

STRATEGIC SCHOOL PROFILE 2010-11

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, 2010: 713
 5-Year Enrollment Change: -13.6%

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	93	13.0	11.9	29.2
Students Who Are Not Fluent in English	17	2.4	2.0	3.5
Students with Disabilities	103	14.4	12.4	11.7
Students Identified as Gifted and/or Talented	164	23.0	20.1	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	476	96.7	96.8	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,005	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	23.8	24.0	20.6

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	34.4	30.1	34.4
World Language	75.9	70.5	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art **	18	36
Computer Education	0	20
English Language Arts **	214	242
Family and Consumer Science **	18	10
Health **	18	23
Library Media Skills	0	14
Mathematics **	170	158
Music	0	32
Physical Education **	55	55
Science **	170	145
Social Studies **	170	143
Technology Education **	18	24
World Languages ***	0	83

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.6% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

* Elective hours also offered

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	2.4	2.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	57.3	61.2	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	98.4	77.7

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	3.1	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	18.5	20.5	21.3
# of Print Periodical Subscriptions	21	19	21

*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	8.00
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	4.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	18.70

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	17.4	15.0	14.2
% with Master's Degree or Above	93.1	88.3	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.0	9.8	10.1
% Assigned to Same School the Previous Year	93.1	94.2	87.7

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.

We provide an array of communication conduits for parents beginning with computer generated progress reports and marking period reports eight times per year. In addition, we host a Parent Open House in September and evening conferences in the spring and as well as evening and afternoon conferences in the fall. 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. 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	3	0.4
Asian American	28	3.9
Black	20	2.8
Hispanic	76	10.7
Pacific Islander	0	0.0
White	586	82.2
Two or more races	0	0.0
Total Minority	127	17.8

Percent of Minority Professional Staff: 0.0%

Open Choice:

10 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:

2.4% 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 6.

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 Wallingford police department and the Department of Children and Families, the two middle schools joined efforts with them to present two forums on the theme of transitions to assist our fifth and eighth grade students and parents with this rite of passage. Additionally, students from Dag take part in the Area Cooperative Educational Services (ACES)/Anti-Defamation League's inter-district Prudence Crandall program each year, whereby students from all backgrounds and skill levels engage in a series of workshops and meals with children from other towns and cities. More than 40 children take part in Wallingford's town wide Diversity Day which takes place in March. This festive celebration draws several hundred visitors to Choate Rosemary Hall, and our Dag students ask visitors to embrace and sign an anti-bullying pledge (written by our students). This same pledge is read to the entire school on Monday mornings. The PTO also sponsors many multicultural assemblies and programs that encourage ethnic and cultural diversity.

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	34.3	35.0	51.2	20.5
Grade 8	33.9	33.2	50.8	25.6

*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	81.2	80.9	76.0	58.4
Writing	60.0	63.3	65.2	44.2
Mathematics	75.8	76.2	71.3	59.1
Grade 7 Reading	89.5	86.3	77.8	76.6
Writing	61.0	52.9	58.9	58.8
Mathematics	78.0	78.3	68.4	66.7
Grade 8 Reading	81.4	79.8	74.7	59.2
Writing	69.1	64.8	64.8	56.6
Mathematics	75.7	72.3	66.6	62.2
Science	74.5	75.1	63.1	64.2

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	96.4	96.1	95.6

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 2009-10 school year, 38 students were responsible for these incidents. These students represent 5.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	4	0
Theft	1	0
Physical/Verbal Confrontation	4	1
Fighting/Battery	6	1
Property Damage	3	0
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	32	2
Total	53	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Using data to drive instruction continues. The faculty was officially trained by ACES in the data driven decision making process and data teams. The data teams were formed by discipline. 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 and work toward our school's SMART goals. This school-wide effort has paid dividends regarding student performance on the CMT and achieving Adequate Yearly Progress (AYP). Our teachers were also trained in Effective Teaching Strategies and implemented their new learning into their daily instruction. The teachers showcased their learning at a Gallery Walk that displayed use of ETS in each discipline. 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. customary and metric measurement and editing/revising strands. Special Education teachers continue to work closely with the team teachers to tailor instruction and assessment so that each child has the opportunity to be successful. Our interventionists utilized a whole reading and math screen to identify students in need of reading and math support.

SUPPLEMENTAL SCHOOL INFORMATION

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

Dag Hammarskjold Middle School continues to develop programs and extra-curricular activities that invite learners of all abilities to participate. Students in our school enrichment program, Student & Enrichment Program and STEP take part in the statewide Mock Trial events hosted by the Connecticut Consortium for Law and Civil Education (CCLCE). Our Physical Education staff runs a popular and competitive sports program that partners students with physical and/or intellectual disabilities with other children, with eager participation by all. The student council at our school has participated in various activities to help the community and improve school climate. For example, in December the students at Dag raised over 4,000 food items for Holiday for Giving in Wallingford which helped feed many families in the community over the holiday season. In addition, our school participated in Pennies for Patients for the Leukemia Society. Through this effort, our school raised close to \$4,000.00 to specifically help children in our community fight this disease. Throughout these efforts, students banded together to help raise the funds or food necessary to help those in need. Overall, these activities have made students aware of those less fortunate and have promoted a supportive and nurturing school atmosphere at Dag Hammarskjold Middle School. Dag's staff continually seeks to improve its existing programs and identify new areas to further reduce barriers to learning and improve the school climate.
