

STRATEGIC SCHOOL PROFILE 2012-13

Middle and Junior High School Edition

Tolland Middle School**Tolland School District**

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Location: One Falcon Way
 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, 2012: 688
 5-Year Enrollment Change: -32.0%*
 *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	36	5.2	5.2	30.9
Students Who Are Not Fluent in English	2	0.3	0.3	3.4
Students with Disabilities	78	11.3	11.3	12.4
Students Identified as Gifted and/or Talented	19	2.8	2.8	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	467	98.1	98.1	97.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,033	1,029

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	22.8	22.8	20.2

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	57.4	57.4	33.9
World Language	75.3	75.3	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	37
Computer Education *	0	18
English Language Arts	304	231
Family and Consumer Science *	0	10
Health	17	24
Library Media Skills	0	10
Mathematics	152	164
Music	0	36
Physical Education	63	58
Science	152	151
Social Studies	152	147
Technology Education *	0	23
World Languages *	0	96

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 23.5% 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.

* Elective 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	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	51.3	51.3	75.8

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	3.4	3.4	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	100.0	100.0	97.5
# of Print Volumes Per Student*	19.7	19.7	22.2
# of Print Periodical Subscriptions	8	8	19

*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	45.00
Paraprofessional Instructional Assistants	6.50
Special Education: Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	17.00
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)	1.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	16.20

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	15.7	15.0	14.3
% with Master's Degree or Above	75.0	75.0	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.5	9.5	9.3
% Assigned to Same School the Previous Year	94.6	94.6	87.4

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.

A series of "Open Houses" is organized for all parents to come into the school building, meet the teachers and staff, and participate in activities that provide them a feel for their children's day. Through these Open Houses, parents and guardians are invited to participate in activities that prepare children for academic success at Tolland Middle School. A monthly Principal's Breakfast as well as a quarterly Pizza with the Principal dinner is hosted by the Principal for the purpose of bringing community members and parents into the Middle School for food 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 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 students in front of their parents and the community. In addition, special classes designed to help improve school climate and reduce bullying (ROPE), culminate in an evening graduation to which parents are invited, and serve as additional examples of the programs that exist at the school to include the parents. Each year the school conducts special research projects to increase parent participation. Teachers and staff at Tolland Middle School use e-mail, telephones, in-person meetings, calling systems, the Internet/Web, and voicemail to communicate with parents. Parents can sign up for daily progress updates in Power School. Teaching teams at Tolland Middle School contribute to a regular newsletter (Falcon News) and TMS News Wiki to help keep parents and the community informed. A school web site provides relevant and up-to-date information about school activities and individual classroom updates by teachers. In addition the Digital Backpack utilizes an electronic list-serve to help communicate information to parents on a weekly basis. Finally, three times a year the school engages in a "Community Block" in which all students in all classes work on a collective community service project

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.6
Asian American	22	3.2
Black	10	1.5
Hispanic	17	2.5
Pacific Islander	0	0.0
White	635	92.3
Two or more races	0	0.0
Total Minority	53	7.7

Percent of Minority Professional Staff: 6.3%

Non-English Home Language:

0.3% 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 2.

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.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through interdistrict or interschool programs, distance learning, or other experiences. Below is a description of how this school provides such experiences. Tolland Middle School celebrates our individual and cultural differences. Sixth graders learn about diversity, problem solving, perspective and working together through our ROPE (Right of Passage Experience) classes, and through our program of Positive Behavioral Interventions and Supports. Students learn to celebrate diversity, and learn better ways to work together using everyone's strengths and multiple perspectives to accomplish a common goal. Tolland Middle School has curriculum connections aimed at developing understanding and valuing different cultures. Students complete a rigorous curriculum that includes components related to understanding racial, ethnic, and economic backgrounds other than the student's own. 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 Language Arts and Social Studies classes at Tolland Middle School recognize and celebrate differences, encourage students to embrace those different from themselves, and work for a better understanding of cultures different from their own. 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 help students 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	75.4	75.4	50.6	94.2
Grade 8	74.4	74.4	50.6	92.2

*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	94.5	94.5	73.3	95.7
Writing	86.6	86.2	65.1	89.1
Mathematics	93.6	93.1	67.0	97.3
Grade 7 Reading	93.8	93.3	78.9	91.6
Writing	79.4	78.7	64.9	78.6
Mathematics	92.3	91.9	65.4	96.0
Grade 8 Reading	94.3	94.3	76.2	94.1
Writing	89.2	88.8	67.2	92.4
Mathematics	93.9	93.9	65.0	98.9
Science	84.1	83.7	60.4	91.3

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	97.8	97.8	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 2011-12 school year, 35 students were responsible for these incidents. These students represent 4.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	6	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	12	1
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	28	4
Total	48	6

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. This includes the special populations. Our efforts have focused on Response to Intervention and Strategic Research Based Interventions in Tolland Middle School programs such as the Homework Club, TMS Achievement Lab and Academy, the Writing Program, Reading Program, and the Math Development Program are examples of school programs that are designed to be reflective, responsive, data driven, student performance based, and always improving. Positive Behavioral Interventions and Supports will also help keep the focus on learning and student achievement, and limit distractions. Student teams participate in mathematics in the Math Olympiad. The Writing Across the Curriculum program promotes the development of better writing skills in our students. Our academic and sports teams have been very successful. The band and chorus program and concerts develop student talent in the arts. Common Core State Standards Professional Learning Community (CCSS-PLC) teams are the focus of our current Professional Development and Practices. Nearly all of the CCSS-PLC teams demonstrated improvements in student performance as a part of their research and responsive instructional practice. CCSS-PLC teams aligned curriculum, planned assessments and units, analyzed data, studied trends, and made decisions based on the data to provide programs in remediation and enrichment. The school Mastery Based Grading Policy was completed and is in practice. In addition, the school guidance department utilizes the EIP process (Early Intervention Program) to help identify and remediate students that are struggling both behaviorally and academically. For Tier III students, a new Tier III Team process has been established. Through the implementation of our student re-assessment policy, Tolland Middle School programs make sure failure is not an option for 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.

Tolland Middle School emphasizes teaming for sixth, seventh and eighth grade, utilizes a rotating 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 techniques. All students participate in the technology education program enriching student experiences and developing individual interests. The Unified Arts program provides all students the opportunity to apply many aspects of the curriculum in hands on activities. The use of computer technology throughout the school continues to increase dramatically, both with students and teachers. Grants helped provide Smart Boards for many classrooms, and PowerPoint presentations, Internet searches, computer-assisted learning stations, voicemail, a phone notification system, the Digital Backpack list serve, the Principal's Page, and email are used/updated frequently. Students and staff have been developing computer technology proficiency and our technology curriculum is embedded in classroom instruction throughout the school with the aid of a multiple wireless carts, including a new iPad cart system. We also have an iPad User group.
