

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



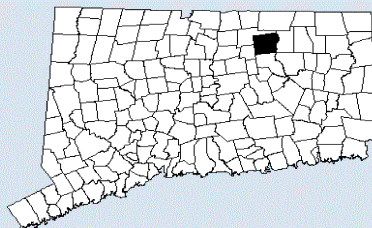
Tolland School District

Dr. Walter Willett, Superintendent • 860-870-6850 • <http://www.tolland.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,354
Per Pupil Expenditures ¹	\$16,798
Total Expenditures ¹	\$41,691,419

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov.

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,127	47.9	48.4
Male	1,227	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	83	3.5	5.2
Black or African American	59	2.5	12.7
Hispanic or Latino of any race	152	6.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	34	1.4	3.8
White	2,019	85.8	51.1
English Learners	13	0.6	8.3
Eligible for Free or Reduced-Price Meals	328	13.9	43.3
Students with Disabilities ³	322	13.7	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	72	6.5	9	0.8
Male	53	4.4	42	3.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	5.3	*	*
White	105	5.3	43	2.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	43	13.5	15	4.1
Students with Disabilities	30	9.6	17	4.8
District	125	5.4	51	2.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 11

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	153.5
Paraprofessional Instructional Assistants	25.7
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	81.8
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	8.7
Other Staff Providing Non-Instructional Services/Support	121.9

¹ 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.2
Black or African American	3	1.4	4.0
Hispanic or Latino of any race	4	1.8	4.1
Native Hawaiian or Other Pacific Islander	1	0.5	0.1
Two or More Races	0	0.0	0.1
White	209	95.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	*	8	*
White	117	63.9	172	86.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	30.8	20	74.1
Students with Disabilities	7	*	20	71.4
District	134	62.9	185	83.7
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	19	38.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	93	72.7
Other Health Impairment	41	66.1
Other Disabilities	6	23.1
Speech/Language Impairment	10	*
District	173	57.3
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	2.2	2.0
Emotional Disturbance	11	0.5	1.1
Intellectual Disability	9	0.4	0.5
Learning Disability	128	5.4	5.7
Other Health Impairment	63	2.7	3.3
Other Disabilities	29	1.2	1.1
Speech/Language Impairment	20	0.8	1.8
All Disabilities	312	13.2	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	5.8	8.2
Private Schools or Other Settings	15	4.8	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$26,657,136	\$10,740	\$10,923
Support services - students	\$2,205,470	\$931	\$1,277
Support services - instruction	\$1,659,268	\$701	\$682
Support services - general administration	\$510,444	\$216	\$467
Support services - school based administration	\$2,006,235	\$847	\$1,021
Central and other support services	\$1,332,246	\$563	\$679
Operation and maintenance of plant	\$4,530,669	\$1,913	\$1,718
Student transportation services	\$2,662,708	\$1,072	\$1,288
Food services	.	.	\$12
Enterprise operations	\$127,244	\$54	\$163
Minor school construction	.	.	\$59
Total	\$41,691,419	\$16,798	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,104,743	30.1	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$2,222,355	21.6	11.1
Employee Benefits	\$1,466,519	14.2	13.0
Purchased Services Other Than Transportation	\$532,475	5.2	5.7
Special Education Tuition	\$1,905,579	18.5	22.5
Supplies	\$138,309	1.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$914,352	8.9	8.0
Equipment	\$21,056	0.2	0.2
All Other Expenditures	\$3,255	0.0	0.1
Total	\$10,308,642	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	72.3
State	26.2
Federal	1.3
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	27	96.3
Students with Disabilities	24	79.2
District	199	97.5
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	91.6	92.6
Male	83.7	86.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.6	90.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.5	71.4
Students with Disabilities	63.6	*
District	87.4	89.8
State	71.5	87.5

³ College 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.

⁴ College 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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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.4%	<=5%	12.2%
	High Needs Students	10.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	73.5%	75%	80.4%
On-track to High School Graduation		79.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		87.4%	75%	71.5%
Arts Access		47.8%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	86.5%	7.5%	10.9%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

BGP staff engage in PD for Mastery Based Learning. Data teams establish goals on literacy and numeracy instruction. The Student Assistance Team works to identify and support students with targeted interventions for reading/math. Special education and reading intervention teams receive Structured Literacy coaching. Faculty work with the Science Supervisor on NGSS aligned units. Culturally Responsive lessons are taught with multicultural literature throughout the curriculum. PBIS programs maintain a positive environment. Parents are active members on the school safety and Tools for Schools team. Parenting classes are taught at the FRC.

