

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



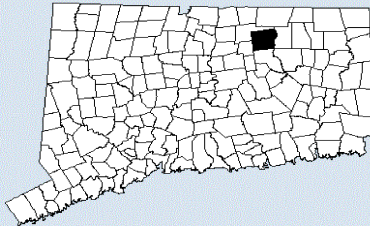
Tolland School District

860-870-6850 • <http://www.tolland.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,677
Per Pupil Expenditures ¹	\$13,733
Total Expenditures ¹	\$39,015,259

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,323	49.4	48.3
Male	1,354	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	89	3.3	4.7
Black or African American	42	1.6	12.9
Hispanic or Latino	82	3.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	10	0.4	2.5
White	2,447	91.4	57.2
English Language Learners	18	0.7	6.3
Eligible for Free or Reduced-Price Meals	223	8.3	37.6
Students with Disabilities ¹	306	11.4	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	61	4.7	11	0.8
Male	54	4.1	50	3.6
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	105	4.4	54	2.2
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	10.5	10	4.2
Students with Disabilities	27	9.3	18	5.3
District	115	4.4	61	2.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	169.5
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	26.3
Paraprofessional Instructional Assistants	70.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.9
Library/Media	
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	77.9

¹In 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

	District		State
	Count	Percent of Total (%)	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	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	229	97.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	124	62.0	152	77.9
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	11	44.0	13	*
Students with Disabilities	*	*	7	*
District	133	61.0	164	78.5
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	29	60.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	103	81.7
Other Health Impairment	41	78.8
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	200	69.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.0	1.5
Emotional Disturbance	18	0.7	1.0
Intellectual Disability	11	0.4	0.5
Learning Disability	126	4.6	4.4
Other Health Impairment	53	1.9	2.6
Other Disabilities	26	0.9	1.0
Speech/Language Impairment	21	0.8	1.9
All Disabilities	310	11.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	6.8	8.1
Private Schools or Other Settings	19	6.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,857,142	8,065	9,134
Instructional Supplies and Equipment	546,957	202	334
Improvement of Instruction and Educational Media Services	1,540,746	569	498
Student Support Services	1,465,031	541	1,001
Administration and Support Services	3,813,920	1,407	1,694
Plant Operation and Maintenance	4,177,534	1,542	1,572
Transportation	2,388,401	823	813
Costs of Students Tuitioned Out	3,110,556	N/A	N/A
Other	114,972	42	186
Total	39,015,259	13,733	15,289

Additional Expenditures

Land, Buildings, and Debt Service	3,305,769	1,220	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,213,058	26.6	35.1
Noncertified Personnel	1,201,760	14.4	14.2
Purchased Services	315,974	3.8	5.2
Tuition to Other Schools	2,919,553	35.1	22.0
Special Ed. Transportation	719,052	8.6	8.6
Other Expenditures	948,933	11.4	14.9
Total Expenditures	8,318,330	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.4	64.4
State	30.1	31.8
Federal	1.5	1.7
Tuition & Other	2.0	2.1

⁴Revenue 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).

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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	46	77.6	46	73.4	17	*
Black or African American	21	64.4	22	59.6	9	*
Hispanic or Latino	52	68.1	52	67.4	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1294	75.3	1295	70.5	588	68.1
English Language Learners	12	*	12	*	*	*
Non-English Language Learners	1408	75.0	1410	70.5	*	*
Eligible for Free or Reduced-Price Meals	110	62.7	110	59.3	49	59.4
Not Eligible for Free or Reduced-Price Meals	1310	76.0	1312	71.3	584	68.5
Students with Disabilities	193	57.7	195	51.4	93	52.0
Students without Disabilities	1227	77.7	1227	73.4	540	70.5
High Needs	282	60.4	284	55.3	126	55.1
Non-High Needs	1138	78.6	1138	74.1	507	71.0
District	1420	74.9	1422	70.4	633	67.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	71.9	78.8	90.9	87.5	770	82.2
Curl Up	98.4	98.6	93.4	94.3	770	96.2
Push Up	42.2	83.5	83.2	77.8	770	72.2
Mile Run/PACER	74.6	84.4	76.6	75.6	770	78.1
All Tests - District	29.2	68.4	70.6	64.2	770	58.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	25	64.0	.		.
District	229	91.3	92.8	No	92.9
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.1	118	54.6
Male	80.6	125	59.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	80.5	230	58.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	63.4	13	31.7
Students with Disabilities	*	*	*
District	80.3	243	56.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.7	98.0
Male	85.0	90.2
Black or African American	*	*
Hispanic or Latino	*	*
White	88.0	94.3
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	66.7	*
Students with Disabilities	64.0	*
District	88.4	94.2
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first 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	74.9	75	99.9	100	99.9	67.9
	High Needs Students	60.4	75	80.5	100	80.5	56.7
Math Performance Index	All Students	70.4	75	93.8	100	93.8	59.3
	High Needs Students	55.3	75	73.8	100	73.8	47.8
Science Performance Index	All Students	67.8	75	90.4	100	90.4	56.5
	High Needs Students	55.1	75	73.4	100	73.4	45.9
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.7%	<=5%	42.5	50	85.0	17.3%
Preparation for CCR	% Taking Courses	69.6%	75%	46.4	50	92.7	66.1%
	% Passing Exams	56.9%	75%	37.9	50	75.9	37.3%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		91.3%	94%	97.1	100	97.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		96.9%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		88.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.9% 58.6%	75%	39.0	50	78.1	87.6% 51.0%
Arts Access		49.7%	60%	41.4	50	82.8	45.7%
Accountability Index				1116.2	1250	89.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.4	14.6	17.3	
Math Performance Index Gap	74.1	55.3	18.8	19.6	
Science Performance Index Gap	71.0	55.1	15.9	17.2	
Graduation Rate Gap	94.0%	96.9%	-2.9%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	96.8
	High Needs Students	95.9
Math	All Students	97.0
	High Needs Students	96.6
Science	All Students	100.0
	High Needs Students	100.0

