis. Students increasingly support and take care of all members of their school community through service activities, fundraising for local charity events, after school club activities, and in their daily interactions. We are proud of their efforts. In a continuing effort to develop and refine strong tiers of intervention for struggling students, faculty members, along with the special education staff and guidance department, have individualized academic instruction and behavioral expectations through Collaborative Action Plans. These individualized plans are tracked daily and recorded. Student progress is reviewed by a data team and decisions are made based on data results. In addition, we have added Reading Intervention, Math Intervention, and Academic Support for failing students and a comprehensive After School program for struggling students in math, reading, writing, and those who have difficulty completing homework. Leonard J. Tyl Middle School continues to strive to meet the needs of all its students, academically, socially, and emotionally. We celebrate the accomplishments of all stakeholders recognizing that it takes a community to educate a child.

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