

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

John F. Kennedy Middle School**Southington School District**

ANGELO CAMPAGNANO, Principal

PAMELA P. ALDI, Asst. Principal

Telephone: (860) 628-3275

Website:

www.southingtonschools.org/our_schools/john_f_kennedy/index.html

Location: 1071 South Main Street

Plantsville,

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: 801

5-Year Enrollment Change: 2.0%

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	66	8.2	10.6	27.1
Students Who Are Not Fluent in English	4	0.5	0.6	3.7
Students with Disabilities	92	11.5	10.8	11.7
Students Identified as Gifted and/or Talented	38	4.7	5.8	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	530	96.9	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	23.4	21.7	20.8	Mathematics	26.0	26.7	37.8	
				World Language	80.9	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	0.5	0.6	3.6
% of Identified Gifted and/or Talented Students Who Received Services	86.8	94.6	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	68.5	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	4.7	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*	11.4	13.5	21.3
# of Print Periodical Subscriptions	13	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	1.20
Special Education: Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	20.18
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	3.50
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	14.78

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	14.6	14.0	14.1
% with Master's Degree or Above	69.1	72.0	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.0	8.9	9.0
% Assigned to Same School the Previous Year	89.7	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.

One of our primary vehicles for strengthening our parent, student, and school partnerships at JFK Middle School continues to be through our P.T.O. Through fundraising efforts, they're able to provide financial support for all our students by subsidizing field trips, identifying and organizing cultural arts, anti-bullying and positive choice assemblies. They also assist our on-going efforts to improve literacy through their sponsorship of our highly successful book fairs, Young Authors, book talks and book signings for several well known authors. They also provide an avenue and parent audience for guest speakers and programs that provide students and parents with up-to-date information on a variety of issues and concerns facing young adolescents today. They continue to actively support and benefit from the communities S.T.E.P.S. (Southington's Townwide Efforts to Promote Success) program, Southington Educational Foundation, and Southington Youth Services. We have also formed new partnerships with several community businesses who provide funding and services for student clubs and academic materials.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	27	3.4
Black	14	1.7
Hispanic	23	2.9
White	733	91.5
Total Minority	68	8.5

Percent of Minority Professional Staff: 1.3%

Non-English Home Language:

2.2% 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 9.

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.

Kennedy Middle School staff and students continue the effort to build a greater awareness for world cultures and an appreciation for the benefits to our community from a culturally diverse world. We foster this understanding, appreciation and tolerance by infusing a variety of programs and practices into our classroom instruction through special programs and by making these efforts an integral part of our school culture. Our entire school community benefits from our English language, non-native and American Indian learners, who join us from countries as varied as Pakistan, Thailand, Korea, and others, in the sharing of the character of their cultural heritage with their classmates in both formal and informal ways. This effort is supported by those staff members that share their own heritage and cultures from the foreign lands they were raised in. The Kennedy P.T.O. provides yearly funding for cultural awareness programs that enhance student appreciation for diversity through music, dance and literature. Several of our school clubs and organizations provide community service opportunities that welcome participation from our entire student body. In a more formal way, our sixth and seventh grade social studies curriculum embraces multiculturalism by focusing not only on the history and geography of countries around the world but by emphasizing each culture and our common humanity. World language teachers regularly integrate cultural aspects of their program across all learning areas by offering activities that include dance, world language week celebrations, and Day of the Dead celebrations. Band, chorus and orchestra programs also provide music selections at concerts that exemplify many cultural perspectives. Our continued participation in the Partners in Science Program provides a number of students with an opportunity to work alongside children from many other CT cities and towns.

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	60.1	54.5	51.4	69.9
Grade 8	60.1	54.4	50.6	72.0

*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	82.3	81.1	74.9	62.4
Writing	78.7	76.2	65.9	72.1
Mathematics	90.7	88.8	70.7	87.5
Grade 7 Reading	87.9	86.0	77.4	72.2
Writing	69.4	71.8	61.2	64.3
Mathematics	86.2	85.5	68.5	80.8
Grade 8 Reading	85.7	85.6	73.3	76.6
Writing	74.6	72.4	62.6	68.4
Mathematics	82.5	83.9	67.3	76.3
Science	72.7	72.3	62.8	63.9

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	97.9	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, 41 students were responsible for these incidents. These students represent 5.1% 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	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	3	0
Theft	3	0
Physical/Verbal Confrontation	21	0
Fighting/Battery	11	0
Property Damage	0	0
Weapons	4	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	20	1
Total	65	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The regular analysis of student assessment data has become an embedded practice for all of our teaching teams. Our on-going efforts at identifying specific skill deficiencies for students and the application of these data to the formulation of individualized learning plans has effected sustained, measureable growth as measured by curriculum assessments, CMT scores and several other sources. We will improve upon these efforts this year by creating a formal structure that will allow teachers to strategically differentiate teaching and learning activities to meet individual student's skill needs. We will also continue to enhance our efforts to support literacy and numeracy in all content areas in natural and meaningful ways, strengthen our practice of co-teaching in the core content areas, and modify the literacy supports of our literacy specialists to more inclusive practices. We will also continue our efforts to provide a safe, structured and nurturing learning environment through the expansion of extra-curricular activities for students, 'Eagle Excellence' recognitions and our partnership with the Southington communities 'S.T.E.P.S.' program.

SUPPLEMENTAL SCHOOL INFORMATION

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

John F. Kennedy Middle School is located on a campus of 11.2 acres of property in the southern part of Southington. The school, which was built in 1964, currently has forty-eight classrooms, a library media center, cafeteria, auditorium and a gymnasium. Areas designated for instruction in the Unified Arts include two laboratories for family and consumer science, three for technology education, two for computer instruction and two for art. At JFK, 75 certified staff and 24 classified staff serve the needs of 839 students. Our learning programs integrate language arts, mathematics, science, social studies, world language, art, music, technology education, family and consumer science, and physical education. Each of these learning areas is reviewed and revised on a four-year cycle. Students with interest in vocal or instrumental music may participate in our band, chorus and orchestral program. Learning supports are provided by our school counselors, speech pathologist, school psychologist and social worker. Many opportunities for enrichment are fostered at JFK, which include clubs for students interested in drama, art, reading, writing, and our JFK yearbook. We also have clubs for students interested in the environment or bowling, skiing, dance, as well as scrabble, scrapbooking, homework club, builder's club and several others. We have added to the list this year with Lego League, Stock Market Club and a school newspaper. JFK offers a variety of interscholastic and intramural sports for boys and girls. Academic excellence, leadership and good citizenship are encouraged and recognized through the honor roll, students of the month, National Junior Honor Society, Peer Advocates, and many achievement celebrations. Community service is encouraged for all students at JFK and through participation in many of our service clubs.
