

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



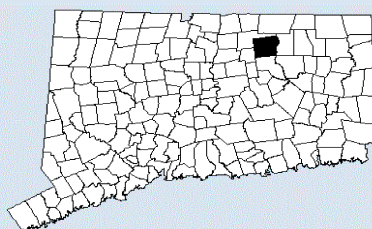
## Tolland School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,600
Per Pupil Expenditures <sup>1</sup>	\$14,205
Total Expenditures <sup>1</sup>	\$39,604,154

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,294	49.8	48.3
Male	1,306	50.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	88	3.4	4.9
Black or African American	48	1.8	12.8
Hispanic or Latino	81	3.1	23.0
Pacific Islander	*	*	0.0
Two or More Races	11	0.4	2.7
White	2,364	90.9	55.9
English Learners	15	0.6	6.4
Eligible for Free or Reduced-Price Meals	226	8.7	38.0
Students with Disabilities <sup>1</sup>	309	11.9	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	68	5.3	25	1.9
Male	57	4.4	73	5.6
Black or African American	6	12.5	*	*
Hispanic or Latino	*	*	*	*
White	111	4.8	89	3.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	30	15.5	18	7.4
Students with Disabilities	36	12.0	22	6.4
District	125	4.9	98	3.8
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	166.5
Paraprofessional Instructional Assistants	10.6
<b>Special Education</b>	
Teachers and Instructors	24.3
Paraprofessional Instructional Assistants	75.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	9.8
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	7.3
Other Staff Providing Non-Instructional Services/Support	112.9

<sup>1</sup>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	0.4	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	4	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	223	97.4	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	120	62.5	166	81.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	*	13	*
Students with Disabilities	8	33.3	7	33.3
District	129	62.0	179	80.3
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	27	51.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	106	85.5
Other Health Impairment	55	84.6
Other Disabilities	6	*
Speech/Language Impairment	12	*
District	213	71.2
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District	State
	Count	Rate (%)
Autism	52	2.0
Emotional Disturbance	13	0.5
Intellectual Disability	12	0.5
Learning Disability	124	4.7
Other Health Impairment	65	2.4
Other Disabilities	29	1.1
Speech/Language Impairment	16	0.6
All Disabilities	311	11.7

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,613,912	8,511	9,387
Instructional Supplies and Equipment	596,677	225	318
Improvement of Instruction and Educational Media Services	1,510,920	569	541
Student Support Services	1,481,249	557	1,048
Administration and Support Services	3,865,637	1,455	1,790
Plant Operation and Maintenance	3,601,242	1,355	1,608
Transportation	2,459,697	863	845
Costs of Students Tuitioned Out	3,348,595	N/A	N/A
Other	126,225	48	194
Total	39,604,154	14,205	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	3,040,392	1,144	1,524

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

### Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,212,055	25.3
Noncertified Personnel	1,323,842	15.1
Purchased Services	331,076	3.8
Tuition to Other Schools	3,143,553	35.9
Special Ed. Transportation	736,016	8.4
Other Expenditures	999,392	11.4
Total Expenditures	8,745,934	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.4	66.8
State	29.9	31.4
Federal	1.3	1.4
Tuition & Other	0.4	0.4

