

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

**Tolland High School****Tolland School District**

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Location: 1 Eagle Hill Road  
 Tolland,  
 Connecticut

Website: [www.tolland.k12.ct.us/thhs/thspage1.htm](http://www.tolland.k12.ct.us/thhs/thspage1.htm)

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 939  
 5-Year Enrollment Change: 8.1%

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.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	35	3.7	7.2	29.3
Students Who Are Not Fluent in English	1	0.1	0.4	3.6
Students Identified as Gifted and/or Talented	0	0.0	5.5	5.2
Students with Disabilities	77	8.2	10.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	57	12.9	12.6	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	22.7	18.5	18.8
Biology I	18.7	19.1	19.0
English, Grade 10	20.3	19.4	19.1
American History	22.6	19.5	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,014	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

#### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	39.4	33.4

#### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	29.0	23.9	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	90.4	92.6
Chemistry	66.7	72.3
4 or More Credits in Mathematics	86.0	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	79.8	54.3
Credit for Level 3 or Higher in a World Language	68.0	60.7
2 or More Credits in Vocational Education	87.7	57.4
2 or More Credits in the Arts	64.5	40.5

#### Class of 2010

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.4	3.5
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	94.8	79.0	74.8

#### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.5	2.4	2.2
% of Computers with Internet Access	100.0	97.4	99.5
% of Computers that are High or Moderate Power	100.0	98.1	98.2
# of Print Volumes Per Student*	13.8	19.3	16.5
# of Print Periodical Subscriptions	37	46	37

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

#### Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	56.70
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.00
School Nurses		1.67
Other Staff Providing Non-Instructional Services and Support		28.08

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	18.1	14.6	14.1
% with Master's Degree or Above	71.9	77.8	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.9	6.8	8.1
% Assigned to Same School the Previous Year	82.8	90.9	90.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

As stated in the Tolland High School Mission Statement, we have developed "a partnership of students, parents, staff, and community to provide a safe and accepting environment where students are actively involved in the learning process." Administrators, faculty, and staff encourage open and active lines of communication. Telephone and e-mail communications are made on a regular basis between staff members and parents. An automated telephone communication system is used to quickly deliver important school related messages to parents and students when needed. A web-based student information system allows parents and students to access real-time grades, attendance, and assignments directly from the teacher's grade book. Progress reports are given in paper format to all students midway through each grading period and are e-mailed home by many teachers on a more frequent basis. Individual teacher websites that are linked to the Tolland High School website provide an opportunity for teachers to post homework assignments, projects, activities, and assessments. Parents are notified on a regular basis of upcoming school activities and events through correspondence from the Principal, the school website, the Counseling Department website, Booster Club announcements, and a variety of other community access communications. On the Counseling Department website, there are suggestions and ideas for parents who are dealing with specific issues and are in need of advice. The Counseling Department also conducts a number of workshops and meetings for parents and students throughout the school year on a variety of topics including, College Fairs, Financial Aid Information Night, Junior Year College Planning Seminar, 9th Grade Parent Program, Freshmen Orientation and Course Fair.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	28	3.0
Black	15	1.6
Hispanic	8	0.9
Pacific Islander	0	0.0
White	887	94.5
Two or more races	0	0.0
Total Minority	52	5.5

Percent of Minority Professional Staff :4.1

**Non-English Home Language:**

0.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1

### 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 High School continues to provide educational opportunities for its students which 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. Activities include visits to native reservations and bringing in speakers from different native tribal nations. Fine Arts and music 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. The Social Studies Concepts course includes specific units on tolerance, prejudice and discrimination. English and Social Studies courses have included new units on WWII Japanese-American internment, Russian culture, African-American authors and Native American experiences. Through the VOICES program, students and adults work collaboratively to raise awareness of issues impacting our students. The Gay-Straight Alliance conducted activities to promote respect and tolerance in our school. School-sponsored trips to Costa Rica and England/Ireland exposed students to other cultures as well as a vast array of experiences. Tolland High School students also attended the Greater Hartford Academy of the Arts, the Connecticut International Baccalaureate Academy in East Hartford, and Connecticut River Academy at Goodwin (CREC).

