

**STRATEGIC SCHOOL PROFILE 2011-12****Tolland School District**

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Tolland,  
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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 13,146

1990-2000 Population Growth: 19.5%

Number of Public Schools: 4

Per Capita Income in 2000: \$29,892

Percent of Adults without a High School Diploma in 2000\*: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.4%

District Enrollment as % of Estimated. Student Population: 96.4%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      2,943  
5-Year Enrollment Change      -6.3%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	186	6.3	8.2	35.2
K-12 Students Who Are Not Fluent in English	14	0.5	0.7	5.6
Students Identified as Gifted and/or Talented*	49	1.7	4.5	4.0
PK-12 Students Receiving Special Education Services in District	294	10.0	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	159	93.0	86.7	79.8
Homeless	1	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	72	15.9	13.4	13.0

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.2
Asian American	98	3.3
Black	44	1.5
Hispanic	64	2.2
Pacific Islander	0	0.0
White	2,731	92.8
Two or more races	0	0.0
Total Minority	212	7.2

**Percent of Minority Professional Staff:** 4.9%

**Non-English Home Language:**

0.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

Tolland Public Schools have provided many opportunities for teachers and students to gain increased awareness of diversity, to exhibit greater sensitivity regarding differences, and to experience personal connections to other cultures. The faculty and staff have made conscientious efforts to incorporate these gains into a community with relatively limited racial, ethnic, and economic differences. Tolland Public Schools have created activities to increase multicultural education and address differences in race, economics, physical characteristics, and culture. Focus is placed on identifying perceived practices, attitudes, and needs, and providing students and teachers with awareness of these along with methods to foster appropriate practices. Activities have included analyzing and modifying the district's curriculum, acquiring appropriate materials, providing professional development in "Responsive Classroom" and "Positive Behavioral Interventions and Support" (PBIS) ideals and anti-bullying measures, as well as engaging students in positive social actions and interactions. This year all schools have been involved in the PBIS process. Activities have been developed to engage students in determining and taking positive action in areas of social need. The staff of the Tolland Public Schools is also assuring that visual evidence, pictures, displays, and bulletin boards throughout the district support ethnic diversity. In order to increase the opportunity for Tolland students to interact and develop a greater understanding and appreciation of diversity, Tolland students have been involved in the study of a variety of cultures including the Native American culture, Japan and Mexico. Tolland High School student experienced the "Names Can Really Hurt" program during the fall of 2011.

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## STUDENT PERFORMANCE

**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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.5	59.2	72.5
Writing	71.3	62.7	56.3
Mathematics	85.1	66.5	81.3
Grade 4 Reading	74.9	64.1	55.0
Writing	76.9	65.3	58.8
Mathematics	77.0	68.0	49.4
Grade 5 Reading	87.7	67.6	85.5
Writing	81.9	68.1	72.6
Mathematics	89.8	71.6	86.9
Science	91.2	63.9	95.8
Grade 6 Reading	90.9	74.1	83.7
Writing	80.1	67.4	69.3
Mathematics	93.9	69.3	98.2
Grade 7 Reading	94.9	79.8	91.2
Writing	88.8	65.6	94.4
Mathematics	92.0	68.1	96.3
Grade 8 Reading	91.7	76.8	78.0
Writing	83.7	68.3	73.1
Mathematics	88.8	67.2	85.5
Science	80.0	61.9	70.0

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	56.2	47.5	59.4
Writing Across the Disciplines	74.2	63.0	56.7
Mathematics	65.2	49.2	72.2
Science	65.5	47.1	76.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.0	50.6	61.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.2	77.3	
Average Score	Mathematics	560	505	90.8
	Critical Reading	539	502	77.9
	Writing	549	506	84.7

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	92.4	82.7	61.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.1	2.6	90.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.2	84.5
% Employed (Civilian Employment and in Armed Services)	13.8	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	175.50
Paraprofessional Instructional Assistants	17.50
Special Education	
Teachers and Instructors	25.40
Paraprofessional Instructional Assistants	71.30
Library/Media Specialists and/or Assistants	3.73
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	9.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	7.34
Other Staff Providing Non-Instructional Services and Support	121.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.0	14.6	13.9
% with Master's Degree or Above	70.7	82.0	79.6

