TOLLAND PUBLIC SCHOOLS
Annual Report

"Where excellence is achieved through each individual's success"

Fiscal Year 2010-11

Tolland Public Schools
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Tolland Public Schools

Vision

The Tolland Public Schools will represent education at its best, preparing each student for an ever changing society,
and becoming a full community of learning
where excellence is achieved through each individual's success.

Mission

The Tolland Public Schools will educate and challenge students to achieve their potential by providing a variety
of educational experiences
which will enable them to be productive citizens in an
ever changing society.

A Message from William D. Guzman,
Superintendent of Schools

Dear Tolland Residents:

The 2010-11 Annual Report highlights accomplishments over the year in each of the four Tolland Schools. The Report details information on the instructional programs provided to students, the professional development opportunities for staff, a description of special education, technology and health services. Statistics relative to student enrollment, budget and expenditures are also included.

The 2010-11 school year resulted in further development of Tolland Public Schools as a Professional Learning Community. Teams of teachers at each school continue to meet to assess student learning through periodic review of student data. The goal of these meetings is to advance student learning through the development and enhancement of teaching strategies aimed at addressing the needs of students.

The programs outlined in this report reflect the efforts by all district staff to provide students with the highest levels of educational opportunities.

Sincerely,

William D. Guzman
Superintendent of Schools

Board of Education

Robert Pagoni, Board Chair
Gayle Block, Vice Chair
Andy Powell, Secretary
Karen Bresciano
Steve Clark, Jr.
Diane Clokey
Thomas Frattaroli
Judy Grabowicz
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During the 2010/2011 school year, the Tolland Board of Education developed policies, reviewed programmatic initiatives and established a budget for the fiscal year. Among the many activities sponsored by the Board were the following significant actions:

- The Board welcomed four teachers from Pakistan who made presentations at each of the schools about Pakistani culture, history and geography.
- The Board entered into labor agreements with the Tolland Education Association, the Tolland Administrative Society and the Tolland School Nurses.
- The State Champion Boys Doubles Tennis Team was recognized by the Board at its June 22, 2010 meeting.

The 2010/2011 scholastic year was a very fulfilling year where teachers and support staff concentrated on student achievement through collaborative efforts of the Professional Learning Community teams at each school. The goal of each team is to provide the best learning opportunity for each student. Teams review student assessment data to develop teaching strategies to meet each student's needs and to increase each student's academic achievement.

School Highlights

Birch Grove Primary School

Annual Report
2010-2011

Introduction

Birch Grove Primary School staff continues to work together using the Professional Learning Community (PLC) model. This model focuses on student learning as a result of team goals in literacy and numeracy. We have collected data that will drive our professional development and focus our instruction next year. The teachers in each grade level have pacing guides and benchmark assessments in all core subjects that encourage consistency of instruction within each grade level. Last year we developed a standards based report card and the rubrics to go with it. We are continuing to refine the report card and the rubrics.

The Birch Grove staff had the opportunity to participate in three after school study groups. Two-second grade teachers and a Reading Department Staff member coordinated one group. This group used a book study format during which they discussed the book *The Daily Five Fostering Literacy Independence in the Elementary Grades* by Gail Boushey & Joan Moser. Teachers discussed and shared various instructional strategies at each session. Tom Swanson, principal, coordinated a second study group. This group discussed several chapters from *Teach Like A Champion* by Doug Lemov. The third group focused on current literature articles about curriculum and instruction. Mike Moynihan, assistant principal, coordinated this study group.

District-wide workshops related to literacy and technology were provided by the Curriculum Coordinators. Teachers from BGP attended workshops on analyzing student writing, SMART Boards, Photo Story, and nonfiction reading strategies. Debbie Francis, Debbie Couture, and Dot Drobney presented a brief workshop on Assessments and scoring of the DRA. Bob Storozuk presented a math center workshop. Laurie Coulom presented a Shared Reading workshop with the kindergarten team.

Curriculum and Instruction

Language Arts

The Houghton Mifflin Reading Program and leveled readers continues to serve as the core language arts program. The main advantage to having such a program is that it provides consistency in instruction, instructional language, and assessment across and within the grades.

The Lucy Calkins *Units of Study for Primary Writing: A Year Long Curriculum, Empowering Writers,* and *Write Source* continue to serve as our writing programs.

The Fountas and Pinnell *Leveled Literacy Intervention* program was utilized by Debbie Francis and some paraprofessionals to support kindergarten, first grade and second grade groups. Students' reading progress was accelerated as a result of this intervention.

The Reading Department worked tirelessly to implement a SRBI (RTI) plan for BGP. Reading cut points were established and interventions were provided to students in four eight-week sessions.

Some teachers started using a Daily Five classroom management program as a way of structuring their literacy block.

Second grade teachers worked tirelessly to compile lists of evidence of student work that can be used for gauging student progress.

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Recommendations for Language Arts

- Review the Language Arts Program Evaluation conducted by Dr. Susan Deffenbaugh to gauge progress towards meeting the Evaluation's recommendations.
- Continue to refine SRBI model.
- Continue to create anchor sets for common assessments.
- Write a language arts curriculum for grades K-2 based on CCSS.
- Establish a common book room that would house leveled readers for grades K-2.
- Maintain fidelity to pacing guides.

Mathematics

The staff at Birch Grove are now into the fifth year of using the standards based Everyday Math program as the major instructional component of the K-5 mathematics curriculum. Teachers continue to implement good Tier 1 instruction in our math classrooms. This includes strong instructional lessons with guided practice and opportunities for small group instruction to support the diverse needs of the classroom. Staff-meeting time was devoted to SRBI and how we identify students who need support in math and the process of RTI at BG. Teachers developed quick checks as a progress-monitoring tool to identify struggling students and provide feedback for parents on the Standards Based Report Card. For the first time in our eleven years at Birch Grove, there was a full-time math support person to help address students in need of intervention.

Recommendations for Mathematics

- Grade K – work on alignment of curriculum to the CCSS
- Grade 1 – work on alignment of curriculum to the CCSS
- Grade 2 – work on alignment of curriculum to the CCSS

Student Activities in Mathematics

The mathematics curriculum incorporates a variety of everyday activities and games on a daily basis. Routines are used to teach a variety of math concepts such as patterns, counting, calendars, place value, measurement, and basic facts. Everyday Math software is available on the student computers in each class and in the computer lab to support student learning in mathematics.

Social Studies

During the 2010-2011 school year, kindergarten teachers continued to teach the five social studies units (All About Me, Families, Communities, Homes, and People and Places) that were developed during the summer of 2006 and updated in 2009. First grade teachers used the Nystrom geography program, Neighborhoods Near and Far, for the first two units of the year, Neighborhoods and Maps and Globes. First grade students also learned about the geography and culture of Mexico, comparing the lives of children in Mexico to the lives of children in Tolland. In second grade, students learned about Native Americans, the Continents, and Japan. During summer curriculum writing in June 2010, second grade teachers decided to merge part of the Continents unit with Native Americans and the rest of the Continents unit with the Japan unit. The Japan unit is similar to the first grade unit on Mexico because students learn about the geography and culture of Japan and compare the lives of children in Japan to the lives of children in Tolland.

During the Neighborhoods unit in first grade, students took a "Virtual Tour of Tolland and Hartford". Jen Olsen videotaped a trip to important locations in the Tolland Community, including Big Y, Crandall Park, the Hicks Building, and the post office. Students pretended to be on a bus traveling through town while they watched the video. At each stop, students used a set of flip cards and identified the community helper that they might find working there. Additionally, Jen Olsen created a video of Hartford, so students could compare and contrast the town of Tolland with the city of Hartford.

For the first grade unit on Mexico, Jen Olsen created a lesson using raised-relief maps of the world and Google Earth to help students compare the geography and culture of Tolland to the geography and culture of Mexico. Students identified the seven continents and then pointed out various locations in Mexico on the raised relief maps. Then Jen Olsen used Google Earth to show how them what Tolland looked like and we compared it to Mexico City and Mazatlan (a city on the Pacific Coast of Mexico).

Embedding literacy skills in social studies instruction is a key component of social studies in the primary grades. Non-fiction reading skills and descriptive writing about social studies topics is an area of continual emphasis.

Recommendations for Social Studies

- Develop new lessons/units as needed to align with new state standards.
- Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.

Science

As in previous years, teachers report little time in their school day to appropriately address science standards. Although each year we work to adjust the pacing guide the effectiveness and the ability of the teachers to keep pace with guide is difficult. During the 2009-10 school year,

each program kept track of their science process lessons so we map the skills taught at each grade level.. We compiled and reviewed the data to determine the scope and sequence of science process skills. We are still in the process of analyzing the results and plan to compile a scope and sequence of science process skills K-12. Although we are attempting to include more hands-on inquiry-type activities in the curriculum, the lack of instructional time to appropriately conduct the activities inhibits the success of those activities. The reality of larger class sizes for the 2010-11 school year further impeded our progress in providing our students with a rich inquiry based science experience.

The second year of implementation of the standards-based report card proved much smoother this year. Teachers and parents are more accustomed to reporting student learning in this way, the process was less cumbersome and more informative for teachers, students, and parents alike.

A high point of the 2010-11 school year was the establishment of a science lab in the second grade wing of Birch Grove School. This dedicated space, which also includes a SMART Board donated by the PTO, has been widely used for hands-on activities in both science and social studies.

Carolyn Tyl, science coordinator, used the science lab to present model lessons to students/teachers at BGP. The table below summarizes those lessons.

Grade	**# classes**	**Unit**	**Title**	**Date**	**Location**	**# students**
1	9	*Living Things*	Living/Nonliving Things Scavenger Hunt	Sept	BGP grounds	201
1	9	*Forces & Motion*	Magnetic Forces	Jan	Science Lab E-16	201
2	10	*Rocks*	Metamorphic Sandwiches	Oct	Science Lab E-16	222
2	10	*Rocks*	Geodes	Oct	BGP Grounds	222
2	10	*Rocks*	Fossils	Oct	Science Lab E-16	42
2	10	*Sun, Shadows & Gravity*	Air Resistance	Feb	Science Lab E-16	222
2	10	*Insects*	Arthropods	May/ June	BGP grounds	222
2	10	*Insects*	Amber	June	Science Lab E-16	222

First and second grade teachers are anxious to have SMART Board systems installed in their classrooms. We installed 3 new systems this year two in first grade, (Vallone & McDonald) and one in the science lab, room E-16.

Student Activities in Science

There were several activities that students were involved in this year in the area of science.

Kindergarten

- Students observed the life cycle of a ladybug and the praying mantis, during the spring science unit.
- Students were involved in an in-school field trip, Polymer Power, by the West Hartford Science Center.

Grade 1:

- In September, as a kick off to their Living Things unit, students went on a scavenger hunt for Living, Non-living, and Once-living things. Led by Carolyn Tyl, science coordinator, all first graders participated and enjoyed every minute of the hunt!

- In January, Carolyn Tyl kicked off the Forces & Motion unit by presenting a hands-on science lesson involving magnetism that was highly engaging to the students. This lesson was conducted in the science lab, room E-16.
- Throughout the year, students participated in nature walks to observe the cyclical nature of our world.

Grade 2:

- In the fall, students experienced an in-school program called *High-Tech High-Touch* during their "Dig it" unit on rocks and minerals. The program involves hands-on activities that are motivating to the students including a "dig" for colorful crystals.
- Carolyn Tyl, presented several inquiry based lessons to second graders while involved in the Rocks, Earth, Moon and Sun and Insects units.
- During the second science unit, Sun Shadows and Gravity, Carolyn presented a lesson on Air Resistance that involved dropping various objects from the second floor with and without a parachute. Students timed each to determine the effect of air resistance on falling objects.
- In June, each second grade class participated in an in-school field trip conducted by our science coordinator. The program utilized the BGP nature trail and pond to study insect metamorphosis.

Recommendations for Science

- Meet in grade level teams to review curriculum and instructional practices.
- Meet with K-2 science representatives to continue to review curricular issues. Discuss how changes are being implemented. Implement Tier I lessons using best practice at all grade levels.
- Equip every classroom with the necessary materials to complete inquiry labs. Include more measurement in science activities.
- Continue to work toward purchasing enough supplies that all grade levels can complete science units in the same sequence. We are presently limited by materials/supplies availability.
- Continue to install SMART Board systems in each classroom.
- Determine how to address the concerns regarding lack to time to teach a required content and skills.

Character Education

Character Education

We continue to discuss and practice our character theme of the month. The children in all grades write about the theme and we often share that writing during the morning announcements. Most classrooms made use of the Second Step Anti-Bullying program.

Recommendations for Character Education

- Implement training year of PBIS (Positive Behavioral Interventions and Supports) as it is implemented in the other three schools.
- Continue to establish behavioral expectations for Tier 1 interventions prior to referral for the TAT process.
- Require all classrooms to implement the Second Step Anti-Bullying Program.

Student Assessment

Language Arts - There are approximately 35 language arts assessments administered in grades K-2. Kindergarten assessments are based on Marie Clay's Concepts of Print. Other assessments include the DRA, Integrated Theme Tests (from Houghton Mifflin), and writing prompts. All assessments are based on national standards and reflect current research in literacy instruction. Mastery Manager serves as the database for collecting and sorting data from these assessments. Various reports are available for analysis.

Rubrics and anchor sets were developed and are used for scoring. Alternate benchmark assessments are used in first and second grade. DIBELS- administered twice a year at BG to screen students for reading support and to monitor fluency.

Mathematics – Based on the districts pacing guides in Grade K, data is collected every trimester to assess student performance and growth. In grades 1-2, students take a beginning, middle, and end of year assessment to monitor progress. In addition, common formative assessments are administered every 20 to 30 days. These 21 assessments are aligned with the CT State Frameworks for Mathematics and provide teachers with specific data on student performance. The data from these benchmarks are used to differentiate instruction, establish centers to support individual student needs, and identify students in need of intervention. With the implementation of a full time math support person, we were able to provide students with support in targeted areas. The table below provides information for the year:

	Sept. - November	**November-December**	**January - March**	**March - April**	**May - June**
***Number of Students**	38	31	32	53	40

- The number of students serviced is dynamic. Some of the same children may revisit the Math Lab at different times of the year.

Social Studies – The following table shows results on the first grade and second grade benchmarks. None of these benchmarks needed revision (other than formatting) this year.

	Average Score
Grade 1	
Neighborhoods	91%
Maps and Globes	82%
Mexico	83%
Grade 2	
Native Americans	90%
Japan	94%

Science – Teachers are continuing to administer benchmark tests at appropriate times throughout the school year. The system for inputting and storing the benchmark results, Mastery Manager, in use for the fourth year in a row, has proved to be a valuable tool for assessing student learning. Since the 2008-09 school year, all benchmark assessments are linked to standards, so that teachers have more specific information about individual student learning progress. As the benchmark tests are reviewed and revised, the data will be even more meaningful with regard to student learning. Teachers report little time to intervene with students who are not mastering the concepts assessed due to the lack of time in the school day.

Staffing

- One FT K-2 LA Coordinator, one FT Reading Consultant, one FT Reading Specialist, six FT paraprofessionals, two half-time paraprofessionals, 1.5 kindergarten paraprofessionals
- The Math Lab was staffed with two half time teachers. In essence, this provided BG with a full time math support person. This allowed students from both grades one and two to be serviced.

There were several changes to the staff at BGP this year. Maggie Eichorn, grade 1 and Pat Wahlberg, principal retired from TPS. Mike Moynihan was hired as the new assistant principal. Lisa Miner was moved from 2nd grade to the .5 Math support and .5 kindergarten position. Kim Hollenbach moved to teaching half-day math support. Jen Kelly moved to .5 kindergarten and .5 special education. Chris Riesbeck moved to 4 year-old pre-school. Linda York moved to work closely with the Applied Behavior Program (ABA) program.

We added a full time math support teacher this year. The two teachers started the year supporting grade 2 students and mid way through the year, they worked with struggling grade 1 students. With the addition of a fulltime Math teacher, we were able to offer Tier II and Tier III targeted math support to second graders all year and to first graders mid way in the year. The math teachers mapped the grade 2 and 1 curriculum and worked with the classroom teachers to develop a schedule of support. This was a challenging task. They also designed lessons integrating technology for extra drill and practice when appropriate. The reading support schedule this year permitted some time for the reading paraprofessionals to support math in the second grade classrooms on a rotating basis. All grade 2 math classes received support several times a week, enabling the teachers to plan and implement small group instruction.

School Facilities

We continue to work with Johnson Controls and the Tolland maintenance staff to correct HVAC control issues especially at the change of the seasons.

Student Support Services

Language Arts -Pull-out for "gifted" kindergartners met 30 minutes a week all year
Kindergarten Literacy Program, a push-in model, increased from twice a week to five times a week for 30 minutes per session. All morning and afternoon classes received support from trained reading paraprofessionals. The Leveled Literacy Intervention Program was utilized with one group of first graders all year, rather than for the first 10 weeks of school. Small groups of grade 2 students have continued in the LLI program for a second year from January through June. Reading intervention services were provided to 204 students (33% of student population.) The intervention varied and was determined by the needs of the student. Tier III instruction is administered one-to-one through the TLC program in grades 1 and 2. Intensive instruction in decoding is provided. ELL – five students

Math - The mathematics curriculum incorporates a variety of everyday activities and games on a daily basis. Routines are used to teach a variety of math concepts such as patterns, counting, calendars, place value, measurement, and basic facts. Everyday Math software is available on the student computers in each class and in the computer lab to support student learning in mathematics.

Inclusion of more special education students in regular education classes is an important step to providing all students access to the regular class curriculum. Nevertheless, teachers will continue to need support from special education teachers, paraprofessionals, and the coordinators.

Grade level teachers and special education teachers communicated more frequently with classroom teachers and the curriculum coordinators in order to measure student progress in all the content areas.

The reading department has developed and instituted an SRBI (RTI) plan for Birch Grove School. The tiered plan of intervention in Reading, Math, and Behavior has resulted in fewer referrals to the Teacher Assistance Team. Many intervention strategies must be in place before a referral can happen. Birch Grove's Teacher Assistance Team (TAT) provides a systematic early intervention process for teachers and students that are experiencing academic or behavioral difficulties.

Our primary mental health project continued this year. This is a program funded by a grant from the State of Connecticut where trained paraprofessional works with students who need assistance in adjustment to school and related issues. She sees 40 students per week individually or in small groups. This work is done under the guidance and with the assistance of a School Psychologist.

Our Family Resource Center continues to offer many activities and services to parents and children both in preschool and school-age. They offer a summer camp program and a very popular before and after school program. The FRC continues to be grant and self funded.

Parent and Community Feedback

Read Across Tolland Day was once again coordinated by Dot Drobney and Hedy Nathan from TIS. Students from TIS travel to Birch Grove to read to and with students at BGP. More students than ever were involved in this wonderful opportunity.

The districts website was updated to provide unit vocabulary, unit goals in each grade and the everyday math homework links. Curriculum night continues to provide teachers the opportunity to support parents by discussing the mathematics program.

The Tolland Historical Society is a valuable resource for the students of Birch Grove Primary School. Second grade students have an in-house presentation on Native Americans from the Benton Homestead staff.

This year four administrators from the Foundation Public Schools in Karachi, Pakistan visited Tolland for four weeks. They arrived on September 20 and we toured the district, visiting each of the four schools. All four administrators visited Birch Grove during their visit, but Sameena Abdullah primarily spent time at Birch Grove and Faiza Arshad primarily worked with TIS teachers. Asma Zuberi and Sadaf Kuram split most of their time between TMS and THS. During their visit, the administrators observed teachers' classes, met with Tolland administrators, attended after-school functions, and toured Connecticut. Sameena shared a presentation for students in second grade comparing and contrasting Pakistan with the United States. Teachers from the entire BGP community supported this visit by inviting them to dinner and hosting them in their classrooms.

The Tolland Elementary PTO (TEPTO) provided financial support for the science program this year by budgeting funds to supplement the curriculum. The generous funds were used to purchase science related non-fiction reading material for grades 1 & 2. in addition, some other supplies for hands-on units. They also purchased a SMART Board and projector for the school as well as some software to use with the interactive white board.

TEPTO is very generous in providing funding for the purchase of materials to enrich our entire curriculum. They provide money for curriculum related field trips and school wide assemblies. TEPTO also provided funding for the author's visit.

The Family Resource Center continues to provide many services to the families of Tolland.

The Tolland Education Foundation awarded a grant to Kathy Adams, a music teacher, for the purchase of IPod, laptop computer and a wireless microphone technology for her classroom. Christine Riesbeck and Valerie Gaulin, a preschool teacher received a grant for the purchase of alphabet carpets.

The staff at Birch Grove Primary School is aware of the importance of developing and maintaining a home school relationship based on cooperation and trust. More than 200 volunteers have helped in the classrooms and the library. The Birch Grove staff and the FRC staff work in collaboration with Tolland Family Services to meet the various needs of children and families.

Birch Grove Goals for 2011-2012

Our building language arts goals will be to:

- Review the Language Arts Program Evaluation conducted by Dr. Susan Deffenbaugh to gauge progress towards meeting the Evaluation's recommendations.
- Continue to refine SRBI model.
- Continue to create anchor sets for common assessments.
- Write a language arts curriculum for grades K-2 based on CCSS.
- Establish a common book room that would house leveled readers for grades K-2.
- Maintain fidelity to pacing guides.

Our building math goals will be to:

- to provide building structure to fully utilize the math resource person
- Provide support s for small group instruction in math

Our building science goals will be to:

- Continue to concentrate on developing more inquiry based, hands-on lesson for their students.
- The science coordinator will continue to develop, model, and help implement science lessons.
- A "science lab" room in the first grade wing would benefit teachers by giving them a space to setup learning centers related to the current content unit.
- Each classroom teacher would bring his or her students to the lab during a designated time.

Our building social studies goals will be to:

- Develop new lessons/units as needed to align with new state standards.
- Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.

Our building school climate goal is to:

- Implement training year of PBIS (Positive Behavioral Interventions and Supports) as it is implemented in the other three schools.
- Continue using morning meeting, common language, and common rules in the classrooms.
- Require all classes to use Second Step Anti-Bullying program.

Tolland Intermediate School

Annual Report
2010-2011

Introduction

As a learning community, we are very proud of the work that our students, parents, teachers, and staff do on a daily basis. Our school is a place where students are encouraged to develop all of their individual talents, skills, and abilities in a safe and caring environment.

At Tolland Intermediate School, we foster independence, responsibility, and strength of character by promoting respect for self, respect for others, and respect for the environment. At Tolland Intermediate School, we provide a broad spectrum of integrated programs in fine arts, health sciences, and technology to nurture and cultivate the creativity of the whole child. At Tolland Intermediate School, we create a family atmosphere, where parental and community involvement enriches the educational opportunities for every learner."

Individual commitment to a group goal is an essential ingredient for creating a dynamic and successful school environment. It is with great passion that we dedicate ourselves to these high standards to give our students the best possible education.

Tolland Intermediate School began a three year process of implementing a standards-based report card. Standards are the core of what we want our students to learn. Standards have been an important part of our curriculum - our textbooks are standards-based and our state tests are standards-based. Our new report card is based on these same grade level content standards

This year we began the implementation process for Positive Behavioral Support. PBiS is a framework for creating and sustaining effective school-wide behavior system. Unlike a behavior plan or program, the emphasis of a behavior *system* is on preventing problems and providing a comprehensive, consistent model of appropriate behavior. Teams use data to evaluate their efforts. Shifting the focus to *prevention* minimizes behavioral problems and increases academic time for students.

In an attempt to conserve the amount of paper used at T.I.S., this year we again used our Digital Backpack as a means of communication between the school and home. Announcements are emailed out to a list of subscribers each week. Information about subscribing to the Digital Backpack is available on our school website.

Tolland Intermediate School continued to offer several after school activities for our students. Homework Club was offered to provide students with a structured setting to complete assignments. Math Olympiad was established to provide students with the opportunity for some math enrichment. The Green Team provided an opportunity for students interested in preserving the environment to learn about environmentally conscious ideas and work on projects. The Tolland Intermediate School Store Club consisted of 50 students organized intoseparate teams learning about finance, marketing, advertising and accounting. The school store was a hugely successful endeavor and created a tremendous amount of excitement throughout the school.

Our student council works together as a team to support our community and our school. The purpose of this group is to develop a positive school climate by involving students in making TIS the best it can be. Through student council, we strive to foster good citizenship and respect for all individuals. Some highlights of last year's student council are, the Helping Hands fundraiser, which raised nearly $500.00 for local families in need, the T.I.S. Relay for Life, raising nearly $600.00, for cancer research. Additionally, for the second year in a row, our student council organized a paint decorating event. During this morning long activity, each fifth grader was given the opportunity to dip their hand in paint and stamp their handprint on the wall in the science wing. This year brought in year two of the Snow Creature Feature contest. Each classroom created a paper snow creature that was displayed outside their classroom. To culminate the event, each student was given the opportunity to vote for their favorite snow creature.

Curriculum and Instruction

Tolland Intermediate School is well represented on district and building level committees. Our teachers use many integrated units in their teaching which combine skills and content across disciplines.

As indicated in our mission statement, this school provides a balanced program to meet the needs of the whole child. The students' six and one-half hour school day is divided this way:

- Four and one-half hours in subjects of language arts, math, social studies and science.
- Students attended unified arts (art, music, physical education, health, guidance and library) classes in 43 minute blocks. Fourth and fifth grade students were also provided with a keyboarding class once every six days.
- This year we implemented a daily block in our schedule called learning lab. Learning lab gives teachers the opportunity to work with students on areas of need or to provide extension opportunities for students to be challenged within the curriculum.
- Students received a daily sixty minute lunch/recess period.

Language Arts

The main components of the language arts curriculum are the Houghton Mifflin Reading Program 3-5, tradebooks, and leveled readers, Empowering Writers, Houghton Mifflin, Harcourt, Scott Foresman. Pacing guides were created in the fall and revised mid-year as a result of snow days. The Houghton Mifflin Integrated Theme Tests were administered at the completion of each theme. Students answered the multiple choice questions on scantron sheets allowing for an item analysis after each theme. Rubrics and anchor sets were utilized for scoring the open-ended responses. Points were entered in MM enabling teachers to compare students' comprehension through both multiple choice and open-ended questions. HM skills tests were administered in grade 3 after theme 1, 3, and 5. This tool provided teachers with progress monitoring. Integrated Theme Tests were administered after Themes 2, 4, and 6.

Mathematics

We continue to use Everyday Math as the major resource in delivering the mathematics curriculum at Tolland Intermediate School. Our successful student performance on benchmark data and CMT results validate the rigorous work done throughout the year. Teachers are working hard to provide good Tier 1 instruction in our math classrooms. This includes strong instructional lessons with good modeling, guided practice and opportunities for small group instruction to support the diverse needs of the classroom. Staff-meeting and/or PLC time was devoted to SRBI and how we identify students and then provide support in three ways; within theclassroom (Tier 1), Learning Lab, or through the Intervention teacher and paraprofessional who provide Tier II and Tier III support.

Our Math Intervention Program provides additional support for students identified by teachers as behind in numeracy grade level content. This includes skills such as place value, addition and subtraction, multiplication and division, fractions. The chart below provides overall information about our intervention program and its impact on providing services to our children.

Recommendations

- Revise benchmarks to align with new standards (CCSS).
- Review Special Education material/resources for identified students to align with curriculum and meet student goals

Science

During the summer of 2010, there were no curricular revisions. For the previous three summers the curriculum was reviewed and revised, this year teachers worked together during the school year to refine the curriculum.

A K-12 science initiative has been to review the science process standards for each grade level as to where each standard is being taught. During the 2009-10 school year, the K-12 science committee collected information about the frequency and kind of science process activities conducted at each grade level. During this school year all grade levels continued to work to include more hands-on learning activities in lessons. Science Coordinator, Carolyn Tyl continues to work with teachers designing and implementing inquiry-based lessons. The summary of her model lessons during the 2010-11 school year is shown in the table below.

Recommendations

- Meet in grade level teams/PLC groups to review curriculum and instructional practices. Work on Tier I instructional practices with all teachers.
- Meet with Gr. 3-5 science representatives to continue to review curricular issues. Discuss how changes are being implemented.
- Regularly meet with science teachers to discuss safety practices and concerns.
- Continue to equip the science labs at the Tolland Intermediate School for use by students in grades 3-5.
- Return lab room 233 to third grade for use in implementing science lessons.
- Work toward purchasing enough supplies so that all students can participate in inquiry activities. We are limited presently by materials/supplies availability.
- Review and revise the Grades 3-5 pacing guides.
- Include science education as one of the core subjects for grades 3-5. Time/schedule limitations are preventing science instruction from being fully implemented.

Social Studies

During the 2010-11 school year, third grade students learned about the history and geography of Connecticut and Tolland. Their first unit is Connecticut Geography to help students understand how the geography of our state influenced the settlement of the state and Tolland. The second unit is Colonial Connecticut and Tolland, and the third unit is Connecticut and Tolland in the 1800's. The objectives of these units are for students to understand the changes in Connecticut and Tolland from the colonial period to the end of the 1800's and compare these periods to current-day Connecticut and Tolland.

Fourth grade students learned about the regions of the United States, focusing on the Northeast, Central, and Southwest. The theme for the Northeast region is how the geography of the Northeast region of the United States affects the population patterns and the growth of cities. The theme for the Central region is how the geography of the Central region of the United States affects its success as an agricultural region. The theme for the Southwest region is how the people of the Southwest region of the United States must adapt to a region with very little water.

Fifth grade students learned about the history of the United States from the early days of the Native Americans to the establishment of the United States as an independent country. Their four units are as follows: Two

Cultures Meet, The English Colonies, The American Revolution, and The United States Constitution. I worked with two fifth grade teachers to create scoring rubrics and anchor sets for the Two Cultures Meet benchmark. Additionally, I created scoring rubrics and anchor sets for the English Colonies and American Revolution benchmarks. Fifth grade teachers are planning to meet at the end of June to discuss the rubrics and add more examples to the anchor sets.

