STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Thalberg School

Southington School District

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Location: 145 Dunham Rd.
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: 1 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 427
5-Year Enrollment Change: -0.7%

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	44	10.3	15.1	41.3
K-12 Students Who Are Not Fluent in English	16	3.7	3.2	8.1
Students with Disabilities	32	7.5	11.8	11.2
Students Identified as Gifted and/or Talented	3	0.7	1.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	86.8	87.3	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	299	98.4	97.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	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	17.0	15.4	18.9
Grade 2	21.3	18.8	19.8
Grade 5	21.0	22.1	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art	22	33
Computer Education	0	19
English Language Arts	430	429
Family and Consumer Science	0	0
Health	30	20
Library Media Skills	18	20
Mathematics	196	201
Music	18	35
Physical Education	22	43
Science	120	99
Social Studies	120	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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.7	3.2	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	85.4	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.6	82.3	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.1	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*	31.7	24.8	29.7
# of Print Periodical Subscriptions	10	17	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

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	23.90
	Paraprofessional Instructional Assistants	0.24
Special Education:	Teachers and Instructors	2.00
	Paraprofessional Instructional Assistants	11.92
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		1.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		7.52

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	15.2	13.0	13.7
% with Master's Degree or Above	59.4	60.4	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.6	9.9	9.1
% Assigned to Same School the Previous Year	90.6	90.0	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.

The school website has assisted us in creating a means of communication open to the entire community. Thalberg School is proud of the teachers' websites and promoting educational links and information regarding school events and information. The school district has allowed each school to have School Messenger in which phone calls and emails can be sent to our parents which communicate changes or provide school wide information instantly.Thalberg School provides parents with a monthly newsletter both on line and in print for the parents to learn about policies, practices and lessons occurring in classes. Teachers provide parents with weekly communication from the classroom. Assessments and students' academic progress are communicated to parents through testing results sent home, progress reports, and report cards.The Thalberg PTO has done an outstanding job of promoting parent volunteers for events and classroom supports. The Thalberg PTO has enabled the school to connect with the parents and provide enrichment opportunities for our students. The PTO uses "Thalbergminutes" emails to keep the parents up-to-date of the events and supports needed within the school.At Thalberg, we actively work with the parents to make sure students are attending school regularly. Through positive climate initiatives as well as the follow up with parents by phone call and home visits when students have missed consecutive days of schools to make sure parents and students are accountable for attending school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	3	0.7
Asian American	26	6.1
Black	2	0.5
Hispanic	24	5.6
Pacific Islander	0	0.0
White	362	84.8
Two or more races	10	2.3
Total Minority	65	15.2

Percent of Minority Professional Staff: 7.9%

Non-English Home Language :

11.0% 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 14.

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.

All efforts are made for interaction of students at varying economic backgrounds. We provide opportunities for breakfast and lunch needs in which all students are welcome to participate and therefore promotes the participation of students needing free/reduced lunch. Students bring their breakfast into the classrooms in order to help support the growth and development of the program and encourage all students to have a healthy breakfast.Thalberg utilizes the Character Counts education program. The Character Count education helps to promote school culture and environment. The program emphasizes acceptance of differences, respect of cultures and promoting positive interactions for students of all backgrounds. Students demonstrating the character trait of the month are given a certificate as well as an opportunity to be invited to the Character Counts Breakfast for the month. In addition to the Character Counts education, we utilize the Asset Building Classroom (ABC) 40 characteristics of personality. We also utilize the ABC team to promote a positive school climate and continue the zero tolerance policy for bullying. The ABC committee promotes their assets at monthly pep rally events. Students are given opportunities throughout the day to earn “T’Berg Bills” for positive behaviors. The positive reinforcement are used to earn school wide pajama days and crazy hair days.Thalberg also provides opportunities in our curriculum to celebrate cultures. We utilize an immigration study in social studies to learn about themselves as well as the background of their peers. We provide opportunities for celebration in our gardening program, and personalized learning opportunities with research opportunities through technology and our Bring Your Own Device program.

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	79.2	52.8	52.0	92.8
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	80.9	71.0	56.9	91.0
Writing	82.9	73.2	60.0	90.8
Mathematics	89.7	82.8	61.4	95.2
Grade 4 Reading	82.8	80.1	62.6	85.4
Writing	84.4	76.7	63.0	88.7
Mathematics	84.1	85.9	65.1	81.4
Grade 5 Reading	76.8	82.4	66.9	65.7
Writing	72.0	78.6	65.6	60.0
Mathematics	88.6	85.3	69.2	84.8
Science	80.5	79.0	62.3	77.1
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	96.5	97.0	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 2011-12 school year. 1 Students was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

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	1	0

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

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 adsences, they are not comparable between schools.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Thalberg Elementary School has been diligent about meeting the needs of all of the students. We provide opportunities to develop the entire child. Academics are at the core of all of the experiences for our students, but we celebrate the talents of the students.This year we are making sure the curriculum aligns to the Common Core State Standards. The grade level teachers are working collaboratively to fuse the common core standards into their teaching practices. There is a collective sense of promoting technology during instruction and providing students opportunity to utilize technology to enhance learning and projects. We believe in teaching students to discriminate information based on reliability of source. This is a means to enhance on-line literacy for our students.The Parent Plan Team meetings and development of the students' Individual Education Plan continue to be utilized to create a specialized plan for students in need. All decisions are made collaboratively and in the best educational interest of the student. The Early Intervention Program (EIP) team works to ensure no student fails. The EIP team seeks to provide changes in adult behavior to create appropriate Tiered support for the students. By using the SRBI tiered support model, students are able to take advantage of supports based on their needs. Each day, students are given 30 minutes of time in which they are doing enrichment projects or receiving additional support based on their identified needs. All students are able to have a personalized program based on their needs to support growth.The Asset Building Classroom team includes a parent liaison to assist in climate decisions for the school. This team creates opportunities to promote positive environment as well as eliminate bullying in the school. ABC student counsel was created this year to provide students a greater voice and choice within their school environment. Students are able to become peer leaders with their new opportunity.

SUPPLEMENTAL SCHOOL INFORMATION

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

Thalberg staff has worked to creating meaningful connections. Students have worked with master gardeners, senior center residents and Orchard Valley Garden Club students to develop Genevieve's Garden. The community connection is also evident in the science grants attained by staff to promote students' understanding of the world they live in. Thalberg has benefited from donations from the community. Our technology tools and opportunities have been greatly improved because of the generosity of the community and local endowments. Thalberg is working towards meeting the individual needs of each learner in our building. A 30 minute block in our schedule allows students needing Tier II and Tier III support are able to receive the additional support without missing new instruction. Students not receiving Tier II & III support are able to research topics of their personal choice. Students are able to access technology to learn about their research topic and provided an opportunity to become the teacher as they present their findings. Students have been able to promote their musical talents both vocally and instrumentally. The arts program has created a number of art pieces displayed throughout the town of Southington. Thalberg School is proud of annual traditions such as grandparents' day, talent shows, poetry readings, young author's day and concerts to celebrate the home/school connections and enrich the learning experiences for our students. Students have reached out to our former graduates from Thalberg now serving in the military. The students are writing letters of support and letting those serving in our armed forces know that their school is still cheering them on.