Average Class Size	District	DRG	State
Grade K	17.1	16.7	18.5
Grade 2	22.3	18.5	19.7
Grade 5	22.1	21.3	21.6
Grade 7	23.3	20.0	20.3
High School	19.8	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	961	994	993
Middle School	1,018	1,023	1,024
High School	1,010	1,022	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.1	2.8	2.8
Middle School	3.7	2.1	2.2
High School	1.5	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$21,451	\$7,028	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$345	\$113	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$1,425	\$467	\$487	\$393	\$482
Student Support Services	\$1,483	\$486	\$901	\$940	\$901
Administration and Support Services	\$3,358	\$1,100	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$3,469	\$1,137	\$1,471	\$1,407	\$1,463
Transportation	\$2,011	\$630	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$2,481	N/A	N/A	N/A	N/A
Other	\$27	\$9	\$165	\$183	\$165
<b>Total</b>	<b>\$36,051</b>	<b>\$11,525</b>	<b>\$14,238</b>	<b>\$13,684</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,542	\$1,161	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,415,753	20.6	21.2	21.7

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	65.8	27.6	6.5	0.1
Excluding School Construction	63.5	29.3	7.2	0.1

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Board of Education that each school in the district receives comparable resources within financial limitations and needs. Each of the district schools serves different grade levels. All students at a grade level are assigned to the same school, facilitating equal access to resources, support personnel, and teachers on the same grade level. Building level Principals and central office administrators work together to develop budgets reflective of each school's needs. Issues such as enrollment, teacher/student ratio, school-based improvement plans, curriculum initiatives, and multi-year district-wide initiatives drive budget decisions. Funds for supplies, textbooks, and library materials are budgeted based on need. Budgets and resources are discussed with the entire community. The Board of Education conducts several public hearings and workshops during budget season, allowing input from the community and parents. This year we are completing a strategic planning process with facilitation by NESDEC and UCONN interns. Principals hold parent advisory meetings. The Parent Teacher Organizations host presentations by the Superintendent outlining resource allocation. All these presentations facilitate an understanding of the needs of the district.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	311
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.4%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	46	1.5	1.2	1.2
Learning Disability	123	4.1	3.9	3.9
Intellectual Disability	12	0.4	0.4	0.4
Emotional Disturbance	25	0.8	0.7	1.0
Speech Impairment	24	0.8	1.8	2.1
Other Health Impairment*	62	2.1	2.2	2.2
Other Disabilities**	19	0.6	0.7	1.0
<b>Total</b>	<b>311</b>	<b>10.4</b>	<b>10.9</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	75.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	45.0	36.0	85.7	70.4
	Writing	24.2	21.5	80.5	66.3
	Mathematics	41.6	31.8	87.7	68.4
	Science	38.3	23.0	85.2	62.9
CAPT	Reading Across the Disciplines	16.7	14.5	56.2	47.5
	Writing Across the Disciplines	15.0	18.2	74.2	63.0
	Mathematics	17.6	15.4	65.2	49.2
	Science	23.8	13.6	65.5	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	54.8
	% With Accommodations	45.2
CAPT	% Without Accommodations	9.5
	% With Accommodations	90.5
% Assessed Using Skills Checklist		9.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	0.6
Private Schools or Other Settings	32	10.3

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	214	68.8	75.0	72.1
40.1 to 79.0 Percent of Time	66	21.2	17.9	16.3
0.0 to 40.0 Percent of Time	31	10.0	7.1	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

There continues to be a concentrated effort to improve the functioning of Professional Learning Community (PLC) teams. PLC team members are receiving a refresher on data acquisition and analysis. Most PLC teams set aside one hour per week to work on SMART goals. The focus on data analysis and change strategies is on improving literacy and numeracy. Using the new state standards we will continue to identify critical concepts and refine units and common assessments to inform and guide instruction. District classroom visitations have been altered to allow more teachers to be involved. An administrative focus on “problems of practice” continues to add perspective to the change process. Study groups are held with administrators and faculty groups engaging in book and article studies. Special and regular educators have been focused on increasing and perfecting the inclusive practices for all students. Curriculum modifications and differentiations are taking place. Materials and benchmarks are being adapted. We continue to work on implementing with fidelity the SRBI processes in each of the schools within Tolland. Personnel, time and materials are needed. Protocols for delivering universal screens, supports and progress monitoring continue to be refined. Positive Behavioral Intervention and Support (PBIS) continues to be a major initiative to support the improvement of school climate. Tolland Middle School and Tolland High School are in their second year of implementation of this initiative. Tolland Intermediate School is in its fourth year and Birch Grove Primary is in its second year. Our plans are to continue monitoring truancy and initiate prevention measures should truancy become an issue.

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