Unified Arts

Our music program works diligently to integrate content with all the other curricula areas. Specific examples of this integration are the units on Hawaii, Food Chains, and The Continents of the World. The Music Department has again made composing a focus of instruction this year. Students have composed in band and all their general music classes as well. The work that students have produced in music class coordinates well with school goals. This year our 3rd 4th and 5th grade choral groups serviced nearly 300 students. Our 4th and 5th grade bands consisted of nearly 200 students.

Our art program continuously strives to make obvious the connections between art and the world around us. For young students, this involves connecting to what they may experience in the regular classroom, the community, and home environments. Art lessons frequently reinforce skills being developed in math, science, music, and language arts as each class provides thought-provoking initiatives, discussion, production, and closure. Art teachers exhibit select pieces of art to be included in this K-12 statewide appreciation of art education. T.I.S student work is regularly exhibited at the Board of Education offices.

The fourth grade again participated in the BAT program (basic aid training), as part of our fourth grade health class. During this class, every student earns the opportunity to become American Red Cross certified in basic first aid. Other highlights of the health program include units on nutrition, drug awareness, germ control, understanding the workings of the human body as well as other safety issues.

Technology education at Tolland Intermediate School is integrated and imbedded within the general curriculum. Our technology integration specialist meets with classroom teachers on a weekly basis to plan lessons, which infuse technology into the curriculum. Most often, a team teaching approach occurs within the lab between the classroom teacher and the technology specialist. Besides working directly with students, our technology integration teacher, creates additional infrastructure capacity, researches internet sites, finds new and useful software for student and staff use.

Our daily specials schedules, allow specialists to integrate units of instruction with other curricular areas, it also enables classroom teachers to have a common planning time to work in collaboration with colleagues takes place. This common planning time is used for teachers to meet in “Professional Learning Communities”. During PLC meeting time teachers look at student work and collaborate to meet the educational needs of all students.

In September, 2005 our teachers were organized into “Professional Learning Communities” and were asked to meet at least one hour per week to answer the following questions about their students: 1. What is it that we want students to know? 2. How will we know that they have learned it? 3. What do we do if they haven’t learned? 4. What do we do for those who know the material already? This organizational change has empowered teachers to look at and use student data to help them get better at meeting the individual needs of their students. It also allowed teachers, time to share teaching and learning strategies with each other and add to the number of tools that they had in their teaching “tool box”. Our school as a whole continues to make progress with our work in our PLC groups and we are ready to build on our accomplishments for next year.

Student Assessment

Results of this year’s CMT tests will not be available until mid summer. Teachers use CMT data in conjunction with benchmark assessments and curriculum based assessments to adjust programming to meet the needs of all students. Teachers work within their PLC teams to continuously review student performance. At the beginning

of the year, teachers will thoroughly analyze CMT data and begin planning their instruction based on this data. Every third grader took a cognitive ability test called the CogAT. The CogaAT consists of three 30 minute tests, a verbal battery, a quantitative battery, and a non verbal battery. This information will be used to help teachers adapt instructional methods, learning materials, and the pace of instruction to the individual needs of the student so that students can learn more effectively. It will also be used to help identify academically gifted students, which is mandated by state statute.

Language Arts

There are approximately 46 language arts assessments administered in grades 3-5. This includes the Integrated Theme Tests, DRA, and writing prompts. All assessments are based on the standards, and reflect current research in literacy instruction.

Mastery Manager serves as the database for collecting and sorting the data from these assessments. Various reports are accessible for data analysis. Rubrics and anchor sets are used for scoring. Alternate benchmark assessments are used in grades 3-5. The DRA serves as the alternate assessment for any student who is unable to read the HM alternate assessment. Specific guidelines have been established to help teachers decide if a student qualifies for an alternate benchmark.

Mathematics

Based on the districts pacing guides in Grades 3-5, data is collected every 20-30 days from each unit assessment. Every student at TIS takes a Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) assessment. In addition, 31 common formative assessments (Gr. 3 -10, Gr.4 -11, Gr. 5 -11) are given to assess student learning and monitor their progress. These assessments are aligned with the CT State Frameworks for Mathematics and provide teachers with specific data regarding student learning. The data from these benchmarks are used to differentiate instruction, establish centers to support individual student needs, and identify students for intervention. Also, another 31 common formative "Open Response" activities are done in grades 3-5 which ask students to use and apply a variety of content skills to solve problems and communicate mathematically.

Science

Teachers are continuing to administer benchmark tests at appropriate times throughout the school year. Our web-based "data warehouse" program called Mastery Manager, allows questions to be linked directly to Connecticut State Science Standards, so teachers can get immediate feedback regarding individual student progress with any individual standard. Although benchmarks are being administered, teachers report that once the benchmark is given, there is still little use of the data to guide instruction, mainly due to lack of instructional time.

Social Studies

Revisions to benchmark tests have taken place, and teachers report they are much more manageable with regard to the time it takes to administer. This is an ongoing process and will continue over the next few years. A goal is to align benchmark tests with the format & content of the CMT as well as to use the results of the benchmark results to guide instruction. This will include adding more science process assessment questions to each unit benchmark test. Teachers will be encouraged to formatively assess those skills as the school year progresses.

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Staffing

The Tolland Intermediate School faculty and staff is what makes this school such a special learning community. Our teaching team is child centered, dedicated, and highly motivated to serve the students and parents of Tolland. Teachers spend countless hours after school, on weekends, and over the summer working to get the school and their classroom ready for our students.

This year Tolland Intermediate School was staffed with (2) administrators, (3) secretaries, (1.6) nurses, (33) classroom teachers, (7.6) unified arts teachers, (1) school psychologist, (1) guidance counselor, (1.5) SLPs, (8) special education teachers, (25) special education paraprofessionals, (3) general education paraprofessionals and (4.5) custodians. Our average class size is 22 students per classroom.

The Reading Department employs one Reading Consultant, one Reading Specialist, and one reading paraprofessionals. These people all provide support to struggling readers through a Push-In model and a Pull-Out model which targets fluency. The Before School program is offered to students who need extra support in oral reading fluency and comprehension.

With the addition of a fulltime Math Support teacher in 2009 and a math paraprofessional in 2010, we have been able to offer Tier I and Tier II targeted math support, the development of a library of targeted math support materials and the alignment of these materials to state standards. The math support teacher also acts as a resource within the building for classroom teachers. This year, math support was offered to all grades. Students received support in the classroom, as well as additional small group instruction throughout the day.

School Facilities

As of May 1, 2011 there were 705 students enrolled at Tolland Intermediate School. In addition to classroom teaching space, there are three dedicated science labs, one lecture hall and three computer labs at T.I.S.

Student Support Services

The special education program at Tolland Intermediate School consists of resource rooms, a multi-needs learning center, and an inclusion program. Many students in the special education program receive additional student support services in the form of occupational therapy, physical therapy, speech and language therapy, and psychological counseling. Instruction in all of the special education resource rooms is characterized by one-to-one and small group instruction. In keeping with one of our school wide goals, the use of computers continues to be widespread in all special education classrooms. Our program has been at the forefront in demonstrating the effectiveness of computers in the classroom, as very powerful tools for student productivity. Our commitment to technology is a way of meeting the very diverse needs off our learners in special education.

Developmental guidance lessons are taught to each classroom and focus on building social skills and the development of character in each student and group.

Our before school reading program continued this year for third and fourth graders. Students in the program receive reading support for 40 minutes two or three times a week. Reading support was administered in a pull-out as well as a push-in model. During “push-in” reading support a reading specialist or a paraprofessional went

into classrooms and joined classroom teachers in leading small guided reading groups. Groups met to read, discuss, and respond to literature. Students enjoyed the varied instruction and small group setting. There were additional students who received pullout services because of their various individual needs. Our reading department offered reading support to third, fourth and fifth grade students before school.

The Tolland Intermediate School math support program was implemented last year. The program provided targeted remedial math instruction. Students were served both in and out of the classroom setting. The math support teacher collaborates with teachers to develop math intervention plans for students, differentiating instruction to meet the needs of a wide-range of students and analyzes and interprets student assessment data.

Student Activities

We have a school wide end-of-year Physical Education Day organized this year by Music teacher Mrs. Baker and our physical education teachers Mr. Ken Downing and Mrs. Jennifer Logsdon. Various fitness and cooperative activities occur involving the entire school. These activities are directed by staff and parent volunteers.

In an effort to raise money for the American Heart Association and to encourage physical fitness, our physical education teachers again organized Jump Rope for Heart. The Jump Rope for Heart was again a big success this year.

This year was the sixth year for our "Read Across Tolland" program. In celebration of "Read Across America", students from our school traveled to Birch Grove and were give the opportunity to read to a buddy. TEPTO provided funds to cover the cost of bus transportation for students and staff. It was a great collaborative effort between the teaching staffs at Birch Grove and Tolland Intermediate School and we look forward to continuing this tradition next year.

Our Reading At Home (RAH) program continued this year with the support of TEPTO members. The "Read At Home" program strives to encourage children to practice reading outside of the school day. We promote the summer reading programs at both the Tolland Public Library. Throughout the school year, reading is rewarded with prizes provided by the PTO and the community. These prizes include Six Flag tickets and free books. We were pleased to have Author Suzie Kline give presentations to students about their lives as readers and writers

This year we held our second CMT pep rally. Once again the Tolland High School Cheerleading Team came over to TIS and performed some original CMT cheers, much to the delight of the TIS student body. We'd like to extend a big TIS thank you, to the cheerleaders as well as their coach, our very own Tricia Bottaro, for putting together such an enjoyable show.

The second TIS promotion ceremony was held for our departing fifth grade class. The ceremony was held one morning during the last week of school. The ceremony gave parents an opportunity to come and celebrate the culmination of their children's Elementary school years. The ceremony was successful and plans for next year's ceremony are already underway.

There were several special activities that students were involved in this year in the area of science.

Grade 3:

- Several classes produced *Animal Research Reports* in PowerPoint. Students find all the required information and graphics on the web.
- Students completed the embedded lab "Go with the Flow" (electric circuits lab) a requirement for CM Testing. This lab experience is part of the Electricity & Magnetism unit.
- The third grade science lab was re-assigned for physical therapy. This resulted in lack of sufficient space to do lab full activities.
- Ms. Deliman was the first 3rd grade teacher to have a SMARTBoard installed in her room.

Grade 4

- All fourth grade students participated in *Wind over Wings,* a birds of prey program that ties in with the "Food Webs & Adaptations" unit.
- Fourth grade classes visited Crandall Park looking for plant and animal adaptations.
- Students completed the embedded lab "Soggy Paper" (absorbency of paper) a requirement for CM Testing. The lab is related to the recycling and use of paper in our society.
- Teachers and students had access to a science lab to perform various experiments. The lab room is used extensively during the Soils and Food Webs & Adaptations Units.
- SMARTBoards were installed in four fourth grade rooms, Mrs. Lemelin, Mrs. Zirolli, Mrs. Boire, and Mr. Slayton.

Grade 5:

- **Sun/Moon/Earth Unit:** Students attended a field trip to the ECSU Planetarium to reinforce the concepts taught.
- Many videos are available for all units that reinforce the concepts and give visual learners another avenue to learn the concept.
- The state embedded lab "Catch It" was completed in conjunction with the Human Body unit. The lab is part of the CMT administered in March. We added digital "Reaction Timers" to the experiment this year, which was highly engaging to the students.
- Fifth grade teachers also implemented another inquiry lab experience during the Sum, Moon & Earth unit called "Craters" Students were asked to discover the factors that affect crater formation on the moon.
- Teachers and students had access to a science lab to perform various experiments, although because the science teaching time was reduced this year, teachers are finding it difficult to go to the lab, perform the experiment, clean up and wrap up in the 35 minute time allotment.

Parent and Community

Our award winning PTO continues to support our school, by providing services and support. They sponsored numerous programs throughout the school year. Parents contribute Box Tops to help support the funding for Just Right Books at Tolland Public Library. Parent volunteers assist with culminating activities for the Reading at Home program. The PTO continues to support students, by providing services and support. They sponsored *Mad Science,* an assembly program that was held during school. The group also budgeted funds to supplement curricular areas at TIS. This year, monies were used to pay for many different assemblies throughout the year.

The group also budgeted funds to purchase a SMARTBoard, guided reading books, library books, recess equipment; a new curtain for our stage, guest author's visits, seventy-five dollars for each teacher to spend on classroom supplies and the list goes on and on..

We have many parent volunteers who work in the classrooms. Classroom teachers and the principal solicit volunteers; parents can sign up at Curriculum Night or in the front office at any time.

Through community efforts, outreach of our staff, the Tolland Elementary PTO, Tolland Human Services, Tolland Historical Society, Senior Center and Tolland Fire Department, students participate in a variety of special assemblies, programs and local field-trips.

Exemplary teacher-parent communication practices exist here at Tolland Intermediate School. They include: the Digital Backpack, our school website, school newsletters, the agenda, voice mail, phone and personal throughout the school year, parent conferences, teacher websites, and monthly PTO Newsletters.

The Tolland Historical Society and the Hicks-Stearns Museum directors are a valuable resource for the students of Tolland Intermediate School, most notably for third grade. Tolland Green Day was an extraordinary undertaking by third grade teachers, members of the Tolland Historical Society, and directors of the Hicks-

Stearns Museum. Students dressed as children from the 1800's and travelled through five stations on the Tolland Green: the Hicks-Stearns Museum, the Jail Museum, Drawing on the Green, Music and Movement, and the Old Schoolhouse (held in the Fellowship Hall at the Congregational Church). In meetings with both the third grade teachers and the directors of the museums, everyone involved saw great educational value to the day.

The Tolland Junior Women once again hosted a Geography Bee at Tolland Intermediate School. Students in grades 4 and 5 competed. Fourth grader Calvin Beck, won the school geography bee.

This year four administrators from the Foundation Public Schools in Karachi, Pakistan visited Tolland for four weeks. They arrived on September 20 and we toured the district, visiting each of the four schools. Sameena Abdullah primarily spent time at Birch Grove and Faiza Arshad primarily worked with TIS teachers. Asma Zuberi and Sadaf Kuram split their time between TMS and THS. During their visit, the administrators observed teachers' classes, met with administrators, attended after-school functions, and toured Connecticut. Faiza shared a presentation about the music and culture of Pakistan with students in fourth and fifth grades.

Tolland Intermediate School Goals for 2011-2012

- During the 2011-2012 school year, we will continue our partnership with SERC, as we enter year three of the implementation of a school –wide model to improve our school culture. The program called PBIS, Positive Behavior Supports, PBIS, focuses on recognizing positive student behaviors while utilizing data tracking software to pinpoint areas of concern.
- During the 2011 -2012 school year we will also be expanding our school-wide model aimed at remediating student academic needs as well as providing opportunities for students to be exposed to enrichment or extension activities. This model called Scientific Research Based Interventions (SRBI) will require teachers to track student progress, monitor their performance, focus on areas of concern and make recommendations based on performance. For the 2011 – 2012 school year we will continue to refine SRBI model and establish specific guidelines for including and exiting students from supports. Ensure intervention resources are available to meet a variety of students' needs.
- Expand our special education service delivery model expand our remedial programs as we attempt to provide our learning disabled students with more small group targeted instruction.
- Increase internal professional development offerings language arts

Social Studies

- Develop new lessons/units as needed to align with new state standards.
- Increase teachers' instructional focus on inquiry and essential questions.
- Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development.

Language Arts

- Review the Language Arts Program Evaluation conducted by Dr. Susan Deffenbaugh to gauge progress towards meeting the Evaluation's recommendations.
- Continue to refine SRBI model and establish specific guidelines for including and exiting students from reading support. Ensure intervention resources are available to meet a variety of students' needs.
- Continue to create anchor sets for common assessments.
- Write a language arts curriculum for grades 3-5 based on CCSS.
- Review units of study completed by CSDE (soon to be released) and their relevance to current curriculum in Tolland.
- Revise and maintain common assessments from one year to next.
- Use data from language arts benchmarks to inform instruction.
- Pursue professional development in the area of writing workshop.

- Maintain fidelity to pacing guides.
- Investigate reason for large numbers of students receiving reading support services.

Math

- Work on alignment to CCSS across the grades (3-5).
- Provide PD/support for small group instruction in math
- Develop mathematics website to support teachers and community

Science

- Science teachers will continue to develop lessons utilizing science process.
- The science coordinator will continue to work with teachers to develop and model more inquiry based lab experiences for students.
- Benchmark tests will be reviewed and adjusted as recommended.
- Address content vocabulary instructional strategies

Tolland Middle School

Annual Report
2010-2011

Introduction

In the 2010-2011 school year Tolland Middle School has continued a tradition of excellence despite some significant budgetary challenges that resulted in a reduced schedule (to 6 periods) and a reduction in force. In the coming 2011-2012 year we will be expanding our schedule to a seven period schedule, and thanks to the Jobs Bill, adding back two full World Language positions. Despite these challenges, student performance on the Connecticut Mastery Test was once again, very strong with scores well above the state averages and competitive with like communities. Our Response to Intervention programs in both Reading and Math yielded measurable improvements in student performance for over 120 students. In addition, both our new Red Folder program, and traditional Homework Club, and Academy and Achievement Lab programs served students with over 2500 scheduled student work sessions, both during and after school, keeping students successful and receiving the help they need, when they need it.

The staff at TMS have revamped our Professional Learning Communities (small data teams), and have further developed our use of data driven decision making. PLC teams review data from benchmark assessments, Connecticut Mastery Testing, Reading and Math assessments, and other academic performance indicators to inform the goal making process. PLC teams have moved the goal making process back to align with data we receive in the summer, and therefore will be making more informed projections, and plans, to help our students perform to their maximum potential. This year all 20 PLC data teams demonstrated measurable increases in student performance.

TMS is continuing our work on Standards Based Reporting. A prototype Standards Based Report Card was designed for reporting student performance to parents in a way that will help identify students' strengths and challenges more clearly. The new reporting process established this year will also keep the school accountable for addressing the needs of every child under the RtI (Response to Intervention), also known as SRBI (Scientific Research Based Intervention), movement. Student progress will be evaluated by "strands" and "performance indicators" rather than simply by one aggregate average, although an aggregate average will also potentially still be available. Such indicators, in math for instance, would be: *interpreting data sets, drawing inferences about populations, solving multi-step problems, computing with rational numbers* and student progress will likely be reported as a % of mastery. For instance, a student might receive an "80%" in *drawing inferences about populations,* meaning he answered those sections of multiple assessments correctly 80% of the time. This can be helpful in identifying specific areas in which students are struggling as one or more of those indicators may be at a lower percentage of mastery, and will therefore highlight an area in which the teachers, parents, and students can focus their remediation efforts both at school and at home. It will identify areas in which students can be helped far more effectively than any average grade, (i.e. a "B-") could yield alone. The process will be tested in the 2011-2012 year.

In the ongoing process of consistently reflecting and reviewing our own performance as professional educators, TMS educators have embarked on *Instructional Rounds.* This approach is based on the research of Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teitel (*Instructional Rounds: A Network Approach to Improving Teaching and Learning,* Cambridge, MA: Harvard Education Press, 2009). *Instructional Rounds* emulate a process in the medical community of taking teams of professionals on "rounds" to view each others' practices, and in our case, classrooms. The *Instructional Rounds* teams at TMS were trained to objectively observe and look at all practices and data, and to help diagnose a specific problem (called a "problem of practice") identified by the team that requested the Instructional Rounds observation. We held *Instructional Rounds* for all teams and grades this year at TMS.

The Positive Behavioral Intervention and Support Program started this year at TMS. Our school's Core Values: Safety, Ownership, Active Learning, and Respect (SOAR) were established, a new data system for evaluating discipline was established (SWIS), new forms and processing procedures were created, and next year TMS students will participate in many service projects, as an entire school, for our school and community. The PBIS program is based on proven psychological methods and practices that help foster a positive school and community climate.

In a tradition of investing in and reaching out to the Tolland community Tolland Middle School continued its wide variety of fundraising, and community service activities. Students raised money for cancer research, heart research, homeless shelter(s), food banks, and animal shelters to name only a few. The Community Nights and Principal's Breakfasts continued this year as opportunities for members of the community to ask questions, interact, work cooperatively, and get information from the educators here at Tolland Middle School. Examples of Community Nights this year were the annual Pumpkin Festival and Barnes and Noble night. Nine interscholastic sports, and clubs like Jazz Band, Art Club, Games Club, Yearbook, Math Olympiad, Student Government (6^{th} grade) and Student Council (7^{th} and 8^{th}), as well as the TMS Service Corp, provided students learning opportunities beyond the classroom, and have helped students raise their performance level and commitment to their work and the school.

Curriculum and Instruction

Reading/Language Arts

The McDougall-Littel Literature anthology serves as the core reading program in grades six through eight. This is a reading strategy-based program that builds on the same reading strategies taught through the Houghton Mifflin Reading program in grades K-5. Students read, analyze, and respond to a variety of fiction and non-fiction selections in the anthology. Students also read a variety of classic and contemporary novels and literary works. Teachers design and incorporate questions modeled after those on the Connecticut Mastery Test into classroom discussions and in assignments.

Sixth grade reading teachers utilize a variety of grouping patterns for instruction. This promotes a more "differentiated" approach to the teaching of reading as students are making their literature choices, teachers are ensuring that the books students s are reading books are appropriate for the student's reading level, and small group lessons are based on students' needs. Reciprocal teaching and literature circles are the primary structures for this small group reading instruction.

Teachers use a variety of strategies for teaching the main types of writing – narrative, expository and persuasive. Most teachers utilize strategies from the Empowering Writer's program. Two seventh grade teachers incorporate the Six Traits approach into their writing instruction and assessment**.**

This year, writing instruction was split between teachers. Prior to 2010-2011, every sixth grade teacher taught reading and language arts (writing process, grammar, and spelling), and the four seventh and eighth grade language arts teachers taught a block of language arts (reading, writing, grammar, spelling). Due to budget

reductions, this structure resulted in the disintegration of the language arts. This structure is contrary to best practices in the teaching of language arts. It lead to inconsistent instruction particularly in grades 7 and 8 where students were shared between two different language arts teachers. Furthermore, the writing instruction in grade 6 was fragmented even more due to the lunch period which split the language arts period in half.

A direct result of the split in language arts was an increase in class size in the language arts classes. Class sizes ranged from 24 to 28. This is unsatisfactory for the teaching of language arts. There were not enough trade books for students and no money to purchase copies. Group work is constrained due to the size of the classroom and the number of students. Furthermore, teachers find it very difficult to keep up with the paper load of the discipline.

A writing curriculum map was created and distributed in the fall to encourage consistency in instruction between and across grades, as well as to ensure that all students in the grade had opportunities to write a variety of pieces.

The Scott Foresman *Everyday Spelling Program* is used in sixth grade classrooms. Every student has a consumable book. A formal spelling or vocabulary program does not exist in grades seven or eight.

All language arts teachers were introduced to the new Common Core State Standards in Language Arts. These standards are the foundation for the draft of the school's standards-based report card that was created this year. Teachers began the process of aligning their assignments and assessments to these standards. The grade level benchmarks are already aligned to the essence of these standards.

Mathematics

Grade 6 & 7

Teachers are working hard to provide good Tier 1 instruction in our math classrooms at Tolland Middle School. This includes strong instructional lessons with guided practice and opportunities for small group instruction to support the diverse needs of the individual students. Staff-meeting time was devoted to Tier 1 instruction and how we can be most effective in supporting all our students.

> In grade 7 Pre-Algebra, common formative benchmark assessments are in place for each unit. The introduction of an Open Response activity at the end of each unit was introduced but needs further work... Realignment in Math 7 took place, which provided student with a greater exposure to more geometry concepts. Alignment to the newly adopted national standards, the Common Core State Standards (CCSS), will require further work in both grades. The ability to meet students on a daily basis provided teachers the opportunity to deliver the curriculum in a more consistent way.

Grade 8

A great deal of change occurred in grade 8 math this year. Two new sections were introduced, Honors Algebra and CP1A (College Prep Algebra). Both courses reflect the curriculum that is delivered at THS with respect to content and assessments. Work began on pacing, scope and sequence, and assessments. Additional work will be done next year with respect to all three categories listed above. Also, alignment to the newly adopted national standards, CCSS, will require further work at all levels.

- **Honors Algebra 1**
  - The major source used to deliver the curriculum is Larsen Algebra 1. It provides rigorous core content for students and is aligned with that which is used for Honors Algebra 2 at THS. Upon successful completion of this course, students would take Honors Geometry or CP Geometry at THS.

- **CP1A**
  - The major resource used to deliver the curriculum is Pearson Prentice Hall Algebra 1. CP1A is the first half of Algebra 1 and students complete the second half (CP1B) at the THS. There is a Final Exam given to students consistent with that which is given at THS.
- **Pre-Algebra**
  - This course provides as many students as possible with the opportunity to enter THS and begin with CP Algebra 1A&B as a freshman at THS. We continue to see positive results from the rigor of this curriculum and the work done by staff members. Unit assessments and benchmark data provide teachers with important data to assess student learning.

Science

The science curriculum at TMS has undergone a major overhaul over the past five years. During the 2010-11 school year science process skills continued to be our focus area. Each grade implemented more inquiry type experiences for our students. Students in grades 3-10 have state required inquiry experiences embedded in the curriculum. For the past five years, we have implemented the labs, last year we included a science inquiry assessment associated with the state embedded lab. Students in grades 6-8 completed the lab, and then were assessed on their skills and knowledge about the inquiry process. Teachers used the data in planning their lessons for this year. All students were assessed on the required science process skills again this year.

Cheryl Mawaka and Joanne Hadyka worked for 5 days each last summer revising the grade seven Earth Matters unit. They mapped the essential skills and knowledge, then planned the unit based on the required state science standards, and re-wrote the unit benchmark. Both reported the newly designed unit was successful and engaging to their students.

Carolyn Tyl, science coordinator, presented several model lessons for grade 7. The summary of her lessons are listed in the following table.

Grade	# classes	Unit	Title	Date	Location	# students	# adults
7	3	*Cells, Heredity & Evolution*	Diffusion & Osmosis	Apr	Mawaka's Room	28	2
7	6	*Cells, Heredity & Evolution*	Using Digital Probeware	Apr	Mawaka/Hadyka	150	4
7	10	*Cells Heredity & Evolution*	Salmon River FT Assembly	Apr	TMS Auditorium	255	10

Science teachers at all grade levels worked together again this year to align their instruction with the standards that will be used in two years when the "Standard-based Report Card" is implemented in grades 6-8. Next year, teachers will continue this process during the 2011-12 school year.

Due to several factors, the schedule at TMS included larger classes this year. The space limitations are causing us to re-think lab activities due to safety concerns. Hands-on activities, with the variety of materials and scientific equipment require extra diligence on the part of the classroom teacher. They are reporting difficulty because of space issues and the inability to supervise properly the large number of students in the classroom. The liability rests directly on the teacher.

Carolyn Tyl and Jenn Olsen presented a workshop to all science teachers on "Brain Compatible Teaching". Teachers left the workshop with several concrete examples about how to attempt to address the learning styles of all of their students.

Social Studies

Sixth grade students learned about ancient history from the founding of civilization through the Middle Ages. The sixth grade team worked together to provide students with a consistent social studies experience regardless of the teacher. In addition, teachers focused on providing nonfiction reading strategy instruction for students. A new common assessment for the Middle Ages unit was piloted last year and revised for this year's students.

The seventh grade curriculum is World Cultures and Geography, specifically focusing on the Middle East, India and China, Africa, and Latin America. Significant curriculum writing was done this past summer to update this curriculum and align it to the new social studies standards. Each unit emphasizes how the geography influences the people of the region, the culture and beliefs of the region, and the interconnectedness of countries around the world. Students on both teams participated in Art Link, a global project that is designed to provide students with an expanded awareness, understanding, and appreciation of the lives of their peers in another country. This year our students shared their artwork with students from Japan. We sent 60 drawings about American culture to a Japanese school, and they sent us their artwork demonstrating Japanese culture. For their Africa unit, all students participated in an in-house field trip with a presentation by Dr. Mama from ECSU, African drumming, and the creation of students' own Kente cloth designs.

We received a grant from the Tolland Education Foundation (TEF) this year for Stratalogica, a web-based program that combines Google Earth with our Nystrom atlases. Seventh grade students and teachers have online access to the Nystrom Desk Atlas, which is full of special-purpose maps for countries around the world. Teachers received professional development to learn how to use Stratalogica.

The eighth grade U.S. history curriculum began with the issues facing the newly formed United States after the Revolutionary War. Students learned about the birth of the United States, the growth of the country during the 1800's, and finished their study with World War I. This curriculum aligns with the 5th grade and the 11th grade United States history curriculum. Both 8th grade teachers participated in the Teaching American History grant through EASTCONN again this year. This program provided top-notch professional development to teachers of American history. 8th grade teachers attended three after-school workshops and three full-day trips to local areas of historical interest. Both teachers will participate in the summer institute at the end of June.

Seventh and eighth grade teachers participated in a workshop on using primary source materials for social studies instruction. The goal of this workshop was for teachers to share instructional strategies and specific examples of student work using primary source documents.

Additionally, all teachers in the social studies department, as well as the math, science, language arts, and world language departments, participated in half-day workshops on Tier 1 instruction and how to meet the needs of a variety of students in the classroom.

Unified Arts

The Unified Arts program continued to work diligently to have students connect the UA curriculum activities to the 'real world.' UA teachers worked tirelessly to give opportunities to students to apply knowledge in other subject areas to project based activities that are well established in the literature to augment and facilitate acquisition of knowledge and human learning. Classes like *Keeping it Real* helped students learn to manage their money. Students wrote simulated complaint letters which focused on the rights and responsibilities of being a wise consumer. Spending plans were created, and current software, such as Microsoft Excel, was utilized by students in creating spreadsheets and reports. The UA curriculum was further developed, adding two new classes on Foods and Nutrition in grade 7 and Technology and Cultures in grade 8.

