

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Tolland Intermediate School**Tolland School District**

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Location: 104 Old Post Road
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/pkr/parkerhome.htm

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: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 707
 5-Year Enrollment Change: 38.9%*
 *Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	30	4.2	4.1	38.3
K-12 Students Who Are Not Fluent in English	3	0.4	0.7	7.7
Students with Disabilities	100	14.1	11.6	10.8
Students Identified as Gifted and/or Talented	4	0.6	0.4	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	457	98.7	96.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	969	987

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
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	20.2	20.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	35	31
Computer Education **	21	19
English Language Arts **	366	426
Family and Consumer Science	0	1
Health **	20	21
Library Media Skills **	20	19
Mathematics	180	198
Music	35	33
Physical Education	52	41
Science **	120	95
Social Studies **	120	86
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.7	7.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.0	86.0	81.3

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	76.6	83.1	92.9
# of Print Volumes Per Student*	17.2	18.1	29.5
# of Print Periodical Subscriptions	7	4	12

*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			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.
General Education:	Teachers and Instructors	41.60	
	Paraprofessional Instructional Assistants	2.00	
Special Education:	Teachers and Instructors	8.80	
	Paraprofessional Instructional Assistants	22.75	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		2.00	
School Nurses		1.67	
Other Staff Providing Non-Instructional Services and Support		13.30	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.5	15.0	13.7
% with Master's Degree or Above	74.5	69.9	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.1	9.0	8.7
% Assigned to Same School the Previous Year	94.1	94.6	83.9

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 website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our Parent-Student Handbook provides a reference for school procedures and curriculum maps in all areas and is available on our website. Exemplary teacher-parent communication practices exist here at Tolland Intermediate School. They include: the Digital Backpack, our school website, school newsletters, the agenda, voice mail, phone and personal communication throughout the school year, parent conferences, teacher websites, and monthly PTO Newsletters. In an attempt to conserve the amount of paper used at T.I.S. and to expand upon our communication options, this year we launched a Digital Backpack. The Digital Backpack is an electronic form of communication between the school and home. Announcements are emailed out to a list of subscribers each week. Information about subscribing to the Digital Backpack is available on our school website. As a school district we use a telephone notification system called ALERT NOW. This system allows us to contact all of our parents via telephone with emergency or other important information in minutes. We are very appreciative of our cadre of parent volunteers who devote hours weekly throughout the year to assist us in accomplishing our mission. Parents assist us by supporting classroom teachers, helping out with reading groups, library support, technology integration support, lunch/recess monitoring, clerical support, running our recess Mileage Club, and creating volunteer opportunities through our student council.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	22	3.1
Black	13	1.8
Hispanic	18	2.5
Pacific Islander	0	0.0
White	652	92.2
Two or more races	0	0.0
Total Minority	55	7.8

Percent of Minority Professional Staff: 5.2%

Non-English Home Language :

0.4% 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 3.

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.

Our fourth grade music curriculum includes a unit through which students learn the basics of African hand drumming. Stylistic differences between West, South, and East African drumming were emphasized. A variety of African songs were taught along with games that accompany the songs. Songs, dances, and games from Spain, Mexico, Hawaii, and South America were taught as part of the Curriculum. Our Band performed music from around the world including a piece this year called, African Folk Trilogy. Additionally, our assembly programs provided other opportunities for our students to be exposed to diverse cultures. Our fifth graders participate in a full day event called Esteem Day. A team of high school students called the Esteem Team, spends the entire day with our students discussing values, problem solving, decision making, and peer pressure and appreciating cultural differences through the use of skits, song and dance. The day culminates with the students and the Esteem Team putting on a show for parents and the students share a personal letter with their parents.

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	37.6	37.6	50.9	26.2
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State 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 3 Reading	70.0	70.0	58.4	69.1
Writing	65.3	65.3	61.1	54.3
Mathematics	67.8	67.8	63.0	55.2
Grade 4 Reading	81.6	81.2	62.5	82.4
Writing	82.8	82.4	65.5	80.1
Mathematics	84.1	83.7	67.0	79.1
Grade 5 Reading	85.4	85.0	61.4	91.7
Writing	80.7	80.0	66.8	72.7
Mathematics	88.4	88.5	72.5	77.8
Science	85.7	85.0	59.9	90.9
Grade 6 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

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 Elementary Sch.	State Elementary Sch.
% Present on October 1	99.3	98.9	94.8

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 2009-10 school year, 100 students were responsible for these incidents. These students represent 13.5% 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	0	0
Personally Threatening Behavior	1	0
Theft	1	0
Physical/Verbal Confrontation	25	10
Fighting/Battery	0	1
Property Damage	0	1
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	52	57
Total	79	70

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school improvement plan was developed with a focus on continued CMT improvement as well as the development of a system of response to intervention. The plan specifically targeted the following areas: percent increases of students scoring goal or higher on the 2010 reading CMT, PLC teams analyzing student data and finally the development of a system to deliver and monitor student interventions. The system of interventions was implemented by our math and reading interventionists. The math interventionist and reading staff reviewed CMT scores as well as summative and formative data and subsequently created a database for each of our students. Disaggregating such data enabled the interventionists to work with classroom teachers and small groups of students on targeted interventions. The staff also continued revision of over 40 common assessments. These formative assessments are aligned with the CT State Dept of Education's Frameworks for Mathematics. Through our work with consultants, collaboration with other districts and attendance at specific professional development activities, we continue to work toward our goal of enhancement meeting the needs of all Tolland Intermediate School students.

SUPPLEMENTAL SCHOOL INFORMATION

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

Parents of Tolland Intermediate School children receive feedback on their child's performance via our standards-based report card. Standards are the core of what we want our students to learn. Standards have been an important part of our curriculum - our textbooks are standards-based and our state tests are standards-based. Our report card is based on these same grade level content standards. This year we implemented Positive Behavioral Interventions Supports. PBIS is a framework for creating and sustaining effective school-wide behavior system. The emphasis of PBIS is on preventing problems and providing a comprehensive, consistent model of appropriate behavior. PLC teams will use data to evaluate the effectiveness of the program. The focus of PBIS is to prevent and minimize behavioral problems and increase academic time for all students. Tolland Intermediate School continued to offer several after school activities for our students. Each club provides students with a myriad of opportunities to enrich their educational experience. At T.I.S., our student council works together as a team to support our community and our school. Through student council, we strive to foster good citizenship and respect for all individuals. Last year's student council held a mini Relay for Life which raised nearly \$600.00 for cancer research.
