STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

Joseph A. Depaolo Middle School

Southington School District

FRANK PEPE, Principal
CHRISTOPHER PALMIERI, Asst. Principal
Telephone: (860) 628-3260
Website:
www.southingtonschools.org/our_schools/joseph_a__depaolo/index.html

Location: 385 Pleasant Street
Southington,
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: 772
5-Year Enrollment Change: -0.4%

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	108	14.0	13.0	30.0
Students Who Are Not Fluent in English	6	0.8	0.8	3.4
Students with Disabilities	74	9.6	10.7	12.0
Students Identified as Gifted and/or Talented	33	4.3	3.8	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	488	98.2	98.5	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,025	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	20.1	21.2	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	**School**	**District**	**State**
Mathematics	18.7	18.8	37.2
World Language	0.0	39.8	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	**School**	**State**
Art	46	37
Computer Education	46	18
English Language Arts	190	226
Family and Consumer Science	31	12
Health	15	24
Library Media Skills	0	9
Mathematics	142	159
Music	0	35
Physical Education	46	55
Science	138	149
Social Studies	138	147
Technology Education	46	24
World Languages	138	91

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 24% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 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	0.8	0.8	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	67.6	67.1	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	3.9	4.0	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*	16.1	13.9	21.6
# of Print Periodical Subscriptions	18	19	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	54.00
Paraprofessional Instructional Assistants	2.96
Special Education: Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	27.82
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.20
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	13.72

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	16.4	15.0	14.2
% with Master's Degree or Above	76.6	76.0	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.0	11.1	8.9
% Assigned to Same School the Previous Year	90.6	89.3	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.

DePaolo Middle School believes students achieve at their optimum level when families and the school work together. Therefore, the staff at DePaolo communicates with families in a variety of methods.• Monthly academic team newsletters as well as a school newsletter featuring curricular updates, student accomplishments and upcoming events are posted on the school's web page monthly.• PTO meetings are held at the school and feature themes ranging from the Differentiation to How Do Middle School Students Think. • In addition to mid-term and semester grade reports sent home to families, Power School allows parents to keep current with student progress by monitoring homework completion and assessment results.• Every teacher holds a Web presence to accentuate communication.• Student organizational calendars are issued to all children.• A homework hotline is updated daily. This allows students and families to call the school and listen to team specific homework assignments. • Good News cards are used by staff to communicate with families and acknowledge both academic and behavioral achievements.• A Principal's Bagel Breakfast is scheduled three times a year to celebrate student academic and social accomplishments.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	29	3.8
Black	10	1.3
Hispanic	61	7.9
Pacific Islander	0	0.0
White	655	84.8
Two or more races	17	2.2
Total Minority	117	15.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

5.6% 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 12.

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.

Efforts to reduce racial, ethnic and economic isolation span all aspects of work at Joseph A. DePaolo Middle School (JAD). • JAD is a Positive Behavior Support school and therefore dedicates time to teaching behavioral expectations. The school community chose the concepts of respect for self, respect for school and respect for each other. These concepts transcend every social group within the building. Students are visually reminded of the expectations by posters hung throughout JAD. Positive messages are also displayed on each floor as a reminder to all who enter the hallways. • JAD is an Open Choice participating school supporting students from Hartford.• DePaolo Cares, a school based resource, exists to supplement families with supplies or funds for student activities. • The DePaolo school community coordinates two annual food drives to provide families with food staples.• DePaolo's ELL program continues to evolve and the students bring a wealth of cultural experiences. • The DePaolo Parent Teacher Organization funds enrichment programs for each grade level, each year. Grade level assemblies feature presentations which expose students to a variety of cultures.

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	48.7	54.3	50.7	49.3
Grade 8	44.7	50.8	49.8	45.0

*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	85.3	86.1	74.1	72.0
Writing	83.9	77.3	67.4	81.2
Mathematics	89.5	87.5	69.3	87.5
Grade 7 Reading	90.7	88.0	79.8	77.8
Writing	68.6	70.8	65.6	55.0
Mathematics	87.3	86.2	68.1	87.3
Grade 8 Reading	86.5	85.5	76.8	70.1
Writing	72.0	71.6	68.3	56.2
Mathematics	84.7	85.5	67.2	77.2
Science	78.3	74.1	61.9	72.6

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.

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	96.9	96.9	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, 63 students were responsible for these incidents. These students represent 8.6% 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 adsences, 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	2	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	17	10
Theft	5	6
Physical/Verbal Confrontation	25	2
Fighting/Battery	7	1
Property Damage	1	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	37	7
Total	94	27

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Teacher professional goal setting is based on determining areas of academic weakness, designing interventions and tracking student progress. CMT data analysis performed by the staff in August demonstrated consistent high achievement. The analysis also provided staff with affirmation that their interventions served as accurate indicators of performance on a standardized assessment. Work is planned to continue within the same frame of dissecting student achievement data to drive instructional practices. Staff is also working diligently to incorporate the new Common Core State Standards into all curricular areas while focusing on Depth of Knowledge questioning.

SUPPLEMENTAL SCHOOL INFORMATION

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

DePaolo Middle School is located on 22 acres in Southington's east central section. The site houses fields for soccer, baseball, softball and an outdoor tennis and basketball area. The school was built in 1967, contains 44 classrooms, a media center, cafeteria, auditorium and a gymnasium. Specialized instructional areas include two home economic labs and a technology education wing. The educational program includes instruction in art, computers, language arts, mathematics, physical education, science, technology, life skills, social studies, reading and world language. Instrumental and vocal music lessons as well as string instruction are available to students. There is a spectrum of services for students with special needs, and a collaborative team structure. School counselors, peer mediators, peer mentors, a social worker, a speech pathologist and a psychologist work to meet the needs of all students. A plethora of extra-curricular programs exist including but not limited to inter-scholastic sports, yearbook, skiing and drama. A reward program focuses on "catching" students achieving both academically and socially. Rewards consist of privileges within school as well as within the greater community of Southington.