The Music/Choral department had the following accomplishments this year:

- Three after school clubs – Beginning Jazz Band, Advanced Jazz Band, Pep Band
- Auditioned and presented the TMS 2011 Student Variety Show on April 8th
- Pep Band played at the Student-Faculty basketball game and Variety Show
- Band played at the Pumpkin Festival
- Sixth Grade Chorus sang in the Sr. Citizen's Variety Show in April
- 8th Grade Band and Chorus students participated in the THS Step-Up Concert
- 7th and 8th Grade Band played at TMS promotion ceremony
- 7th and 8th Grade Chorus took a family field trip to the Bushnell to see Shrek the Musical
- 7th and 8th Grade Band and Chorus participated in the PAC Adjudication Festival in June
- TMS hosted a student teacher from the Hartt School
- Ms. Stewart accompanied the TIS 4th Grade Chorus at their May concert
- Ms. Titus invited the TIS 5th grade band to play in the 6th grade Spring Concert
- Ms. Stewart helped judge the THS Madrigal auditions in May
- Ms. Stewart chaperoned and accompanied the THS Women's Choir on their trip to Broadway in May
- 6th, 7th and 8th Grade Spring and Winter Band/ Chorus concerts
- January Jazz Band concert for grades 6-12
- Ms. Socha played the congas at the Sr. Citizen Variety Show and the Spring Choral Concert
- Ms. Titus commissioned Thomas Bourgault to write Jester's Ballet for the band
- Ms. Stewart invited Debra Lynn, professional vocal coach in to work with 6th and 7th grade chorus members

The Technology and Art Department had the following accomplishments this year:

- Successfully adjusted into the Tech Ed woodshop classroom.
- Created and changed curriculum to adjust for new schedule this year.
- Continued the process of changing the program from Industrial Arts to Technology Education.
- Acquired equipment such as router table and plunge routers to further develop the repertoire of the woodshop.
- Worked with the UA PLC team to enhance the mathematics skills of our students in the 7th grade class.
- Art executed Daily Help sessions & after school open studio hours.
- Art news articles in Falcon News
- Student participation in the *Tolland Lions International Peace Poster Contest*
- Student-generated promotional posters

The UA department was also heavily involved this year in the execution of the Variety Show put on by the students and staff of the school. From the building of the sets, to the creation of the clothing, to the music and choreography, the Unified Arts department made this show happen for the TMS students and community. It was a great example of educators coming together for the benefit of the students, and the community.

Student Assessment

Benchmark assessments are administered two to three times a year. The reading comprehension benchmarks in grades 6, 7, and 8 include multiple choice and open-ended questions. Questions are aligned with the language arts standards and are developed using question stems used on the Connecticut Mastery Test. Rubrics and anchor sets are used to correct the open-ended responses. Grammar is assessed through an editing and revising assessment resembling the CMT.

A *Response to Literature* assessment is one of the end-of-the year 8th grade language arts benchmarks. The four questions are the same ones students respond to on the CAPT, and the scoring rubric is the same as that used on the CAPT RTL test. These tests are given to the ninth grade English teachers in the fall.

Writing benchmarks are administered in September, January, and May and take the following forms – Grade 6 – Expository and Persuasive, and Grades 7 and 8 – Persuasive Writing. The state rubric for scoring the writing prompts is utilized in order to predict student performance on the CMT as well as to inform instruction. Anchor sets are used as benchmarks for each of the score points on the rubric.

Middle school students who are two or more years below grade level are given the Developmental Reading Assessment in lieu of the regular language arts benchmark. These students do respond to the writing prompt.

The Language Arts Coordinator administered diagnostic reading assessments to individual students upon the request of a guidance counselor and/or teachers. Additionally, the coordinator administered the DRA to those students who have intellectual disabilities.

Mathematics

We were very pleased with the growth that we saw in our student's math performance this year as reflected in there performance on internal benchmark assessments and the CMT's. Teachers continue to use benchmark data to monitor student progress. There were many new assessments developed and revised at TMS especially in grades 7 and 8. Besides benchmark assessments, diagnostic assessments for Pre-Algebra placement to grade 7 and Algebra placement for students entering grade 8 were revised and given to all students.

This year, work began on reviewing the new state and national mathematics standards, CCSS. Next year, we will continue the process of revising our curriculum and aligning our assessments to these adopted state standards.

In our Math Resource center, Tier II and Tier III intervention is provided to students identified as at risk or below grade level in specific mathematical content i.e. numeracy skills. The table below provides information for the year:

	Grade 6 Students	**Grade 7 Student**	**Grade 8 Students**
Quarter 2	12	8	9
Quarter 3	10	5	8
Quarter 4	11	4	7
Totals	33	17	24

* The number of students serviced is dynamic. Some of the same children may revisit the Math Resource at different times of the year

Science

Teachers are continuing to administer benchmark tests at appropriate times throughout the school year. Although benchmarks are being administered, teachers report that once the benchmark is given, there is still little use of the data to guide instruction. Although, this year, with the implementation of the new 60 minute schedule teachers report more time to remediate students.

We continue to use our web-based benchmarking system, Mastery Manager, to input data and teachers are becoming more comfortable using the system. This should help teachers to make sense of the wealth of data at their fingertips. We will continue to revise benchmark assessments. The goal is to use them to give us a true picture of what each student knows and is able to do. This is an ongoing process and will continue over the next few years. A goal is to align benchmark tests with the format & content of the CMT as well as to use the results of the benchmark results to guide instruction. Our present benchmarks ask students to recall a tremendous amount of material, and benchmarks with questions about the big ideas we present are lacking.

Discussion regarding benchmark tests took place during the curriculum review process and within PLC groups and adjustments will be made as recommended by the committees. Seventh and eight grade benchmark tests have been shortened and are administered at several points through out the unit so that instructional adjustments may be made. Modified benchmark assessments have been developed by our special education staff for all units in grades 6-8 for those students who are designated as requiring them.

Social Studies

Benchmark assessments were given at the conclusion of each unit in grades six, seven, and eight. Most of the seventh grade benchmarks and several of the eighth grade benchmarks were revised during this year. Teachers used the data on a regular basis to understand their students' performance. The following table shows benchmark results from all three grades:

Grade 6	**Average Score**	**Grade 7**	**Average Score**	**Grade 8**	**Average Score**
Prehistory/ Mesopotamia	80%	Introduction to Geography	87%	Developing the Nation	83%
Ancient Egypt	86%	The Middle East	88%	Westward Expansion	84%
Ancient Greece	89%	Asia	89%	The Civil War	86%
Ancient Rome	***	Africa	88%	Spanish- American War	83%
Middle Ages	***	Latin America	***	World War I	85%

***The data for the assessments has not been compiled yet because the assessments have not been given yet or a teacher has not finished inputting the data.

Teachers at all three grade levels worked to refine the report card standards for the new standards-based report card. Once this process was completed, teachers then started to match their assessments to the new standards and identify assessments that no longer matched the social studies standards or areas where new assessments might need to be created. This work will continue during the 2011-2012 school year.

Staffing

At the writing of this annual report, June 15, 2011, staffing at the middle school for Reading/Language Arts and Social Studies is appropriate.

Staffing remained the same in Science during the 2010-11 school year. There are three sixth grade science teachers, and two in both seventh and eighth grade. With the change of building last year, all teachers report less classroom space to conduct inquiry activities, their former rooms in the TIS were much better equipped to accommodate their large classes. They are also lacking storage space for the many supplies & materials necessary to conduct a solid science program.

We were thrilled to add the position of full time math interventionist this year. This position provided services to approximately 22-24 students per quarter who were in need of intervention in grades 6-8. The interventionist also worked in a co-teaching environment in one Pre-Algebra class in grade 8 and one Math 7 class that was identified with a high number of at risk students in math. Her role in the class provided significant opportunities to differentiate instruction and meet the individual needs of students.

School Facilities

Custodial tracking forms continue to be utilized and have been very successful. Planned maintenance projects and timelines have helped make the transition effort a success. Very few complaints were received this year regarding their services despite the challenges the move provided. The custodial staff is working hard to make TMS a safe and clean environment.

Student Support Services

The Early Intervention Project model continues to see success. Many students were given individualized help and modifications that would have otherwise not been provided. At TMS, the EIP is the pre-referral process. The TMS Guidance Department is core to its overall success and they continue to work hard to make a difference in the lives of the students. Through Principal Grade Meetings, the Rachel's Challenge program, and various support programs the guidance department works hard to provide support for our students to tackle not only academic, but social and emotional challenges as well. Our Scientific Research Based Initiatives and RTI programs such as the TMS Academy, Achievement Lab, Homework Club, and Failure Reporting have yielded strong benefits this year as parents were constantly kept informed, and students were given support. These programs resulted in only two retention hearings, and no outright retentions this year.

Student Activities

Reading/Language Arts

Students were invited to participate in a number of language arts-related contests and activities. These included but are not limited to the following:

- Anthology of Poetry, Inc.
- Celebration of Young Poets -Creative Communications, Inc.
- State of Connecticut Law Day Essay Contest
- Tolland Junior Women's Club Spelling Bee for 6th graders
- Journal Inquirer Limerick contest

Mathematics

The curriculum at TMS provides teachers and students the opportunity to apply mathematics concepts routinely through daily instruction, investigations, and in class projects and activities. These activities align with classroom lessons and instruction.

Most of the student population at TMS participates in sports & clubs. In addition to this, special programs such as Hoops for Heart continue to break national records for fund raising. Special evening activities such as the

Read-In, Fantastic Fun Night, community service projects, and dances provided students very beneficial opportunities to socialize, learn, and have fun.

The late bus at TMS is an invaluable tool for students, teachers, administrators, and parents. Students are able, due to the late buses, to receive help from teachers, work in after-school groups, or meet with administrators. For many parents the challenges of career and home would be exacerbated by the lack of an afternoon bus program. Students clearly benefit from our after-school buses.

Science

There were several special activities that students were involved in this year in the area of science.

Grade 6: Highlights

- All science teachers continue to learn more about their SMART Boards and ceiling mounted projectors. All teachers report high interest by their students.
- Students completed state embedded lab, "Dig In" within the Ecology Unit. This lab is part of the Grade 8 science CMT.
- Teachers and students used the dedicated science lab facilities during the year to conduct experiments on plant growth and to learn the basics of scientific equipment used in their classes. Because the room is away from the regular classroom space for sixth grade, the room is not used as much as it should be. Next year, we plan to use it for seventh and eighth grade laboratory experiments.
- Many students received privileges for using the on-line version of their science text. The on-line version is interactive. The subscription was included with the purchase of our new textbooks. We will have access for the next three years without an additional charge.
- The entire grade level visited the Connecticut Science Center in June.

Grade 7: Highlights

- All students completed the State CMT embedded lab "Feel the Beat" within the Cells, Heredity and Evolution unit. This lab is part of the Grade 8 science CMT.
- The entire 7th grade class participated in a science field trip titled The Great Salmon River Environmental Blitz. Our science coordinator organized the event where students participated in several different science activities as they toured Salmon River State Park with their homeroom. The highlight of the day was releasing a hundred salmon fry that the students raised from eggs in their classroom. Due to extreme weather conditions on the day of the even, the Salmon River trip was cancelled. Students participated in an abbreviated version of the activities on the TMS grounds.
- Many students received privileges for using the on-line version of their science text. The on-line version is interactive. The subscription was included with the purchase of our new textbooks. We will have access for the next three years without an additional charge.

Grade 8: Highlights

- In October, students participated in a custom-made lesson developed, presented and funded by the New England Air Museum. Students studied the forces involved in flight.
- All students completed the State CMT embedded lab "Shipping & Sliding" within the Work, Energy & Motion unit. This lab is part of the Grade 8 science CMT.
- Many students received privileges for using the on-line version of their science text. The on-line version is interactive. The subscription was included with the purchase of our new textbooks. We will have access for the next three years without an additional charge.

Social Studies

There were several special activities that students were involved in this year in the area of social studies, including but not limited to:

- The Washington D.C. Trip
- SeeDebate online resources.
- Strattalogica online activities and resources.
- Salem Trip

Parent and Community

Community outreach occurs at Tolland Middle School in many ways. The Principal's Breakfasts, held during the first week of each month provided parents and community members an opportunity to come into the Middle School, sit down, and enjoy a continental breakfast with the Principal while sharing ideas, feedback, and dialogue. These breakfasts have provided great opportunities to discuss the great things going on at Tolland Middle School as well as to discuss the challenges, budgetary and otherwise, that the school faced. These breakfasts proved to be very valuable and will be continued next year.

Another outreach effort at TMS was the TMS Community Night series. Tolland Middle School conducted programs that would allow parents and community members time to talk to the Principal, and ask questions while the children were entertained and supervised. Examples of the past programs included Riverside Reptiles, Drum Circles, A Movie, and more. Examples from this year include the TMS Pumpkin Festival, and TMS Parents' Night Out.

The TMS Awards ceremony was executed in the evening to give parents a chance to attend, and carried out so that student awards balanced athletics and academics. The evening was successful, and will continue to be improved upon, and event was financed by the TMS PTO, the Minnie Hicks Foundation, and fundraisers held during the year by the Principal.

Promotion was carried out successfully again this year, and included two hundred and fifty nine graduates as well as nearly a thousand spectators. The promotion ceremony lasted a little over an hour, included performances by the TMS Band and Chorus, speeches by students and administration, and honored the students and their parents. Students, parents, and staff saw the promotion ceremony as a success.

The Falcon News, a professionally printed newsletter, is an invaluable tool for communicating the happenings at Tolland Middle School to the community and parents. In addition, the Digital Backpack continued to help save paper and resources while electronically communicating information that used to go home in student backpacks, in an e-mail list (the TMSnews listserv), and on the web-site under the Digital Backpack link. TMS has also gone onto *Twitter* this year, and has a growing following. Finally, the reports going out every fifteen days of any and all students that are failing, have helped keep parents in the loop and on top of their children's status.

Tolland Middle School Goals 2011-2012

Reading/Language Arts

- Due to the division of the language arts, it is essential that teachers continue to work towards instructional consistency within the language arts program in their respective grades. PLC teams should be the vehicle for this.
- Analyze data from benchmarks in a timely manner to determine instructional needs of students and trends in curriculum.

- Create common assessments across the grades in reading and grammar.
- Provide a structure for writing portfolios.
- Provide professional development on writing workshop.
- Investigate the feasibility of hiring a full-time reading/language arts consultant to service the needs of the teachers and students at TMS.
- Provide professional development in the area of reading instruction to Special Education teachers.
- Revise language arts curriculum and benchmarks in light of CCSS.
- Investigate the units of study and pacing guides (created by CSDE) for possible adoption in grades 6-8.
- Purchase a sufficient number of trade books to ensure that every student has a copy.

Mathematics

- Alignment of curriculum to the CCSS
- Development of Beginning of the Year Assessments and Mid Year Assessment based on the Common Core.
- Two math levels in grade 6

Science

During the 2011-12 school year, science teachers will be re-working the curriculum because the seven-period schedule is new and instructional time is different than 2010-11. At the writing of this report, it is difficult to predict what budget impacts might be felt by the TMS teachers and students as the final budget has not been determined. Teachers will continue to solidify Tier I instruction at all grade levels. Implementation of the standards-based report card for the 2012-13 school year will be a goal of the science faculty. They will continue to align their instruction with the new reporting document.

Social Studies

- Continue the process of matching current assessments to the social studies standards identified for inclusion on the standards-based report card.
- Include modified benchmarks in data collection on Mastery Manager for 8th grade.
- Increase teachers' instructional focus on inquiry and essential questions.
- Continue to develop common formative assessments to track student progress before benchmarks.
- Continue to develop rubrics and anchor sets for benchmarks at all grade levels.

Closing

Tolland Middle School is a strong educational institution. As TMS finishes this year, we are showing positive growth in student academic performance, the culture of the school, and the school's outreach and community involvement. In addition, our focus on Scientific Research Based Initiatives, Professional Learning Communities, Positive Behavioral Interventions and Supports, Instructional Rounds, and Standards Based Reporting have provided a strong philosophical foundation, sound practices, and sound research methodologies that are yielding advances in student learning. Our students are demonstrating academic and social growth. As we look to next year, we will be working with a new schedule and will continue to refine existing programs and develop new opportunities. Our research and reflective practices will continue. We are excited about the coming year, and optimistic about the opportunities that the future will provide.

Tolland High School
Annual Report
2010-2011

Introduction

In the 2010-2011 school year, Tolland High School focused not only on improving academics and our school climate, but also implementing Response to Intervention.

Academically, many professional learning communities focused on improving our students' literacy skills. Most importantly, teachers in the Language Arts department used their professional learning time to review the new standards and rewrite the 9th and 10th grade Language Arts curriculum. The process was led initially by Assistant Principal Margot Martello and eventually, Laurie Coulom, the Curriculum Coordinator for Language Arts, joined in to provide guidance, support, and coaching to all the teachers involved. Although the work has not been completed, four teachers are planning on meeting in the summer to continue the curriculum work. Professional learning communities in the Social Studies department, specifically the Modern World History PLC and the Native American/Russian PLC, also focused on improving students' literacy skills on the CAPT Reading for Information subtest. They developed and administered mock assessments to provide students an opportunity to experience the test under the same conditions. In the development phase, teachers researched the state website to further their own understanding of the test. They utilized the two-column paragraph format, identical questioning formats for each non-fiction article (two open-ended and four multiple choice questions), while maintaining a proportional administration time. Aligning the practice assessments to their curriculum made for a more authentic experience for their students. Prior to the end of the school year, the Mathematics department began rewriting their curriculum under the direction of the new Principal, Dominique Fox. The new Common Core State Standards (CCSS) were unwrapped and powered for both the Algebra and Geometry courses. Seven teachers will continue this work during the summer. They will develop essential questions and their corresponding big ideas, determine the concepts/knowledge and skills their students will be expected to know and do, and identify the learning experiences and the instructional strategies to be implemented. Both the Language Arts and Mathematics department are utilizing the new curriculum template that has been created through the curriculum office. Overall, development of curriculum in these two areas will provide a solid model for improving curriculum across all departments at Tolland High School.

In terms of school climate, many strategies were employed to improve the climate for all. Administrators met with the staff on August 30, 2010, to review new policy changes and set clear expectations for attendance, electronic devices, beverage containers, and backpacks. In November, a team of five members traveled to Stafford High School to observe the Anti-Defamation League's Names Can Really Hurt Us program to determine whether the program was suitable for Tolland High School students. The program will be implemented next December to 9th and 10th graders. The school counseling PLC investigated advisory programs as part of their PLC. In April, they presented their findings to the staff. After some pushback, it appears as though a team of volunteers will develop curriculum in the 2011-2012 school year. A full roll-out is planned for

September, 2012. Students led the morning pledge and daily announcements over the intercom. Consistent in-school suspension procedures for academic work and student behavior, inclusive of a community service component, were implemented. In addition, a new student group known as *VOICES*, was established through the collaborative efforts of Ms. Nancy Dunn of Tolland Human Services and Dominique Fox. The goal of this group is to increase the individual and collective voice of students at Tolland High School.

Finally, the behavioral component of Response to Intervention has improved significantly due to the efforts of the Student Intervention Team (SIT). Team members met once per week to discuss students who were having academic and/or behavioral difficulties at THS. Eight Tolland High School staff members were trained in Positive Behavior Intervention and Supports. A larger school-wide team met on a monthly basis to plan for the implementation of PBIS for the 2011-2012 school year. The THS staff voted and accepted a new acronym, PRIDE, which stands for perseverance, respect, integrity, dependability, and engagement. For next year, the team has decided to focus developing initial lesson plans for both the hallways and the school cafeteria. Through the Education Jobs Funds Grant, a social worker was hired to provide additional interventions. Since our current schedule is not conducive to providing academic interventions for struggling learners, the schedule has been modified for next year to provide Tier II and III interventions during a skinny block to students in need of additional assistance in both 9th and 10th English and mathematics.

Curriculum and Instruction

Language Arts

The Language Arts department made the greatest strides in terms of developing new curriculum. This year, they used their professional learning time to review the new state language arts standards. After a thorough review, the department worked together to review and rewrite the grade nine curriculum to ensure that all the standards were being met at every level of instruction. Much discussion went into the "big ideas" and the "essential questions" related to the teaching objectives for grade nine. Department members discussed and planned core assessments, which will be used next year to gather data about students and what they have learned. Language Arts teachers continue to employ many technologies in the presentation of the curriculum. Teachers utilized document readers, clickers, and the overhead projectors to provide more diverse instruction to students. Some teachers are utilizing "blogs" so that students are able to communicate with the teacher and other students online. This was the third year of the department's yearlong AP course for juniors, which has been quite successful.

Mathematics

In the Mathematics department, the curriculum liaison attended two workshops on the Common Core State Standards (CCCS) and statewide assessments that were to be implemented in 2014. Information gathered from these as well as from the CT Department of Education is being used as we begin to adjust our curriculum in the areas addressed by the CCSS. The Advanced Placement Calculus teacher attended a workshop on Advanced Placement Calculus. This was a valuable workshop for the teacher to learn about changes to the AP test, focus of assessment, and parameters on the test. This information was useful in preparing the students for the AP test given this May. One teacher in the department attended a workshop on Effective Teaching Strategies in the Math Classroom: Marzano's Effective Teaching Strategies. She shared information from this with the other members of the department. Three Algebra 2 teachers attended a workshop at MCC to sample the Accuplacer test that is administered to students. Manchester Community College has articulated our College Prep Algebra 2 for their equivalent Math 138. College to Careers students taking this course and meeting the requirements as set forth by MCC can earn credit from MCC for this course. Eight of the sixteen students who took the test in June 2011 attained a score high enough to earn credit from MCC. According to the Director of Cooperative Education at MCC, this was considerably higher than any of the other participating schools. About twenty of our students were eligible to take the test this year.

Mathematics teachers have continued this year to incorporate the Texas Instrument Smart View Emulators. This software allows the graphing calculator to be connected and projected through the teacher's computer. The projection is an enhanced version of the calculator, allowing simultaneous projection of the keyboard entries, graphs, tables, and outcomes. The projection through the computer and LCD projector provides a clearer picture for the students than the view screen with the overhead projector. This has been a benefit to the students in the use of this technology, allowing the students to get a deeper understanding of the mathematics in process.

Two teachers are working on their masters program and as a result of work they are doing, they have been incorporating more technology into their instruction. Teachers have trained other members of the department in using Geometer's Sketchpad in Geometry classes. Lessons have been designed to utilize this tool with Geometry students. Revisions continue to be made to the CP Algebra 2 curriculum and the assessments. This was an ongoing process through both semesters with the Algebra 2 teachers and some collaboration with the Pre-Calculus teachers. We need to continue to replace outdated and worn out textbooks. Some books have outdated data for problem solving. Some books are falling apart from use or have already been rebound and cannot be rebound again. We have four courses with books that are at least ten years old. As our enrollment in some courses increases, we need to purchase more books to have enough for the students. Several staff members took part in technology and literacy workshops throughout the year and used their newly learned skills in the classroom. Teachers took students on some field trips to enhance their learning experiences.

Science

In the Science department, teachers focused on incorporating probe ware, particularly in 9th and 10th grade classes. Budget cuts have impacted "hands on" lab work as more virtual labs were performed. In addition, we are unable to clean microscopes, repair the spectronic 20, or replace damaged equipment in the science department.

Social Studies

The Social Studies department worked in three different PLC groups, specifically American History, World History, and Electives. Each group developed literacy assessments and activities for units of study. The implementation of the American History curriculum is in its third year. The curriculum at the high school level begins with the Progressive Era. This change has allowed high school teachers time to cover modern history (last 25 years). The American History PLC developed a pre- and post-test. The test was developed in the first semester and administered in the second semester. Revisions must be made to the test prior to the next administration in the fall. In addition, time is needed to develop classroom activities that include graphs, charts, photos, political cartoons, etc... They also used Cicero's website and their activities to create the literacy activities. The World History PLC group developed CAPT-like Reading for Information activities for each of their curriculum units. In addition to collecting data on the activities next year, time needs to be spent evaluating the activities. A focus on understanding the impact on student achievement needs to occur.

This year marked the second year that Newsweek magazine was replaced with the New York Times Upfront magazine in Civics classes. Next year, the group would like time to discuss how teachers used the activities and the assessments from the magazine. At this time, Upfront is the only magazine available to Civics teacher due to budget constraints. High School teachers continue to attend district curriculum meetings to review, discuss, and facilitate changes in the curriculum.

Mrs. Manning is advancing the Criminology curriculum. Consideration is being given to adding a CP level class in order to become part of the Career Pathways College program with Manchester Community College. This idea will have to be developed and approved by the department, administration, and school board before being implemented.

All teachers in the social studies department increase their use of technology in the classroom for instructional purposes. Conversion of VHS tapes to DVDs continues. Moving forward, the concern is that the machine used

to convert the tapes is now broken. Department members are utilizing PowerPoint presentations. Classroom activities and assessments use technology when available.

Other professional development also occurred within the department. Shelley Manning and Mike Meyers participated in the American History Project conducted by EASTCONN (three year program). Don Fay listened to several speakers at both Quinnipiac University and Yale. He heard Eugene Robinson, the Pulitzer Prize winner speak at QU about his new book on disintegration. He heard state archaeologist, Nick Ballantoni speak on Hitler's Death. He did research for the History Channel and his findings were fascinating. In March, Don attended a workshop at Yale given by Brian Carter. He is the Head of European studies at Yale. The keynote speaker was Tim Snyder, a Yale professor who authored the book, *Bloodlands*, which is about the millions of people killed between Hitler and Stalin in Europe.

Technology and Business Education

The staff in the Technology Education and Business departments focused on familiarizing themselves with the Accounting curriculum and the Connecticut Stock Market Game as part of their PLC work. The Vision software they utilize continues to be an effective classroom management tool.

Computer Science

In the Computer Science department, Mr. Horan continued to develop and implement benchmarks and standards. In particular, the curriculum for Introduction to Computers course was modified to expand the Hardware unit to include actual work on functional computers. Specifically, the following items were addressed: disassembling computers to their component pieces, reassembling them and ensuring that they work, diagnosing both hardware and software problems during boot up, and setting up hard drives for use, including: creating drive partitions, creating logical drive designations, formatting each logical drive, installing various operating systems, and installing other software. A special thanks goes out to Tolland's Computer Department for donating a considerable number of obsolete machines for use in our classroom. Our PLC group focused on measurement, specifically correctly interpreting fractional measurements on a ruler. This skill is one that many students could not apply and it is a necessary one in word processing.

Family & Consumer Science

The Family and Consumer Sciences department has had a very successful 2010-2011 school year serving Tolland High School students. Students electing to concentrate studies in this department have the opportunity to receive college credit through an articulation agreement with Manchester Community College. These classes include Tech Prep/Food Service, Advanced Baking and Pastry and Tech Prep/Childhood Education. The department has a strong link with the community through two of our programs. Tech Prep/Food Service classes and Advanced Baking and Pastry served lunches to community senior citizens on Fridays throughout the school year. Tech Prep/Childhood Education and Child Development Classes provided a Creative Nursery School on Monday, Wednesday and Thursday morning for the children in the Tolland community.

Carolyn Jalbert attended a round table group at MCC for Child Development classes and gained important information to improve the Nursery School at Tolland High School. Carolyn also went to Rockville High School to learn how the Nursery School is run there. The Sewing class made dresses for Africa as a community service project and sent 20 dresses to children in need. Ms. Jalbert added learning centers in the Nursery School program. The Child Education classes took a field trip to Johnny Appleseed Orchard.

To enhance the curriculum, the Advanced Baking and Pastry students took a field trip to Manchester Community College to visit their food service labs and have lunch prepared by the college culinary students in the college dining room. Advanced Baking and Pastry students went to the Cheese Cake Factory to see an

authentic restaurant environment. Lauren DeBlois ran workshops using technology versus traditional teaching throughout the semester and surveyed students after each experience to find their best learning styles. She also worked with Sue Fontaine to start a class web site for the Advanced Baking and Pastry students on UCompass to create an authentic assessment project where students acted as restaurant consultants to improve Le Petit Gateau. This year marks the first year a Pastry Café/Shop has ever been run at THS. It was a great success and very nice to be able to invite faculty and staff to showcase student work.

The Pastry class successfully ran Empty Plates with the Art Department this semester. Thanks to a very generous grant from Tolland Education Foundation, WalMart and Panera Bakery, they were able to give Tolland Family Services $1090 to distribute to families in need of purchasing food. The PLC group focused on increasing literacy. Specifically, they focused on CAPT assessments in respect to Reading for Information and found it helpful for student achievement.

Fine Arts

The Fine Arts (Art/Music) department had a stellar year! The department serviced approximately 645 students for the 2010-11 school year. These students elected to take a wide variety of courses in the areas of both art and music. Students are highly literate, visually and auditory, after their creative experiences. They often move on to take multiple courses in art and music both here at THS and at the college level. Curriculum binders have been completed for all courses. Sculpture is a work in progress due to the fact that the course has not run in many years. Revisions to curriculum continue to ensure alignment with the district format as well as state and national goals. The Art department has made significant revisions to the Art Foundations curriculum in the areas of content, assessment and sequence using devoted PLC time. Due to severe budget cuts to the Art department, curriculum had to be revised. Student experiences in the visual arts have been directly affected. Art classes are forced to forego using certain media or are forced to limit the size and scale of art works. Printer cartridges for the animation studio run out half way through the year. Students were unable to access the equipment that we have already purchased. Student lab fees will need to be assessed in the future to cover basic operating and supply costs. We are at the breaking point and are barely meeting basic needs. The donation of paper products for art classes has been helpful. The Music department has begun charging students to pay for transportation to festivals and events directly related to curriculum. Repair and maintenance of school owned instruments has been cut leaving equipment that is not functioning properly.

