

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Thalberg School
Southington School District

BEECHER J. LAJOIE, Principal
 Telephone: (860) 628-3370

Location: 145 Dunham Road
 Southington,
 Connecticut

Website: www.southingtonschools.org/our_schools/thalberg/index.html

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: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 422
 5-Year Enrollment Change: 41.6%

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	50	11.8	10.2	36.7
K-12 Students Who Are Not Fluent in English	28	6.6	2.7	7.4
Students with Disabilities	29	6.9	9.9	10.9
Students Identified as Gifted and/or Talented	9	2.1	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	50	78.1	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	335	93.6	94.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	992

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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	16.2	18.5
Grade 2	21.5	18.1	19.7
Grade 5	19.7	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	22	31
Computer Education	0	18
English Language Arts	430	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	18	19
Mathematics	196	199
Music	18	33
Physical Education	22	41
Science	120	97
Social Studies	120	88
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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	6.6	2.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.7	84.8	80.9

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	2.8	3.0	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	29.0	21.4	28.9
# of Print Periodical Subscriptions	10	10	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		
General Education:	Teachers and Instructors	24.00
	Paraprofessional Instructional Assistants	1.50
Special Education:	Teachers and Instructors	2.00
	Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants		1.10
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.30
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		7.50

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	12.9	13.0	13.6
% with Master's Degree or Above	56.3	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.6	8.1	8.2
% Assigned to Same School the Previous Year	93.8	88.5	86.9

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.

We firmly believe that there is a direct correlation between student achievement and parental involvement. Several initiatives have been implemented to this end. Workshops are held both in late afternoon and early evening hours to accommodate parent schedules. During these workshops parents are acquainted with various strategies utilized in our reading and math curriculum to foster understanding and generalization to the home environment. A partnership program with parents exists whereby parents, children and teachers interact in evening programs discussing particular books. We model questions which assists the parents to understand what is paralled in the classroom. Emphasis is placed on parent responsibility to promote the carryover of learning at home. Parents volunteer for an array of enriching experiences. In addition workshops have been developed to inform parents about kindergarten readiness, math, computer, fine motor and language development. We are invested in ensuring that parents who are new to our school have every opportunity to prepare their children to be successful.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	33	7.8
Black	5	1.2
Hispanic	16	3.8
White	365	86.5
Total Minority	57	13.5

Percent of Minority Professional Staff: 5.3%

Non-English Home Language :

11.4% 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 15.

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.

Reuben E. Thalberg Elementary School has designed experiences and programs to broaden student understanding concerning the richness of diversity. Our students participated in a series of creative demonstrations that reinforced important character themes such as mutual respect, tolerance for differences, and self-discipline. Our belief is that differences are diminished and commonality is strengthened when students experience a broad range of cultures through various activities presented by our school's teachers, parents and students. Traditions, language, and cultural value are emphasized. Students have participated in, sharing their cultural traditions orally with their classmates. Our diversity efforts were enriched by our Character Counts curriculum emphasizing the pillars of character. The program recognizes student achievement for each pillar and is celebrated with parents and children. Our school community takes an active role in assisting families in both our town and schools. We aid in supporting families in emergency situations and in individual economic crisis to decrease families economic isolation. These matters are conducted in a confidential manner.

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	62.5	61.8	50.3	75.3
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	70.0	70.1	57.0	71.0
Writing	84.1	68.0	58.3	93.1
Mathematics	91.3	86.5	62.4	96.7
Grade 4 Reading	65.8	74.9	59.9	58.3
Writing	75.6	76.8	63.6	70.9
Mathematics	90.9	87.8	67.0	91.9
Grade 5 Reading	77.2	72.8	61.8	77.3
Writing	74.1	76.3	68.2	57.4
Mathematics	93.1	91.3	72.4	93.4
Science	82.8	77.5	59.4	89.2
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	97.2	96.8	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. In the 2008-09 school year, 3 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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.

We have placed great emphasis on meeting the needs of all of our students. To accomplish this we have analyzed data through Benchmark Assessments and District and Teacher Assessments, which are reviewed frequently. Data drives our instruction and data walls assist our instructors to implement effective programming through differentiation and creative programming. We have totally revised our Continuous Improvement Plan to meet specific achievement needs of our students. We have implemented an innovative reading clinic to improve student achievement in literacy. In addition, we implemented several computer programs to promote student success. Our parents, administrators, and faculty members worked together to better meet these areas. Effective teaching practices are utilized as well as research based models such as Readers' Workshop, Writers' Workshop and inclusion.

SUPPLEMENTAL SCHOOL INFORMATION

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

We are fortunate to have many strong community business partnerships, which have contributed volunteers, materials, and assistance to meet our goals and to strengthen our school. Our YMCA after school program enables children to have a supervised and a safe environment to meet the needs of our families. We continue to pride ourselves on nurturing a love of learning blended with strong parental involvement. Thalberg's staff stand by the belief that all students can achieve and teachers foster achievement through differentiation and student interests. We encourage parents to work at home with their children on learning activities. To assist these efforts, teacher web sites have been established so parents can become knowledgeable about existing programs and curriculum. We are also proud of the strong parental support, which enriches our school environment. This encompasses a school beautification program, an active volunteer program, and a generous school sponsorship. Parents are encouraged to volunteer in an array of enriching experiences. It is important that children see their parents at school engaged in supportive activities. This is done both through the Parent Teacher Organization and individual efforts regarding: book fairs, cultural programs, learning center support, as well as teacher classroom support.
