

STRATEGIC SCHOOL PROFILE 2009-10**Tolland School District**

WILLIAM D. GUZMAN, Superintendent

Location: 51 Tolland Green

Telephone: (860) 870-6850

Tolland,
ConnecticutWebsite: www.tolland.k12.ct.us/

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.

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: 97.3%

*To view the Adult Education Program Profiles online, go to 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, 2009

3,152

5-Year Enrollment Change

1.6%

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	118	3.7	6.7	32.6
K-12 Students Who Are Not Fluent in English	12	0.4	0.7	5.4
Students Identified as Gifted and/or Talented*	30	1.0	4.6	4.1
PK-12 Students Receiving Special Education Services in District	333	10.6	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	122	60.7	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	89	19.8	12.7	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.3
Asian American	102	3.2
Black	63	2.0
Hispanic	58	1.8
White	2,921	92.7
Total Minority	231	7.3

Percent of Minority Professional Staff: 3.5%

Non-English Home Language:

0.4% 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 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.

Tolland Public Schools have provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity into a community with relatively limited racial, ethnic, and economic differences. Through a strategic plan established by the Tolland Board of Education, Tolland Public Schools focused on activities designated 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 coming year two more schools begin the PBIS piloting process and one begins the implementation process. Faculty and administrators were questioned to ascertain practices related to diversity education. 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. Three teachers from Pakistan visited the Tolland Public Schools for four weeks during the fall and presented their culture to students across the district.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	73.2	57.0	71.2	
Writing	66.5	58.3	56.4	
Mathematics	80.8	62.4	81.0	
Grade 4 Reading	76.5	59.9	75.5	
Writing	77.3	63.6	65.6	
Mathematics	78.3	67.0	64.2	
Grade 5 Reading	82.8	61.8	83.6	
Writing	83.3	68.2	75.3	
Mathematics	89.2	72.4	84.3	
Science	87.7	59.4	94.6	
Grade 6 Reading	90.4	74.9	81.6	
Writing	85.2	65.9	84.1	
Mathematics	92.3	70.7	89.0	
Grade 7 Reading	92.8	77.4	83.1	
Writing	81.6	61.2	82.5	
Mathematics	83.6	68.5	67.5	
Grade 8 Reading	88.6	73.3	79.0	
Writing	80.5	62.6	78.3	
Mathematics	78.1	67.3	58.0	
Science	82.5	62.8	80.9	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	48.2	45.9	48.5	
Writing Across the Disciplines	66.2	59.6	53.4	
Mathematics	67.0	48.7	72.0	
Science	65.3	45.3	75.8	

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
	56.4	50.7	62.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.4	68.5	
Average Score	Mathematics	553	508	85.3
	Critical Reading	519	503	58.9
	Writing	526	506	65.1

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, Class of 2009	98.5	91.3	86.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.0	3.0	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.7	84.5
% Employed (Civilian Employment and in Armed Services)	10.3	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	188.20
Paraprofessional Instructional Assistants	17.00
Special Education	
Teachers and Instructors	27.10
Paraprofessional Instructional Assistants	68.24
Library/Media Specialists and/or Assistants	5.23
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	8.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	7.34
Other Staff Providing Non-Instructional Services and Support	129.39

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	15.0	14.5	13.8
% with Master's Degree or Above	70.0	79.0	77.8

Average Class Size	District	DRG	State
Grade K	16.8	17.2	18.5
Grade 2	21.9	18.5	19.7
Grade 5	20.8	20.7	21.1
Grade 7	21.1	19.9	20.8
High School	21.1	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	994	992
Middle School	1,039	1,034	1,018
High School	1,031	1,007	1,006

*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*	4.4	3.1	3.2
Middle School	3.4	2.2	2.5
High School	1.6	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$20,895	\$6,640	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$658	\$209	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$1,309	\$416	\$474	\$406	\$459
Student Support Services	\$1,352	\$430	\$863	\$816	\$859
Administration and Support Services	\$3,156	\$1,003	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$3,705	\$1,177	\$1,469	\$1,468	\$1,462
Transportation	\$2,236	\$685	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$2,027	N/A	N/A	N/A	N/A
Other	\$23	\$7	\$163	\$148	\$162
Total	\$35,362	\$11,057	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,765	\$1,196	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,577,609	18.6	20.2	20.7

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	65.3	33.0	1.6	0.1
Excluding School Construction	63.1	35.1	1.8	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 on a per pupil basis. School facilities provide equitable opportunity for all students at all grade levels. 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. Principals hold parent advisory meetings. The Parent Teacher Organizations host a presentation 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	337
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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	34	1.1	1.0	1.0
Learning Disability	134	4.2	3.9	3.9
Intellectual Disability	12	0.4	0.4	0.5
Emotional Disturbance	28	0.9	0.7	1.0
Speech Impairment	39	1.2	2.1	2.2
Other Health Impairment*	57	1.8	1.9	2.1
Other Disabilities**	33	1.0	0.7	0.9
Total	337	10.7	10.5	11.6

*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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	40.4	31.6	84.3	67.5
	Writing	26.6	19.6	79.3	63.3
	Mathematics	38.6	32.9	83.7	68.1
	Science	52.6	23.7	85.0	61.1
CAPT	Reading Across the Disciplines	6.2	13.8	48.2	45.9
	Writing Across the Disciplines	5.6	16.8	66.2	59.6
	Mathematics	14.3	16.7	67.0	48.7
	Science	16.7	13.0	65.3	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	15.5
	% With Accommodations	84.5
CAPT	% Without Accommodations	23.5
	% With Accommodations	76.5
% Assessed Using Skills Checklist		10.9

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	0	0.0
Private Schools or Other Settings	21	6.2

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	280	83.1	76.7	73.4
40.1 to 79.0 Percent of Time	36	10.7	16.4	15.3
0.0 to 40.0 Percent of Time	21	6.2	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year, there was a concentrated effort to improve the functioning of Professional Learning Community (PLC) teams. New PLC team members were trained in data analysis. Most PLC teams set aside one hour per week to work on the tenets of PLC and analyze student learning data. The focus on data analysis and change strategies was on improving literacy and numeracy. The improved identification of critical concepts and refinement of common assessments to inform and guide instruction continues to be a district-wide focus. Intradistrict visitations took place in each building and included teachers. Next year nine district-wide visitations will take place and three visitations will take place in each building. This process will result in more teachers involved. An administrative focus on “problems of practice” continues to add perspective to the change process. Study groups continue to be held with administrators and faculty both engaging in book 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 are in place at some levels. Positive Behavioral Intervention and Support (PBIS) is a major initiative to support the improvement of school climate. Tolland Middle School and Tolland High School will begin the piloting process for this initiative. Tolland Intermediate School will be implementing this focus during the upcoming school year. Surveys point to the need for this implementation.