Special Education

This year, the only Special Education classes taught were the Life Skills class and Content Support. All other services were provided through inclusion classes. Every day, the Life Skills students focused on English, Math, and Daily Living skills. The class utilized materials from the EDMARK Functional Word Series and J. Weston Walch. The students also used several resources from LinquiSystems, Attainment Co. Inc, American Education Publishing, Soleil Publishing, Educational Insights, Saddleback, and Critical Thinking Books. In Content Support, students were exposed to multiple study skills activities. Several topics covered were time management, study strategies, note taking skills, test taking strategies, listening strategies, memorizing techniques, etc… Mrs. LoVoi's students were able to strengthen their self-advocacy skills by utilizing a handbook created by the State Department of Education for high school students with disabilities. It was an instructional tool for the development of self-advocacy skills and transition planning. Topics covered were disability awareness, learning to advocate, career planning and community connections, participation in PPT meetings, and resources.

Special Education students benefit from a variety of instructional methods. Methods that were used, but were not limited to, included direct teaching, cooperative learning, group discussions, individualized seatwork based on skill level, word recognition with flash cards, instruction through PowerPoint, computer aided instruction, and website contribution through UCompass.com. During the 50-minute block of Media Skills instruction that is built into the Content Support class, students practiced how to effectively use the dictionary, thesaurus, glossary, and other word reference materials. They also learned how to locate information and utilize the library

and reference materials such as newspapers, periodicals, consumer guides, maps, charts, and graphs. The focus was first with print sources and then the class moved onto internet sources. The class also learned how to tap into the services of Mrs. Stevens, our Library Media Specialist. Other students used the library as a setting for independent reading skill building during Content Support.

World Language

The World Language PLC targeted measuring student on-task behavior during classroom transitions during the first half of the year. In the second half of the year, the PLC devoted time to rewriting the Spanish I curriculum, a task that will be finished this summer. They chose a new textbook, *Avancemos*, and plan to integrate the best features of their present first year curriculum, TPRS, into their new curriculum. They conducted frequent informal after school training out of required time for new hires to THS: TPRS techniques, lab usage and the WL program including assessments and curriculum.

World Language teachers continue to employ technology in their curriculum with the state of the art World Language Lab. In addition to the audio component, the lab supports multi-media projects using the internet and computer software. All world language skills, including speaking, listening, reading, and writing, can be addressed in the lab, providing more diverse instruction to students. Language specific websites are used by all World Language teachers to reinforce grammar and investigate culture. A new Spanish I textbook was selected and staff member began to rewrite the Spanish I and French I curriculums. Two of the three new faculty members attended two classroom management training sessions. All new faculty received language lab training from Markon, our vendor.

Fifteen Spanish and Science students spent twelve days over April vacation in Costa Rica with teachers Nancy McGrath (World Language) and John Powell (Science). Their adventure included visits to Tortuguero on the Atlantic, the Arenal volcano, the Monteverde Cloud Forest and Manuel Antonio National Park on the Pacific. They spent four days attending a Spanish school in the province of Guanacaste while living with Costa Rican families. French 3 students during both semesters experienced their curriculum first hand at “La Petite France” patisserie in West Hartford and the Hillstead Museum in Farmington. The curriculum liaison attended UConn French ECE meetings to stay current with World Language requirements for teaching French 5 ECE.

Counseling Department

The Counseling department offers all students a comprehensive, planned program of experiences to assist with academic, personal/social, and career needs. Counselors worked with students in individual planning sessions that included achieving academic success, educational planning and goals, transition to high school (grade 9), and meeting graduation credit and performance standard requirements. Group lessons were presented on transition and orientation (grade 9), career inventories (grade 10), PSAT, college planning, and academic planning.

During this past school year, as in 2009-2010, they have seen a continuing increase in the needs of their younger students, particularly in grades nine and ten. Major concerns include unwillingness to do homework, weak study skills, and numerous marginal or failing grades. Many of the students displaying these concerns are regular education students, and thus, do not have the formal supports of those students identified as either special education or 504. As there is no formal program for at-risk students in grades nine and ten, counselors become the main source of support for these students.

Senior exit surveys continue to indicate that college counseling is the area that students see as of most importance. Therefore, assisting students with the college search and application process continues to be a major focus of the department. The Counseling department hosted representatives from 48 colleges and vocational schools, as well as representatives of the armed services throughout the school year. As of June 1, 2011, the Counseling department has processed 819 college applications to 237 colleges and universities.

Physical Education

As for the Physical Education department, a new fitness curriculum was written for the PE 10 fitness unit/graduation requirement. The new curriculum will hopefully ensure that the materials will be consistently taught by all department members throughout next year to all of the sophomores. The Health classes continued to integrate more articles with writing assignments into the lessons taught. The articles supplement the topics we cover in the curriculum. Articles on bullying, binge drinking, and internet safety have been included as well as other current topics that are health related. A new rubric was used for the nutrition project this year. A review of student work/learning was conducted during PLC time (2010-2011, second semester) and a new rubric was developed. Another piece of work that came from student work review is a guideline to help give the students more of an understanding of the oral presentation part of their project.

The Health teachers continue to incorporate material from HealthTeacher.com lessons into their instructional plans. These lessons add a variety of reading and writing assignments as well as critical thinking activities into the curriculum. The Fitness elective incorporated a video project last year. This project has each student design a workout that includes a warm-up, stretch, and fitness program that is designed for a specific purpose (i.e. basketball, dance, injury rehabilitation, etc…). The students demonstrate the workout in a 5-10 minute video. This project was very successful in determining the level of student learning and it continued this year. Changes were made to the project this year as a result of instructor review of student work. Team teaching concepts continued to be used in the Physical Education classes as the schedule permitted. The students' responses to this type of teaching remains positive and we will continue this type of instruction next year.

The Physical Education department was successful in developing new assignments for the current school year and has started integrating them into class time. We need to continue to use these assignments and to develop more over the next year. Next year, a strong focus will occur on use of the new TV's and Wii equipment. The department was for the most part successful in consistently administering the state fitness tests. The new curriculum that was developed should help with the testing. The freshman PE instructors came up with a station system for the weight room. This new system enables a class of 30 to be more productive in the weight room. The stations allow the students to become familiar with all the areas in the weight room. This familiarity will be helpful to the students during the PE 10 fitness unit. The tennis goal was a dream. Time, equipment, and safety of the students rule out the possibility of using the courts down the road. If the budget allows for courts to be put up here at the high school then the activity will be reinstated.

Student Assessment

Faculty in the Language Arts department used released CAPT material to gather assessment data on all ninth grade students. Their students' writing was compared to their writing on an eighth grade assessment using the 6-point writing scale. Department members analyzed the data collected during eighth grade testing to monitor the progress of the students at the high school. Based on the data, teachers refined their instruction on Response to Literature assignments. The newly collected 9^{th} grade data will be given to the 10^{th} grade teachers so that they can continue to follow the progress of their students. The 10^{th}-12^{th} grade Language Arts teachers continued to use the core assessments and to enter the appropriate data into Mastery Manager.

In the Mathematics department, the number of students at or above the proficiency level on the CAPT administered in the spring of 2010 was 92.2%. Teachers in the department continue to incorporate CAPT strategies and CAPT type questions in all courses that a student may take before taking the test. In their PLC's, they have worked to further expand CAPT practice with the use of a mid-unit common formative assessment (CFA) similar to CAPT problems and inclusion in the unit test of CAPT problems. These questions were administered as timed assessments and scored as they would be on the CAPT. The mathematics department continued to revise common assessments for CP Geometry. Common assessments were revised in Pre-Algebra as well. This was done not only to include more CAPT-like questions, but also to realign the curriculum to

adjust to the level of need of the students taking the course. The average math score on the SAT for the class of 2010 was 552, compared to 553 for the class of 2009. Due to budget constraints, funding for the American Mathematics Competition was cut this year. Thankfully, the Booster Club came through in terms of funding so that 72 THS students could participate. One student for each level test (AMC 12 for grades 11 and 12 and AMC 10 for grades 9 and 10) was recognized for earning the highest score in the school. Overall, it has been a challenging year due to weather cutting into both semesters and the second semester getting shortened by three days. In some courses, it was difficult to complete the curriculum as compared to past years.

In the Science department, all classes utilize unit benchmarks as a form of student assessment. In addition, various assessment tools are used throughout the department, including traditional tests and quizzes, benchmark exams, benchmark labs, formal and informal lab reports, projects, websites, presentations (oral and written), and writing assignments.

Members of the Social Studies department are giving benchmarks and reviewing the statistics provided by their input of the data. However, they need to continue to review benchmarks on an ongoing basis. Discussion and reevaluation of the existing benchmarks is a must and there is a need for time to complete this work during the next school year.

The Computer Science department utilizes objective tests and hands-on lab projects for each unit, and written evaluations for each lab project in their Introduction to Computers class. In the Programming class, unit tests include objective questions that cover all key concepts and processes, short answer/essay questions based on real-life programming simulations, and programming labs. Students are also assessed using PowerPoint projects and hands-on lab projects. Students in the Computer Science department are involved in the NOCTI Testing.

Teachers in the Family and Consumer Science department utilize a variety of assessment tools in their classes. They include but are not limited to: tests, projects, presentations, and students taking on roles as the "Chef for a Day" in the restaurant and the teacher who creates lesson plans for the preschool program. In the Advanced Foods and Childhood Education classes, students are involved in the NOCTI Testing.

Rubrics are used for assessment purposes in all Fine Arts classes. Performance-based and portfolio-based assessments continue to be used as well. To evaluate work, students utilize self-assessment and peer assessment tools. More traditional forms of assessment, such as tests and quizzes, are also used to evaluate student learning in many art and music classes.

The Physical Education department utilized PLC time during the 2010-2011 school year to develop assignments for those students who were excused from PE. Due to the assignment requirement for in-school suspension (ISS), these assignments were also used for those students. Keeping track of which assignments each student worked on in ISS was difficult. In addition, some students in ISS did not complete their work and were in ISS multiple times. Next year, better record keeping is necessary. The department also used PLC time for fitness paper review. To ensure consistency across all teachers in the department, members of the department discussed the requirement, their expectations in terms of what should be included in the fitness paper, and how they grade the paper. Papers from classes were utilized and reviewed as examples. The department continues to review and revise quizzes and rubrics given to the students at the end of each semester. Revisions are made at that time for use in the next semester. As a result of the review of student learning/work, the Fitness units in PE 9 and PE 10 will now include lessons/instruction on the skeletal and muscular systems. The State Department of Education revised the Connecticut Fitness Tests for the 2009-2010 school year. The department continued to utilize theses tests this past school year. Some of the procedures that the state has mandated for testing are time consuming. Using Velcro helped cut the testing time for crunches down considerably and teachers will continue to utilize this method in the future.

Members of the Special Education department utilize both formal and informal assessment is an integral part of their daily responsibilities. Case managers were responsible for formal triennial testing on individual students

on their caseloads as well as 504 student re-evaluations. The primary assessment tool for this formal testing was the Woodcock Johnson III Tests of Achievement. Several informal assessments were used daily in Special Education classes as well. Traditional multiple choice, short answer, and open ended questions were also used in regular education classes. Many of the concepts taught were assessed by using a project/rubric form or by having students complete specific activities and charting their performance. Other student assessments were based on assignments from regular education classes. This real life assessment identifies specific strengths/weaknesses individual students have in the areas of study and comprehension skills. Students addressing their self-advocacy skills kept a personal development journal. This allowed students an opportunity to reflect on their participation in activities as well as new things learned about themselves. By using a self-assessment approach, students were able to document important outcomes of their educational journey from self-awareness to self-advocacy. With a focus on providing more in-class special education staff support, the department will be able to provide additional modifications of class assignments and evaluations. This will allow for more accurate and fair assessments of mainstreamed special education students.

In the Technical Education and Business departments, a variety of assessment tools are used, including but not limited to, tests, projects, simulations, presentations, group activities, class participation, homework, UCompass quizzes and activities, and student run companies. Other forms of assessment include the NOCTI Testing that occurs for the Accounting II students and the MCC exams in Accounting II and Keyboard/Word Processing classes for the College Career Pathways program.

As they have for many years, the World Language department continues to use common unit assessments at all levels in all courses. Teachers of same level courses routinely discuss the benchmarks and the results of the benchmarks informally to inform instruction. Common unit assessments in the World Language department are comprised of speaking, listening, writing and reading sections with optional cultural benchmarks. Results of student work, including assessments, are posted in a timely fashion on the portal.

Staffing

The Language Arts department consists of nine full-time teachers and one half-time teacher. The newest teacher was acquired with the help of the Education Jobs Fund grant. This teacher came to the department in January 2011. The position will be funded with monies from the Education Jobs Fund grant for the 2011-2012 school year as well. Once the federal funding is exhausted, the department must retain this position and their current level of staffing to provide Tier II and Tier III interventions to struggling learners. The 2011-2012 school year will see the return of the Journalism/Broadcasting course. However, the elimination of Communication Media and Modern Novel courses will continue due to budget cuts.

The Mathematics department has 9.5 math teachers with 59 math sections (up one section from last year due to a course being taught by the computer science teacher). Over 1,100 students took math courses (some taking one each semester). Class size in Algebra I, Geometry, and Algebra II averaged between 20 and 25 students. Some classes were as high as 28 students. The larger class size impacted the type of individual instruction that could be given. A full-time teacher has been hired to replace a teacher who had been hired last year, but moved due to family relocation. In the first half of the school year, we attempted to hire a teacher with the Education Jobs Funds grant money. Unfortunately, we were unable to hire a qualified candidate after the school year began who was willing to take a one-year position. It is imperative that we hire someone for the 2011-2012 school year so that we can provide specific interventions for both 9th and 10th struggling learners in each semester.

Due to budget restrictions, the Science department continues to realize the effects of not replacing Manon Trazynski, who resigned in 2006. The department is down from nine to eight instructors, yet enrollment has significantly increased since 2006. This is having a major impact on the courses, and the number of sections offered within the department. In the 2010-2011, they were unable to offer geology, even though the numbers of enrollments was sufficient to offer it. A section of Anatomy and CP Botany were also cut from the schedule.

Overall, these cuts impacted approximately fifty-two students. Although there is a minimum graduation requirement of three science courses, many students opt to take more. This was the first year that the department was forced to turn away from science electives. For the 2011-2012, oceanography will be cut completely and environmental science is being combined into three non-leveled classes, rather than two standard and two CP classes. Doing this allowed us to add an additional CP Biology section. CP Chemistry classes are completely full. If one or more students transfer to THS, they will be unable to take CP Chemistry, simply because there is no room. Standard level class sizes are projected to be larger than usual. With smaller class sizes in standard level classes, more individualized attention could lead to increased levels of student success.

The Social Studies department consists of eight full-time teachers. Due to an increase in enrollment in Criminology classes and the decrease in funding, the department is unable to purchase the *Scholastic* magazine used in this course. A decision has been made to increase the number of students in required course sections in order to facilitate more elective sections without any additional staffing. Due to budget constraints, there is an inability to provide new electives classes, such as Advance Placement (AP) Psychology and a 9th grade elective.

Mr. Mark Horan is presently the only member of the Computer Science department. With respect to budgeting, it has been decided that Mr. Horan will now work under the direction of Mrs. Betsy Brocious, our curriculum liaison for the Technology Education and Business departments.

Beginning this school year, counselors in the Counseling department became the case managers for all students with 504 plans except those with medical concerns. Many of these plans are complex, and demand the same monitoring of the student and consultation with staff that is present in IEPs. As case managers, the counselors are being asked to provide similar services to those of special education teachers. However, where special education teachers may have 15-18 students on their caseload, counselors are responsible for 260-270 students, and the director is responsible for 155 students. The increased demands due to management of 504 plans on counselor time have had a negative impact on the amount of counselor time spent with other students. The counseling staff continues to consult with staff, administration, and parents in regards to a wide variety of issues involving students. Counselors attend PPTs for students on their caseloads. The counseling staff is responsible for the CAPT make-up testing. AP and PSAT testing are also coordinated by our office. Counselors are members of the selection committee for the Tolland Community Scholarship program. Counselors stay current on best practices in the profession by attending a number of workshops and conferences throughout the year. These include College Board workshops and Connecticut School Counselor Association conferences. Reduced funding for professional development continues to limit the number of professional development activities counselors are able to attend.

The Family and Consumer Science department consists of two full time teachers. Due to budget cuts, the two faculty members are not currently enrolled in any associations. The number of student requests for the Culinary 1 and 2 classes for the year 2010-2011 could not be accommodated. Adding a part time teacher would enable us to accommodate those requests. Although it is not possible at this time, perhaps in the future it could be considered.

Most courses in the Fine Arts department are enrolled to capacity. This leaves no room for the implementation of upper level courses in either area (i.e. Photography II or a second level piano class etc.). Again, an opportunity exists to add a half-time teacher in both areas. This additional teaching position will allow the department to expand course offerings, increase opportunities for students to take Fine Arts elective courses, and provide students an opportunity to explore their interests in more depth. The integration of technology as the department goal is withering. The Visual Communications course (formerly Commercial Art) will not run next year, thus, leaving the animation lab vacant for most of the year. This is disheartening and detrimental to the department goal of integrating technology into the curriculum. Students do not have the opportunity to explore commercial applications of visual art, a key skill for any student studying art at the college level. Most practical careers in the arts are commercial.

In the Art department, Mr. Blais continues to be involved with the National Scholastics Art & Writing Awards at the state level serving on the state advisory board. He served on the scheduling committee and currently holds the position of the Fine Arts Department Curriculum Liaison. This is his 9th year as advisor to the Gay/Straight Alliance (GSA) and his fourteenth year serving as class co-advisor. In October, Mr. Blais exhibited his most recent work (figure/space) at a local gallery in a dual show with another photographic artist. In April 2011, he was invited to and attended Maine College of Art's Connecticut teacher "fly-in". This weekend event included workshops, panel discussions and social events.

In the Music department, Mrs. Kirwin is co-advisor for student council and co-director for the school musical *Guys and Dolls.* She belongs to the CMEA and the International Horn Society. Ms. Tracy produced her second Madrigal Dinner, which included the addition of a brass quintet playing to greet the guests. She was the vocal coach for the school musical, *Guys and Dolls* and she continues in her role as director of and singer in the a cappella ensemble, Take Note!, a group which performs monthly concerts for charitable causes. Ms. Tracy attended the CMEA Conference in April. She also mentored an intern from the University of Connecticut during the spring semester.

As stated in last year's report, the Athletic Director's job needs to be separated from the Physical Education department job. The Athletic Director's job has too many responsibilities for the person to do an adequate job in the split position. Four of five department members are certified to teach Health, up one member from last year. The state department of education now requires Health certification at the high school level. Scheduling is somewhat easier with four members certified. Future consideration should be made when hiring new personnel, making sure the new person has both PE and Health certifications. Supervision continues during the school day to be a major problem in the PE area. As stated in the last three end-of-year reports, due to the set up of the gym and locker rooms, it is difficult to adequately supervise, especially since there are so many entrances/exits to the gym. Tardiness is another major issue that needs to be addressed next year. Over the past five years, the department and previous administration set up a policy for the PE area. This policy needs to be reviewed and revised by the department and the current administration to curb tardiness to PE. After school supervision continues to be a major problem as well. Locker rooms as well as fitness rooms are vandalized and/or damaged due to improper supervision due to lack of personnel. The gyms continue to deal with damage due to students/athletes not being supervised properly. Wall mats have been ripped and dented due to balls being hit off of them. Walls and floors are marked due to indoor practice of spring sports. Doors are being damaged because students are pulling on them trying to force them open. Electives are full due to the block scheduling. Increase in staffing could allow the PE department more sections so that our elective sections could increase in number. This would accommodate more students who do not get into other electives. However, this would also cause a strain on equipment and facilities. Scheduling could become a problem with conflicts between PE 10 and Fitness elective classes.

In the Special Education department, staffing at the high school is widely disparate from the others schools in the district. At THS, there are only three full-time teachers and two part-time teachers servicing almost 80 students. This year, we graduated almost ten less students than we are receiving in September. At Tolland High School, the Special Education department shares the responsibility and programming to the best of their ability.

The Business Education department consists of three full-time teachers. As a result of increased enrollment in Economics and Introduction to Business courses, it was again necessary to eliminate other elective offerings.

The World Language department consists of five full-time teachers, two Spanish certified and three French/Spanish certified teachers. Each teacher has his/her own room. Three teachers from the TMS language program, Mike Callahan, Ron Ridolfo and Allison Valli, were transferred to THS after their program was cut. Mike Callahan was hired for a one year contract to replace George Plaumann during his one-year leave of absence. Members of the World Language department are involved in numerous activities at THS. For instance, Donna Newman has been the co-advisor for NHS and runs the TALC program. Nancy McGrath is a co-advisor for the Class of 2013. She and John Powell from the Science Department escorted 15 students to

Costa Rica over February break for an environmental/Spanish immersion experience. Nancy is on the NHS selection board. She assisted Dr. Willett at TMS with the hiring of two TMS World Language teachers, Susan Ventura and Buffey Harris-Fogarty and the co-authoring of the 8th grade end-of-year placement test for Spanish 2 and French 2. Nancy McGrath and Donna Newman are currently on the interviewing committee for two new language teachers. In the late winter, Nancy and Donna aided Dr. Eidson in the board of education presentation of the WL department. Nancy McGrath and Ron Ridolfo co-advised the newly created World Language Club since January. Ron Ridolfo and Allison Valli attended two out-of-district conferences on classroom management.

Facilities

Each teacher in the Language Arts department has his/her own classroom, with three computers, a printer, and a projector. The department's mini lab has 14 laptop computers to complement its 12 stationary student computers and one teacher computer. In addition, the mini lab has been outfitted with five cameras and three editing computers and software to assist with the Journalism/Broadcasting course. The department has four document readers, which department members share.

The math computer lab in the Mathematics department was used approximately 60 days first semester and 60 days second semester. The existence of the lab has greatly enhanced the curricula in all courses. The opportunity to utilize the computer lab for remediation and enrichment has benefited the students. The ability to have all students on a computer station at the same time is a benefit when using some of the math and graphing software available. Funding for additional software and time and money for staff to be trained in using the software would increase our capabilities of using this technology to further student learning.

Thanks to Jen Olsen, the classroom maps in the rooms occupied by members of the Social Studies department have been fixed. A general concern exists with respect to equipment in classrooms, specifically LCD projectors and computer drives breaking down, the cost of replacement lamps, and the impact it will have on classroom learning and instruction.

There is one classroom utilized by the Computer Science department. The Microsoft Office software that is presently being used is not the current "real-world" version. All machines should have the newest pertinent version of software but unfortunately, our budget does not sustain upgrades.

The facilities used by both the Counseling department and Family and Consumer Science department are adequate. The FCS classroom and kitchens are large and provide adequate space and storage for class work and projects.

The Art studio spaces in the Fine Arts department are generally adequate for instruction and safety. Concerns with specific maintenance issues will be addressed at the close of the year on maintenance request forms. The art computer lab is licensed with old versions of word and Adobe Creative Suite with limited access to digital images and file storage.

The Physical Education department is still having a problem with equipment going missing or being left out even though the locks on the equipment closet doors were changed. The Physical Education Department provides a safe environment for the students to learn lifelong activities. However, large class sizes and lower monies due to budget constraints have put a strain on the ability to replace the equipment. Most of the cardio equipment is old and obsolete. The pieces need to start to be replaced with new items. The fitness unit is required by the curriculum and should be supported by the budget. Repair costs have cut into the equipment monies for the PE classes. Future funding needs to be available to continue a successful program.

The Special Education department currently keeps confidential files in a work room with the Special Education Secretary in the adjacent office. This has proven to be a very effective arrangement. The department uses this room as a space to complete work in student files, to administer testing, as well as to meet with small groups of

students/teachers. The Speech and Language Pathologist uses a different resource room on the days she is at THS.

Faculty in the World Language department routinely use the new state of the art Language Lab fitted with 28 student workstations and one teacher control center. All World Language teachers utilize the lab in a variety of ways. The art museum funded by the Tolland Booster Club has yet to be completed. We have over 40 pictures that remain unmounted. Nonetheless, a number of classes in and out of the department have used the art museum this year for different class projects; i.e., the French 3 classes write descriptions/reflections on these paintings prior to completing their artist paper.

Most of the WL textbooks are for classroom use only. There are not enough textbooks for students to take home in the majority of classes. Projected enrollment for this coming year may necessitate purchase of additional textbooks for some courses. Purchasing out of date texts is a short term solution. We do not yet have fully integrated media with all of our courses which limits the use of our language lab. We have purchased no software for the lab since we installed the language lab five years ago.

Support Services

The Language Arts teachers work closely with the Special Education Department to provide instruction for the school's inclusion students. The department members also worked with the Counseling department regarding procedures for the placement of students in leveled classes. All teachers in the department are accessible to students after school for extra help. Students may use email to contact teachers during non-school hours.

Teachers in the Mathematics department are available to give extra help to students almost every day. Exceptions are mandatory meetings, parent conferences and PLC meetings.

In the Science department, student support services have been adequate. Team teaching in the Social Studies department with Special Education teachers has been a very rewarding and beneficial experience for both teachers and students. Mr. Horan, our Computer Science teacher, works closely with both the Counseling Department and the Special Education Department to ensure that all students can learn the desired skills successfully. He is available to students for extra help or accelerated work requiring extra time before and after school. The Counseling department works closely with the members of the Special Education department, our school social worker, the school psychologist, our two school nurses, and many paraprofessionals to ensure that their students' needs are being met.

The Family and Consumer Science department works closely with a variety of support staff, such as school counselors, special education teacher, paraprofessionals, and the speech pathologist, in order to best meet the needs of the students they service. The Special Education Department works closely with the art teachers in the Fine Arts department to support instruction for the school's inclusion students. One department member also worked with the Counseling Department with respect to investigating an advisory program at the high school. All teachers in the department are accessible to students after school for extra help. Students may use email to contact teachers during non-school hours.

Teachers in the Physical Education department see the Special Education department as invaluable as they have been very helpful with their grade 9 classes. Accommodations were made for some of the classes during the Health portion of the semester to have a paraprofessional available for student support. Faculty would like to thank the paraprofessionals for their help which has allowed many students to be very successful as a result of their support. The Counseling Department adhered to the wishes of the PE department by adhering to the prerequisite for PE 11/12 in all but two cases. The PE department chair is checking on those students who are ineligible to take PE 11/12 for the first time or who failed to make the prerequisite to repeat the class.

Despite a growing and challenging population, the Special Education department continues to provide high quality instruction for the Special Education students at Tolland High School. Teachers and paraprofessionals give 110% on a daily basis for the betterment of our students. The high school is very fortunate to have a full-time school psychologist, Mrs. Tozier, who is very effective with our student population. She is also an excellent diagnostician. In conjunction with the special education teachers, Mrs. Tozier completes functional behavioral assessments and develops behavioral intervention plans based on the results. This year, we have also benefitted tremendously from the addition of Michael Tyskiewicz, the School Social Worker. His efforts have been invaluable. He has been able to work with families and individuals, complete assessments, and formulate small groups for students who require specialized support. This year, the groups run by Mr. Tyskiewicz and Mrs. Tozier were Anger Management, Self Advocacy, and Social Skills. It would be highly beneficial for special education students at THS to have a Transition/Vocational Coordinator as many of them will graduate

from high school and go directly to the world of work. At this time, the Special Education department is not completely able to provide meaningful transition services to many of their students. A Transition/Vocational Coordinator could work on developing, monitoring, and maintaining job placements in the community for our Special Education students.

The Technology and Business Education departments work closely with various support staff in order to best meet the needs of our students. In the World Language department, one paraprofessional was assigned part-time to one Spanish 1 class this year. In view of their unleveled first, second and third year classes, this type of assignment is very beneficial to students' learning.

Parents and Community

Teachers keep parents informed in many ways. Each member of the Language Arts, Mathematics, Science and Social Studies department has a web page, as well as email and voice mail that parents can access. Teachers regularly update their PowerSchool grade books so that student and parents are well-informed about a student's progress in a course of study. Teachers attend the two Open Houses to share curriculum information with parents. All departments provide information to the parents of incoming students at the Eighth Grade Orientation Night. With the Parent Portal fully open, many teachers were able to eliminate some of the paper usage for sending home progress reports.

In Social Studies, Don Fay invited Joe Duval to speak to his classes about his 18 months in Afghanistan. The trip to Ellis Island was reinstated in American History. The department had discontinued the trip when the American History Curriculum changed three years ago thinking that the 8th grade teachers were going to take over the trip. Since this has not occurred in the past two years, a decision was made to restore it. Ms. Regan works with many members of local Indian tribes to bring authenticity to the curriculum. Students have traveled to the Mashantucket Museum and Mohegan Museum and Sweat Lodge. Five speakers have come to the school to talk to the students. In Civics classes, students completed voter registration cards in class. Unfortunately, the registrar from the town did not come to the school this year. In Criminology, students have gone on three field trips to the Osborn Correctional Facility, the Rockville Courthouse, and the Connecticut Supreme Court. Many speakers have come to the school, including our former school resource officer, lawyers, a State Inspector, and a State Attorney. To promote civic involvement, students in Civic classes attend community meetings (Town Council, Board of Education) and report back to their Civics classes.

The Computer Science department communicates with parents in a variety of ways, including but not limited to, the PowerSchool parent portal, parent/teacher conferences, Open House, 8th Grade Orientation, progress reports, e-mail, and telephone. Mr. Horan is working with Ernst Renner, Managing Partner of two Tolland-based software companies, NEOS LLC and Vgo Software, with the goal of getting programming student's internship positions for the summer. In his Computer Programming classes, he had Dr. Heidi Ellis, the Dean of

the Computer Science Department at Western New England College and the mother of one the students, come in to speak to students about college level computer science degree paths.