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	56	79.6	54	76.1	20	70.6
Black or African American	23	75.7	23	69.1	10	*
Hispanic or Latino	48	70.1	48	67.1	20	63.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1269	75.3	1269	71.4	584	66.5
English Learners	12	*	11	*	*	*
Non-English Learners	1395	75.3	1394	71.4	*	*
Eligible for Free or Reduced-Price Meals	115	64.6	115	59.6	48	59.0
Not Eligible for Free or Reduced-Price Meals	1292	76.2	1290	72.5	590	67.1
Students with Disabilities	189	55.3	190	51.1	92	48.6
Students without Disabilities	1218	78.4	1215	74.6	546	69.5
High Needs	289	60.3	289	56.3	133	52.9
Non-High Needs	1118	79.1	1116	75.3	505	70.1
District	1407	75.3	1405	71.4	638	66.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.5	83.9	80.1	89.7	802	82.3
Curl Up	98.4	94.8	88.7	95.9	802	94.1
Push Up	35.9	88.0	87.0	83.6	802	74.7
Mile Run/PACER	70.1	80.2	81.4	81.0	802	78.4
All Tests - District	24.5	68.2	66.2	70.8	802	58.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	27	85.2	.		.
Students with Disabilities	*	*	.		.
District	212	94.8	.		.
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	131	57.2
Male	97.0	131	64.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.2	245	61.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.6	7	25.9
Students with Disabilities	75.0	*	*
District	97.2	262	60.8
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.8	93.0
Male	84.8	87.9
Black or African American	*	*
Hispanic or Latino	*	*
White	86.2	90.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	87.0	*
Students with Disabilities	*	*
District	86.7	90.6
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.3	75	50.0	50	100.0	67.7
	High Needs Students	60.3	75	40.2	50	80.5	56.7
Math Performance Index	All Students	71.4	75	47.6	50	95.2	61.4
	High Needs Students	56.3	75	37.6	50	75.1	49.9
Science Performance Index	All Students	66.5	75	44.3	50	88.6	57.5
	High Needs Students	52.9	75	35.2	50	70.5	47.0
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	63.8%
	High Needs Students	54.9%	100%	54.9	100	54.9	58.3%
Math Academic Growth	All Students	70.0%	100%	70.0	100	70.0	65.0%
	High Needs Students	58.9%	100%	58.9	100	58.9	57.4%
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.9%	<=5%	36.3	50	72.6	15.6%
Preparation for CCR	% Taking Courses	71.5%	75%	47.6	50	95.3	67.6%
	% Passing Exams	60.8%	75%	40.5	50	81.1	40.7%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.8%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		78.9%	94%	84.0	100	84.0	78.6%
Postsecondary Entrance (Class of 2015)		86.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.0%   58.2%	75%	38.8	50	77.6	89.2%   50.5%
Arts Access		54.4%	60%	45.3	50	90.6	47.5%
<b>Accountability Index</b>				<b>1095.9</b>	<b>1350</b>	<b>81.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.3	14.7	16.5	
Math Performance Index Gap	75.0	56.3	18.7	18.9	
Science Performance Index Gap	70.1	52.9	17.2	17.2	
Graduation Rate Gap	94.0%	78.9%	15.1%	15.3%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	98.0
Math	All Students	99.2
	High Needs Students	98.3
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 52.7**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Birch Grove Primary School engaged in PLC Teams, utilizing data to improve student performance. The PLC teams established common goals in literacy and numeracy. Staff continues to develop Writers Workshop and continues to identify assessments, cut-points, progress monitoring data, universal screens and interventions. Early intervention (Teacher Assistance Team) identifies students in need. BGP special education faculty continues to work with a consultant to ensure student needs are met while building student independence. Teachers are engaged in math professional development opportunities for the new Math InFocus program. PBIS programs helped maintain a positive environment. In addition to volunteering, parents participate yearly in a survey and are active members on the school safety team as well as the Tools For Schools Team. A Parenting class is offered by the school, through the FRC. Tolland Intermediate School is in the 5th year of the implementation of a co-teaching model. The team teaching approach enables two educators to adapt instruction to meet the needs of a diverse classroom community. Our Tier III reading and math intervention programs serve to provide small group targeted intensive. During two intervention blocks, SE teachers along with reading and math specialists provide targeted help. Our school-wide Hawk Rules: Have respect, Act responsibly, We Are A Community and Keep Yourself Safe, serve to guide everything we do at Tolland Intermediate School. Each school year begins with every TIS student being taken through a series lessons highlighting our school rules. Tolland Middle School uses a team model to provide personalized attention. Parents have easy access to their child's team via phone, email or in-person meetings. Teams meet on alternate days to discuss student progress, and parents take advantage of the meeting to conference about their student. The PBIS programs, partnerships, social services, community workshops, teaming, SOAR reports, and everyday practices establish a positive learning environment. Software allows parents to sign up for daily updates of academic progress and attendance. Quarterly PBIS behavioral reports keep parents up to speed on where their children are relative to the school's Core Values. Technological resources (i.e. Google Apps) enable communication about individual students. TMS offers Breakfast and Dinner with the Principal programs for community members to come up with collective solutions for problems. Parental and student input have been utilized in the teacher hiring process.

Tolland High School focuses on improving literacy, climate, and increasing the use of technology. PLC teams develop goals aligned to 21st century learning expectations. An end-of-year survey is administered to gather student, parent, and faculty input on issues related to climate. Our Community Advisory Council solicits input on issues such as class rank, grade weighting, teen drug and alcohol use, and safety concerns. An advisory curriculum promotes meaningful student-teacher relationships, and establishes a sense of belonging, connectedness, and pride in the THS community. Teachers in the LA and math department implemented new curriculum. The Student Intervention Team of school administrators, counselors, and the school psychologist, meet on a weekly basis to discuss intervention strategies.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The TPS have petitioned the state to become an Open Choice district enrolling students in 2017-2018 starting in Kindergarten. The district has also started a comprehensive training program on Culturally Responsive Education. This effort includes training members of the Culture and Climate Committee through five separate sessions, training sessions for each of the school's staff, and training sessions for administration. The district seeks to provide equity through Mastery Based Learning practices.

All schools engage in a variety of community programs throughout the year, including collaborative activities with churches and community organizations. Positive Behavioral Intervention and Support programs, as well as an Advisory program, include incentives and activities for students 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 organizations like 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 our programming for ELA, Social Studies, and other classes.

Social Justice and Gender Equality are themes around which our educational programs are formed. The TPS continue to have a thriving Gay-Straight Alliance that promotes respect in our schools. Curriculum units on Japanese-American history, Russian Culture, Art Link, and African-American authors, and Native American experiences are part of the school system's offerings. 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. In addition to bringing in speakers from different native tribal nations, student activities include field trips to museums, sweat lodges, and native reservations. Fine Arts instruction has focused on minority and multicultural art and musical expression. Concerts have included pieces composed to celebrate diverse origins.

# District Profile and Performance Report for School Year 2015-16

## Tolland School District

### **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 the high school housing four grades. The high school 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 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.