

STRATEGIC SCHOOL PROFILE 2007-08**Tolland School District**

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Location: 51 Tolland Green
Tolland,
Connecticut

Website: 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	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: 96.6%

*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, 2007	3,128
5-Year Enrollment Change	5.3%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	107	3.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	15	0.5	0.6	5.4
Students Identified as Gifted and/or Talented*	19	0.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	329	10.5	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	170	71.1	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	67	17.5	21.6	20.2

*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	106	3.4
Black	63	2.0
Hispanic	42	1.3
White	2,907	92.9
Total Minority	221	7.1

Percent of Minority Professional Staff: 4.6%

Non-English Home Language: 1.3% 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 17.

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 provides activities designed to increase multicultural awareness and address differences in race, economics, physical characteristics, and culture. Activities have included analyzing and modifying the district's curriculum, providing professional development for all staff in the "Don't Laugh at Me", "Responsive Classroom" "Respect Me" and "Capturing Kid's Hearts" ideals, and engaging students in positive social actions and interactions.

The staff of the Tolland Public Schools is assuring that pictures, displays, and bulletin boards throughout the district support ethnic diversity. To increase the opportunity for students to interact and develop a greater understanding and appreciation of diversity, Tolland students have been involved in a variety of activities. The activities include the following with the number of students impacted enclosed within parentheses: Spanish families and family heritage (139), extensive study of Japanese and Mexican cultures (500), museum study of race (56), a variety of studies speakers, and museum visits targeting Native American cultures(232), pen pals and visits (23), study of slavery (20), history and culture of Bermuda (16), study of French culture (40), unit on diversity (60), study of Black history (232), Hunger Banquet (125), and race and discrimination seminar (15).

Interdistrict programs include the "Greater Hartford Academy of the Arts", Greater Hartford Academy of Math and Science", "Great Path Academy", "Arts at the Capitol Theater" and the "Connecticut Intrabaccalaureate Academy".

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	65.7	52.0	65.0
Writing	74.1	63.4	61.3
Mathematics	65.5	60.0	47.2
Grade 4 Reading	71.3	55.9	71.5
Writing	74.0	62.9	64.8
Mathematics	70.5	60.3	57.9
Grade 5 Reading	75.5	62.2	66.7
Writing	83.7	64.5	85.8
Mathematics	80.6	65.9	70.4
Science	78.3	54.9	81.5
Grade 6 Reading	83.5	66.3	75.6
Writing	77.0	61.9	76.8
Mathematics	76.6	66.4	58.3
Grade 7 Reading	83.0	71.1	60.0
Writing	79.6	62.0	77.4
Mathematics	76.5	63.0	64.5
Grade 8 Reading	80.2	64.8	72.3
Writing	76.0	63.4	59.1
Mathematics	80.7	60.8	78.6
Science	77.8	58.6	70.4

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.

To see the NCLB Report Card for this school, go to 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	45.5	49.2
Writing Across the Disciplines	63.8	57.9	46.2
Mathematics	72.8	50.1	75.4
Science	66.4	46.3	73.1

For more detailed 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."

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	36.1	70.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.7	77.6	
Average Score	Mathematics	552	504	84.6
	Critical Reading	531	502	76.2
	Writing	535	503	78.5

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 2007	99.2	92.6	90.8
Cumulative Four-Year Dropout Rate for Class of 2007	0.7	6.2	88.7
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.9	83.4
% Employed (Civilian Employment and in Armed Services)	11.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	190.60
Paraprofessional Instructional Assistants	22.66
Special Education	
Teachers and Instructors	26.10
Paraprofessional Instructional Assistants	61.57
Library/Media Specialists and Assistants	5.03
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	10.00
School Nurses	7.34
Other Staff Providing Non-Instructional Services and Support	120.40

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	15.2	14.3	13.6
% with Master's Degree or Above	64.7	75.5	75.6

Average Class Size	District	DRG	State
Grade K	18.4	17.1	18.1
Grade 2	21.5	18.6	19.3
Grade 5	21.5	20.4	20.9
Grade 7	21.4	19.9	20.5
High School	19.8	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	993	987
Middle School	1,006	1,032	1,017
High School	1,033	1,021	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*	3.0	3.3	3.4
Middle School	4.0	2.2	2.7
High School	1.3	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$18,481	\$5,884	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$499	\$159	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$1,024	\$326	\$443	\$395	\$429
Student Support Services	\$2,360	\$751	\$764	\$713	\$761
Administration and Support Services	\$2,848	\$907	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$3,240	\$1,032	\$1,329	\$1,295	\$1,322
Transportation	\$1,865	\$576	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$1,693	N/A	N/A	N/A	N/A
Other	\$327	\$104	\$147	\$130	\$145
Total	\$32,337	\$10,169	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,751	\$1,513	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,146,146
Percent of Total PK-12 Expenditures Used for Special Education	15.9%

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	33.4	2.2	0.2
Excluding School Construction	66.2	31.1	2.5	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. 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. School facilities will be adequate for all students with changes in attendance centers.