In September, the Counseling staff presented a program for ninth grade parents. Parents were invited to attend a morning presentation on transition to high school, focusing on how to help ninth grade students make a smooth transition to the high school. The program was held on two different mornings. Seventy parents of our ninth graders attended. In addition, the counseling staff also presented parent programs on college planning for juniors and their parents (November), understanding the PSAT (December), financial aid (December), and early college planning session for sophomore parents (April). The counseling staff also presented at the orientation and course fair for incoming ninth graders in January. This was the second year of implementation of the Family Connection web-based college/career program. The program was used with all sophomores to complete a career interest inventory and with most juniors to begin a resume and introduce them to the program's college search functions. The program was primarily used by our seniors and juniors and their parents for the college search and application process. Seniors also used Family Connection to sign-up for college representative visits and to view available scholarships. Through June 1, 2011, there were 873 hits by parents and 4,547 by students, which are both more than double the hits from 2009-2010. Anecdotal feedback continues to indicate that both students and parents are finding this program to be an extremely useful tool. The site license for Family Connection is $1,300 per year. For 2011-12, we will be adding a learning style inventory for use with ninth graders at an additional cost of $400. This site license is the priority item in our departmental budget. However, continuing decreases in our program budget, as well as the rising cost for the site license, may jeopardize this program in the future.

The Family and Consumer Science department completed an interdisciplinary activity, the Empty Plates Fundraiser, with the Fine Arts department. Together, they raised money for families in need in Tolland. Like other departments, staff members communicate with parents in a variety of ways. The Fine Arts department was once again involved in the annual AP/seminar student art show at Tolland Art Association on the Tolland Green. In addition, they exhibit art at the board of education twice during the calendar year. Tolland visual art students participated in the National Scholastic Art & Writing Awards. Students involved included: Seniors Tom Fabrizio and Mason Hainey; Underclassmen Richter Bouley, Jessica Brodzek, Julia Gottier, Cristina Macklem, Ariel Nadeau, Bruno Perosino, and Brianna Ricciardone. The two seniors earned scholarships exceeding $126,000. Photography students participated in a community art show *Fresh Faces/Fresh Images* at Photosynthesis Gallery with students from six area high schools. Ice artists Glen Lamere and Paul Palazzo shared their carving talents with sculpture students in a workshop devoted to subtractive ice carving. This year the recipients of the 2010 Connecticut Association of Schools (CAS) awards for their contributions and diligence in music and visual arts are respectively, Lindsay Cabannis and Mason Hainey.

In the Music department, the jazz band played at Birch Grove School, sponsored a coffee night, and performed at the Barnes and Noble fundraiser night. In addition, they traveled to New York City to attend the Red Hot Holiday Stomp at Lincoln Center. Student jazz band members in grades 5-12 participated in an Evening of Jazz. The following Band students auditioned and participated in the Eastern Region Music Festival: Paige Bundy, Nicole Connelly, Matt Della Camera, Emily Elsner, Julie Finke, Julia Gottier, Ryan Jenkins, Marissa Lenoce, Denny May, Beverly Naigles, Kevin Shaw, Meera Dave, and William Sprout. Band students were represented at the All-State Music Festival by Beverly Naigles, Julie Finke, and Matt Della Camera. A number of Band students also attended Festival Disney and visited Orlando, Florida for five days. A score of "good" was earned giving them a rank of third in their division. The Concert Band participated in the Memorial Day parade. Guest artist Andrew Plourd, a graduate of Berklee College of Music, spent a week working with students in the Jazz Band and Music Theory classes.

The Madrigal Singers performed at Peter's Retreat (an AIDS hospice in Hartford), the Tolland Tree-Lighting on the Tolland Green, and the December Board of Education meeting. They also performed at an assembly at Tolland Middle School with the THS Women's Chorus. Once again, the Madrigal singers performed their annual Madrigal dinner. This year, students Ian Friedrich and Kelsey Kaplan wrote the entire script, including

the masque (short play) performed at the end of the evening. Together, the Madrigal Singers and Women's Chorus took a trip to New York City where they worked with Mr. Jack Goodwin, the artistic director of the New York Choral Society, at a choral clinic. They also took a tour of Carnegie Hall and saw the Broadway musical, "Memphis." Students caught a glimpse of Vice President Joe Biden, who was also at the theater that evening. Eight of our choral students participated in the CMEA Eastern Region Music Festival. They are: Kelsey Kaplan, Lindsay Cabannis, Alex Noonan, Nick DeCrosta, Devin Guerreri, Dylan Schiff, Tyler Bobey, and Dominic Tursi. Of those students, four of them made it into the All-State Chorus. They are: Lindsay Cabannis, Devin Guerreri, Nick DeCrosta, and Dominic Tursi.

The Physical Education department would like to thank the Booster Club for all they have done for the PE department. Monies were donated once again for the t-shirts for sophomores passing the CT State Physical Fitness Tests. Monies from the Cider Mill Road Race were used to purchase TV's, Wii's, Wii accessories, and TV carts to be used for fitness classes. The equipment will also be used for those students who are excused from class but can perform tasks while sitting. Faculty members are very grateful that they can offer different activities to their fitness classes due to the generosity of the THS Booster club. Contact with parents by department members continued to be one of their priorities. Even with the parent portal open, the department made sure that parents were contacted if any concerns came up or if the student was failing or in danger of failing.

As always, faculty in the Special Education department is appreciative of parents, whose teamwork and open communication contribute highly to each student's academic success and emotional well-being. Every effort is made to maintain positive and helpful relationships with the parents of the students who they case manage. Together, they make a difference.

In the Technology Education and Business departments, business community members are invited to speak to classes on a regular basis. For example, the following community members spoke this year:

- Financial Advisor James Ferris met with Business students in the Auditorium both semesters addressing the importance of and strategies for investing, and
- Kevin Bouley and Michael Smita from NEARC and Star Hill met with Personal Finance students for resume evaluation and mock interviews.

Teachers in the World Language department keep parents informed in many ways. Each department member communicates with a first-day course description and parent sign-off, and on an ongoing basis via email and voice mail. Teachers call home when students are failing. Teachers attend 504 meetings and PPTs as requested. Language teachers attended two Open Houses to share the class expectations and curriculum information with parents. The World Language Department provided information to the parents of incoming students at the 8th grade orientation night. Parents, students, and teachers who were going on the Costa Rica trip met three times prior to their departure. One of the meetings included a pot-luck dinner.

Tolland High School Goals for the 2011-2012 School Year

Language Arts Department Goals/Vision:

- During the 2011-2012 school year, teachers will focus their instruction to meet the school's academic goal(s). The department will continue to meet to discuss how and if the department's core works and assessments align with the state standards.
- As an ongoing project, teachers within the department will work on reviewing and revising the 10th grade curriculum to make sure that all state standards are met.
- Teachers will continue to focus on reading comprehension and responsive writing, helping students demonstrate a clear and well-supported connection to a work of literature.
- The Tolland High School Language Arts Department hopes to develop common assessments that show the correlation between the Connecticut State Standards for Language Arts and the school's Language Arts curriculum.

- The department hopes to continue to replace outdated or out-of-print textbooks, allowing students to experience new material and relevant real-life examples through newer literature texts.
- The department hopes to expand its staffing to its previous level of ten full-time teachers.
- The department looks forward to once again offering the electives, Communication Media and Modern Novel that were cut as part of a budget reduction.
- The department hopes to eventually expand its offerings to include Creative Writing II and Broadcasting II.

Mathematics Department Goals/Vision:

- To work to align the curriculum for Algebra 1, Geometry and Algebra 2 to meet the standards as set forth in the Common Core State Standards.
- To continue to find ways to improve student literacy in mathematics.
- To continue to evaluate student learning and explore ways to meet the needs of the students.
- In the next three to five years, we hope to continue to offer students the variety of courses and levels that we currently have in place.
- The math department will continue to evaluate and make changes to assure that our courses meet the mathematical needs of all students. This may include additional courses in the future, as the budget will allow.
- We would like to see our textbooks brought up to date and have the ability to utilize available technology.

Science Department Goals/Vision:

- Continue PLC work in all science areas.
- Increase use of probe ware in more labs.
- Lab safety work – updating MSDS library, creating lab/MSDS binders by course.

Social Studies Department Goals/Vision:

- Maintain excellent enrollment in AP European course and the number of students taking the AP test.
- Offer after school study session for AP European test.
- Increase the number of PowerPoint presentations across the department.
- Provide training for cooperating/mentor teacher.
- Evaluate existing activities and assessments and develop materials needed in our PLC groups.
- Evaluate student data on activities created this year by PLC and determine how to improve student learning.
- Evaluate benchmarks.
- Utilize statistical data to review teaching practices and activities used in the classroom and benchmarks.
- Continue to implement the new curriculum in American History and evaluate the changes and its impact on student learning.
- Continue to implement the benchmarks for our required courses and use the data to improve student learning.
- Revise the five-year textbook adoption system to update much needed materials
- Follow the textbook adoption plan.
- Include map sets as part of the five-year textbook adoption plan to complete the purchase for all social studies classroom.
- Continue to be active members of the district wide Social Studies Curriculum Development group.
- Continue to work with our curriculum coordinator to enhance our teaching and improve student learning.

Computer Science Department Goals/Vision:

- Update the curriculum for Programming II. This course has not been taught in several years and the goal is to revamp the program and provide seminar students a more detailed course outline and more detailed project guidelines to help them progress through the curriculum faster and more independently.
- Further update the Introduction to Computers curriculum to include a short Video and Graphics unit with the goal of integrating a joint project with the Business Department's marketing classes.

Counseling Department Goals/Vision:

- Use the newly-acquired Learning Styles inventory on Family Connection with all grade 9 students.
- Continue to work with students to expand the use of Family Connection.

Fine Arts Department Goals/Vision:

- Continue integrating technology into the curriculum.
- Continue using time designated to PLCs to review and revise curriculum.

Physical Education Department Goals/Vision:

- Incorporate the new Wii equipment into the fitness classes. The equipment will also be used for those students who have physical limitations due to illness, injury, or other reasons.
- Incorporate current drug education materials into the Physical Education classes. We have a video library that needs to be updated. Current information/articles need to be updated. New activities/lessons need to be developed.
- Strive for consistency in instruction during the PE 10 fitness unit by following the new curriculum across the department.

Special Education Department Goals/Vision:

- Within our current service delivery models, the Tolland High School Special Education Department hopes to provide high quality subject specific support to our students. Our goal is to continue to develop modified curriculum materials and alternative assessments for a variety of regular education courses. The department plans on increasing the level of pre/post data collected to demonstrate student growth.
- As a department, we need to identify, create, and implement a wide array of transition services to assist our students in meeting success after graduation, whether they attend post-graduate school, work in sheltered workshops, or take employment. It is critical that we connect with local businesses where our students can gain valuable work experiences.
- While paraprofessionals are incredible support services for our students, our department will continue to look at how to utilize the paraprofessionals more effectively.

Technology Education and Business Department Goals/Vision:

- To improve student recognition and comprehension of content vocabulary.
- To implement the use of flip and digital cameras, as well as movie-maker software into the curriculum.

World Language Department Goals/Vision:

- Increase WL budget to reflect our true basic needs: maintenance cost of language lab, replacement cost for two language lab computers, textbook or textbook access for all students at home, software to differentiate instruction and ancillary supplies and materials.
- Order sufficient textbooks for French 1 to complement existing books.
- Order new textbooks for French and Spanish 2; *Discovering French* and *Avancemos.*
- Receive curriculum time to update and write current World Language curriculum for French 1, French 2 and Spanish 2.

- Increase World Language staff by one person (French/Spanish ideally) to accommodate growth in enrollment.
- Articulate the Middle School/High School Programs by hiring a trained WL curriculum specialist or curriculum liaison.
- Increase the enrollment of French students in the Tolland program beginning at the middle school through increased marketing to the elementary school students, reinstitution of the elementary school French club, involvement of the THS language club with younger students, language night/fair and provision for increased staffing (currently 0.5); at the THS level by growing the THS World Language club and promoting taking a second language to Spanish students.
- Monitor/assist/evaluate the new on-line French 5 AP program in its first year
- Develop a plan to offer French 5H/ECE/AP in the future regardless of the number of students enrolled.
- Hire an additional dually certified Spanish/French teacher for 6.0 language teachers, using a thorough and professional process that takes into account a longer term look at staffing.
- Maximize the use of current World Language methodologies and the target language in the classroom.
- In PLCs, emphasize our own academic needs for developing more speaking and listening opportunities and integrating culture into curriculum via technology.
- Attend TPRS, Language Lab/Technology, and professional development workshops to continue professional learning.
- Begin French virtual exchange with a Toulouse area school through the CT Yale consortium (possible class or language club project).
- Plan and take trip abroad in the spring to a Francophone and/or Hispanic country with students.
- Apply to THS Booster Club to finish art museum.
- Continue to fundraise and offer Valerie Dieter Memorial Scholarship for up to two students interested in world culture and language study in college.
- Develop a better World Language website to connect to parents.
- Reinstitute a World Language celebration day or week with workshops and guest speaker/musicians/artists.
- Research school-to-school exchange with Costa Rica and Toulouse, France.
- Inform and encourage students to participate in travel and study abroad programs.
- Continue to build relationships with nearby universities to obtain student teachers and interns to enhance the future development of our World Language program.

CLOSING

In closing, Tolland High School is a strong educational institution. Although a great deal of progress was made on academic, school climate and RTI goals, there is still a lot of work to be done in preparation for the upcoming decennial NEASC evaluation in 2014. Much growth has occurred in the area of professional learning communities, curriculum writing, applying academic and behavioral interventions, and creating an environment where consistency, follow-through, and accountability are the norm. As we look to next year, it is our strong desire to show continued growth in both adult and student learning while creating a safe and positive learning environment for all stakeholders.

Curriculum and Instruction

Annual Report
2010-2011

Professional Learning Communities

The use of Professional Learning Communities (PLCs) to improve student learning continues to be a major focus as it enters its sixth year. Time to collaborate remains problematic. Many groups are doing quite well but more training in the tenets and procedures needs to take place. A survey of PLC implementation took place this spring. Along with time, the volume of curriculum and curriculum pacing were singled out for concentrated attention.

Increased use of the computerized system for measurement of student learning has occurred. Teachers are using Mastery Manager routinely. Matching assessments with standards and the use of results based on those standards takes place in many situations. Training in the use of data needs to continue to take place. The use of the standards-based report card has further emphasized the use of standards information.

Scientific Research-Based Interventions

Schedules for Tier II and Tier III intervention continue to be difficult. This system has minimal or no personnel at TMS and THS. Work on trying to develop the systems necessary for effective implementation is taking place. This system presents an ideal goal of providing support to struggling students, English Language Learners as well as student in need of enrichment. Realizing the system is difficult. Gifted student opportunities continue to be requested by various members of the community. We identify gifted students but funding limits our ability to provide additional specific programs.

Standards

K-12 committees for every curriculum have met for curriculum articulation purposes. As standards change at the national and state level, adjustments are being made. National standards in reading, mathematics and science are being adopted. Social studies state standards have been drafted but are being reviewed. They include a major emphasis on the infusion of literacy and numeracy into the social studies curriculum. All adjustments generally encompass twenty-first century skills – more rigor, higher level thinking and integrated use of technology.

Curriculum and Website Access

Formal standards-based curriculum units and performance assessments are established across the district. All unit standards and vocabulary in all grades are being added to the new website to be launched in late August.

Literacy and Numeracy

Curriculum programs, e.g. Everyday Math (EDM) and Houghton Mifflin (HM) reading, are in place in grades K through 5. HM is used for the reading portion of the language arts program and EDM is the basic program for mathematics instruction. HM is supplemented by Empowering Writers and other writing supports as well as readers and writers workshop structures. Social studies and science teachers are infusing many types of literacy skills into their units through the use of content readers. Across the district materials are becoming updated as the budget allows.

Special education programs continue to be revised to include the use of materials similar to those used by regular education students. Besides specific testing, special education student progress is being monitored with benchmarks similar (modified) or the same as those of regular education students. Systems are being developed to more closely monitor special student's learning and provide researched based supports.

Staffing

Staffing continues to impact program offerings. Needs include math and language arts support in grades six through twelve. Other considerations include smaller class sizes in all grades, all day kindergarten, increased computer technology instruction, increased staffing in each department at the high school, world language starting in grade three, and a non-western language offering in the high school. All these needs are curriculum initiatives appropriate for a DRG C district such as Tolland.

The Language Arts Coordinator: The Language Arts Coordinator writes, revises and coordinates 96 language arts benchmarks for grades K through 8. All of these assessments are standards based and reflect current research in literacy. The Language Arts Coordinator manages the database for collecting and sorting the data for these assessments. She directs the production of all the rubrics and anchor sets used to evaluate the success of student work and creates benchmark calendars and pacing guides for the staff. She also:

- reads, scores, and provides written feedback to writing prompts for students in grades 5 through 8 three times a year; reads open-ended responses on benchmarks for grades 3 through 8; and helps in the scoring of the Response to Literature prompts in grade 10.
- works with the high school in developing the new ninth and tenth grade curriculum.
- conducts workshops for teachers on a variety of literacy related topics including: including writing, website use, reciprocal teaching, running records, differentiation and use of kits. She also directs teachers to specific outside professional development in literacy.
- conducts model lessons, visits and supports classroom teachers and observes in classrooms to provide feedback to teachers.
- conducts K-12 language arts meetings to address issues and provide for curriculum alignment.
- attends PLC meetings when requested and consults with teachers around individual student needs, teaching practices, benchmarks, student work, data, appropriate use of materials, etc.
- conducts individual reading assessments for students, including those receiving special education services and meets with guidance counselors to discuss student placement, progress and program.
- attends PPTs.
- produced 22 alternative assessments for students with special needs.
- Facilitated high school teacher's use of language arts data from eighth grade to inform practices for preparing students for the CAPT Response to Literature.
- prepares, copies and distributes CMT practice packets.
- directs literacy intervention programs.
- copies and distributes all benchmarks and related materials to teachers.
- prepares and maintains the K-8 language arts budget.
- provides for literacy materials by ordering, storing, and distributing materials at appropriate times. This includes maintaining book closets and moving the content when necessary.
- attends monthly meetings with administrators to coordinate program delivery and initiatives.
- participates in interviews for new staff.
- provides written reports for newsletters and curriculum presentations for the Board of Education.
- participates in intra-district visitations and scheduling committees, and attends PTO meetings and the State of Schools presentations.

- mentors beginning teachers including reading and providing feedback on multiple drafts of the reflection paper. She is also TEAM trained and trained to score reflection papers.
- assisted with the planning and implementation of the 2010 convocation.
- attends state meetings pertaining to language arts, e.g. Language Arts Council at CREC.
- reconfigures curriculum and pacing guides when necessary.

The Mathematics Coordinator: The math coordinator creates, edits, and revises 149 assessments in grades K through 8. These assessments allow us to monitor students learning throughout the year. The benchmarks are aligned with the Connecticut framework for mathematics and the Standards Based Report Card. The coordinator creates the templates in the Mastery Manager data system and monitors 4-7 data points on each assessment. He prepares all the benchmark forms for teachers. He also:

- attends PLC meetings when requested and consults with teachers around benchmark data, individual student needs, teaching practices, benchmark data, student work, appropriate use of materials, etc.
- realigns math course sequences to provide for varied student needs.
- conducts K-12 mathematics meetings to address issues and provide for curriculum alignment.
- conducts workshops for teachers on RtI, differentiated instruction, use of websites, organizing files and developing progress monitoring assessments.
- conducts model lessons, visits and supports classrooms and observes in classrooms to provide feedback to teachers.
- meets with teachers to refine the alignment of the benchmarks with instruction and the standards based report card.
- helps with the production of quick checks.
- directs numeracy intervention programs.
- Conducts individual mathematics assessments for students, including those receiving special education services and meets with teachers to discuss student placement, progress and program.
- meets with special education teacher to review goals, IEPs and data collection for mathematics.
- attends PPTs.
- prepares and maintains the K-8 mathematics budget.
- provides for numeracy materials by ordering, storing, and distributing materials at appropriate times. This includes maintaining storage closets and moving materials when necessary.
- attends and prepares for weekly administrator meetings and biweekly coordinator meetings.
- mentors beginning teachers including reading and providing feedback on multiple drafts of the reflection paper. He also attended TEAM training.
- participates in intra-district visitations and scheduling committees and attends and presents at open houses.
- assisted with the planning and implementation of the 2010 convocation.
- provides written reports for newsletters and curriculum presentations for the Board of Education.
- participates in interviews for new staff.
- attends state meetings pertaining to mathematics, e.g. CREC math council, math conferences, EDM users group, guided math and use of technology.
- helps reconfigure curriculum and pacing each time instructional time schedules are changed.

The Science Coordinator: The Science Coordinator facilitates the creating, editing, and revising of assessments in grades K through 8 and works with those in grades 9-12. These assessments allow us to monitor student learning throughout the year. The Science Coordinator creates the templates in the Mastery Manager data system and monitors 4-7 data points on each assessment. She prepares all the benchmark forms for teachers. She also:

- attends PLC meetings when requested and consults with teachers around benchmark data, individual student needs, teaching practices, benchmark data, student work, appropriate use of materials, etc.
- conducts K-12 science meetings to address issues and provide for curriculum alignment.
- conducted 13 workshops for teachers on various topics, e.g. differentiated instruction, use of websites, use of SMART boards, using the laptop cart, organizing files, chemical hygiene, brain compatible teaching, the NBC Learn database, and PhotoStory.
- conducts model lessons and field trips.

  BGP = Five types of classes/fieldtrips for 78 classes and 1549 student contacts
  TIS = Seven types of classes/Fieldtrips for 86 classes and 1963 student contacts
  TMS = One type of class for 19 classes and 433 student contacts
- trains, supports and helps install SMART Boards
- meets with teachers to refine the alignment of the benchmarks with the standards based report card.
- prepares and maintains the K-8 science budget.
- provides for science materials by ordering, storing, and distributing materials at appropriate times. This includes maintaining storage closets and moving materials when necessary.
- attends and prepares for weekly administrator meetings and biweekly coordinator meetings.
- mentors beginning teachers including reading and providing feedback on multiple drafts of the reflection paper. She also attended TEAM training.
- participates in intra-district visitations and scheduling committees and attends and presents at open houses.
- assisted with the planning and implementation of the 2010 convocation.
- provides written reports for newsletters and curriculum presentations, both science and technology, for the Board of Education.
- participates in interviews for new staff.
- establishes and monitors CMT embedded tasks at all appropriate grade levels and informs teacher of the use of the CMT science rubric.
- helps reconfigure curriculum and pacing each time instructional time schedules are changed.
- attends state meetings and workshops pertaining to science as well as technology, e.g. technology council, Moodle training, CECA Conference.
- writes and carries out the science Chemical Hygiene Plan for the district.

The Social Studies Coordinator: The Social Studies Coordinator creates, edits, and revises all social studies assessments in grades K through 8 and supports the development of benchmarks at THS. These assessments allow us to monitor students' learning throughout the year. Literacy components are aligned with the CMT and, in grades K through five, are reported on the Standards Based Report Card. The Social Studies Coordinator creates templates for assessment in the Mastery Manager data system and monitors 4-7 data points on each assessment. She prepares all the benchmark forms for teachers. She also:

- attends PLC meetings when requested and consults with teachers around benchmark data, individual student needs, teaching practices, benchmark data, student work, appropriate use of materials, etc.
- facilitates K-12 social studies meetings to address issues and provide for curriculum alignment.
- supports benchmark modifications for grades 3 through 7.
- conducted workshops for teachers on using primary sources; data protocols; using technology to present social studies; instructing using My Access, Stratalogica and SeeDebate; on differentiated/ Tier I instruction; and on using websites in social studies.
- created lesson plans for a substitute for 7th grade social studies during the fall and supported classroom instruction and assessment.
- created, administered, and scored an eighth grade placement test for students wanting to take ninth grade Honors World History.

- facilitated the visit by four Pakistani administrators for four weeks in the fall.
- facilitates the Geography Bee at TMS and TIS.
- conducts model lessons, visits and supports classrooms, and observes in classrooms to provide feedback to teachers.
- created a virtual tour of Tolland and a Google Earth lesson on Mexico for first grade students.
- supported Tolland Green Day, the Native American in-house field trip, and trips to Benton Homestead, the Boston Freedom Trail, the Osbourne Correctional Facility, Ellis Island, and the Mashantucket Pequot Museum.
- meets with teachers to refine the alignment of the benchmarks with the standards based report card.
- participates on committees for strategic planning, gifted education, and the SSP/Capstone initiative.
- prepares and maintains the K-8 social studies budget.
- provides for social studies materials by ordering, storing, and distributing materials at appropriate times. This includes maintaining storage closets and moving materials when necessary.
- attends and prepares for weekly administrator meetings and biweekly coordinator meetings.
- mentors beginning teachers including reading and providing feedback on multiple drafts of the reflection paper. . She also attended TEAM training and is a state reflection paper scorer.
- monitors the TEAM program, supports new teacher learning, conducts module training, reads reflection papers and PGAPs and makes sure all new teachers understand the TEAM requirements.
- participates in intra-district visitations and scheduling committees and attended and presented at the seventh grade TMS open house.
- assisted with the planning and implementation of the 2010 convocation.
- provides written reports for newsletters and curriculum presentations for the Board of Education.
- conducted a workshop on 21st century skills for administrators, as well as CAS and NERA.
- participates in interviews for new staff.
- attends state meetings pertaining to social studies.

School Facilities

Visibility of the coordinators to the staff and a functional space for coordinators is essential. The space assigned to the curriculum coordinators at TIS is counterproductive to this goal.

We are trying to enhance the use of technology by increasing the availability of computers, SMART boards and student response systems across the district.

Student Support Services

Inclusion of more special education students in regular education classes is an important step to providing all students access to curriculum. In Kindergarten through fifth grade there are mostly an adequate number of different types of support programs available. They are contingent upon the needs of the individual student. Children may receive small group reading instruction from a reading specialist outside of the regular classroom, and still others may get this help in small groups within the regular classroom during the reading period. Students at Birch Grove may, if needed, also receive intensive one on one reading instruction in addition to their regular reading time.

Providing reading support to students who demonstrate a need for additional reading help continues to be a challenge at TMS. Two half time reading teachers meet with small groups of students in grades 6-8 who are

struggling with reading. The focus of their instruction is on reading strategies and applying these strategies to both fiction and nonfiction reading material.

Fourteen students in the Tolland Schools qualified for English Language Learners (ELL) support. The reading department provides additional support for many of these students. We continue to make state determined "adequate progress" with ELL students.

Parent and Community

We continue to communicate with parents and the community through the districts website. It was recently updated to provide unit vocabulary and unit goals for curriculum in each grade. Parent brochures are provided for grades K through 8. Curriculum nights and open houses continue to provide teachers the opportunity to support parents, our program and our goals.

District teachers hosted administrators from Pakistan during their visit in October. Three administrators and one teacher spent several days observing classes, talking with teachers, and sharing their knowledge of the culture of Pakistan with students. These visitors gave several presentations classes about the culture and geography of Pakistan.

Parents are encouraged to become involved in the schools through the Parent Teacher Organizations, volunteer programs and other communication practices. The Superintendent delivers a state of the schools presentation to summarize and solicit support for planning and improving school programs.

Goals for the 2011-2012 School Year

Continued improvement plans for the 2011-2012 school year include:

1. Refining literacy and numeracy teaching and learning practice,
2. Implement the standards based report card for grades 6-8.
3. Improve the functioning of PLC teams in analyzing data and reviewing curriculum and instructional practices.
4. Update the alignment of all curriculums with state and national standards.
5. Increase the number of common formative assessments or quick checks to track student progress.
6. Increase teachers' instructional focus on inquiry and essential questions.
7. Support teachers as they incorporate content-area reading materials into their instruction.
8. Incorporate more technology into curriculum (e.g. PowerPoint for primary sources, student use of Excel, Word, PowerPoint, Publisher, Internet research, Smart board use and website evaluation

Professional Development

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Professional development plays an integral part in improving teaching and learning. State law requires teachers to attend 90 hours of professional development during each five years of teaching. 18 hours of professional development is required of teachers each year and additional technology training is available which is also necessary for some certifications. A number of conferences, workshops and trainings were attended during the 2010-2011 school year.

The following is a summary of professional development workshops offered on site through the curriculum office.

The PLC Process
Positive Behavioral Intervention and Support
Using Computer Carts
Using SMART Boards
Using Assistive Technology
Organizing Computer Files
Using Work to Make Tables and Forms
Using My Access – artificial intelligence writing program
Using websites for Student Learning
Websites and Development of Lessons
Using PowerPoint
Using PowerPoint with Clickers
Using SeeDebate, a social studies program
Refocusing the IEP
Using Data in Mastery Manager
Daily Five – Reading
Working with Rubrics
Improving Mathematics
Improving Reading
Improving Non-Fiction Reading
Guided Reading Planning
Reciprocal Reading Training

Differentiated Instruction
ABA Program training (autism)
Transition planning for students with IEPs
Physical Management Recertification
Use of IEP Direct
IEP Goals

Due to budget restraints, only 65% of the teachers attended at least one workshop. 46% of the workshops were offered in the district mostly through an ARRA grants and by curriculum coordinators. Other workshops were attended outside the district. These were for TEAM training (the new state required beginning teacher program), Positive Behavioral Intervention and Support (PBIS) training, and attendance at workshops which were about managing disruptive behavior, Accuplacer, Inclusion, the American History Project (a grant), paraprofessional skills, reading (CT Reading Associate, LA Council and Reading Conferences), Teacher Evaluation and Effective Supervision, ELL (English Language Learner) Strategies and Testing, RtI, Primary Mental Health (a grant), Career and Technical Education (a grant), restraint training, conducting a student advisory, etc.