TIS staff utilizes MBL supported by PD. The TIS SAT model provides staff with a Multi-Tier System of Support that addresses student needs. The MTSS provides intervention for reading, math, social skills, emotional regulation and behavioral needs to all students. Targeted Interventions are administered by SE teachers, support staff, reading and math specialists. School-wide expectations: Have respect, Act responsibly, We Are A Community and Keep Yourself Safe, are themes. The SEL curriculum includes teacher taught lessons, Second Step Program, community building circles, and school advisory sessions. Families receive weekly notifications and program opportunities like coffee with the principal and virtual office hours with staff members. The TIS team incorporates active collaboration, builds capacity of staff, students and stakeholders, and advocates for equity.

TMS uses teaming, and engages in PD to support MBL. Teams review data and meet with parents. PBIS programs, partnerships with social services, community workshops, SOAR reports and everyday practices establish a positive environment. Parents sign up for daily updates of academic progress and attendance. Quarterly Behavioral Reports keep parents informed of student progress on core values of Safety, Ownership, Active Learning and Respect. TMS offers monthly programs with the Principal programs. The Intervention team of administrators, teachers, counselors and the psychologist meet weekly to discuss strategies and student needs. The special education and reading staff use the SPIRE program to support reading students.

THS focuses on literacy, problem-solving, critical thinking and effective communication across all disciplines. MBL practices are implemented in content areas throughout the year and PD is aligned to district goals. 21st century skills are taught and assessed through common core aligned curriculum, promoting student-teacher relationships and a sense of belonging. The Student Intervention Team consisting of administration, counselors, the school psychologist and nurse meets to discuss strategies. For climate and culture, a survey is given to students, parents and faculty. The data provides an opportunity for members of the school community to develop goals to improve climate and culture. THS develops leadership and mentoring skills in its students through a Peer Mentoring program supporting incoming freshmen and promoting a positive climate. A recognition program exists for staff and students to identify and recognize students who exhibit our core values of Perseverance, Respect, Integrity, Dependability, and Engagement. THS offers Parent-teacher conferences 2x a year. The Parent Advisory Council meets monthly with administration.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The TPS train staff on Culturally Responsive Education (CRE), and has both district and building CRE committees meeting on a regular basis to discuss policies, procedures, and practices relative to culturally responsive education. In addition, they plan activities and assemblies for students that strengthen each school community and school culture. The district also seeks to provide equity through Mastery Learning practices. The district participates in the Open Choice program.

Schools engage programs and collaborative activities with community organizations. Positive Behavioral Intervention and Support programs and an Advisory program include incentives and activities to reinforce core values, personal responsibility, and culturally responsive behaviors. The PBIS program includes lessons that cover topics such as social media, the problem of mass incarceration, and exposure to the Equal Justice Initiative. Advisory, Student Council, and service group programs in the school and community promote social responsibility (e.g. programs to promote awareness of homeless populations, poverty, and how to help). In addition, topics of responsible behavior and social justice are included in TPS programming for ELA, Social Studies, and other classes. A Skills for Adolescents class for all 8th graders focuses on anti-bullying, racism, bias, and media awareness.

Social Justice and Gender Equality themes are used in educational programs. The TPS has a thriving Gay-Straight Alliance and Kindness Campaign. Curricula on Japanese-American history, Russian Culture, Art Link, and African-American authors and Native American experiences are part of the school system offerings. The course Native American Studies emphasizes the experience of the original inhabitants of North America and the diversity of tribes. Activities include speakers, field trips to museums, sweat lodges, and native reservations. Fine Arts covers marginalized and multicultural art and musical expression. The music curriculum emphasises a culturally diverse study of music from Africa, Mexico, South America, and Spain. Multicultural themed books are used in classrooms. In addition, women in STEAM and Math and Stat Awareness theme weeks were executed.

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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. The district 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 the high school housing four grades. The high school receives resources in accordance with its larger school population and physical plant needs, but each school receives allocations consummate with enrollment and the needs of the physical plant.

Custodial and maintenance resources are matched to the enrollment and physical plant needs of each school. The district will continuously review these resource allocations to provide the most equitable distribution of human resources.