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 and provide equalization of resources between buildings.

The Board of Education conducts several public hearings and workshops during the budget season, allowing input from the community and parents. The PTO's host a presentation by the Superintendent outlining resource allocation. These presentations are developed to aid in understanding of the needs of the district and promote an equitable distribution of resources among the schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	327
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	28	0.9	0.8	0.7
Learning Disability	123	3.9	4.1	4.0
Intellectual Disability	18	0.6	0.4	0.5
Emotional Disturbance	18	0.6	0.7	1.0
Speech Impairment	64	2.1	2.2	2.4
Other Health Impairment*	52	1.7	1.9	2.1
Other Disabilities**	24	0.8	0.6	0.9
Total	327	10.5	10.7	11.5

*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 2006-07 with a Standard Diploma	100.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

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	26.8	20.4	76.5	62.1
	Writing	25.6	19.3	77.5	63.0
	Mathematics	22.2	22.6	75.1	62.7
	Science	27.3	22.2	78.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	50.4	45.5
	Writing Across the Disciplines	N/A	N/A	63.8	57.9
	Mathematics	N/A	N/A	72.8	50.1
	Science	N/A	N/A	66.4	46.3

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	22.4
	% With Accommodations	77.6
CAPT	% Without Accommodations	38.9
	% With Accommodations	61.1
% Assessed Using Skills Checklist		7.8

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	19	5.8

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	134	41.0	71.7	71.6
40.1 to 79.0 Percent of Time	170	52.0	21.8	16.6
0.0 to 40.0 Percent of Time	23	7.0	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The use of Professional Learning Communities (PLCs) to improve student learning is entering its fourth year. All teachers and administrators received training in PLC functioning. SMART goals have been established across the district mainly targeting literacy. Utilizing a computerized system for measurement of student learning, intervention/enrichment systems are being developed. School Improvement Plans incorporate the use of data. K-12 committees for every curriculum meet regularly for curriculum articulation purposes. Formal standards-based curriculum units and performance assessments are established across the district and summaries are displayed on the district website. Everyday Math has been implemented in kindergarten through fifth grade. Connected Math is being implemented in the middle school. Houghton Mifflin reading has been implemented in kindergarten through third grade. Science CMT/CAPT labs and inquiries are being imbedded into the curriculum. Social studies teachers are infusing many types of literacy skills into their units. Across the district materials are becoming outdated and obsolete and replacement is taking place. Crowding and a reduced budget have in some cases restricted curriculum delivery, development, and implementation.

In the high school a "Senior Option" choice is being used to develop Career and Technical Education - college-articulated career pathways for students. A pre-engineering program has been implemented in the high school. With the move into a new high school, computer technology has been a major focus. A world language lab, a video studio, an animation lab and art technology lab are now available.

Special education programs are being revised to include the use of materials similar to those used by regular education students. Besides specific measurements, special education student progress is being monitored with benchmarks similar to those of regular education students. An assistive technology person has been hired. Gifted students are being identified and possible enrichment activities suggested.

Parents are encouraged to become involved in the schools through the Parent Teacher Organizations, volunteer programs, English Language Learner contact, and other communication practices. The Superintendent provides a curriculum newsletter issue for parents and a communications website. He delivers a state of the schools presentation to summarize and solicit support for planning and improving school programs. A curriculum website that outlines students' curriculum is available for parents.

Improvement plans include:

1. Refining literacy and numeracy teaching and learning practices,
 2. Teaching vocabulary associated with each unit of instruction,
 3. Incorporating study skills into each curriculum/grade including the skills needed for note taking and those needed for research,
 4. Studying and using the "Blueprints" for literacy,
 5. Monitoring selected learning expectations from grade to grade leading into the high school graduation requirements, and
 6. Improving data analysis and use.
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