

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Tolland Middle School
Tolland School District**

WALTER N. WILLETT, Principal
 J. ANTHONY SPANGLE, Asst. Principal
 Telephone: (860) 870-6860
 Website: www.tolland.k12.ct.us/tms/tmspage1.htm

Location: 96 Old Post Road
 Tolland,
 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, 2008: 771
 5-Year Enrollment Change: -14.3%*

*Between 2003 and 2008, grades changed

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	42	5.4	5.4	25.1
Students Who Are Not Fluent in English	2	0.3	0.3	3.7
Students with Disabilities	70	9.1	9.1	11.7
Students Identified as Gifted and/or Talented	10	1.3	1.3	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	505	97.7	97.7	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,039	1,016

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	20.6	20.6	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	41.7	41.7	34.2
World Language	83.5	83.5	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art ^E	22	33
Computer Education	22	15
English Language Arts	266	229
Family and Consumer Science ^E	22	13
Health	22	24
Library/Media Skills	0	6
Mathematics	133	152
Music ^E	22	24
Physical Education	65	53
Science	133	144
Social Studies	133	143
Technology Education ^E	22	23
World Languages	133	77

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

^EElective hours also offered

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	0.3	0.3	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.9	72.9	76.8

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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.4	3.4	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	17.5	17.5	21.0
# of Print Periodical Subscriptions	12	12	28

*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	51.00
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	11.08
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	18.70

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	15.9	15.9	14.0
% with Master's Degree or Above	70.5	70.5	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.0	10.0	9.0
% Assigned to Same School the Previous Year	86.9	86.9	86.7

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.

Tolland Middle School is committed to supporting the family's role in the education of our students in many ways. A series of "Open Houses" are organized for all parents to come into the school building, meet the teachers and staff, and participate in activities that gives them a feel for their children's day. Through Orientation Nights, parents are invited to participate in activities that prepare children for academic success at Tolland Middle School in various academic programs. A monthly Principal's Breakfast is hosted by the Principal for the purpose of bringing community members and parents into the Middle School for a continental breakfast and discussions on a myriad of topics. TMS Community Nights are put on by the Principal for the purpose of bringing students and their parents into Tolland Middle School to enjoy a program and discuss the school and its operations: typically a program is provided for the students while parents work with the Principal. Nearly all field trips carried out by Tolland Middle School include parent participation, including but not limited to trips to Camp Woodstock, Boston, Salem, the Science Center and Washington D.C. Parent Teacher conferences give parents and teachers a chance to talk one on one about student progress and development. The Principal is a voting member of the Tolland Parent Teacher Organization, providing direct communication and cooperation with parents. Student awards are given out regularly by the Principal and other groups throughout the year, and a special evening Student Awards program is held at the end of the year to give special recognition to the students in front of their parents and the community. Special classes designed to help improve school climate and reduce bullying, that result in an end-of-year (course) graduation to which parents are invited (ROPE) are examples of the programs that exists at the school to include the parents, and this year the school conducted special research projects to increase this participation. Teachers and staff at Tolland Middle School use e-mail, telephones, in-person meetings, and voicemail to communicate with parents. Teaching teams at Tolland Middle School send home regular newsletters to help keep parents and the community informed. A school web site provides relevant and up-to-date information about not only school activities but individual classroom updates by teachers as well. In addition to the school web-site, a list-serv, called the Digital Backpack helps communicate information to parents on a weekly basis. A professionally printed newsletter called the Falcon News, generated five times a year, provides the parents and community articles, announcements, and information about Tolland Middle School.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	35	4.5
Black	14	1.8
Hispanic	6	0.8
White	714	92.6
Total Minority	57	7.4

Percent of Minority Professional Staff: 4.3%

Non-English Home Language: 0.8% 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 5.

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.