Study groups are ongoing for administrators and teachers in each of the buildings. These involve reading and discussing articles and books pertaining to education.

Programs and Committees

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School Improvement Committee

The School Improvement Committee met ten times during the 2010-2011 school year. They supported the offering and evaluation of workshops and trainings available within the district. (See the Professional Development section). They provided feedback on Professional Learning Communities and worked on revisions to the teacher evaluation document. In the next year they will work on other evaluation documents as well as the changes in reporting of student learning scheduled for the 2011-2012 school year.

TEAM

Each teacher new to the district and the profession is welcomed to the district during the two days prior to the opening of school. During this time they receive an overview of the district's procedures and curriculum. Each teacher is assigned a mentor. Individual meetings are held with the Principal and the mentor. The state has developed a new beginning teacher induction program. A comprehensive plan was prepared by Tolland and has been implemented. This program provides a comprehensive, in-depth professional development experience for each new teacher in the areas of planning, managing, instructing, assessing and being professionally involved in education. District Facilitator's meetings were attended. Attempts have been made to connect BTs with their mentors as soon as possible in the fall. Picture directories of the staff have been used to help new teachers become a part of the school community. Twenty-one teachers participated in the new induction program during the 2010-2011 school year. The program involved three different induction groups due to the lag of program between the implementation of TEAM and the sun setting of BEST.

Grants

Grants include the Elementary and Secondary Education Act - Title I Remedial Support, Title II Teacher Support, Title III English Language Learning Support, the Perkins Grant, Primary Mental Health, and Family Resource Center. Grant work was planned, grants were written, carried out, and budgets monitored and expended for each of these grants. TEF grants were also written. Compliance reports were completed including Title I, Perkins, and ELL.

English Language Learner

Each district is required to have a separate program for students who are English Language Learners. Fourteen English Language Learners (ELL) were tested, identified, and supported at Birch Grove, Tolland Intermediate School and the Middle School in the 2010-2011 school year. As part of the federal No Child Left Behind legislation this program has yearly progress requirements. Meetings were attended at EASTCONN to facilitate this program. Compliance reports were written.

SPECIAL EDUCATION

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Introduction

The much-needed stimulus funding through the American Recovery and Reinvestment Act (ARRA) of 2009 is quickly ending and the district will allocate all remaining monies by September 30, 2011. Presently, approximately thirteen thousand dollars remains, six of which will support in-district Applied Behavior Analysis (ABA) training and support through extended school year services for preschool children identified with Autism summer of 2011. The district will purchase upgraded assistive technology software/equipment and provide the district assistive technology technician time to set up and train district staff with the remaining funds. As noted in last year's annual report, the stimulus funds were available to the district because Tolland Public Schools had maintained favorable spending efforts for children with disabilities. Therefore, the funds were used: 1) to offset local special education expenses because of favorable maintenance of effort spending, and 2) to increase and to improve special education programming supports and services by building staff capacity and purchasing necessary assistive technology for identified student use. The State of Connecticut allocated Tolland Public Schools $578,674 grant money for district-wide special education opportunities and $22,899 grant money for preschool activities. The district spent the allocated funds judiciously mindful of these difficult economic times. The funds did allow many certified and noncertified staff members to attend necessary and mandated professional development activities. The district worked to extend the professional skills of staff members in the following areas: Autism Spectrum Disorders, ABA, behavior management, Individual Education Plan (IEP) goal/objective development, current assistive technology software, mental health issues that affect student performance, and physical management training (PMT) to name several. The grant funded .5 FTE of the district-wide assistive technology technician position that allowed many opportunities for staff internal in-service in the implementation of new software/hardware. One .4 FTE school psychology graduate assistant intern remained on staff to conduct reevaluations, provide counseling, teacher consultation and behavioral programming for children with special needs. The district spent the two thousand allocated parent-training dollars in several ways: 1) a few individual parents requested the opportunity to attend parent training in Autism Spectrum Disorders, and 2) through the Tolland Family Resource Center, the district offered a well attended three-night Positive Parenting class, complete with dinner and child sitting services. The numerous professional development opportunities, the purchase of specific assistive technology, equipment and curriculum materials, the added staff support, all provide longstanding benefits to the district as staff members build their professional capacities, and students receive responsible inclusive practice experiences. With the money now spent, it is essential that both certified and paraprofessional staff implement learned skills, and that we preserve fully the shelf life of purchased technology. Noteworthy, the district participated in a mandatory IDEA/ARRA state desk audit regarding the appropriation of funds, and the accuracy of district policies and procedures during the 2009-10 and 2010-11 school years. The district received a full "Pass" on this desk audit and required no further action.

Curriculum and Instruction

It remains the responsibility of the Planning and Placement Team (PPT) to determine the standards based educational goals/objectives and environment in which a child learns. All teams are trained in the Least Restrictive Environment (LRE) concept and understand that access to the general education curriculum is the goal for each child. It remains the responsibility of the PPT to determine proper placement based on a child's ability to manage curriculum, and maintain appropriate social behaviors in the classroom. Teams are careful about making decisions that remove children from the regular education setting for any blocks of time, and seek opportunities to include each student to the fullest extent possible. Differentiating instruction, modifying

curriculum, providing accommodations, and assistive technology continue to be ways in which the special education teachers work with regular education teaching staff to address specific student needs.

Response to Intervention (RtI), or Scientific Research Based Intervention (SRBI), as Connecticut refers to it, provides an additional layer of support through a tiered intervention system. Here additional, directed, remedial reading and/or math support occurs to help struggling students progress at a rate commensurate with grade level academic expectations. During 2010-11, there were 121 children who received reading support and 120 who received math support at Birch Grove Primary School (BGP). At Tolland Intermediate School (TIS), 161 children received reading support and 162 received math support through RtI. At Tolland Middle School (TMS), 53 received reading support and 32 received math support, and at Tolland High School (THS), seven students received reading support. Successful RtI practices and progress monitoring reduce the rate of referral to special education and keep students in inclusive settings with typical peers. The Professional Learning Community Teams continue to provide special and regular education teachers consistent, planned, collaboration opportunities to assist students involved in the RtI process and those already identified through special education. Noteworthy, during 2010-11, administrators discussed the need for more intensive professional development in differentiated instruction moving forward as a step prior to implementing RtI practices.

Primary and elementary teams are particularly concerned that children learn to read on grade level at developmentally appropriate times. Given the intensity of reading instruction at the elementary level, sometimes the PPT has determined that targeted, intensive small group resource services allow the special education teacher essential time to focus on a child's specific skill deficits; this makes the regular class instruction more meaningful. Regarding reading, the primary level special education department continues to use the general education Houghton Mifflin series as their skill-building curriculum through grade three. A variety of curriculum texts (Scott Forsman, McMillan, and McGraw-Hill) are used for language arts instruction in grades four and five. Ultimately, being compatible with the general education curriculum eases the transition from special education back to the regular education setting for any children who require resource pullout services. In addition, there are various supplemental reading programs that are implemented at the elementary level such as Read Naturally, Merrill, Linguistic Reading, Sing, Spell, Read, Write, Reading Milestones, S.T.A.R.T and the Wilson Reading Program to help children foster strong phonemic awareness, phonics, vocabulary development, fluency and comprehension skills. At Tolland Intermediate School (TIS), Universal Reader, a computer-assisted text to voice program, is available for children who require the multimodal visual/aural reading experience to benefit from curriculum materials. At the intermediate and middle schools, students experiencing severe reading deficits receive instruction using the Wilson Reading Program. This intensive phonics based program is taught in very small groups through middle school as needed. One TIS and two TMS special education teachers are certified in this program. Several additional special education teachers received initial training in the foundations of the Wilson program during last school year to further their skills in the delivery of phonics-based programs.

In math, the Everyday Math Program remains the general education curriculum series grades Kindergarten through five. Again, by using this spiraling curriculum in conjunction with supplemental materials, students make seamless transitions back to the inclusive setting through familiarity with designated curriculum materials. At the middle school, Connected Math is the general education series. The high school curriculum offers students a wide variety of progressive math coursework from more functional math classes to Algebra, Geometry, and Calculus.

The district schedules teacher and paraprofessional support inclusively as needed in Language Arts/English, math, science, and social studies classes as needed. Special education teachers make modifications and accommodations for class tests, quizzes, projects, and benchmarks as necessary throughout the grades. Essentially, the more special education teachers implement regular education curriculum and instructional strategies, the better-prepared students are to accept the challenge of the high stakes Connecticut Mastery and Academic Performance Tests, as well as the transition to regular education. Noteworthy, over the last several years, the Modified Assessment System (MAS) assessment is available to students struggling in reading and math; the PPT responds to a series of questions in determining eligibility.

Case management of Section 504 identified students continues to fall with the professional whose expertise most closely relates to the respective student's disability. For example, school nurses manage those children whose needs are strictly medical; school psychologists manage those with mental health issues; those with educational accommodation needs remain under the guise of the school counselors. Annually, the Section 504 team reviews and revises the respective plan with consideration given to current levels of functioning. The school counselor provides a copy of the specific accommodations to each person whose responsibility it is to carry out the clearly delineated accommodations. This fosters clear communication and reduces questions about levels of responsibility. Again, the goal is to provide a student equal access to educational opportunities available in the district. The 504 team invites parents to participate in the development of their child's Section 504 plan. Recent revisions in Section 504 laws required that the Board of Education revise the district Section 504 Policy and Regulations including the specific Section 504 meeting forms at the close of 2009-10. School building teams are current in their use of all revised forms.

Student Assessment

Children identified with special needs continue to participate in district assessments to the fullest extent possible. Developmental Reading Assessments (DRAs) and benchmarks are administered with necessary modifications and accommodations through the elementary and middle school grades. Teachers meet with parents during scheduled parent conference days to discuss student progress and challenges. In addition, based on the report card schedule in each building, teachers provide IEP goals/objectives progress to parents using the IEP Direct progress reporting system. Whenever appropriate, children with special education designation participate in curriculum-based assessments with the respective accommodations and modifications noted in each IEP addressed, and the accommodations are identified for Section 504 students. All identified children are reassessed using current, standardized assessment tools, observations, and review of background and classroom progress through the PPT or Section 504 process every three years. This ensures that the PPT/Section 504 teams have accurate data when making critical educational decisions about continued eligibility, supports, and services for children.

Staffing

The Pupil Services Department secretary uploaded the profiles of 338 children identified with special needs to the state's Special Education Data Application Compilation (SEDAC) system in December 2010. This number represents the state snapshot date of October 1, 2010. Twenty-six of these students were in outside placements. Since October 1st, an additional ten students have entered outside placements, with three of these students moving into the district already placed out. This brings the total number of outside placements for 2010-11 to 36. The increase in large part represents students who have serious social/emotional/behavioral issues that require intervention in structured, therapeutic educational programs. As of June 24th, the total number of identified in district/out of district students has risen to 365. Eleven students graduated on June 27, 2011.

The preschool program student numbers increase as the year progresses due to transitions from Birth-3 as well as parent referrals. During 2010-11, the preschool staff transitioned twelve children from Birth-3; eight went to the classroom and four were itinerant children. There were 24 three year olds engaged in the preschool program; the make-up was twelve typical peers and twelve identified children. There were 16 four year olds; there were eleven typical peers and five identified children. In addition, the district has expended extensive funds developing an in-district ABA program for children given a diagnosis of Autism who require discrete trial instruction. We provided ongoing professional development to the respective preschool personnel. The aim of this early intervention program is to target very specific, individualized, early academic, communication, and behavioral areas that require remediation in preparation for transition to an inclusive setting for Kindergarten. During 2010-11, nine of the preschool students received ABA services in the district through the assistance of two Capitol Region Education Center (CREC) consultants who worked closely with preschool teaching teams.

The development of this program has enabled the district to maintain a population of students who would otherwise often require an outside placement in a more restrictive setting.

Addressing the needs of the district children are 27.30 FTE certified special education teachers. The special education identification prevalence rate remains just under 10%. This represents the percentage of students identified with disabilities under the Individuals with Disabilities Education Act (IDEA'04), ages five through twenty-one, excluding children placed out of district.

The 36 out-placed children require specialized services and instruction beyond the capacity of the public school district parameters. Multiple needs, communication, behavioral, social pragmatic and emotional issues, extensive in nature, often result in alternative placement. Still, the goal of these alternative educational settings is to help the respective children develop the necessary skills to function in the public school setting. Often, especially given students with socioemotional issues, intensive intervention does result in a return to district within several years.

Noteworthy, five of the children placed out-of-district are under the care of the Department of Children and Families (DCF) or the Department of Developmental Services (DDS). The district collaborates with these outside agencies to provide the educational program since the respective placement relates directly to the child's living situation, educational needs, and/or community difficulties.

The Birch Grove Preschool program invited community preschool aged children to participate in a screening process in April 2011 to determine appropriate typical candidates for the P3 and PK programs for 2011-12. This particular process is now in its second year and aims to find typically developing peers for participation with children identified with special needs. Additionally, this process functions as part of the district's "Child Find" process whereby children who may require special services are targeted for referral to special education as necessary. The preschool program maintains at least a fifty-fifty split of children identified with special needs to typical children. During the year, the district identifies other children coming through the Birth to Three System (B-3), and/or parent initiated referrals. For B-3 referrals, the educational team holds a PPT well in advance of the child's third birthday in order to complete all necessary steps, including assessments, IEP goals/objectives, and accommodations/modifications necessary to prepare for each incoming child. To reiterate, during 2010-11, 17 identified and 23 typical children benefited from this language based preschool experience. Two full time certified special education teachers provide educational and related services to children with the assistance of paraprofessionals, a speech pathologist, the occupational and physical therapists. As noted earlier, through the preschool ARRA grant, ABA training and services are now in place for children who require this highly specialized educational approach. This very communicative team provides wrap-around early literacy, language, behavior, and social acquisition services to children in preparation for a full academic experience. Additionally, 24 children received itinerant speech/language services from one of the district's certified speech pathologists; this includes mandated and non-mandated. Another 58 children received various levels of non-mandated early intervention from all three of the Birch Grove speech pathologists.

Approximately seven Tolland High School students, who have completed their coursework, but require additional vocational services until the age of twenty-one, engaged in vocational training and work experiences in and out of the district. The work placements were educationally and developmentally relevant to the students' needs in preparation for postgraduate work placement.

Extended school year services are also a requirement of the district. During the summer of 2010-11, forty-three children attended summer school and another sixty students received time limited tutoring in reading and/or math.

Under the direction of the Pupil Services Department, there are four full-time school psychologists, six full-time speech pathologists, one full-time social worker, one full-time occupational therapist, two part-time physical therapists, one full-time assistive technology technician, and one full-time secretary to the Director. Each

related services professional provides valuable, targeted, domain specific intervention and assistance to identified children as they work in concert with the special and regular education teachers. They bring multiple levels of domain specific expertise to the various school based teams.

School Facilities

Administration, school counselors, school psychologists, and program leaders carefully consider placement for children with special needs as they enter each new grade. All identified in-district students continue to receive educational services in their home school. Each of the district's four buildings has classroom space dedicated for students who require pullout services. However, the majority of students continue to receive many special education academic and related services in inclusive classroom settings. Special education teachers and paraprofessionals "push-in" services to the fullest extent possible rather than "pullout" for services. Under these circumstances, students receive optimum opportunity to benefit from content area curriculum specialists. Special education and regular education teachers are able to collaborate and differentiate instruction as necessary. It is widely known and accepted that methods designed to enhance the integration of concepts for identified students also assist nondisabled peers with improving their skill base. Working together facilitates positive, productive results for all. During 2010-11, special and regular education teachers, support services personnel, and paraprofessionals participated in the many professional development opportunities mentioned previously, both on and off campus, made available through the ARRA grant funds. The better trained all staff are to work with children of diverse abilities, the better able we are to maintain children in inclusive settings with general education curriculum access throughout the district.

Student Support Services

Each school has a school psychologist assigned to it. These professionals provide essential assistance to administrators, teachers, parents, and students. While assessment and counseling continue to consume the majority of working hours, school psychologists provide multiple levels of consultation to school staff. Whether they consider different ways to present content area information, respond to a crisis situation or assist the PPT with special education eligibility decisions, the school psychologists possess a keen understanding of the culture and needs in each building. This enables each to make informed educational recommendations in the interest of students. As noted earlier, during 2010-11, through the ARRA grant, the district contracted with the University of Connecticut for the services of one part time school psychology graduate assistant. This professional provided additional evaluation, counseling, social skill, and behavior management student support to the primary school children. He proved to be a valuable asset to the very busy school psychologist.

The district also employs six certified speech language pathologists. Of these six, three are located at Birch Grove working with the early and essential fundamentals of language acquisition. They assess student articulation and developmental language levels, develop IEP goals/objectives, provide direct and consultative language services, and participate on Professional Learning Community and Teacher Assistance Teams. The latter provide team members opportunities to share student concerns and develop action plans aimed at targeted early non-mandated interventions. Tolland Intermediate School has 1.6 FTE speech pathologists given its three grade levels. Tolland Middle School has one full time speech pathologist; she continues language services for students who exhibit deficits into the middle school years. Tolland High School has a two day per week .4 FTE speech pathologist. As students progress through the high school, often special education teachers do assist by imbedding language concepts into their instructional lessons, thereby reducing the need for onsite speech pathology services.

The district employs one full-time Occupational Therapist (OT) and two part-time Physical Therapists (PTs), all of whom spend the majority of their time at Birch Grove, Tolland Intermediate and Tolland Middle School. Again, early intervention usually yields positive results. Therefore, fine/gross assessment, direct services,

consultation, determining equipment and assistive technology needs, safe lifting and movement of physically involved children, and proper access to the educational environment are the areas of focus for these trained specialists. Noteworthy, as children move to the different district buildings, both the OT and PTs follow and address the changing developmental student needs until direct services are no longer necessary. Even then, they are available for consultation and assessment if issues arise that pertain to sensory integration, fine and gross motor skills.

Through the ARRA grant, the district increased the .5 FTE assistive technology position to that of full-time. As documented earlier, this technician provides extensive training and follow-up assistance to certified and non-certified staff about the proper use of low to high tech assistive technology equipment, software, and hardware. She does AT screening evaluations, maintains a full inventory of the special education department's assistive technology software/hardware devices, orders new recommended equipment, troubleshoots when technology glitches occur and interfaces with educational teams to help provide materials in the appropriate format for students who require necessary modifications/accommodations using assistive technology. In addition, she is a member of the district Assistive Technology Team that works closely with Dr. Kimberly Hartmann regarding how the proper access and use of assistive technology can help students mitigate varying skill deficits. As her expertise increases, she shares her knowledge and skills with staff to help them streamline their efforts. Given the ARRA grant monies, the AT technician has been instrumental in purchasing new bulk software licenses and necessary hardware based on PPT recommendations.

The IDEA grant supports the hourly rates of 30 FTE special education paraprofessionals and the district employs an additional 41 FTE. These essential staff members support teachers and students in the day-to-day classroom operations, and reinforce academic learning and behavioral experiences.

Parents and Community

Active parent participation in the educational process is critical to a child's success. In Tolland, we have extremely high parent participation rates. Parents collaborate with educators through the PPT process, scheduled parent conferences, regular IEP progress reports, e-mail, daily journals, communication logs, agendas, and phone calls. Frequent communication helps keep issues resolvable, and assists in the development of strong trusting relationships between educational teams and parents. Students are aware that the adults maintain communication. This helps them understand how important their education is to lifelong success.

In November, Mary Stark, Transition Coordinator from the Department of Developmental Services (DDS), offered an evening parent session on vocational transition activities and resources for older adolescents in their final years of high school. She addressed how DDS offers transition services, answered targeted questions from parents, and provided essential handouts with procedural outlines and contact information. The favorable feedback indicates the need for annual follow-up sessions.

The Special Education Parent Teacher Association (SEPTA) was not active during 2010-11. Therefore, this director requested that the Tolland Family Resource Center host parent-training sessions. Graciously, they agreed to do so. As a result, Mr. Joseph Freeman, LCSW, held a three-night Positive Parenting class for twenty parents. The district provided dinner and child sitting to assist parents who wanted to attend, but would have constraints. Feedback was very favorable suggesting this format to be a productive one for families. Other training dollars funded parent participation at an out of district workshop on Autism.

Goals for 2011-12

Under the direction of the Pupil Services Department, the special education teams will focus on five main goals for 2011-12:

1. To continue the implementation of responsible inclusive practices in the district with the goal being that 75% or more of the children identified with special education needs access the general education
2. curriculum in the regular education environment 80% or more of their school week with appropriate accommodations, materials, supports, and services.
3. To continue collaboration with administration and regular education regarding appropriate Response to Intervention (RtI) practices being implemented in the district with the focus being to intervene early, systematically and progressively; this can result in reduced special education referrals by addressing children's needs through early remediation of skill deficits.
4. To provide planned vocational transition services to high school students with disabilities who require job shadowing, multiple site opportunities, and training assistance in order to prepare for gainful postsecondary employment.
5. To further increase the assistive technology experience, skills and expertise of certified personnel and paraprofessionals with the aim of improved access to the general education curriculum for students identified with disabilities.
6. To complete all state required documentation in a timely, efficient and accurate manner with the aim of full compliance with state performance plan indicators.

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The Technology Services program implements and supports all voice, data, and video technologies in the district for both instruction and administration. The department manages approximately 1350 computers, 17 servers, 300+ printers, 5 different pbx systems connecting more than 300 extensions, and all of the routing and switching equipment necessary to connect our local and wide area networks and to provide high-bandwidth connection to the Internet for every computer in the district. The program supports all information processing functions for instruction, administration, and management throughout the district including, in part: fund accounting, student information, library management, food services, nursing, and computer assisted instruction.

Curriculum and Instruction

The Technology Services program supports curriculum and instruction in all subject areas throughout the district. With the Computer Science (Program 12) staff members and the district curriculum leadership, Technology Services has undertaken several projects during 2010-11:

- Presented new teachers' pre-service workshop, network, email, filter, attendance, gradebook, policies and district policies and procedures;
- Conducted refresher training for all schools' front office secretarial staff in PowerSchool for enrollment, special education recording changes, discipline recording changes, and state register/unregister process;
- Developed TALC school identity in PowerSchool and trained relevant staff members in scheduling, attendance, and reporting functions;
- Trained new teachers and re-trained existing staff as necessary in attendance and grade reporting in PowerSchool;
- Provided comprehensive training to all instructional staff in PowerTeacher Gradebook, all buildings, all grades;
- Conducted sessions and refreshers as needed for cost center managers in requisitions and budget making processes in BudgetSense;
- Trained staff in query and data extractions required for Part 2 of mandated federal Civil Rights reporting.
- Provided direct support for Computer Science instruction in all four schools;
- Managed rfp through implementation of major hardware upgrade required in Tech Ed CADD, reacting to software updates mandated by Project Lead the Way and Autodesk;
- Provided continuous support and upgrade assistance to all instructional applications on classroom and lab computers throughout the district.

Attended technical forums and trainings as follows:

- EastConn Technology Council, Windham

- NEPUG (New England Pearson Users' Group), Hartford
- CEN data security training, Rensselaer, Hartford

Student Assessment

The role of Technology Services in student assessment is becoming progressively more prominent. This year the department:

- Prepared, implemented and evaluated CMT online testing;
- Prepared and supervised online NOCTI testing;
- Created custom object report for TALC transcript;
- Revised standards based report cards system and procedures through the teacher gradebook at BGP and TIS;
- Developed reporting from PowerSchool for PSIS, ED166, SEDAC, and other state and federal reports;
- Supported Mastery Manager data warehouse system, scanners, and documentation;
- Maintained hardware and software for the district fleet of mark sense scanners.

Staffing

Staffing for the Technology Services program includes the district director and two full-time staff members.

John Stake is the district-level Network Administrator and Telecommunications Specialist. In that capacity, he is in charge of the district's data voice and video networks, handling day-to-day maintenance and administration as well as systems development and strategic planning. His first-call responsibilities include 17 servers, including mail, web, filtering, printer, and communication servers in all of the buildings. He is also primary manager and provider liaison for the district's five voicemail systems.

Christopher White serves as the district-wide Computer Technical Specialist. His role is to provide desktop hardware and software technical support to end-users including students, teachers, office staff, and administrators in all the buildings along with approximately 1350 desktop and laptop personal computers district-wide. He also has first-call responsibility for the nursing and food service applications along with all computer-related assistive technology systems.

Adam Sher has been hired as the district Director of Information Technology, replacing Roger Leege, who is retiring. The Director of I.T. shares responsibility for technical support while serving as the chief information officer, in charge of strategic planning, district technology budget development and implementation, grants application and management, all mandated local, state, and federal reporting, support for technology curriculum applications district-wide, life-cycle management for existing resources, and development and implementation of all new hardware and software initiatives.

School Facilities

Successive years of budget reductions have reduced the Tech Services program's ability to replace or renew equipment. The district replaced fewer than 25 systems during 2010-2011. All hardware purchasing is done either from CSDE DOIT cooperative purchasing contracts or from hardware refurbishers who supply Tier 1 fully-warranted off-lease and used equipment.

- Replaced servers in BOE, TMS, and BGP;
- Implemented i365 hosted backup and recovery solution as part of updating the district's business continuity and data protection system;
- Purchased and deployed hardware and software replacement for failed climate control server;

- Oversaw installation of assorted smartboards at TMS, TIS, BGP; coordinated with contractor and Tolland maintenance staff;
- Installed KVM hardware to control wiring tangle in each building's main server room;
- Solicited and evaluated quotes for addition of fiber optic circuits to replace current copper connecting TMS to BGP and TIS.

Student Support Services

- Provided secure, password protected network storage for all students;
- Provided student login credentials to the student interface for the district's PowerSchool online portal;
- Provided student and parent login credentials for Naviance college planning system;
- Adapted PowerSchool to permit online entry of course requests through the portal;
- Provided web content filtering to insure federal CIPA mandate is met;
- Worked with teachers and students to modify filtering to permit access to web material required by courses;
- Provided forensic investigation, data recovery, and credential management for all students and staff.

Parents and Community

- Conducted full roll-out of PowerSchool parent portal, allowing real-time parent access to student grades, attendance, schedule, and teacher commentary information;
- Developed RFP, evaluated bids, awarded contract for web hosting for the district to improve school-home-community communication.

Goals for 2011-2012 – Program 57

Budget constraints again figure prominently in lanning for the upcoming year. As always, preserving the present level of services to the district without falling behind in availability or performance is our first goal for 2011-12.

- Install fiber-optic circuits to connect TMS to TIS and BGP to eliminate severe bandwidth problems that interfered with CMT testing, curriculum development, and other projects during 2010-11.
- Develop new web presence under SharpSchool hosting; train key staff and develop page structures for buildings, departments and grades, programs, and individuals;
- Focus on training of office staff, tech leaders, in PowerSchool problem-solving, establish primary technical contacts for each building;
- Continue develop AUP and Internet Safety curricula guidelines to cover new federal legislative mandate;
- Develop staff, particularly at THS, to spearhead video-production in cooperation with Comcast and other resources;
- Cross train office staff particularly in PowerSchool and BudgetSense;
- Update the Information Technology procedure manual to reflect changes in infrastructure, systems, and management requirements;
- Applied for and secured E-Rate reimbursement for the upcoming year for 40% of telecommunication costs associated with frame-relay connections, Centrex, local and long distance phone calls and cell phone charges for the district;
- Finish Windows server conversion project at BOE, eliminating Netware

Educational Technology - Program 12

Annual Report
2010-11

Introduction

Program 12, Computer Education, is the *instructional* component of technology services in the district. Its mission is to fill three roles: to provides a K-12 program of instruction in computer literacy, to support the integration of technology in all curriculum areas, and to provide training and basic technology support services to all schools.

Staffing

Currently, all Program 12 staff members both teach the K-12 Computer Science curriculum and also provide leadership to technology integration activity in their buildings. These staff members are frequent presenters of both formal and informal workshops in tech topics. They co-develop and co-teach integrated units of instruction in subject areas other than computer science. They provide first-call hardware/software tech support and provide the "close to the classroom" consulting that is essential to both teachers' and students' achieving their prescribed technology skill sets. 2010-11 staffing:

District-wide
District Director of Technology Services oversees Program 12 as part of overall district responsibilities
Birch Grove
Lori D'Andrea, Technology Integration Specialist, 1.0 FTE
TIS
Nancy Rosenzweig, Computer Education Teacher, 1.0 FTE
TMS
Anastasia Lemaire, Computer Education teacher, 1.0 FTE
THS
Mark Horan, Computer Science teacher 9-12, application support specialist 1.0 FTE

Curriculum and Instruction

There is a complete K-12 curriculum for Computer Education in Tolland. The course sequence and included skills are closely modeled on the Connecticut state profile of essential skills contained in the Connecticut *Student Computer Technology Competency Standards* document and P.A. 00-187. The district Director of Technology Services is cost center manager and provides oversight for Program 12 activities. Program activities for 2010-11 by building follow:

Birch Grove

- Kindergarten – Introduced to navigational skills and proper use of lab;
- First Grade- Assessed in navigation and introduced to word processing;
- Second Grade – Assessed in word processing and Technology Integration
- All computer lab lessons were designed with the assistance and feedback of classroom teachers, to integrate with the current classroom curriculums;

- Computer lab was curriculum time for the teacher and students and not considered a "Specials" time block;
- Partnered with Library/Media to teach information retrieval skills;
- All lessons introduced programs and learning activities which could carry over into the classroom.

TIS

- Technology integration activities supporting all curriculum areas constituted 80-90% instructional time in computers at TIS;
- Continued annual renew and refresh for technology integration activities in all grades to reflect curriculum changes;
- Worked with recipients of new smartboards to integrate the technology and develop teacher competencies;
- Assessed student success in non-computer science areas as part of integration activities which were cooperatively planned and taught with classroom teachers;
- Published a bi-weekly memo from the Technology Integration Specialist to the staff at TIS to detail activity in the lab.

