

STRATEGIC SCHOOL PROFILE 2004-05

Middle and Junior High School Edition

**Dag Hammarskjold School
Wallingford School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 825

5-Year Enrollment Change: -1.0%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6-8

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	13.1	12.0	23.9
	2002-2003	14.4	12.2	24.4
% of K-12 Students with Non-English Home Language	2004-2005	6.9	5.4	10.6
	1999-2000	4.1	4.3	10.1
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	95.4	96.9	92.0
	1999-2000	93.2	94.1	90.4

Enrollment in Special Programs	Students in School	Percent in School	% in District Middle/Junior High Schools	% in State Middle/Junior High Schools
Bilingual Education and English as a Second Language Services (K-12)	21	2.5	2.1	3.2
Compensatory Education	118	14.3	16.0	13.5
Gifted and Talented Program	183	22.2	21.5	4.0
Special Education	115	13.9	11.5	11.8

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	21	2.5
Black	22	2.7
Hispanic	70	8.5
White	712	86.3

Total Minority 2004-2005 13.7%

Total Minority 1999-2000 10.0%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

This school year we had twenty-seven students from the New Haven School District from the Open Choice Program attending Dag Hammarskjold Middle School. Both students and parents attended an orientation to familiarize themselves with Dag Hammarskjold Middle School. We provided an Open Choice Liaison whose primary function was to facilitate students acclimating to Dag Hammarskjold Middle School.

The Dag United Club was formed this year to promote cultural diversity and awareness on issues of diversity in the school. Lyman Hall High School students presented the "Names Can Only Hurt Us Program" to our 7th graders. We also participated in "Prudence Crandall" an inter-district program. This program deals with issues of diversity on a larger scale by involving the children in workshops and a play about our state heroine, Prudence Crandall. The students worked together on issues of tolerance, acceptance and diversity.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,029	1,029	1,014

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	91.4	95.7	77.2
Voice	0.0	0.0	77.9
Internet Access	100.0	100.0	97.8
Multi-Room Network (LAN)	100.0	100.0	77.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	2.9	3.5	3.3
% of Computers that are High or Moderate Power	100.0	100.0	80.1
% of Computers with Internet Access, All Speeds	100.0	100.0	96.1
% of Computers with High Speed Internet Access	100.0	100.0	94.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

This school does not have a functional satellite link.

LIBRARY MATERIALS

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

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	16.6	16.2	19.0
% of Print Volumes Purchased in the Last Three Years	4.7	7.1	13.1
# of Print Periodical Subscriptions	23	20.0	31.2
# of Non-Print Materials	477	463.5	473.5

*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.

STAFFING RESOURCES



Average Class Size		School	District	State
Gr. 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Gr. 7	2004-2005	22.8	23.8	20.9
	1999-2000	24.8	24.3	21.9

Professional Staff	2004-2005	2003-2004	1999-2000
% Minority	0.0	0.0	2.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	63.5	61.8
Administrators	2.0	2.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	5.8	6.4
Other Professionals	1.3	1.2
# of Non-Certified Instructional	12.0	12.4

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	13.1	12.9	13.3
% with Master's Degree or Above	92.2	88.7	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	31.2	29.8	26.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art ^E	18	18	39	Yes
Computer Education	18	18	21	Yes
English Language Arts	170	170	167	Yes
Family and Consumer Science ^E	18	18	20	Yes
Health	18	18	25	Yes
Mathematics	170	170	146	Yes
Music ^E	40	50	93	No
Physical Education	55	55	54	Yes
Reading	73	73	91	Yes
Science	170	170	142	Yes
Social Studies	170	170	142	Yes
Technology Education ^E	18	18	29	Yes
World Languages ^E	73	73	97	Yes

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School	2004-2005	16.7	16.5	29.0
Level Math	1999-2000	27.5	27.7	26.0
World	2004-2005	57.3	60.5	46.8
Language	1999-2000	66.8	68.7	43.8

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	No	No
Other	No	No

Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 2003-04 School Year	0.6	0.7	0.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	10.7	9.4	8.7
% Certified Staff Assigned to Same School the Previous Year	89.6	88.8	85.2


STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Grade 6 Reading	67.0	67.9	60.5
Writing	58.1	60.3	61.3
Mathematics	55.4	61.6	60.9
All Three Tests	43.8	45.0	45.3
Grade 8 Reading	62.9	71.2	64.9
Writing	57.0	62.2	60.7
Mathematics	60.1	64.1	55.7
All Three Tests	45.8	49.8	45.2
Participation Rate	99.8	99.1	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	27.4	25.4	34.3
Grade 8	28.9	26.5	35.2

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2004	95.4	95.9	96.2



EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Standardized test scores are moving in a positive direction. In viewing the number of students performing at or above the state goal in 2003-2004 we compared them to the scores they had in 2001-2002, when they entered as sixth graders. Reading scores went from 68% to 79%, while writing showed modest growth from 65% to 68%. The math scores showed excellent growth from 56% to 71%. We continue to elevate our expectations and students are responding.

We also had twelve of our 7th and 8th graders achieve exemplary scores on the Scholastic Aptitude Test. The music department brought back a gold medal in choral and a silver medal in band from the Great Eight Music Festival in the spring.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see

www.wallingford.k12.ct.us/our_schools/middle_schools/dag_hammarskjold/index.html

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