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	64.7	51	81.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	10	10.6
% of Grade 12 Students Tested	8.8	24.2
% of Exams Scored 3 or More*	92.9	72.5

\*A score of three or higher is generally required for earning college credit.

**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. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	52.5	44.7	64.4
Writing Across the Disciplines	69.8	61.2	60.4
Mathematics	67.2	49.5	81.3
Science	61.0	47.0	73.4

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	552	510	85.3
Critical Reading	526	505	76.6
Writing	527	510	73.4
% of Graduates Tested	76.3	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	94.8	91.8	82.6
2009-10 Annual Dropout Rate for Grade 9 through 12	0.1	2.8	90.7

Activities of Graduates	School	State
% Pursuing Higher Education	86.4	84.8
% Employed, Civilian and Military	13.2	9.1

Student Attendance	School	State High Schools
% Present on October 1	96.4	93.3

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 275 students were responsible for these incidents. These students represent 28.8% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	20	1
Theft	7	1
Physical/Verbal Confrontation	25	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	22	2
School Policy Violations	797	26
Total	877	30

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Tolland High School establishes School Improvement Goals on an annual basis. The school improvement plan focused on improving student literacy and school climate, and implementing Response to Intervention (RTI). Professional Learning Community (PLC) teams developed and implemented strategies to explicitly teach literacy competency skills. As we continuously strive to develop a safe and more effective school, our participation in a new district-wide initiative, Positive Behavior Intervention and Supports (PBIS), guides us in utilizing a systems approach to enhance the capacity of our school to educate all children by developing research-based, school-wide, and classroom behavior support systems. PBIS works to improve the overall school climate, maximize academic achievement for all students, and address the specific needs of students with emotional and behavioral concerns. A new end-of-year survey was administered to gather student input on school climate issues, specifically focusing on policies, safety, respect, personal connections, discipline, and student voice. Efforts are also made to engage parents in the planning and school improvement process. Parents are asked to participate in the research and development of school improvement initiatives. We solicit parent input on school improvement initiatives regularly and have a very active Booster Club that includes parent and family involvement in school activities and programs. In an effort to improve special education needs and services, a concerted emphasis has been made to incorporate a more inclusive program with regular education students. Special Education instructors co-teach with regular education teachers and more than 80% of our special needs students are in a regular education setting for at least 80% of the school day.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

A total of 927 students attend Tolland High School in grades 9-12. There are 68 certified staff members. More than 86% of our graduates continue post-secondary education. Tolland offers a comprehensive curriculum including a variety of courses in Business, Computers, Technology Education, Family/Consumer Science, and the Arts. In September of 1996, Tolland High School implemented a four by four block schedule. This use of time provides for more student/teacher contact time each day, enables teachers to use a variety of instructional techniques and provides students an opportunity to take 32 credits in their high school program. Course options for seniors include courses for college credit, community service, and supervised internships. System-wide curriculum committees meet regularly. The responsibility of these committees is to coordinate the curriculum K-12 and to recommend and approve changes in course content. Thirteen teachers have been trained in the new Teacher Education and Mentoring (TEAM) program for beginning teachers. Professional Learning Communities meet regularly to share practices, increase teacher collaboration, and improve both teacher and student learning. Our athletic program serves over 250 student-athletes each season. Approximately 71% of the student population participates on 22 interscholastic athletic teams. In our third year competing in the Eastern Division of the Central Connecticut Conference under the jurisdiction of the CIAC, four of our teams won their respective conference championships. A variety of student activities are available to students including Student Council, Class Government, National Honor Society, Diversity, Mock Trial, Gay-Straight Alliance, Peer Mediation, VISION, Yearbook, VOICES, Book Club, Audio Tech Club, World Language Club, and Sidetrax (literary magazine). A variety of student groups contribute to local food banks, shelters and many charitable organizations.

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