TMS

- Presented the Grade 5 Internet Safety Unit;
- Added benchmark assessments in Excel Skills to Mastery Manager for Grade 7;
- Assessed Excel skills in Grade 8 Unified Arts and committed to Mastery Manager ;

THS

- Programming II curriculum revised to exclusively Java in conformity with CEEB AP standards; (Curriculum includes units for advanced topics including: inheritance, recursion, and dynamic memory. Although not technically in AP, students also worked on projects utilizing Java Applets and case studies.)
- Students in Web Seminar worked with teachers and other live clients to create, update, and renovate existing web pages;
- Independent Seminar students worked with Lego Robotics, C++, and Flash;
- Students finished 5th in the annual state-wide programming competition at Quinnipiac College.

Student Assessment

NCLB, NEASC, and ongoing local initiatives made student assessment an important target for program development. Significant developments during the past year included:

Birch Grove

- Students were informally assessed throughout the year; the formal end of the year assessment is performance based and appears on the standards report card;
- First Grade skills assessed include starting a program, entering an activity, navigating through an activity, printing, and exiting a program;
- Second Grade skills assessed include word processing skills such as typing punctuation, backspace, enter, cursor placement keys, font size, and single spacing.

TIS

- Formal assessments of computer skills strands CP2 (word processing skills), CP3 (spell check skills), and CP6 (basic excel chart skills) were administered throughout the year.
- Computer skills assessments are currently rubric based and are entered into Mastery Manager in the same manner as all other curriculum assessments;
- Student grades were reported to teachers to inform class grades in the other subjects and did not appear

on the standards report card this year;
- Program evaluation was handled by formal and informal surveys of teaching staff.

TMS
- Benchmarks administered and committed to Mastery Manager for Computer Science courses.
- Term grades and comments for all Computer Science courses were published on report cards.

THS
- *Programming II* Benchmark assessment based on new work in Java administered and committed to Mastery Manager;
- Karel programming assessment portfolios retained as examples of student work for Intro to Computer Programming class;
- Increasing emphasis on teamwork and student self-assessments;
- Quarterly and semester grades in all CSci courses included in term report cards.

School Facilities

Each building in the district has a lab/classroom space for Computer Education instruction. In addition, TIS and TMS each have mobile wireless laptop carts to allow whole-class integration activities to occur outside the wireline labs. Budget amounts have been consistently inadequate to fund replacement equipment at the pace specified in the district strategic plan. More than 1/3 of the computers currently in the inventory are 6 years old or older. Significant developments during the past year in school facilities related to Program 12 included:

Birch Grove
- All classrooms have one Windows platform teacher computer and no fewer than two Windows "student" computers;
- The number of remaining Macintosh machines is declining as the computers begin to become dysfunctional.

TIS
- Many TIS teachers have mini-labs of five or so networked PCs in their classrooms;
- There are 12 networked workstations in the mini-lab between Music and the downstairs computer lab;
- The upstairs computer lab has 25 student workstations and two printers which are shared on the floor; the room is available for signups during the day;
- New classroom smartboards have provided interactive projection technology in several rooms.

TMS
- Recent donations from NERAC and a few individuals have helped eliminate some very old systems;
- With the addition of several purchased with TEF assistance this year, classroom smartboards now provide interactive projection technology in a fairly large number of rooms.
- Laptop labs are out of date and underpowered and batteries are questionable; two labs need to be replaced.

THS
- THS Computer Science Lab computers are entering their fifth year in service. All are still capable of supporting the curriculum in both programming and applications, but all are currently running WinXP Pro and are increasingly incompatible with home and business systems;
- Utilized free software as much as possible to minimize costs (Microsoft Movie Maker, FTP, gif animator, Firefox/Opera/Mozilla browsers, Java SDK, BlueJ compiler, JCreator compiler).
- Updated the THS website weekly and more often by request (teacher assignment listings, sports schedules & information, weekly activity listing, scholarships, etc.).

Student Support Services

Computer Education staff in all buildings support student learning both directly, through presenting courses in computer science, or indirectly, by co-teaching or supporting technology-enriched lessons in the other subject areas. By design, building-level specialists drive both Computer Science instruction and in-class technology integration.

Birch Grove

- All K-2 classes participated in the integrated lessons co-taught in the computer lab by technology staff and classroom teacher;
- Various classrooms also received technology support for individual classroom projects but in-room support was severely curtailed in 2009-10 due to .5 staff change;
- New district assistive technology paraprofessional position now provides assistance to special needs students district-wide.

TIS

- Exemplary curriculum integration in all non-computer science subject areas; exemplary embedded technology instruction and assessment in non-computer science courses in grades 3 and 4;
- Grade 5 integration remains problematic.
- Downstairs lab provides space for the Assistive Technology Special Ed paraprofessional to train, setup, and experiment with equipment.

TMS

- Student support is available in the labs before and after school and for drop-ins during the school day;
- Building specialists provide limited support for instructional and management applications (PowerSchool, Office, PowerTeacher).
- In-class instructional support remains problematic.

THS

- Supported students working on projects from other departments;
- Training and support provided in PowerTeacher and Office;
- Supported video production projects from other departments;
- Overlapped courses in the schedule to allow upper level students to take advanced electives.

Parents and Community

The technology people in each school play a very important role in support of each building's efforts to stay in touch with parents and the community in general. In the instructional program, Computer Education commits to frequent and meaningful communication and to developing community assets to benefit the schools. Significant developments during the year included:

Birch Grove

- Organized displays of student work;
- Developed standards based report cards, trained, and issued them in all three trimesters;
- Assisted in evaluating relevance of PowerTeacher portal to BGP needs;
- Applied digital backpack concept in BG for home-school communication.

TIS

- Positive feedback from parents, community, and staff; formal annual staff feedback survey administered; results continue to be complimentary;
- Parent volunteerism continues high;
- Developed standards based report cards, trained, and issued them in all three trimesters;

- Assisted in evaluating relevance of PowerTeacher portal to BGP needs;
- Applied digital backpack concept in BG for home-school communication.

TMS

- Web site gives parents and community information about classes and activities; teachers update pages weekly per administration mandate;
- TMS Falcon News articles keep parents informed as to current activities;
- TMS makes extensive use of AlertNow for parent communication particularly for the Academy;
- Rolled out PowerSchool portal to a pilot group composed of one full team in each grade, affecting about 130 students.

THS

- Promoted and supported web presence for all departments and individual teachers; universal participation is desirable but not yet fully realized;
- Assisted mass mail, AlertNow, and ad hoc notifications including honor roll, athletic awards, etc.
- Rolled out PowerSchool portal to a pilot group composed of one grade plus all students whose parents require frequent progress reports, involving a total of about 140 students.

Goals

Birch Grove

- Continue research of new technologies/ programs / websites for curriculum integration;
- Assuming budget sustains the Computer Science FTE, further support of technology activities in the classroom in addition to scheduled computer lab sessions;
- Investigate alternatives to locally hosted web server, e.g. Google sites;
- Further staff training (PowerTeacher and curriculum support websites a priority);
- Develop further the application of digital backpack;
- Train and establish expectation that teacher will use PowerTeacher and PowerTeacher Gradebook for attendance and grades respectively.

TIS

- Continue to build confidence in the classroom teachers so that more of them will feel empowered to use the lab facilities on their own without the presence of the technology integration specialist;
- Continue to digitize content curriculum print materials, especially more of our science and social studies print resources made available digitally;
- Investigate alternatives to locally hosted web server, e.g. Google sites;
- Offer more staff in-service time on how to navigate TIS common network drive to find technology integration activities/resources;
- Offer sufficient staff training to ensure that all of the teachers at TIS are competent at PowerTeacher Gradebook for standards grading, attendance monitoring, and student information lookup;
- Assuming the FTE will not be replaced in 2010-11, develop technology integration supports through the curriculum specialists and grade leaders.

TMS

- Continue to upgrade instructional spaces with projection technology with support from TEF and/or outside sources;
- Investigate alternatives to locally hosted web server, e.g. Google sites;
- Support mandatory use of PowerTeacher and PowerTeacher Gradebook by all teachers in tall grades and subjects for gradebook, attendance, and student information lookup;
- To the extent that staffing is available, revise curriculum and integration support in pursuit of Computer Science and subject area learning objectives;
- Roll out parent portal for all students/families at TMS.

THS

- Develop stronger supports for teachers' websites;
- Investigate alternatives to locally hosted web server, e.g. Google sites;
- Offer more frequent trainings to department chairs in basics and curriculum integration.
- Improve support PowerTeacher and PowerTeacher Gradebook, all grades, all subjects;
- Train/support new principal.

Health Services

Annual Report
2010-2011

The Tolland School Health Department eight member Tolland Nurses Association proudly demonstrates how we support the Educational Goals of Tolland School System by providing services to Tolland Public Schools students; K-12; in school; in class; and ready to learn.

Laura Dolcelli RN and Lilian Bonin LPN at Birch Grove Primary School
Kitty Warren RN and Nicole Karkevich at Tolland Intermediate School
Christine Grulke RN and Susan Trimble LPN at Tolland Middle School
Michelle Povilinis RN and Linda Tofolowsky LPN at Tolland High School

Colleen Satterlee RN resigned from Birch Grove 9/10

➢ 1. Curriculum and Instruction:

Promote access to education

- o During the 2010-2011 school year, 221 new students' records (Pre-K, K-12, and transfer students) were screened for compliance with State of Connecticut Health Assessment Record Guidelines for physical exams and immunizations.
- o 100% Immunization compliance: 11/10 Mandatory State of Connecticut Department of Public Health Immunization Survey was completed by all schools
- o Immunization changes for school entry arrived March 15, 2011 from Department of Education regarding Hepatitis A; Influenza; pneumococcal; varicella; Measles/mumps/rubella, adolescent Tdap, and meningococcal vaccines. Birch Grove and Tolland Middle School students greatest effected. Letters were sent home to 66% of TMS current 6th grade students who are non-compliant.
- o Kindergarten Orientation Evening for Parents: Health Services provided and requirements for Kindergarten entrance presented by Laura Dolcelli RN in March.

Educate students with chronic health conditions to manage their own care.

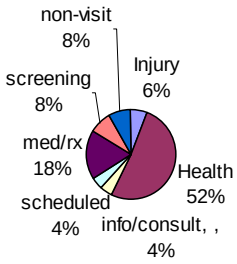
- o Diabetes: 13 students including those on insulin pumps: carbohydrate counting; insulin management; site changes; sick day management; pump suspension/resume
- o Colleen Saterlee, RN at BG, Kitty Warren RN at TIS and Chris Grulke RN at TMS met with parents, students, and class teachers at the beginning of the school year to develop Individual Health Care Plans and Emergency care for student with diagnosis of diabetes. Plans for meals, gym, music, art and fire drill made. Students on insulin pumps or injected insulin.
- o Asthma: 597 students with asthma; 196 with MD ordered inhalers/nebulizer: asthma action plans created by nursing staff.
- o Life threatening allergies: (food, nuts and bees) 101 students; 76 have epi pen in Nurses office; EHCP: Emergency Health Care Plan created for each student.

- 376 (up from 197) Students with diagnosed ADHD: 25 students receive scheduled meds from the school nurse: Connor's Scale for assessment in October for baseline assessment
- 4 students in wheel chairs: access, image, coping, independence, elimination needs
- 21 students/2 staff with latex allergies: All schools continue to be latex free environments for staff and students
- 5/11 Department of Public Health "Annual Asthma Survey" was completed by all nurses.
- "Hygiene 101": Taught by Chris Grulke for Mrs. Hardger's class in March 2011

Provide staff with strategies for promoting student health and safety in the classroom

- Attending PPT's and 504 : 71 meetings were attended by nursing staff.
- Food allergies/Allergic reactions/foreign body obstructed airway and Heimlich validation for 26 Department of Food services employees. Presented by Michelle Povilonis RN, Christine Grulke RN, and Kitty Warren RN at respective schools.
- 11 Preschool staff attended seizure precautions, interventions and choking management presented by Chris Grulke at Birch Grove Oct 2010
- 26 paraprofessionals attended seizure precautions, interventions and choking management presented by Kelley Vatteroni RN at Birch Grove; Kitty Warren RN at TIS and Chris Grulke RN at TMS
- 3 Bus Paraprofessional trained for seizure/choking management by Chris Grulke 10/11 for Kathleen Raymond
- Personal Management Training (safe restraint training) recertification at THS attended by Chris Grulke RN 11/10; Kitty Warren RN 10/10
- 43 staff members validated for epipen/inhaler and medication administration.
- Staff responsible for students who are diabetes were trained regarding recognition of hypoglycemia and medical treatment.
- Laura Dolcelli RN and Kitty Warren RN attended the "Critical Issues in School Health 2010" Hosted by ASNC May, 2011
- Sports Physicals: Susan Trimble and Michelle Povilonis represented nursing health concerns for athletes 10/10
- Port-a-cath management in classrooms discussion at Birch Grove by Chris Grulke with Tom Swanson, Sue Parvenski and Donna Boucher
- AED management for Tolland Public Schools: Bill Guzman and Chris Grulke met to discuss implementation of State of Connecticut policy 11/10; 12/10 Cathy Demeola met with John Carroll and Chris Grulke to discuss school management.
- January 2011 met with FRC and Laura Dolcelli RN regarding new State of Connecticut Medication Administration mandates and implication for FRC.
- AHA AED/CPR for Adult/infant/child was completed in March by CPR-o-Heart. 58 employees were validated: a minimum of 10/school

Tolland Health Services Summary by visit
Total visits: 35691 as of June 2011



➢ 2. Student Assessment

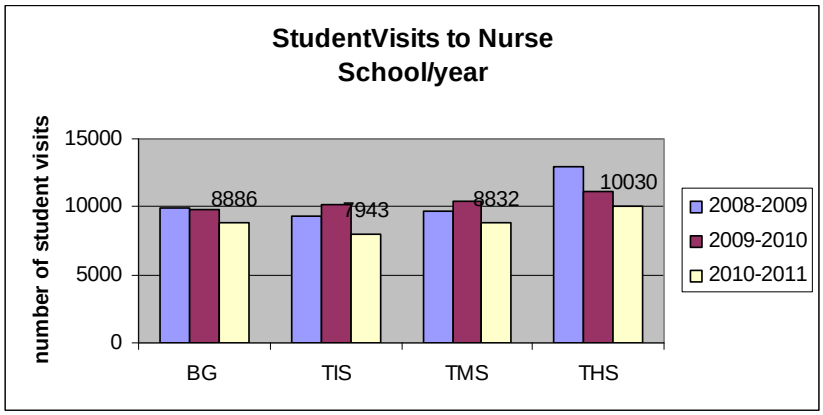
SNAP: School Nurse Assistance Program

updates allowed documentation to include traditional Injury and Health visits but also non-visit and scheduled visits.

- ❖ Non-visits time utilized by the nurses for absentee management, new health record documentation, information exchange with parents, medication management and control drug counts, and staff visits for blood pressure monitoring and in-service/supervision.
- ❖ Scheduled visits captured screenings for lice, vision, hearing and scoliosis.

Provide services that increase school attendance by

- Registered Nurse and part-time/full time LPN in each school cared for 38,867 students K-12 10/11 school year.

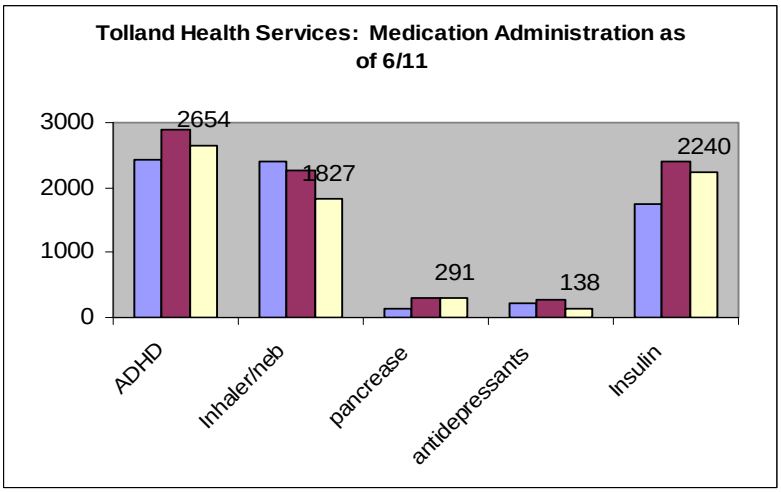


- 83% student visits return to class in <10 minutes.
- 95% of students return back to class.
- Michelle Povilonis RN on Attendance Committee at THS
- 08/09 and 09/10 visits elevated due to H1N1 visitis.

Administer specialized services to students:

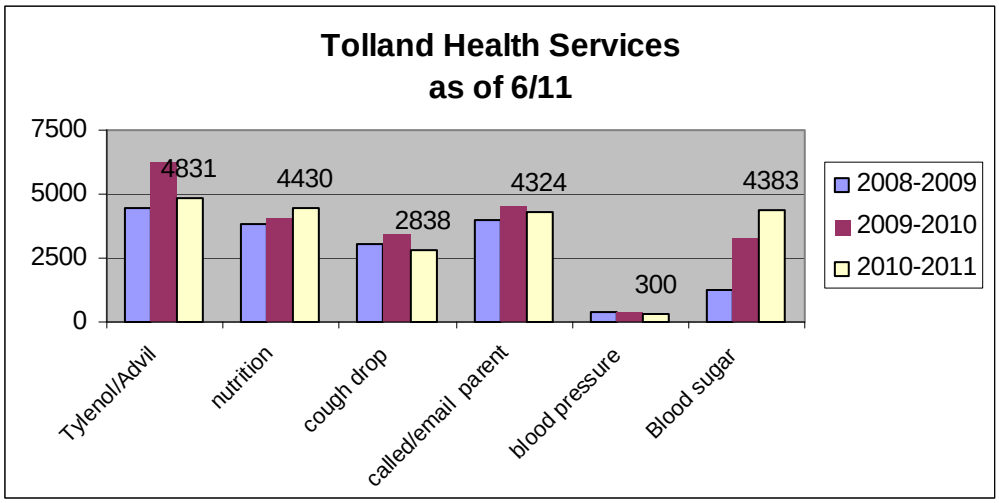
Administration of Medications by School Personnel and Administration of Medication during Before- and After- School Programs and School Readiness Programs State of Connecticut Regulations Section 10-212a-1 through 10 were updated by the State Department of Education. Chris Grulke RN, Kitty Warren RN and Michelle Povilonis RN attended in-service education.

"Qualified personnel" education, validation documentation expanded. Family Resource Center at Birch Grove now included in the guidelines. School nurses at each building now educating and validating coaches, licensed athletic trainers, teachers, administrators, directors of before and after programs for documentation, administration on six aspects of medication administration to eligible students. New DVD to be used as teaching tool in 11/12.



- 504 Physician orders were processed for student medication use
- 12,951 medications were administered to students

- 169 Physical Education Accidents occurred this year/ 176 recess accidents
- Ambulance assistance was necessary for 6 students
- Epi pen administered x1 to student (10/11 @BG)
- AED not used in any schools



- "Critical Issues in School" hosted by Connecticut School Nurses Association attended by Laura Dolcelli RN and Kitty Warren RN 5/11
- 6/11 completed Connecticut School Health Services on line Survey for Connecticut State Department of Education
- Laura Dolcelli RN at BG attended New School Nurse Workshop offered through EastConn December 7 & 14, 2010.
- Administration of Student Medications in Schools State of Connecticut Regulation Section 10-212a revised. Presentation to Board of Education members April 13, 2011 to clarify and demonstrated how mandated changes are being implemented by the nurses in each of the schools.

Identify health concerns that may adversely impact learning: by providing mandated screening for Vision, Audiometric and Postural Screening Per Regulation Sec. 10-214.

☑ *Vision testing on all students grades K-6 and grade 9* (as well as special referrals from teachers, parents, and/or physicians.

1846 students were screened, failures re-screened.
146 referrals were sent out for students with altered vision that could adversely impact their learning as they did not meet the State of Connecticut Mandated Screening criteria. Hard to learn when you can not see the board.

☑ *Audio-metric(hearing) testing on all students K-3, 5 and 8* (as well as special referrals from teachers, parents, and/or physicians.) Tympanograms were performed on all children who were referred by their physicians.

1359 students were screened, failures re-screened

10 referrals were sent out for students with altered hearing that could adversely impact their learning as they did not meet the State of Connecticut Mandated Screening criteria. It is hard to learn when you can not hear.

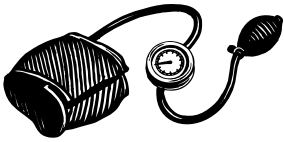
☑ *Scoliosis Screening 5th - 9th grade, inclusive.*

1243 students were screened.
13 referrals were sent out for students who did not meet the 5 point criteria set forth by the statutes.

➢ 3. Staffing

Promote health habits among staff and students by

- Maintain: Don't Gain program for staff through "Bee Well"
- Nutrition, exercise, and stress reduction methods throughout the school year.
- TMS monitors 2 students hypotension weekly due to medications.
- Monitor hypertension weekly for 1 staff members;
- 99(down from 161) Tolland School Employees received Seasonal Flu vaccines at the Flu Vaccine Clinic 11/18/10 Hosted by THS; Coordinated by Chris Grulke RN and Summit Health Clinic through CIGNA.



➢ 4. School Facilities

Prevent and control the spread of communicable disease

Nursing Coordinator is a member of the Eastern Highlands Health District - Emergency Response Team. Nurses monitor student's complaints for symptoms. Parent reporting drives the statistics.

Chicken pox : one case. 2nd varicella booster required by the State of Connecticut
Strep throat 201 cases; majority at BG and TIS
Mononucleosis: 2 cases: Reduced class schedule/rest periods planned to promote return to school
Fifth's disease: 1 case: Class/school notification for care of maternity patients in early gestation.
Conjunctivitis: 26: Health teach hand washing
Pneumonia: 31 cases
Staph Infections: none
MRSA: none
LICE: 49 cases: Parent/student education on care, remediation and reatreat
Meningitis: none
Flu: 61 cases; many students received the flu shot due to H1N1 08-10.

Students and staff continue to "sneeze in your sleeve" and "cover the cough" . Hand sanitizers continue to be prevalent. The DPH ruling 24 hours fever free without use of Advil/Tylenol helped as well.

- ❖ September: Chris Grulke RN presented updated the Tolland School District 2010-2011 Pandemic Influenza Response Plan for Tolland, CT utilizing the Eastern Highland Health District Pandemic Influenza Response Plan January 2008 Connecticut Department of Public Health: Community Mitigation Plan April 2007 as no new updates have been issued as of September 2010. Copies circulated to each School Nurse, Superintendent Guzman and Chief Littell.
- ❖ October: Tolland Public Schools BOE members flu clinic booked for November 18, 2010 at THS.: Nursing phone messages reflect DPH guidelines: students remain home until fever free for 24 hours without the use of Tylenol/Advil/Motrin Daily monitoring of absences, symptoms, treatment accomplished by the nursing staff as well as monthly review of CT DPH: Influenza Surveillance Update
- ❖ November: 99 employees received seasonal and H1N1 flu vaccine through Summit Health Clinic hosted at Tolland High School.
- ❖ February: 15 Diagnosed flu per MD swab and students placed on antiviral meds. Some students had received the flu shot. Different strain identified on swab.
- ❖ March : State of Connecticut Department of Education issued changes in the Immunization Requirements for school entry. Hepatitis A requirement for Pre-k and K, Influenza requirement for pre-k, pneumococcal requirement for pre-k and k; Second varicella for k and grade 7, second rubella and mumps for k-12, adolescent tdap for grade 7 and meningococcal vaccine for grade 7. Information delivered during pre-K parent information night verbally and in handouts. TMS sent home 161 letters for students who were non-compliant.

Advocate for a healthy school environment

- ACHIEVE: Action Communities for Health Innovation and Environmental Change
Chris Grulke is the liaison to this EHHD DPH committee working to reduce childhood obesity, improve childhood cardiovascular health and reduce tobacco use through policy changes. $75,000 was awarded to EHHD through the National Association of Chronic Disease Directors. September was a Farm to Table Dinner at the Hole in the Wall Gang guest speaker was Dr. David Katz creators of the NuVal Nutritional Scoring System utilized at Big Y shopping marts
- Safety Committee: Chris Grulke RN is the Chairperson for this district wide committee that promotes safe access for all who attend our schools. Quarterly meetings conducted.
- Wellness Committee: Chris Grulke is liaison to committee through Safety Committee
- OSHA Training Session: All nurses presented OSHA training session on Blood Borne Pathogens and latex annual validation to all certified and non-certified staff and substitutes, at their respected schools 10/11
- School Nurse Supervisor Conference attended by Chris Grulke RN 11/10, 4/11
- Nurses Meetings: All nurses attend monthly district wide nurses meeting x8.
- Substitute Nurse: observation time at TMS to recruit substitute school nurses x2 10/11.
- Attendance Committee Meeting: Attended by Michelle Povilonis RN THS
- www.patch.com interview February 2010 regarding breakfast needs of Tolland students
- Safe Routes to School: represented Tolland April at Eastern Highland Heath District in Mansfield.

- Tools for Schools: Indoor Air quality: Nurses are represented on each of the Tools for Schools Teams.
- Second Annual Health Connections Symposium in Waterbury by DPH attended by three nurses

5. Student Support Services

Encourage student participation in activities that promote healthy behaviors and decrease high risk behaviors

- *Wellness Committee*: This district wide committee that encourages student participation in activities that promote healthy behaviors and decrease high risk behaviors and partner with families to enhance their child's health habits. Chris Grulke is the liaison from the Safety Committee
- *ACHIEVE*: Eastern Highland Health District : Chris Grulke RN serves as the Tolland district representative funded by 75,000 grant 09-12 to reduce obesity, promote healthy eating and reduce tobacco.
- *SHI: School Health Index: Self-Assessment and Planning Guide* was completed for K-12 this school year. The self-assessment process allowed members of the school community to come together and discuss what Tolland Public Schools are doing to promote good health. Completing the SHI was the important first step toward improving the Tolland Public Schools health promotion policies and practice. Eight Modules: Health and Safety Policies & Environment; Health Education; Physical Ed; Nutrition Services; Health Services; Counseling, Psychological & Social Services; Health Promotion for Staff; and Family & community Involvement were completed by Administrators, principal's, parents, physical education teachers, psychologists, teachers, nurses, and the superintendant. Health Education and School Counseling, Psychological, and Social Services fell below 80% and are targeted for improvement. Action Steps have been developed as part of the School Health Improvement Plan. Implementation began January 2011 and continue through 11/12 goals.

6. Parents and Community

Nurses connect families to community service**:**

- CPR/AED training for district March 2011;
- AED availability Per Connecticut General Statutes: 10-212d: 58 School Personnel trained in March and worked with John Littell, Tolland Fire Department Chief and Cathy DiMeola CPR-O-Heart Instructor to help Tolland Public Schools become in compliance with new guideline including coaches having AED's on the sports fields to maintain a <3 minute response time to AED use for collapsed individuals.
- All nurses serve on SIT: Student Intervention Team (formally SWAT: Student Watch Assistance and Crisis Intervention teams.
- Four UCONN RN/BSN Students and one from St Joseph's School student nurses. Had clinical rotations at Birch Grove and Tolland Intermediate Schools.
- Two THS Senior option students learned about school nursing at Birch Grove.

- HUSKY: 50 phone calls were made home to follow up on "no" or no answer regarding insurance coverage for Tolland Students; 10 packets were sent home to families identified and 2 families have no insurance; one was declined by HUSKY and one declines to enroll at this time.
- Chris Grulke RN at TMS is a nurse educator for Saint Francis Hospital 6hrs/week
- Michelle Povilonis at THS is a visiting nurse for our area every Saturday.
- Referral to Tolland Human Services Department for Families in need as indicated.

Partner with families to enhance their child's healthy habits

H

- Tools for School: Indoor Air Quality Teams: The RN in each school serves on the IAQ: TFS Team. Chris Grulke RN serves as committee Chairpersons for Tolland Middle School. Parent included as a team member per Department of Health recommendations.
- ACHIEVE: Action Communities for Health, Innovation and Environmental Change: Chris Grulke RN is a member of the EHHD CHART: Community Health Action Response Team assisting the DPH to reduce Heart disease, stroke, diabetes and cancer nationwide. EHHD was one of 3 Connecticut sites to be awarded $75,000 to address policy, environment, and system changes that would improve the community's access to health food. Opportunities or physical activity and reduce the incidence of smoking. Chris Grulke attends meetings at the Mansfield Town Offices.
- Kindergarten Registration Program presented by Laura Dolcelli RN, & Lillian Bonin LPN at Birch Grove Primary School 3/11. What is medically required for entrance to Kindergarten including the new State of Connecticut Immunization Laws released in March 2011.

