

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



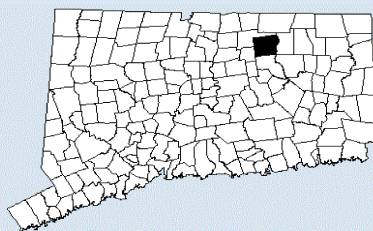
## Tolland School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,467
Per Pupil Expenditures <sup>1</sup>	\$15,872
Total Expenditures <sup>1</sup>	\$41,140,548

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,202	48.7	48.4
Male	1,265	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	89	3.6	5.1
Black or African American	50	2.0	12.8
Hispanic or Latino	86	3.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	25	1.0	3.3
White	2,211	89.6	53.6
English Learners	11	0.4	7.2
Eligible for Free or Reduced-Price Meals	200	8.1	36.7
Students with Disabilities <sup>1</sup>	312	12.6	14.8

<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	54	4.6	19	1.6
Male	55	4.4	78	6.1
Black or African American	*	*	*	*
Hispanic or Latino	8	9.0	6	6.4
White	96	4.4	84	3.8
English Learners	0	*	0	0.0
Eligible for Free or Reduced-Price Meals	34	11.6	27	8.8
Students with Disabilities	26	8.6	15	4.4
District	109	4.5	97	3.9
State		10.7		6.8

**Number of students in 2016-17 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 2017-18

## Tolland School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	150.0
Paraprofessional Instructional Assistants	20.6
<b>Special Education</b>	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	73.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	7.0
<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	10.0
School Nurses	7.8
Other Staff Providing Non-Instructional Services/Support	114.1

<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	0.5	1.1
Black or African American	2	1.0	3.7
Hispanic or Latino	4	1.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	201	96.6	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	117	62.2	173	80.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	*	17	73.9
Students with Disabilities	7	*	20	60.6
District	126	63.0	186	81.2
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	30	54.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	89	75.4
Other Health Impairment	55	84.6
Other Disabilities	6	25.0
Speech/Language Impairment	10	*
District	196	64.7
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Tolland School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	57	2.3	1.8
Emotional Disturbance	16	0.6	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	118	4.7	5.2
Other Health Impairment	66	2.6	3.1
Other Disabilities	29	1.2	1.1
Speech/Language Impairment	14	0.6	1.8
All Disabilities	312	12.5	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	18	5.8	8.3
Private Schools or Other Settings	19	6.1	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,356,446	9,088	9,847
Instructional Supplies and Equipment	660,064	268	287
Improvement of Instruction and Educational Media Services	1,797,677	731	589
Student Support Services	1,597,973	650	1,120
Administration and Support Services	4,386,166	1,783	1,905
Plant Operation and Maintenance	3,928,728	1,597	1,648
Transportation	2,549,021	922	904
Costs of Students Tuitioned Out	3,746,198	N/A	N/A
Other	118,275	48	208
Total	41,140,548	15,872	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,869,348	1,166	1,393
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<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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,084,084	22.4	33.8
Noncertified Personnel	1,350,711	14.5	14.5
Purchased Services	389,026	4.2	5.5
Tuition to Other Schools	3,513,049	37.7	23.4
Special Ed. Transportation	898,252	9.6	8.7
Other Expenditures	1,076,755	11.6	14.1
Total Expenditures	9,311,877	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.0	68.7
State	28.2	29.4
Federal	1.2	1.3
Tuition & Other	0.5	0.6

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	47	79.8	47	76.8
Black or African American	28	69.8	28	61.9
Hispanic or Latino	43	72.9	43	66.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	8	*	8	*
White	1162	73.6	1161	69.2
English Learners	17	*	17	*
Non-English Learners	1273	73.8	1272	69.3
Eligible for Free or Reduced-Price Meals	161	65.6	161	60.0
Not Eligible for Free or Reduced-Price Meals	1129	74.9	1128	70.6
Students with Disabilities	171	54.7	171	48.7
Students without Disabilities	1119	76.6	1118	72.4
High Needs	304	61.4	304	55.8
Non-High Needs	986	77.5	985	73.4
District	1290	73.7	1289	69.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	70.8	77.6	78.8	79.9	758	76.9
Curl Up	97.2	93.4	92.7	87.3	758	92.5
Push Up	34.8	86.9	88.1	60.3	758	67.8
Mile Run/PACER	64.6	88.5	75.1	60.8	758	72.0
All Tests - District	21.3	57.9	61.7	32.8	758	43.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Tolland School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	24	70.8
District	209	94.3
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	151	69.6
Male	96.2	144	67.9
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	96.0	277	68.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.2	22	52.4
Students with Disabilities	75.5	*	*
District	96.3	295	68.8
State	96.3		44.8

<sup>3</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>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.6	90.5
Male	77.4	88.5
Black or African American	*	*
Hispanic or Latino	*	*
White	81.0	89.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	81.0
Students with Disabilities	*	*
District	81.2	89.6
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Tolland School District

