

**STRATEGIC SCHOOL PROFILE 2008-09****Tolland School District**

WILLIAM D. GUZMAN, Superintendent

Telephone: (860) 870-6850

Location: 51 Tolland Green

Tolland,  
ConnecticutWebsite: [www.tolland.k12.ct.us/](http://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](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Tolland

Per Capita Income in 2000: \$29,892

Town Population in 2000: 13,146

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

1990-2000 Population Growth: 19.5%

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

Number of Public Schools: 4

District Enrollment as % of Estimated. Student Population: 96.8%

---

\*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, 2008 3,147

5-Year Enrollment Change 3.1%

**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	141	4.5	5.5	30.3
K-12 Students Who Are Not Fluent in English	20	0.6	0.6	5.2
Students Identified as Gifted and/or Talented*	19	0.6	4.0	4.0
PK-12 Students Receiving Special Education Services in District	338	10.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	104	49.3	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	73	19.0	16.9	19.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.3
Asian American	108	3.4
Black	65	2.1
Hispanic	48	1.5
White	2,916	92.7
Total Minority	231	7.3

**Percent of Minority Professional Staff:** 4.2%

**Non-English Home Language:** 1.4% 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 16.

---

### 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 diversity.

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 student and teacher 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 the "Don't Laugh at Me", "Responsive Classroom" "Respect Me" ideals and anti-bullying measures, and engaging students in positive social actions and interactions. This coming year we will begin participating in Positive Behavior Support (PBS) initiative. Faculty and administrators were questioned to ascertain practices in the area of multicultural 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 trips to Spain, France, England, Mohegan Museum and the Pine Ridge Indian Reservation and the study of Japan, Mexico, Native Americans and multicultural literature and reading on affirmative action. The music and food of different cultures have also been explored.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.1	54.6	62.3
Writing	67.2	62.5	49.7
Mathematics	59.6	62.8	28.9
Grade 4 Reading	77.7	60.7	79.8
Writing	83.1	64.2	89.7
Mathematics	72.4	63.6	57.9
Grade 5 Reading	80.5	66.0	72.0
Writing	82.5	66.5	82.1
Mathematics	78.6	68.8	61.1
Science	80.6	58.1	83.3
Grade 6 Reading	89.5	68.9	87.1
Writing	79.7	62.2	75.5
Mathematics	86.7	68.8	74.2
Grade 7 Reading	88.3	74.9	76.4
Writing	75.3	62.9	65.6
Mathematics	77.0	66.0	60.5
Grade 8 Reading	83.1	68.4	68.4
Writing	78.6	66.5	61.3
Mathematics	83.1	64.5	74.8
Science	81	60.6	74.8

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 scoreable 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	50.4	47.4	48.5
Writing Across the Disciplines	65.5	55.0	57.3
Mathematics	68.1	47.8	74.8
Science	63.0	42.8	78.6

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
	44.1	36.2	70.0

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.3	74.5	
Average Score	Mathematics	566	507	91.5
	Critical Reading	533	503	78.3
	Writing	539	506	82.2

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 2008	99.5	92.1	94.7
Cumulative Four-Year Dropout Rate for Class of 2008	0.5	6.6	90.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	84.1
% Employed (Civilian Employment and in Armed Services)	10.9	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	190.33
Paraprofessional Instructional Assistants	17.00
Special Education	
Teachers and Instructors	27.10
Paraprofessional Instructional Assistants	62.90
Library/Media Specialists and/or Assistants	5.23
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	8.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	7.34
Other Staff Providing Non-Instructional Services and Support	125.22

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	14.4	13.6
% with Master's Degree or Above	68.1	77.3	76.1

Average Class Size	District	DRG	State
Grade K	17.7	17.5	18.3
Grade 2	22.4	19.5	19.3
Grade 5	21.0	20.3	21.0
Grade 7	20.6	19.7	20.5
High School	22.3	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	993	988
Middle School	1,039	1,025	1,016
High School	1,033	1,011	1,007

\*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*	3.2	3.3	3.3
Middle School	3.4	2.4	2.6
High School	1.3	2.2	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$18,929	\$6,050	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$744	\$238	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$1,035	\$331	\$461	\$415	\$446
Student Support Services	\$2,516	\$804	\$808	\$769	\$806
Administration and Support Services	\$3,306	\$1,057	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$3,095	\$989	\$1,382	\$1,357	\$1,377
Transportation	\$1,911	\$590	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$1,661	N/A	N/A	N/A	N/A
Other	\$287	\$92	\$152	\$141	\$151
<b>Total</b>	<b>\$33,485</b>	<b>\$10,563</b>	<b>\$12,869</b>	<b>\$12,448</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,711	\$1,186	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,317,255	15.9	19.7	20.5

**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	64.2	33.9	1.7	0.2
Excluding School Construction	62.9	35.0	1.9	0.2

---

### 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. 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. This process insures that requests made to the Board of Education are equitable. 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.

Principals hold parent advisory meetings. During the budget season, resources, including funding, are discussed. The Board of Education conducts several public hearings and workshops during the budget season, allowing input from the community and parents. 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 and insure an equitable distribution of resources among the schools.

---

### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	340
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

---

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	31	1.0	0.9	0.8
Learning Disability	131	4.2	4.1	3.9
Intellectual Disability	14	0.4	0.4	0.5
Emotional Disturbance	22	0.7	0.7	1.0
Speech Impairment	58	1.8	2.2	2.3
Other Health Impairment*	61	1.9	1.9	2.1
Other Disabilities**	23	0.7	0.6	0.9
Total	340	10.8	10.8	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	30.8	30.2	80.9	65.7
	Writing	29.8	19.5	77.7	64.1
	Mathematics	28.1	30.7	76.3	65.7
	Science	38.5	23.8	80.8	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	50.4	47.4
	Writing Across the Disciplines	N/A	N/A	65.5	55.0
	Mathematics	N/A	N/A	68.1	47.8
	Science	N/A	N/A	63.0	42.8

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	16.4
	% With Accommodations	83.6
CAPT	% Without Accommodations	47.4
	% With Accommodations	52.6
% Assessed Using Skills Checklist		8.7

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	17	5.0

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	268	78.8	74.3	72.7
40.1 to 79.0 Percent of Time	54	15.9	19.1	16.1
0.0 to 40.0 Percent of Time	18	5.3	6.6	11.2

---

**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. Each PLC team was trained in data analysis. PLC teams each set aside one hour per week to work on the tenets of PLC and analyze student learning data. The focus of data analysis and change strategies was on improving literacy. The improved identification of critical concepts and refinement of common assessments to inform and guide instruction continue to be a district-wide focus. Intradistrict walk-about and an administrative focus on “problems of practice” continue to add perspective to the change process.

In the area of special education, we have been focused on increasing the inclusion of all students with disabilities in the regular classroom. We received three days on training on the inclusion process and have also had consultant support in implementing RtI practices.

---