

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Joseph A. Depaolo Middle School**Southington School District**

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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, 2009: 783
 5-Year Enrollment Change: -4.3%

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	102	13.0	10.6	27.1
Students Who Are Not Fluent in English	6	0.8	0.6	3.7
Students with Disabilities	79	10.1	10.8	11.7
Students Identified as Gifted and/or Talented	54	6.9	5.8	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	509	96.8	96.8	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,025	1,018

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	19.9	21.7	20.8	Mathematics	27.3	26.7	37.8
				World Language	0.0	39.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	46	36
Computer Education	46	20
English Language Arts	190	236
Family and Consumer Science	31	9
Health	15	25
Library Media Skills	0	10
Mathematics	142	152
Music	0	35
Physical Education	46	58
Science	138	145
Social Studies	138	142
Technology Education	46	26
World Languages	138	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.2% 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	0.6	3.6
% of Identified Gifted and/or Talented Students Who Received Services	100.0	94.6	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	65.8	67.3	77.9

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	4.1	4.4	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	15.6	13.5	21.3
# of Print Periodical Subscriptions	29	21	27

*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	55.80
Paraprofessional Instructional Assistants	0.96
Special Education: Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	20.44
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	14.70

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	15.3	14.0	14.1
% with Master's Degree or Above	75.0	72.0	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.8	8.9	9.0
% Assigned to Same School the Previous Year	92.6	91.2	89.8

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 Connecticut Mastery Test (CMT) 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	2	0.3
Asian American	24	3.1
Black	19	2.4
Hispanic	52	6.6
White	686	87.6
Total Minority	97	12.4

Percent of Minority Professional Staff: 0.0%

Open Choice:

2 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:

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 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.

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	49.0	54.5	51.4	48.1
Grade 8	48.9	54.4	50.6	54.5

*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	80.2	81.1	74.9	56.7
Writing	74.3	76.2	65.9	64.4
Mathematics	87.3	88.8	70.7	79.7
Grade 7 Reading	83.6	86.0	77.4	59.4
Writing	74.5	71.8	61.2	73.3
Mathematics	84.8	85.5	68.5	77.1
Grade 8 Reading	85.4	85.6	73.3	75.1
Writing	70.6	72.4	62.6	62.8
Mathematics	85.2	83.9	67.3	83.8
Science	72.1	72.3	62.8	62.1

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	95.7	96.8	96.8

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 2008-09 school year, 69 students were responsible for these incidents. These students represent 9.1% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	10	1
Theft	4	0
Physical/Verbal Confrontation	38	1
Fighting/Battery	2	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	85	0
Total	144	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

98.5% of DePaolo students scored at or above proficiency in mathematics and 95.9% scored at or above proficiency in reading on the 2010 CMT. Teacher professional goal setting is based on determining areas of academic weakness, designing interventions and tracking student progress. Data analysis performed by the staff in August 2010 demonstrated incredible growth, especially when sub group performance was isolated. 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.

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, a gifted and talented program 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 and intra-mural 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.
