

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

Dag Hammarskjold Middle School**Wallingford School District**

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Location: 106 Pond Hill Road
 Wallingford,
 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, 2011: 709
 5-Year Enrollment Change: -11.9%

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	119	16.8	14.3	30.0
Students Who Are Not Fluent in English	20	2.8	2.0	3.4
Students with Disabilities	108	15.2	13.2	12.0
Students Identified as Gifted and/or Talented	126	17.8	17.8	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	477	100.0	101.3	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,058	1,024

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	21.2	23.4	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	31.3	30.4	37.2
World Language	69.8	69.9	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	14	37
Computer Education	14	18
English Language Arts **	223	226
Family and Consumer Science	14	12
Health	28	24
Library Media Skills	0	9
Mathematics **	162	159
Music	56	35
Physical Education	56	55
Science **	162	149
Social Studies **	162	147
Technology Education	14	24
World Languages	74	91

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 15.4% 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	2.8	2.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	61.9	62.7	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.3	95.3	76.3

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.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.1	3.0	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	17.0	21.9	21.6
# of Print Periodical Subscriptions	16	17	20

*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	49.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	11.50
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50
Counselors, Social Workers, and School Psychologists	5.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	315.70

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	18.3	16.0	14.2
% with Master's Degree or Above	92.9	90.4	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.3	11.0	8.9
% Assigned to Same School the Previous Year	92.9	94.8	88.2

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.

We provide an array of communication conduits for parents beginning with computer generated progress reports and marking period reports eight times per year through our Parent Portal of our student management system, PowerSchool. With our new system, we regularly email "blast" important information to parents. We host evening conferences in the fall and in spring. In addition to parent conference evenings, parents are encouraged to schedule meetings during our team meeting time during the school day. Parents have an opportunity to provide input to the school administration via the Parent Teacher Advisory Council. This is an advisory committee that deals with issues ranging from budget to new programs. Also, Dag's PTO meets with parents on Open House, fifth grade Parent Orientation Night and regularly scheduled meetings. Students are provided with a comprehensive homework assignment/student handbook that serves as a tool for two-way communication between home and school. The school website is utilized for posting information messages from the office as well as suggestions for parents ranging from providing homework support to encouraging and supporting reading.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	28	3.9
Black	17	2.4
Hispanic	96	13.5
Pacific Islander	0	0.0
White	565	79.7
Two or more races	1	0.1
Total Minority	144	20.3

Percent of Minority Professional Staff: 1.5%

Open Choice:

11 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:

2.8% 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 5.

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.

Dag Hammarskjold Middle School is engaged in several efforts to reduce racial, ethnic, and economic isolation. There are more than 700 students from diverse backgrounds attending Dag. Our district participates in Open Choice, an interdistrict partnership with the public schools in New Haven, CT. Open Choice is a program that provides inner-city children the opportunity to attend Wallingford schools. The purpose of this program is to encourage more ethnic and racial diversity while at the same time, reducing isolation. Wallingford also has a sizeable Hispanic population. The Spanish Community of Wallingford (SCOW) plays an important role at Dag. Representatives at SCOW provide support between families and the school. Many of our students come from homes where Spanish is the primary language spoken in the home. This organization is critical as it enhances the family/community and school partnership. In conjunction with the Wallingford police department and the Department of Children and Families, the two middle schools joined efforts with them to present two forums on the themes of internet as the "new family member". A daily reading from Project Wisdom, a widely utilized character education program, encourages student reflection which assists in building character and social-emotional competencies.

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	44.1	40.2	50.7	39.9
Grade 8	37.6	35.9	49.8	28.9

*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	75.5	77.6	74.1	48.9
Writing	57.4	61.9	67.4	35.5
Mathematics	69.7	72.2	69.3	50.5
Grade 7 Reading	87.1	88.0	79.8	62.5
Writing	62.4	63.0	65.6	45.7
Mathematics	80.0	79.2	68.1	71.0
Grade 8 Reading	87.2	86.8	76.8	72.3
Writing	77.7	74.5	68.3	64.2
Mathematics	77.4	74.5	67.2	62.1
Science	79.7	75.6	61.9	77.4

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	95.6	96.4	95.9

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 2010-11 school year, 77 students were responsible for these incidents. These students represent 10.7% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	5	2
Sexually Related Behavior	2	1
Personally Threatening Behavior	8	4
Theft	0	0
Physical/Verbal Confrontation	14	1
Fighting/Battery	37	3
Property Damage	5	1
Weapons	2	0
Drugs/Alcohol/Tobacco	0	1
School Policy Violations	43	12
Total	116	25

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Using data to drive instruction continues as a moving force at our school. Teachers are provided Connecticut Mastery Test (CMT) data prior to the start of school so that they can use that information to determine areas of focus in their instruction. This school-wide effort has paid dividends regarding student performance on the CMT and achieving Adequate Yearly Progress (AYP). A new school schedule was implemented where common meeting time fosters regular data team meetings, early intervention meetings, curriculum development and parent meetings. Last year, we have implemented new common core mathematics units in sixth through eighth grades. Our program aligns with national standards and has a strong emphasis on conceptual understanding at each grade level. Special Education teachers work closely with the team teachers to tailor instruction and assessment so that each child has the opportunity to be successful. We have also developed an exchange with the Unified Arts, Physical Education and World Language teachers in order to maximize instruction of historically low performing areas in mathematics, i.e. fractional computation. In addition each of the above disciplines is give a list of mathematical vocabulary so that students are not only exposed to a mathematical topic, (say in cooking or art class), but are also consistently reinforced with proper terminology. We have also made strides regarding professional development where teaching teams along with their support staff have worked together with differentiated instruction and strategies for writing.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