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: 59.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 worked closely to develop LA Curriculum Units with Writers Workshop. Staff identified assessments, cut-points, progress monitoring data, universal screens and interventions. Full day K was implemented, and Grade 2 worked to adopt a new math program. Early intervention (Teacher Assistance Team) identifies students in need. BGP special education faculty worked with a consultant to ensure student needs are met while building student independence. PBIS programs helped maintain a positive environment in the building. 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 3rd 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, special education 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 T.I.S. student being taken through a series lessons highlighting our school rules.

Tolland Middle School executes Mastery Grading. Parents have easy access to their child's team. The team model allows us to provide personalized attention to students. The PBIS programs, partnerships with 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. PBIS behavioral reports keep parents up to speed on where their children are at relative to the school's Core Values. Technological resources (i.e. Google Apps) foster ongoing communication about individual students. TMS offers Breakfast and Dinner with the Principal programs for community members to come up with collective solutions for problems. TMS also posts curriculum and social information @ #TollandMS

Tolland High School focuses on improving literacy, school climate, and increasing the use of technology. PLC teams developed goals and strategies aligned to expectations. A new end-of-year survey was administered to gather input on school climate. Our Community Advisory Council solicits input on evaluating leveling, grade weighting, teen drug and alcohol use, and safety concerns. An advisory curriculum provided academic support and coaching, promoted meaningful student-teacher relationships, and established a sense of belonging, connectedness, and pride in the Tolland High School community. Teachers in the LA and mathematics department implemented new curriculum. The Student Intervention Team of school administrators, counselors, the psychologist, and a social worker met on a weekly basis to discuss intervention. Literacy intervention classes support students in LA and math. A strong emphasis is placed on inclusion.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The schools engage regularly in activities to support families in need, donating food, clothing, and other items. The students work independently by school, and in collaboration with organizations like the Tolland Junior Women, to address economic disparities and provide community programming. The TPS curriculum includes programs on African drumming and culture, as well as other cultural explorations (i.e. Mexico, Spain, etc.) and the PBIS programs in the schools encourage responsible behaviors and actions. Student Council, and Service Corp groups work in the community to promote tolerance, acceptance, and social responsibility. TPS Schools have Culture and Climate committees that include parents, and help with cultural and civic minded programming. One such effort was a program on homelessness. The Social Studies classes engage in cultural relativity programming, as does ELA classes thereby giving students exposure to a wide variety of authors and literary perspectives.

The TPS provide educational opportunities for students that promote respect and an appreciation for individual and cultural differences. 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 multi-cultural art and musical expression. Concerts have included pieces composed to celebrate diverse origins.

Strategies to include multicultural references and diversity are currently being added to all relevant curricula. English courses have included new units on WWII Japanese-American internment, Russian culture, African-American authors and Native American experiences. The Gay-Straight Alliance conducted activities such as the Rainbow Campaign to promote respect and tolerance in our school. Students at the high school worked collaboratively with local senior citizens to pack over 100,000 meals as part of a community fundraiser. Tolland High School students have dual-enrolled in magnet and regional school opportunities.

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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 equitable across the district as well with a workforce matched to the enrollment and physical plant needs of each school. The district intends to expand these resources in the future to continue to balance out the allocation and provide the most equitable distribution of human resources.