Tolland Middle School continues to focus on appreciation of individual and cultural differences. Sixth graders learn about diversity, problem solving, perspective and working together through our ROPE (Right of Passage Experience) classes. They experience better ways to work together and how to use everyone's strengths and multiple perspectives to accomplish a common goal. Tolland Middle School has expanded curriculum connections aimed at developing understanding and valuing different cultures. Students complete a rigorous curriculum focussing on racial understanding. The seventh and eighth graders read about the thematic study of immigration and the Holocaust, including trade books that focus students on the struggle for civil rights. The Teen Leadership classes at Tolland Middle School recognize and celebrate differences, and encourage students to embrace those different from themselves. Heterogeneous grouping is practiced at Tolland Middle School promoting a diversity of students in each classroom. Scholarship funds have been set up for field trips to ensure all students can participate regardless of their financial situation.

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	54.6	54.6	35.3	88.0
Grade 8	52.2	52.2	36.8	81.9

*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 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	89.9	89.5	68.9	89.8
Writing	80.0	79.7	62.2	82.7
Mathematics	87.1	86.7	68.8	80.2
Grade 7 Reading	88.3	88.3	74.9	81.4
Writing	75.3	75.3	62.9	74.1
Mathematics	77.0	77.0	66.0	71.4
Grade 8 Reading	83.1	83.1	68.4	75.6
Writing	78.6	78.6	66.5	72.3
Mathematics	83.1	83.1	64.5	80.2
Science	81.0	81.0	60.6	80.4

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	100.0	100.0	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. 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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Tolland students regularly exceed the state averages across all test areas, and perform very well on benchmark assessments. The percentage of students scoring in the remedial range across the school continues to be low. We provide intervention strategies and support for students in this range. While student learning, as measured by the Connecticut Mastery Test, has shown growth, plans to increase the number of students meeting goals will continue to be implemented.

Efforts to improve special education in the 2008-2009 have been many and have included the effort to comply with state guidelines and provide students of special education with greater time with non-disabled peers (TWNDP). Tolland Middle School increased its students' of special education time with non-disabled peers from 47% to 77%. This process was completed carefully, and with attention given to each individual child and for the classes as a whole. We are proud of our progress, and now comply with the state guidelines.

Tolland Middle School enjoys a great deal of parental and community support. Our Breakfast with the Principal program offers parents and community members a monthly opportunity to sit down, enjoy breakfast items, and meet with the principal to share any ideas, input, or questions. Child care and breakfast are funded by the principal personally, so no cost is incurred by the district. The TMS Community Nights also provide opportunities for parents to come in and meet with the principal while a special program, movie, or activity is provided for the children (also privately funded). Efforts to communicate and provide information to parents include the TMS Digital Backpack (a e-mail list of weekly updates), the Student Failure Reports (reports to parents every 15 days of any student who is failing a subject), the ALERTNOW calling system (a phone message system that calls parents homes to provide updates) as well as the Principal's Newsletter and the school and PTO newsletter, the FALCON NEWS. Teacher web-sites are also updated weekly, providing updates and information.

SUPPLEMENTAL SCHOOL INFORMATION

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

Tolland Middle School emphasizes teaming for sixth, seventh and eighth grade, utilizes a flexible block schedule, and a commitment to interdisciplinary unit development that is founded in performance based assessment. We are continuously seeking ways to meet the needs of the emerging adolescent through our strong guidance program(s) and differentiated instruction.

Every sixth grader participated in the technology education program while many other classes help enrich student experiences and develop individual interests. The exploratory program allows all students to experience many aspects of the curriculum, so when electives are chosen in seventh and eighth grade, students are making informed decisions. The use of computer technology throughout the school continues to increase dramatically, both with students and teachers. PowerPoint presentations, Internet searches, computer-assisted learning stations, voicemail, and email are present and are used daily. Many students have been involved in online classes. Students and staff have been developing computer technology proficiency and our technology curriculum is embedded in the sixth grade with the aid of a wireless cart.
