

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



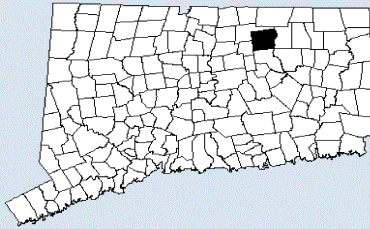
Tolland School District

Mr. William Guzman, Superintendent • 860-870-6850 • <http://www.tolland.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,732
Per Pupil Expenditures ¹	\$12,900
Total Expenditures ¹	\$37,848,155

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,336	48.9	48.3
Male	1,396	51.1	51.6
American Indian	6	0.2	0.2
Asian	94	3.4	4.6
Black or African American	41	1.5	12.9
Hispanic or Latino	77	2.8	21.2
Pacific Islander	*	*	0.0
White	2,509	91.8	58.4
Two or More Races	*	*	2.3
English Language Learners	15	0.5	5.7
Eligible for Free or Reduced-Price Meals	183	6.7	37.3
Students with Disabilities ¹	316	11.6	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	43	3.3	18	1.3
Male	48	3.5	65	4.6
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	9.8
White	84	3.4	70	2.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	16	8.5	12	5.7
Students with Disabilities	22	7.4	26	7.3
District	91	3.4	83	3.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	168.0
Paraprofessional Instructional Assistants	15.5
Special Education	
Teachers and Instructors	25.8
Paraprofessional Instructional Assistants	73.3
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	9.3
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	7.3
Other Staff Providing Non-Instructional Services/Support	116.9

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	2	0.8	1.0
Black or African American	2	0.8	3.5
Hispanic	5	2.1	3.6
Native American	1	0.4	0.1
White	229	95.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	*	*	53	25.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	32	15.5	60	26.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	30	62.5
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	105	84.7
Other Health Impairment	49	87.5
Other Disabilities	*	*
Speech/Language Impairment	17	81.0
District	217	74.3
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.7	1.4
Emotional Disturbance	16	0.6	1.0
Intellectual Disability	8	0.3	0.4
Learning Disability	125	4.5	4.2
Other Health Impairment	57	2.1	2.5
Other Disabilities	22	0.8	1.0
Speech/Language Impairment	21	0.8	1.9
All Disabilities	297	10.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,825,917	7,696	8,769
Instructional Supplies and Equipment	447,266	158	275
Improvement of Instruction and Educational Media Services	1,547,504	546	487
Student Support Services	1,552,833	548	965
Administration and Support Services	3,606,384	1,272	1,600
Plant Operation and Maintenance	3,374,149	1,190	1,472
Transportation	2,272,658	758	786
Costs of Students Tuitioned Out	3,113,097	N/A	N/A
Other	108,347	38	178
Total	37,848,155	12,900	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,376,037	1,190	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,880,571	24.5	35.6
Noncertified Personnel	1,088,574	14.2	14.5
Purchased Services	358,810	4.7	5.0
Tuition to Other Schools	2,931,589	38.1	21.4
Special Ed. Transportation	640,103	8.3	8.5
Other Expenditures	787,184	10.2	14.9
Total Expenditures	7,686,831	100.0	100.0

PK-12 Expenditures Used for Special Education	20.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.0	65.8
State	31.5	32.5
Federal	1.5	1.6
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	83.0	90.0	95.5	.	.	.	.	.
Hispanic or Latino	85.5	83.5	82.0	74.5	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	82.0	78.8	76.1	74.2	.	.	.	.
Students with Disabilities	60.6	60.6	62.0	58.9	.	.	.	.
High Needs	66.3	66.2	67.3	64.7	.	.	.	.
District	90.0	90.0	90.9	90.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	.	.	51.2	.	.	.	.	.
High Needs	54.4	59.8	53.1	73.0	.	.	.	.
District	83.6	85.2	84.6	89.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	74.5	83.3	93.8	90.9	825	85.6
Curl Up	98.5	95.6	98.1	95.7	825	97.0
Push Up	48.5	82.9	83.8	81.3	825	74.4
Mile Run/PACER	70.0	86.8	81.9	81.8	825	80.4
All Tests - District	36.0	68.4	69.5	65.8	825	60.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	80	.		.
Students with Disabilities	22	77.3	.		.
District	244	93.9	92.6	Yes	92.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.7	127	60.5
Male	81.8	130	59.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	83.5	239	59.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	75.9	11	37.9
Students with Disabilities	*	*	*
District	84.2	257	59.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.8	94.6
Male	72.8	90.3
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	77.6	92.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	36.0	*
Students with Disabilities	39.4	*
District	77.2	92.5
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

Birch Grove Primary School engaged in Professional Learning Communities, improving professional practice and utilizing data to improve student performance. The PLC teams worked to establish common goals in literacy and numeracy. Staff worked closely to develop LA Curriculum Units with attention given to Lucy Calkins Writers Workshop. Staff continued to identify assessments, cut-points, progress monitoring data, universal screens and interventions for Tier I and II supports. Full day Kindergarten was implemented, and Grade 2 worked to adopt a new math program. Early intervention programs (Teacher Assistance Team or TAT) identify students in need of extra assistance and implemented plans to help them. Positive Behavioral Intervention and Support programs helped maintain a positive culture and environment in the building. Parents participate yearly in a survey, and are active members on the school safety team. Parent volunteerism is encouraged, and many work within the school. In addition, a parenting class is offered by the school.