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.7	75	49.2	50	98.3	67.6
	High Needs Students	61.4	75	40.9	50	81.9	57.5
Math Performance Index	All Students	69.2	75	46.2	50	92.3	62.7
	High Needs Students	55.8	75	37.2	50	74.4	52.0
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	60.7%
	High Needs Students	50.8%	100%	50.8	100	50.8	55.6%
Math Academic Growth	All Students	57.6%	100%	57.6	100	57.6	61.9%
	High Needs Students	52.7%	100%	52.7	100	52.7	55.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	9.1%	<=5%	41.7	50	83.4	16.6%
Preparation for CCR	% Taking Courses	72.7%	75%	48.5	50	97.0	74.8%
	% Passing Exams	68.8%	75%	45.8	50	91.7	44.8%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.3%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.4%	94%	94.0	100	94.0	81.8%
Postsecondary Entrance (Class of 2017)		81.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.2%   43.5%	75%	29.0	50	58.0	96.6%   50.1%
Arts Access		53.3%	60%	44.4	50	88.8	51.2%
<b>Accountability Index</b>				<b>994.4</b>	<b>1250</b>	<b>79.6</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	61.4	13.6	15.9	
Math Performance Index Gap	73.4	55.8	17.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.4%	5.6%	12.7%	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	97.0
	High Needs Students	95.9
Math	All Students	96.9
	High Needs Students	95.9
Science	All Students	97.5
	High Needs Students	96.3

<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: 58.3**

**State: 51.5**

#### 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 2017-18

## Tolland School District

### Narratives

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

Birch Grove uses PLC Teams and data to improve student performance. The PLC teams established goals in literacy and numeracy. Staff develop programs like Writers Workshop, and identify assessments, cut-points, progress monitor, and implement universal screens and interventions. Early intervention teams identify students in need. SE faculty ensures student needs are met while fostering independence. Teachers engaged in PD opportunities to support Mastery Learning. Birch Grove engaged in PD coaching to implement Foundations reading program Kindergarten through grade 2. PBIS programs promote a positive environment. Parents volunteer, and participate yearly in a survey and are active members on the school safety team and Tools For Schools Team. A Parenting class is offered by the school through the FRC. Tolland Intermediate is in the 7th year of the implementation of a co-teaching model. The team teaching approach enables two educators to adapt instruction to the needs of a diverse classroom. Our Tier III reading and math intervention programs provide small group targeted intensive assistance. During math and reading intervention, special education teachers, reading, and math specialists provide targeted instruction to students. Our school-wide Hawk Rules: Have respect, Act responsibly, We Are A Community and Keep Yourself Safe, guide everything we do at Tolland Intermediate School. Each school year begins with every T.I.S. student being taken through a series lessons highlighting our school with lessons reviewed throughout the year. Tolland Middle uses a team model providing personalized attention. PD is provided to support Mastery Learning. Parents have access to their child's team via phone, email or in-person meetings. Teams meet to discuss student progress, and parents take advantage of the meeting to conference about their student. PBIS programs, partnerships with social services, community workshops, teaming, SOAR reports, and everyday practices establish a positive environment. Parents can sign up for daily updates of academics and attendance. Quarterly SOAR Behavioral Reports keep parents informed on their children relative to the school's Core Values of Safety, Ownership, Active Learning and Respect. Technological resources foster ongoing communication about individual students. TMS offers monthly Breakfast and Dinner with the Principal for the community. Parental and student input are utilized in teacher hiring. The Intervention Team of administrators, teachers, counselors, and the psychologist meet to discuss intervention strategies to meet needs.

Tolland High focuses on literacy, problem-solving, critical thinking and improving school climate. Professional learning aligns with district goals and Mastery learning. An end-of-year survey is given to gather student, parent, and faculty input. To engage parents and support student learning, parent-teacher conferences are held twice a year. Our Parent Advisory Council discusses a variety of issues such as course leveling, grade weighting, drug and alcohol use, and safety. An advisory curriculum promotes meaningful student-teacher relationships and a sense of belonging in Tolland High School. A Peer Mentoring program supports incoming freshmen. The Student Intervention Team of administrators, counselors, and the psychologist meets weekly to discuss intervention strategies.

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

The TPS participate in the Open Choice program. The district has a training program on Culturally Responsive Education. This effort includes training members of the Culture and Climate Committee, training sessions for each of the school's staff, and training sessions for administration. The district seeks to provide equity through Mastery Learning practices. All schools engage in a variety of community programs throughout the year including collaborative activities with community organizations. Positive Behavioral Intervention Support programs, as well as an Advisory program, include incentives and activities to reinforce core values, personal responsibility, and culturally responsive behaviors. PBIS lessons 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 promote social responsibility (e.g. programs to promote awareness of homeless populations, poverty, and how to help). Topics of responsible behavior and social justice are included in our programming for ELA, Social Studies, and other classes. Posters and signs were put up expressing welcoming, inclusive messages. 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 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 HS. The curriculum emphasizes the experience of the original inhabitants of North America and their diversity. 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 include pieces from Africa, Mexico, South America, and Spain. Tolland HS hosted exchange students from Austria, Germany, Italy, Romania, and Sweden. Students attended a Connecticut Youth Forum on drugs and alcohol with students from a diverse group of high schools.

# District Profile and Performance Report for School Year 2017-18

## 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. The school system is part of an energy program, 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.