

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Tolland Intermediate School****Tolland School District**

James Dineen, Principal  
 John E. Bean, Asst. Principal  
 Telephone: 860-870-6885

Location: 96 Old Post Rd.  
 Tolland,  
 Connecticut

Website: [www.tolland.k12.ct.us/pkr/parkerhome.htm](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 3 - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 666  
 5-Year Enrollment Change: 31.4%

**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	34	5.1	4.5	41.3
K-12 Students Who Are Not Fluent in English	3	0.5	1.5	8.1
Students with Disabilities	86	12.9	12.5	11.2
Students Identified as Gifted and/or Talented	10	1.5	1.0	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	460	98.7	97.6	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	981	999

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	22.2	22.2	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education **	27	19
English Language Arts **	458	429
Family and Consumer Science	0	0
Health **	8	20
Library Media Skills **	27	20
Mathematics	227	201
Music	27	35
Physical Education **	39	43
Science **	71	99
Social Studies **	71	90
Technology Education	0	3
World Languages	0	15

**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	0.5	1.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	67.4	60.0	79.2

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.5	4.0	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	19.6	21.1	29.7
# of Print Periodical Subscriptions	7	4	10

\*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**

<b>Full-Time Equivalent Count of School Staff</b>			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	40.00	
	Paraprofessional Instructional Assistants	2.50	
Special Education:	Teachers and Instructors	7.80	
	Paraprofessional Instructional Assistants	15.58	
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	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.3	15.0	13.7
% with Master's Degree or Above	77.6	73.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.1	9.7	9.1
% Assigned to Same School the Previous Year	85.7	88.8	84.2

**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.

At Tolland Intermediate School we employ numerous modes of teacher-parent communication practices. These include: the Digital Backpack, Twitter, our school website, the agenda, voice mail, and automated phone messages personal communication, Coffee with the Principals, 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, we email a weekly Digital Backpack to subscribers. The Digital Backpack is an electronic form of communication between the school and home. Information about subscribing to the Digital Backpack is available on our school website. As a school district we use a telephone notification system called BlackBoard Connect. This system allows us to contact all of our parents via telephone with emergency or other important information. Call groups are set up for various clubs, music ensemble groups, grade levels and each of our 28 busses. These call groups enable us to target our communications to specific groups. We are very appreciative of our cadre of parent volunteers who devote hours weekly throughout the year to assist us in meeting the needs of our students. Parents assist us by supporting classroom teachers, helping out with reading groups, library support, technology integration support, clerical support, running our recess Mileage Club, working in our Positive Behavior Intervention and Supports program and our student council.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	19	2.9
Black	5	0.8
Hispanic	21	3.2
Pacific Islander	0	0.0
White	620	93.1
Two or more races	0	0.0
Total Minority	46	6.9

**Percent of Minority Professional Staff:** 3.6%

**Non-English Home Language :**

0.6% 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 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 performs music from around the world. Additionally, our assembly programs provided other opportunities for our students to be exposed to diverse cultures, one such assembly exposed the student body to a Brazilian Drumming group. 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	36.2	36.2	52.0	22.1
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	73.0	73.0	56.9	75.7
Writing	75.5	75.5	60.0	77.4
Mathematics	75.5	75.5	61.4	70.6
Grade 4 Reading	77.0	76.6	62.6	75.2
Writing	76.5	75.8	63.0	73.2
Mathematics	83.6	83.2	65.1	80.3
Grade 5 Reading	76.1	76.1	66.9	63.6
Writing	78.8	78.8	65.6	73.5
Mathematics	86.5	86.5	69.2	80.0
Science	84.6	84.6	62.3	83.7
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.8	98.7	96.5

### 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.

### Truancy

During the 2011-12 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, 2011-12		
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.

The 2012-2013 school improvement plan continued our focus on reading improvement as well as the development of a system of response to intervention. Our work with SERC was incorporated into the school improvement plan. Data teams analyzed language arts pre and post curriculum based assessments as part of the data team process. After giving the post-instruction assessment, teams reviewed student progress and determined which strategies were most effective. Year two of our partnership with the State Education Resource Center (SERC) enabled consultants to provide information, research tools, and professional development on best practices to better prepare our teachers and other service providers to meet the needs of Connecticut students. The Analyzing Literacy Data for Tiers of Instruction project, is designed to help our school-based teams establish and enhance the systems necessary to inform instruction and raise the literacy achievement of their students. Data teams achieve these goals by striving to: 1) improve their function; 2) increase the number and percentage of students achieving proficiency and above on state-, district-, and school-based assessments; and 3) increase the number and percentage of teachers using differentiated instruction for students of all races, students with special needs, and students who are English Language Learners, based on the results of the assessment data. Through our work with consultants, collaboration with other districts and attendance at specific professional development activities, we continued to work toward our goal of enhancement meeting the needs of all Tolland Intermediate School students. The description of the Analyzing Literacy Data for Tiers of Instruction project, is taken from the SERC website at <http://ctserc.org>. The 2012 -2013 school improvement plan also focused our efforts on our system of interventions. 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.

---

**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. We are in our fifth year of Positive Behavioral Interventions Supports implementation. PBIS is a framework for creating and sustaining an effective school-wide behavior system. The emphasis of PBIS is on preventing problems providing a comprehensive, consistent model of appropriate behavior. Teams 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 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 \$1500.00 for cancer research.

---