Tolland Intermediate School a service delivery model is utilized, and the school is in the second year of implementation of co-teaching. Reading and Math intervention programs provide small group targeted intensive instruction to students who are struggling. The school schedule contains two thirty minute intervention blocks daily. Student attendance data is tracked and parents are notified of attendance irregularities. Special team meetings occur when students struggle with attendance, academics, or socially. A parent group has been engaged and input provided by parents during walkthroughs was shared with the staff.

At Tolland Middle School executes Mastery Grading. Parents have easy access to their child's team. The small school/team model allows us to provide more personalized attention to ALL students. The PBIS programs, partnerships with the town's social services, community workshops, teaming model, SOAR reports, and a multitude of everyday practices are geared toward establishing a positive and healthy learning environment by which students are excited to come to school. The Power School software allows parents to sign up for daily updates of academic progress and attendance. PBIS behavioral reports and reporting keep parents up to speed on where their children are at relative to the school's Core Values. Technological resources (such as Google Apps) also make ongoing communication about individual students possible. TMS offers Breakfast and Dinner (Pizza) with the Principal programs for community members to ask questions, interact, share ideas, and come up with common solutions for problems in our school and community. At Tolland High School the school improvement plan focuses primarily on improving literacy and school climate and increasing the use of varied technologies for instructional purposes. PLC teams developed and implemented goals and strategies aligned to academic learning expectations. A new end-of-year survey was administered to gather student input on school climate issues. Our Community Advisory Council engages parents and solicits their input in the planning and school improvement process in evaluating leveling, grade weighting, teen drug and alcohol use, and safety concerns. An advisory curriculum consists of a variety of activities to help achieve goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The schools in the system engage regularly in activities to support families in need, donating food, clothing, and other items. The students in the school system work independently by school, and in collaboration with organizations like the Tolland Junior Women, to address economic disparities and community programming. The TPS curriculum includes programs on African drumming and culture, as well as other cultural explorations (i.e. Mexico, Spain, etc.) and the Positive Behavioral Intervention and Support programs in the schools encourage social responsible behaviors and actions. Student Council, and Service Corp groups work in the community to promote tolerance, acceptance, and social responsibility. TPS Schools have Culture and Climate committees that include parents, and help with cultural and civic minded programming and reviews. One such effort was a program that included speakers who are or who have been homeless that came to address the students. The Social Studies classes engage in cultural relativity programming, as does ELA classes thereby giving students exposure to a wide variety of authors and literary perspectives.

The TPS provide educational opportunities for students that promote respect and an appreciation for individual and cultural differences. Students and staff members are trained and co-facilitate the Anti-Defamation League's Names Can Really Hurt Us program for all ninth and tenth grade students. A course in Native American Studies is offered at Tolland High School. The curriculum emphasizes the experience of the original inhabitants of North America and the diversity which existed among tribes. Activities include visits to native reservations and bringing in speakers from different native tribal nations. Fine Arts and music instruction has focused on minority and multi-cultural art and musical expression. Concerts have included pieces composed to celebrate diverse origins.

Strategies to include multicultural references and diversity are currently being added to all relevant curricula. English courses have included new units on WWII Japanese-American internment, Russian culture, African-American authors and Native American experiences. The Gay-Straight Alliance conducted activities such as the Rainbow Campaign to promote respect.

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Equitable Allocation of Resources among District Schools

Schools are organized into cost-centers with Principals taking the role of “cost-center” Managers. Schools receive allocations and reductions of resources based on enrollment and program considerations. Recently the entire school system underwent an energy review, and all schools adhere to the same set of energy standards. These energy standards and systems have provided additional opportunities for equity in policy and distribution of monetary and energy resources. Three schools in the district have three grades (K-2, 3-5, 6-8) with one school housing four grades. The High School (with four grades) receives additional resources due to its larger school population and physical plant needs, but each school receives allocations commensurate with enrollment and the needs of the physical plant.

Custodial and maintenance resources are equitable across the district as well with a workforce matched to the enrollment and physical plant needs of each school. The district intends to expand these resources in the future to continue to balance out the allocation and provide the most equitable distribution of human resources.