

STRATEGIC SCHOOL PROFILE 2008-09
Elementary School K-6 Edition

Tolland Intermediate School
Tolland School District

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Location: 104 Old Post Road
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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: 3- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 761
5-Year Enrollment Change: 48.9%*
*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	33	4.3	3.6	34.2
K-12 Students Who Are Not Fluent in English	6	0.8	1.3	7.0
Students with Disabilities	115	15.1	13.0	10.9
Students Identified as Gifted and/or Talented	9	1.2	0.6	2.3
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	487	96.4	96.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	975	988

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	21.0	21.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	35	30
Computer Education ¹	11	17
English Language Arts ¹	503	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	17	18
Mathematics ¹	184	198
Music ¹	35	32
Physical Education ¹	35	40
Science ¹	70	98
Social Studies ¹	70	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	1.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	73.0	81.8	80.3

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	2.9	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	87.9	89.4	94.6
# of Print Volumes Per Student*	15.2	15.4	28.2
# of Print Periodical Subscriptions	13	7	13

*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	45.33
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	8.80
Paraprofessional Instructional Assistants	22.67
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.50
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	14.92

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.4	13.9	13.3
% with Master's Degree or Above	69.0	68.3	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.7	9.1	8.6
% Assigned to Same School the Previous Year	58.6	73.3	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

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 at Parker School. They include: Curriculum Night/Open House, Meet & Greet sessions for parents and children to meet their new teachers, the student agenda, e-mail addresses of all teachers sent to parents, voice mail, phone and personal contact at the beginning of the school year and thereafter, as needed, parent conference days, use of school newsletters, monthly PTO Newsletters. As a school district we have implemented a telephone notification system called ALERTNOW. This systems allows us to contact all of our parents via telephone with emergency or other important information in less than 15 minutes time. In addition, all teachers have created web pages, giving parents access to specific information and resources from their child's homeroom teacher and specialists. 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, serving as a substitute teacher or paraprofessional, running the Mileage Club, and creating enrichment opportunities for students after school hours. We are fortunate to have such a supportive and cooperative school learning community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.4
Asian American	25	3.3
Black	21	2.8
Hispanic	12	1.6
White	700	92.0
Total Minority	61	8.0

Percent of Minority Professional Staff: 4.6%

Non-English Home Language: 1.2% 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 8.

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 4th 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. The 4th grade chorus learned a Japanese folk song "Hamabe no Uta" which contains Japanese and English lyrics. Songs and stories from other countries such as Ireland were learned and performed as part of the Third Grade Spring Concert. 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 Fourth Grade Social studies curriculum focuses on the various regions of the United States. It emphasizes the geographic, economic and cultural similarities and differences of these distinct regions.

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, 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	14.0	14.0	33.6	15.3
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	66.4	66.1	54.6	68.9
Writing	67.5	67.2	62.5	57.2
Mathematics	59.8	59.6	62.8	43.2
Grade 4 Reading	78.0	77.7	60.7	79.4
Writing	83.8	83.1	64.2	88.9
Mathematics	73.0	72.4	63.6	64.4
Grade 5 Reading	80.5	80.5	66.0	77.0
Writing	82.5	82.5	66.5	81.0
Mathematics	78.6	78.6	68.8	68.0
Science	80.6	80.6	58.1	87.5
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	98.3	98.8	96.2

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 2007-08 school year, 2 students were responsible for these incidents. These students represent 0.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school improvement plan is targeted toward the improvement of specific CMT objectives in Mathematics, Language Arts as well as increasing the time our special education students spend with non-disabled peers. The School Improvement Plan goals were developed based upon specific student data from CMT scores, district benchmarks and previous year's inclusion statistics. District Benchmarks and Diagnostic Reading Assessments (DRA) are administered to monitor student progress. Student scores are entered into an informational database, which is used to develop a learning profile for each student and to assist in planning of instruction. This year an expansion of our inclusion program has enabled all of our special education students to spend more time with their non-disabled peers. We continue to provide opportunities for parent involvement. Parent participation in their child's education is an integral part of the success of our school. At T.I.S we solicit a cadre of volunteers to assist throughout our school. Parent participation in Curriculum Night presentations, Meet and Greet Open Houses, parent/teacher conferences and our district-wide Community Conversation focus groups, continues to be strong. Our monthly Parent Teacher Organization meetings are well attended and serve to recruit numerous volunteers for our school.

SUPPLEMENTAL SCHOOL INFORMATION

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

District Benchmarks are administered three times a year to monitor student progress in our curriculum in language arts, math, science, and social studies. Information from these benchmarks is entered into an informational database. Such information is used to develop a learning profile for each student and to assist in planning of instruction. We do the Diagnostic Reading Assessment (DRA) in the fall and the spring to monitor student progress in reading (decoding, fluency, and comprehension). A Summer Reading-at Home program is cooperatively conducted with our Tolland Public Library and the Governor's Summer Reading Challenge. Our school improvement plan was developed with a focus on continued improvement on both the CMT. Our improvement plan is targeted on improvement on specific CMT concepts in Mathematics, Language Arts and Reading. An additional improvement plan objective is for students to improve in their ability to determine the main idea/theme/topic/focus and the pattern of organization of text in order to summarize. The School Improvement Plan goals were developed based upon specific student data from CMT scores and district administered benchmarks.
