

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

Birch Grove Primary School**Tolland School District**

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Location: 247 Rhodes Road
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/bge/homepage/bgepage1.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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 651
 5-Year Enrollment Change: -15.7%

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	26	4.0	4.1	38.3
K-12 Students Who Are Not Fluent in English	6	1.0	0.7	7.7
Students with Disabilities	57	8.8	11.6	10.8
Students Identified as Gifted and/or Talented	1	0.2	0.4	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	107	55.7	55.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	403	94.8	96.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	958	987

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	19.1	19.1	18.4
Grade 2	22.3	22.3	19.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	35	30
Computer Education **	11	15
English Language Arts **	495	491
Health **	14	18
Library Media Skills **	16	19
Mathematics **	181	199
Music **	35	31
Physical Education **	35	37
Science **	68	72
Social Studies **	68	68
World Languages	0	8

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	1.0	0.7	7.5
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	82.5	86.0	81.3

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	3.7	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	93.7	83.1	92.9
# of Print Volumes Per Student*	19.1	18.1	29.5
# of Print Periodical Subscriptions	0	4	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	31.60
	Paraprofessional Instructional Assistants	7.50
Special Education:	Teachers and Instructors	7.30
	Paraprofessional Instructional Assistants	25.10
Library/Media Specialists and/or Assistants		0.73
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		1.00
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		15.20

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.6	15.0	13.7
% with Master's Degree or Above	64.3	69.9	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.2	9.0	8.7
% Assigned to Same School the Previous Year	95.2	94.6	83.9

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.

At Birch Grove, our Family Resource Center (FRC) continues to offer many activities and services to families and to pre-school and school age children. The FRC offers a summer camp program and a very popular before and after school program. Through the FRC we offered two sections of a before and after kindergarten program. The Family Resource Center continues to be grant and self-funded. We are aware of the importance of sharing parenting strategies to parents and childcare providers. The FRC offers parent education nights, the Parents as Teachers program, Systematic Training for Effective Parenting (STEP) course, and the Charts-A-Course program for childcare providers. Teachers communicate with parents using email, conferences, and regular newsletters. The school website contains classroom and school information for parents. We began using a Standards Based Report Card to communicate academic progress to parents. We utilize parents and community volunteers for assistance in classroom activities and to support our reading program. We have more than 200 parent volunteers at Birch Grove Primary School. We have a dedicated Special Education Parent Teacher Association (SEPTA) and a PTO (TEPTO) that works collaboratively with the school to foster learning, enrichment, and social opportunities for children and families.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	21	3.2
Black	9	1.4
Hispanic	16	2.5
Pacific Islander	0	0.0
White	603	92.6
Two or more races	0	0.0
Total Minority	48	7.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

1.0% 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 6.

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.

The Music department at Birch Grove incorporates both vocal and instrumental music from around the world. The first grade children study world geography and create art from around the world. Grade 1 children completed a unit of study on Mexico and Grade 2 completed a unit of study on Japan. Grade 2 students participated in a multicultural unit that encouraged the children to learn about and share the background and culture of their families. Our PTO sponsors cultural programs that provide our students with diverse cultural arts experiences. All Birch Grove teachers continued discussions around the inclusion of Special Needs students into the regular class as we move towards becoming a more inclusive school. These discussions allowed teachers the time to think about, discuss, and plan for our inclusive classes. The teachers also discussed the importance of creating a school culture where we are responsible for the education and acceptance of all children. The Birch Grove community engaged in several activities to support local needy families. The parents, teachers and children of Birch Grove donated food to a community agency. The children donated over 2,000 new or slightly used books to a school in another less fortunate community in CT. Many children made Christmas cards for soldiers. We held a "Kindness" week and a Wellness Night that collected food for a local food bank. Staff members support the local food bank by providing Thanksgiving food baskets.

STUDENT PERFORMANCE AND BEHAVIOR

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	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	98.5	98.9	94.8

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 2009-10 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, 2009-10		
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.

Birch Grove Primary School had an excellent year as the staff continues to work together in Professional Learning Communities. Each team established common goals in literacy and numeracy. The result of this common focus is improved and more consistent instruction for students and improved assessment scores in most areas. All teachers continue to use the data analysis training to assist them in determining their effectiveness by providing them with strategies for analyzing student performance data that is linked to state standards. We have focused on identifying a schedule of assessments, cut-points, and interventions for our Scientific Research – Based Interventions (SRBI) plan. We continue to offer the READ (Reading Excellence Achieved Daily) program in first and second grade. This program helps us to better use our highly trained reading staff to be able to support more children as they learn to read. We also offer small group instruction for students that need it, as well as TLC, which is a one-to-one reading intervention. We support small groups of kindergarten children using a kindergarten literacy program. The Everyday Math program is the major instructional component of the K-2 mathematics curriculum, which is in its fifth year. We continue to discuss the concerns that we have around modifying the program for students who struggle with the pace of this spiraling program. We began a Math Intervention Program to support at risk first and second grade students. At all grade levels in Social Studies and Science we have developed pacing guides and revised benchmarks. We continue to work on the correlation between social studies/science and Language Arts. We have a team of staff members that are receiving training in the Positive Behavioral Intervention Support model (PBIS). This school wide framework will guide instruction, behavioral practices, and interventions. Next year, PBIS will be introduced to the students and implemented school wide.

SUPPLEMENTAL SCHOOL INFORMATION

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

Birch Grove Primary School houses grades Pre K-2. The school population is now at 650. The Family Resource Center provides before and after school programs, a preschool program, a summer camp program in addition to ongoing preschool and parent and child programs throughout the year. Birch Grove's Teacher Assistance Team (TAT) provides a systematic early intervention process for teachers of students that are experiencing academic difficulty. Teachers continue to meet informally to identify a plan of action for students of concern. These teams are made up of teachers across grade levels and areas of specialty. They meet to discuss student learning, behavior and adjustment, as well as issues of school wide concern. The staff and administration at Birch Grove Primary School are all aware of the importance of developing and maintaining a home school relationship based on cooperation and trust. Hundreds of parent volunteers have helped in the classrooms and the library. The PTO has again raised significant funds to support our many needs. The Birch Grove staff works in collaboration with the Tolland Youth Services department to meet the various needs of our children and families.