➢ 7. Goals for 2011-12 School Year

Goal achievement for 2010/2011:

Tolland Health Services District Goals for 2010/2011:

1. Conduct the CDC **"School Health Index**" to identify strengths and weaknesses of school Health to our health promotion policies and programs and develop an action plan for improving student health as a component of ACHIEVE: Communities for Health, Innovation and Environmental Change. This grant funded program is through the Department of Public Health and Eastern Highland Health District . ***Achieved 100%*** *SHI completed 12/10. Two of eight categories assessed fell in the medium or 41%-60% range. Goals have been developed to improve the scoring of these categories*

2. Evaluated the Tolland School District **Pandemic Influenza Response Plan**: **Achieved 100%.** Policy updated with DPH Pandemic Flu suggestions – plan to evaluate annually

Goals for 2011/2012 School year

1. School Health Services will promote asthma management education to students and staff during the school year as recommended by School Health Index.
2. School Health Services will integrate Connecticut State Statute: 10-212d AED in public schools and State of Connecticut: Department of Education Section 10-2121a 1-10: Administration of Medication by School Personnel updates into Tolland Public Schools practice.
3. School Health Services will health teach each student who visits the nurse the need for students to self-advocate for hand washing/sanitizing wipes prior to snacks and lunch

Budget Summary

Tolland Board of Education
2010-2011

Instruction	Facilities Services	Support Services	Student Services	Total
$ 18,456,697	$ 3,173,842	$ 9,962,425	$ 2,215,571	$ 33,808,535
54.6%	9.4%	29.5%	6.5%	100.0%

ENROLLMENT PROJECTIONS
2011-12

The following figures reflect the School District enrollment since 2007-08. The enrollment projections are provided by the New England School Development Council:

GRADE	2007-08	2008-09	2009-10	2010-11	2011-12 Projected
Pre-K	44	44	47	41	42
K	239	212	201	191	209
1	219	237	218	202	193
2	258	224	240	223	206
Birch Grove TOTAL	**760**	**717**	**706**	**657**	**650**
3	260	256	226	244	224
4	247	253	256	221	239
5		252	248	242	218
Tolland Intermediate TOTAL	**507**	**761**	**730**	**707**	**682**
5	258				
6	244	254	257	246	241
7	265	251	257	256	249
8	246	266	257	248	255
Tolland Middle TOTAL	**1,013**	**771**	**771**	**750**	**745**
9	231	233	255	240	235
10	237	230	227	247	235
11	200	238	232	232	249
12	183	199	228	221	225
Tolland High TOTAL	**851**	**900**	**942**	**940**	**944**
TOTAL ENROLLMENT	**3,131 (-11)**	**3,149 (+18)**	**3,149 (+/-0)**	**3,054 (-90)**	**3,020 (-34)**

TOLLAND PUBLIC SCHOOLS

2010-2011 Budget

Personnel Position Summary

Districtwide

Staff Positions	Actual FY2008-09	Actual FY2009-10	Actual FY2010-11
Birch Grove Primary School			
Certified Regular Education	37.39	37.93	34.13
Certified Special Education	8.15	8.15	8.15
Non-Certified	24.08	25.66	22.66
Tolland Intermediate School			
Certified Regular Education	46.86	47.20	43.10
Certified Special Education	10.88	10.68	9.68
Non-Certified	25.50	22.34	21.34
Tolland Middle School			
Certified Regular Education	55.00	53.80	46.00
Certified Special Education	8.88	8.88	9.88
Non-Certified	13.50	15.50	15.50
Tolland High School			
Certified Regular Education	62.38	62.38	62.48
Certified Special Education	5.40	5.40	5.40
Non-Certified	9067	10.17	9.68
INSTRUCTION TOTAL	**307.69**	**308.09**	**287.99**
Building Operations	26.50	26.00	23.50
Building Maintenance	3.00	3.00	3.00
FACILITIES SERVICES TOTAL	**29.50**	**29.00**	**26.50**
Board of Education	0.00	0.00	0.00
Business Services	5.00	5.00	5.00
Principals' Office	22.90	24.20	24.20
Superintendent's Office	3.00	3.00	3.00
Systemwide	12.82	12.82	12.82
SUPPORT SERVICES TOTAL	**43.72**	**45.02**	**45.02**

TOTAL POSITIONS	**380.91**	**382.11**	**359.51**
Grant Funded Positions			
Certified Regular Education	5.026	2.750	2.750
Certified Special Education	1.790	1.757	1.757
Ed Jobs Funds Certified	0.000	0.000	6.700
Ed Jobs Funds Non-Certified	0.000	0.000	2.000
Non-Certified	26.240	31.670	32.100
GRANT TOTAL	**33.056**	**36.177**	**45.307**

Expenditures Per Pupil
FY 2009-10

Expenditures	Tolland	PK-12 Districts	DRG	State
Instructional Staff and Services	$ 20,895	$ 7,819	$ 7,380	$ 7,829
Instructional Supplies and Equipment	$ 658	$ 274	$ 281	$ 279
Improvement of Instruction & Educational Media Services	$ 1,309	$ 474	$ 406	$ 459
Student Support Services	$ 1,352	$ 863	$ 816	$ 859
Administration and Support Services	$ 3,156	$ 1,405	$ 1,400	$ 1,426
Plant Operation and Maintenance	$ 3,705	$ 1,469	$ 1,468	$ 1,462
Transportation	$ 2,236	$ 701	$ 675	$ 694
Other	$ 23	$ 163	$ 148	$ 162
Total	$ 33,334	$ 13,168	$12,574	$ 13,170
Additional Expenditures				
Land, Buildings, and Debt Service	$ 3,765	$ 1,864	$ 1,030	$ 1,825

Expenditures from School Strategic School Profile 09-10

Connecticut Mastery Test
(CMT)

and

Connecticut
Academic Performance Test
(CAPT)

Comprehensive Report
Spring 2011 CMT/CAPT

Tolland Public Schools
Tolland, Connecticut

Table of Contents

Tolland Public Schools

Connecticut Mastery Test

The Connecticut Mastery Test (CMT) was developed in response to legislation passed in the 1984 Connecticut General Assembly. From 1985 to 2004, the CMT was administered statewide to students in Grades 4, 6, and 8 in areas of language arts (reading and writing) and mathematics. The second generation CMT was administered statewide in the fall of 1993, the third generation in the Fall of 2001, and the fourth generation in the Spring of 2006. In 2006 it was administered to students in grades 3, 4, 5, 6, 7, and 8. Science was added in 2007-2008 school year. The CMT measures what each student knows and can do in relation to specific educational standards.

The Connecticut Mastery Test assessments are intended to:

- Establish high performance standards for all students.
- Ensure that students can apply their academic skills to realistic, everyday problems.
- Promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses.
- Provide accountability for Connecticut's education systems.

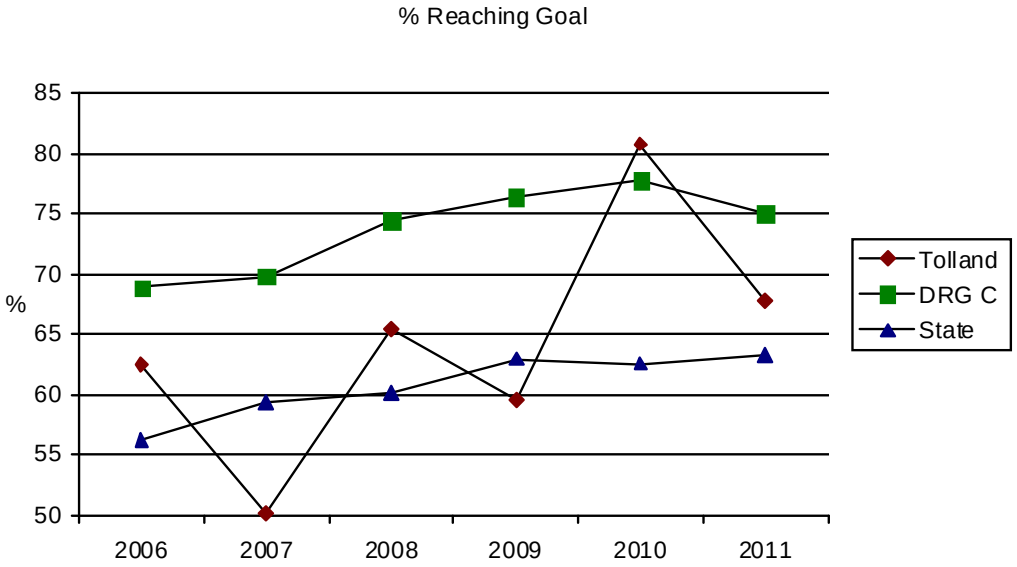
CMT

Third Grade

Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	62.5 (251.6)	68.9	56.3 (248.9)
2006-2007	50.2 (243.2)	69.8	59.4 (252.2)
2007-2008	65.5 (254.6)	74.4	60.2 (252.7)
2008-2009	59.6 (246.8)	76.4	63.0 (256.7)
2009-2010	80.8 (274.0)	77.8 (276.5)	62.6 (258.6)
2010-2011	67.8 (258.1)	75.0 (272.0)	63.3 (259.4)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(15.7,28.1,21.7)	62.5 (68.9,56.3)	23.4 (19.8,22.0)	7.7 (6.4,10.1)	6.5 (5.1,11.5)
2006-2007	(14.6,24.1)	50.2 (69.8,59.4)	27.6 (20.7)	11.4 (9.1)	10.6 (10.8)
2007-2008	(20.8,35.1,26.1)	65.5 (74.4,60.2)	21.2 (16.5,20.4)	8.2 (5.3,8.7)	5.1 (3.8,10.6)
2008-2009	(16.8,38.1,28.7)	59.6 (76.4,63.0)	25.2 (15.5,19.8)	7.6 (4.9,8.3)	7.6 (3.1,8.9)
2009-2010	(37.1,41.1, 29.3)	80.8 (77.8, 62.6)	15.2 (16.4, 21.0)	2.2 (3.1, 8.3)	1.8 (2.7, 8.1)
2010-2011	(23.8, 38.1,30.1)	67.8 (75.0,63.3)	22.6 (17.8,21.0)	5.4 (4.8, 8.0)	4.2 (2.4,7.7)

Average Number of Content Strands Mastered
/18

Year	Tolland	DRG	State
2009-2010	16.5	16.4	15.3
2010-2011	15.8	16.0	15.4

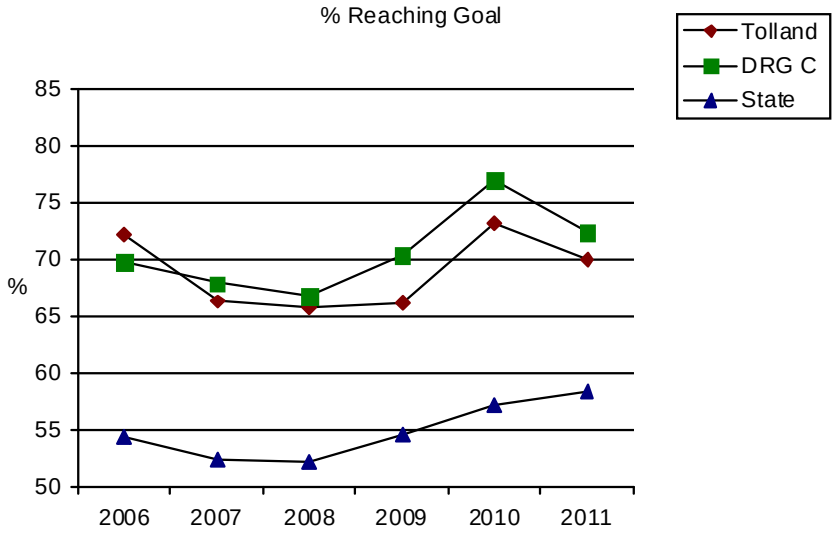
Mathematics
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2006	Tolland 2007	Tolland 2008	Tolland 2009	Tolland 2010	Tolland 2011	DRG	State
Numerical and Proportional Reasoning	1. Place Value	88.8	78	90	89	97	91	94	87
	2. Pictorial Representation of Numbers	97.6	96	99	98	100	100	99	98
	4. Order, Magnitude and Rounding of Numbers	96.8	94	97	95	98	97	98	95
	5. Models of Operations	81.9	72	77	80	94	89	92	86
	6. Basic Facts	96.4	94	95	95	97	94	95	91
	7. Comp w/ Whole Numbers and Decimals	98.0	93	95	95	98	98	98	96
	9. Solve Word Problems	96.4	92	94	92	97	94	96	92
	10. Numerical Estimation Strategies	76.2	70	91	85	96	95	90	82
	11. Estimating Solutions to Problems	62.9	61	63	63	77	68	70	59
Geometry and Measurement	14. Time	97.2	94	96	94	98	95	96	91
	15. Approximating Measures	68.7	64	70	68	75	61	76	67
	16. Customary and Metric Measures	76.2	71	76	66	67	62	87	84
	17. Geometric Shapes and Properties	93.2	94	97	96	100	99	99	99
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	92.3	91	91	84	98	95	98	96
	21. Probability	89.1	86	89	84	99	97	96	92
	24. Classification and Logical Reasoning	91.6	88	86	86	92	88	90	86
Algebraic Reasoning: Patterns and Functions	22. Patterns	91.6	85	93	90	96	95	94	88
Integrated Understanding	25. Mathematical Applications	39.5	34	51	41	71	60	63	50

Reading
Grade 3
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	71.9 (248.6)	69.7	54.4 (235.7)
2006-2007	66.3 (248.9)	67.9	52.3 (235.9)
2007-2008	65.7 (248.6)	66.7	52.1 (236.0)
2008-2009	66.1 (245.8)	70.3	54.6 (239.2)
2009-2010	73.2 (251.6)	77.0 (258.6)	57.1 (240.2)
2010-2011	70.0 (252.3)	72.4 (253.3)	58.4 (241.2)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(18.1, 24.5,16.7)	71.9 (69.7,54.4)	12.5 (11.7,14.8)	7.7 (7.1,10.4)	7.7 (10.8,20.4)
2006-2007	(19.9,14.6)	66.3 (67.9,52.3)	17.6 (17.0)	6.5 (10.6)	9.4 (20.1)
2007-2008	(20.8,22,16.2)	65.7 (66.7,52.1)	18.1 (14.9,16.3)	5.1 (8.3,11.2)	11.0 (10.1,20.4)
2008-2009	(18.5,25.1,17.0)	66.1 (70.3,54.6)	11.7 (14.1,16.5)	11.3 (7.1,11.4)	7.6 (3.1,8.9)
2009-2010	(19.2, 29.3, 17.7)	73.2 (77.0, 57.1)	11.2 (9.6, 15.2)	6.3 (6.0, 9.9)	9.4 (7.5, 17.8)
2010-2011	(22.6,24.4,18.0)	70.0 (72.4, 58.4)	17 (13.1, 15.6)	3.9 (5.0, 9.2)	9.1 (9.4, 16.8)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.1	3.3	3.0
2010-2011	3.3	3.3	3.0

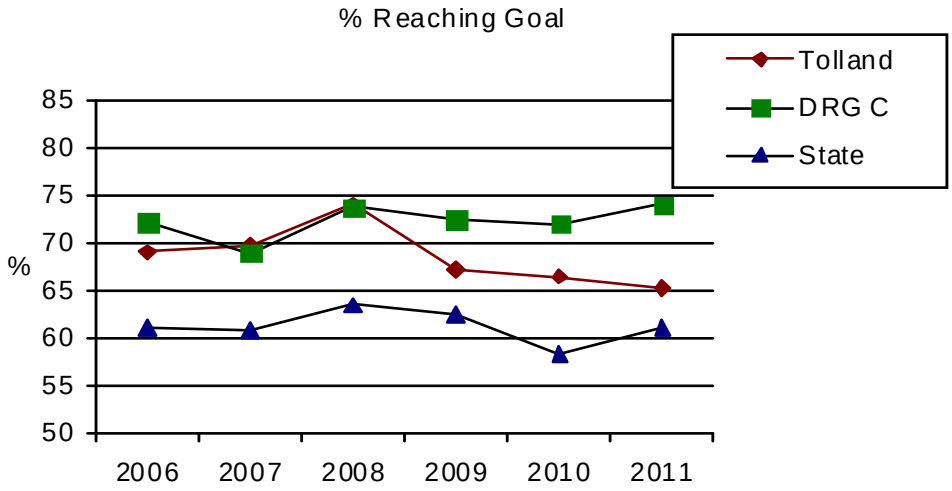
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2006	Tolland 2007	Tolland 2008	Tolland 2009	Tolland 2010	Tolland 2011	DRG	State
General Understanding	85	83	82	74	92	93	90.9	83
Interpretation	87	85	91	86	90	91	91.2	85
Connections	35	41	56	56	51	60	60.2	52
Content and Structure	30	45	66	71	79	82	83.5	78
DRP (#)	53.6	53.0	53	52.4	53.2	53.6	53.8	50.2

Writing
Grade 3
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	69.1 (258.9)	72.2	61.1 (251.2)
2006-2007	69.7 (255.5))	69.0	60.8 (252.2)
2007-2008	74.1 (262.8)	73.8	63.5 (253.3)
2008-2009	67.2 (252.7)	72.6	62.6 (254.3)
2009-2010	66.5 (253.5)	72.1 (266.1)	58.3 (250.7)
2010-2011	65.3 (257.9)	74.1 (265.8)	61.1 (252.6)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(25.0,31.0,21.6)	69.1 (72.2,61.0)	18.1(16.1,20.6)	9.3 (7.0,10.7)	3.2 (4.0,7.6)
2006-2007	(17.7,21.9)	69.7 (69.0 ,60.9)	22.2 (21.6)	5.3 (10.3)	2.5 (7.3)
2007-2008	(25.9,28.8,20.6)	74.1 (73.8,63.5)	17.1(17.0, 19.4)	4.4 (6.1,7.3)	4.1 (3.1,7.3)
2008-2009	(17.8,33.0,23.1)	67.2 (72.6,62.6)	18.6 (18.3,20.7)	7.5 (5.9, 10.3)	6.7 (3.2,6.4)
2009-2010	(22.5,31.4,21.0)	66.5 (72.1, 58.3)	19.4 (18.5, 22.0)	7.5 (5.6, 11.5)	6.6 (3.8, 8.2)
2010-2011	(24.3, 28.9, 21.1)	65.3 (74.1, 61.1)	17.2 (14.6, 20.0)	12.1 (7.2, 11.0)	5.4 (4.1, 7.9)

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Composing/Revising	45	42	50.8	50	56	49	53.2	43.0
Editing	83	83	84.0	84	83	72	82.1	72.0
Holistic Writing	7.8	8.2	8.2	7.7	8.1	8.5	8.8	8.4

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.4	1.5	1.1
2010-2011	1.2	1.4	1.1

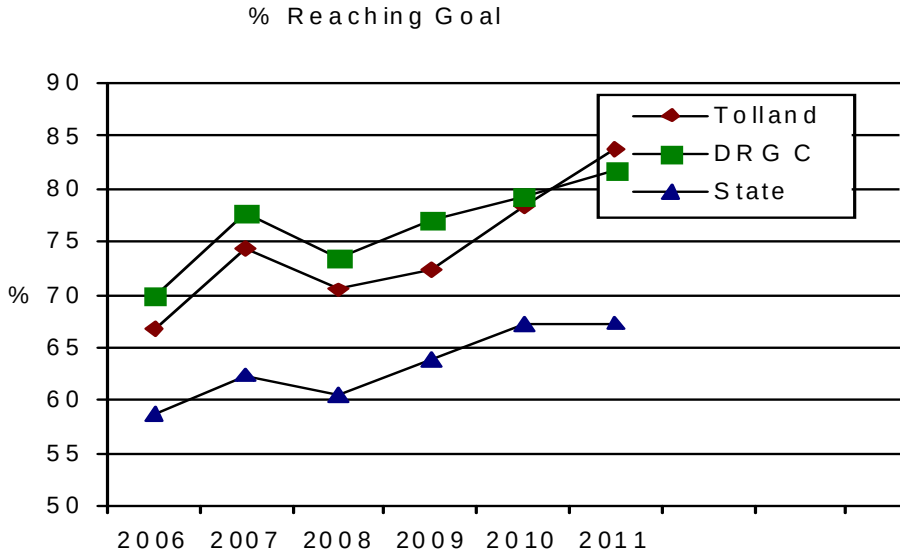
CMT

Fourth Grade

CMT – Grade 4
Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	66.8 (254.5)	69.9	58.8 (252.6)
2006-2007	74.3 (264.1)	77.7	62.4 (256.9)
2007-2008	70.5 (265.1)	73.5	60.5 (258.1)
2008-2009	72.4 (271.6)	77.1	63.8 (262.8)
2009-2010	78.3 (274.6)	79.3 (279.8)	67.2 (267.1)
2010-2011	83.7 (280.7)	81.8 (283.9)	67.3 (267.3)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(16.6,27.8,22.2)	66.8 (69.9,58.8)	22.4 (19.1,21.4)	6.2 (5.6,9.2)	4.6 (4.8,10.5)
2006-2007	(29.6, 26.3)	74.3 (62.4)	16.3 (18.5)	5.8 (9.2)	3.5 (9.9)
2007-2008	(25.4,35.5,26.7)	70.5 (73.5,60.5)	20.9 (18.5,21.0)	4.9(4.6,8.3_	3.7 (3.4,10.2)
2008-2009	(36.5, 38.0, 29)	72.4 (77.1, 63.8)	23 (16.6, 20.8)	3.3 (3.8, 7.6)	1.2 (2.5, 7.9)
2009-2010	(34.6,39.8, 31.4)	78.3 (79.3, 67.2)	15.4 (14.5,18.0)	4.6 (4.6, 8.4)	1.7 (1.6, 6.4)
2010-2011	(40.9, 42.7, 31.4)	83.7(81.8, 67.3)	13.5(12.9, 17.9)	1.9 (3.7,8.4)	0.9 (1.6,6.5)

Average Number of Content Strands Mastered
/21

Year	Tolland	DRG	State
2009-2010	18.0	18.2	17.0
2010-2011	18.5	18.5	17.0

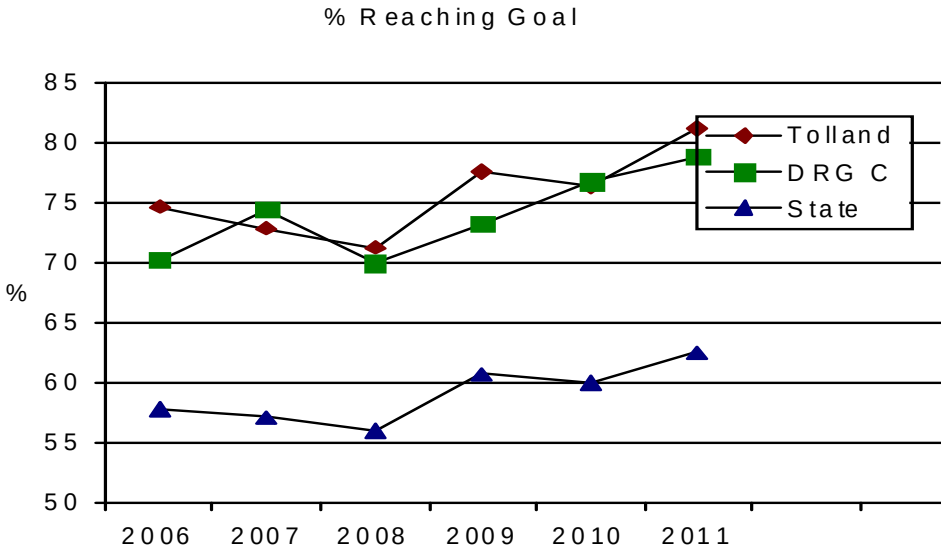
Mathematics
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
99Numerical and Proportional Reasoning	1. Place Value	90.9	90	93	91	90	95	94.5	88
	2. Pictorial Representation of Numbers	99.2	100	99	99	99	99	98.8	97
	3. Equiv. Fractions, Decimals and Percents	58.9	65	72	71	84	73	75.8	63
	4. Order, Magnitude and Rounding of Numbers	87.6	91	95	95	95	99	97.6	93
	5. Models of Operations	93.8	92	94	94	95	96	96.5	93
	6. Basic Facts	97.9	98	98	98	98	99	97.9	95
	7. Comp w/ Whole Numbers and Decimals	90.9	92	95	95	97	96	92.8	86
	8. Computation with Fractions and Integers	92.5	93	93	90	89	90	89.4	87
	9. Solve Word Problems	85.5	85	86	91	90	92	88.7	80
	10. Numerical Estimation Strategies	90.0	89	93	95	96	98	94.6	89
	11. Estimating Solutions to Problems	51.0	57	59	67	56	65	65.7	53
Geometry and Measurement	14. Time	74.7	77	74	77	70	75	75.2	63
	15. Approximating Measures	58.1	62	64	67	62	68	73.3	62
	16. Customary and Metric Measures	63.9	77	79	79	74	76	87.9	80
	17. Geometric Shapes and Properties	61.0	74	77	81	85	88	89.7	85
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	93.8	95	93	93	93	97	97.3	94
	21. Probability	83.8	84	89	91	94	98	97.0	93
	24. Classification and Logical Reasoning	79.3	81	76	84	85	90	88.3	81
Algebraic Reasoning: Patterns and Functions	22. Patterns	86.7	95	89	92	90	93	91.2	84
	23. Algebraic Concepts	90.0	90	93	97	96	95	87.9	82
Integrated Understanding	25. Mathematical Applications	46.5	58	66	78	59	70	65.2	52

Reading
Grade 4
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	74.7 (264.3))	70.3	57.8 (249.9)
2006-2007	72.9 (266.5)	74.5	57.1 (248.7)
2007-2008	71.3 (261.3)	70.0	56.0 (248.7)
2008-2009	77.7 (269.4))	73.3	60.7 (254.8)
2009-2010	76.5 (269.6)	76.8 (271.0)	60.0 (252.9)
2010-2011	81.2 (274.5)	78.9 (272.9)	62.5 (255.5)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(24.7,22.1,16.5)	74.7 (70.3,57.8)	9.7 (12.1,14.0)	4.8 (6.2,9.0)	7.9 (10.5,19.3)
2006-2007	(24.4,15.9)	72.9 (57.1)	13.2 (13.5)	5.4 (9.3)	8.5 (20.1)
2007-2008	(19.7,22.6,16.6)	71.3 (70.0,56.0)	10.2 (12.9,13.7)	7.8 (6.3,8.8)	10.7 (10.8,21.5)
2008-2009	(23.6,25.7,18.8)	77.7 (73.3,60.7)	13.2 (13.0,13.7)	2.9 (6.3,8.5)	6.2 (7.5,17.1)
2009-2010	(23.9,26.0,15.9)	76.5 (76.8,60.0)	10.9 (11.3, 12.9)	6.3 (6.0,10.0)	6.3 (6.0,17.1)
2010-2011	(27.2,27.5,17.7)	81.2(78.9,62.5)	10.3 (9.6, 12.2)	3.3 (5.7, 9.5)	5.2 (5.8, 15.8)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.0	3.1	2.6
2010-2011	3.2	3.1	2.8

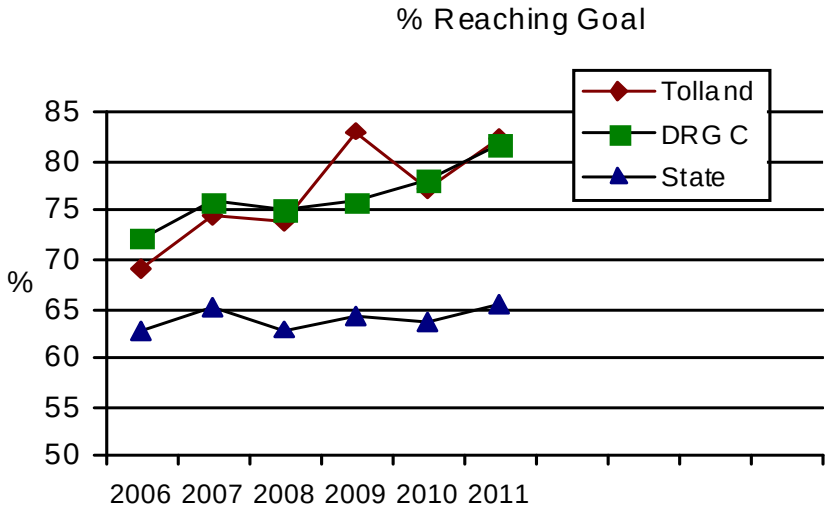
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG C	State
General Understanding	85	86	95	94	89	96	93.8	85
Interpretation	76	73	75	84	80	77	80.8	72
Connections	45	56	54	63	51	64	61.4	52
Content and Structure	72	67	63	72	79	80	76.9	67
DRP (#)	64.0	64.6	63.3	64.8	61.2	62.4	61.9	56.7

Writing
Grade 4
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	69.2 (254.6)	72.2	62.8 (250.1)
2006-2007	74.4 (263.3)	75.9	65.1 (252.8)
2007-2008	74.0 (260.8)	75.1	62.9 (253.1)
2008-2009	83.1 (265.9)	75.9	64.2 (253.3)
2009-2010	77.3 (259.5)	78.1(265.9)	63.6 (252.4)
2010-2011	82.4 (270.3)	81.8 (270.0)	65.5 (252.4)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(21.7, 27.6,22.3)	69.2 (72.2,62.8)	20.4 (17.1,21.3)	8.3 (6.7,9.6)	2.1 (3.3,6.3)
2006-2007	(32.6,23.9)	74.4 (76.6 ,65.1)	15.1 (19.0)	7.4 (9.5)	3.1 (6.4)
2007-2008	(25.6,29.9,23.8)	74.0 (75.1,62.9)	18.2 (16.9,21.9)	5.0 (5.3,8.7)	2.9 (2.7,6.5)
2008-2009	(29.3,31.9,24.0)	83.1 (75.9,64.2)	11.2 (16.4, 20.8)	2.4 (5.2,8.9)	3.2 (2.4,6.1)
2009-2010	(29.6, 31.8,23.4)	77.3 (78.1 ,63.6)	13.4 (15.1, 22.8)	4.0 (4.5, 8.3)	5.3 (2.3, 5.2)
2010-2011	(36.9, 38.8, 24.3)	82.4 (81.8, 65.5)	11.7 (11.9, 19.9)	4.5 (4.3, 9.4)	1.4 (1.9, 5.2)

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.5	1.5	1.3
2010-2011	1.5	1.5	1.3

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Composing/ Revising	67	68	70	75	62	63	64.5	51
Editing	80	83	87	94	85	89	86.4	76
Holistic Writing	8.7	8.8	8.7	8.6	8.8	9.1	9.2	8.6

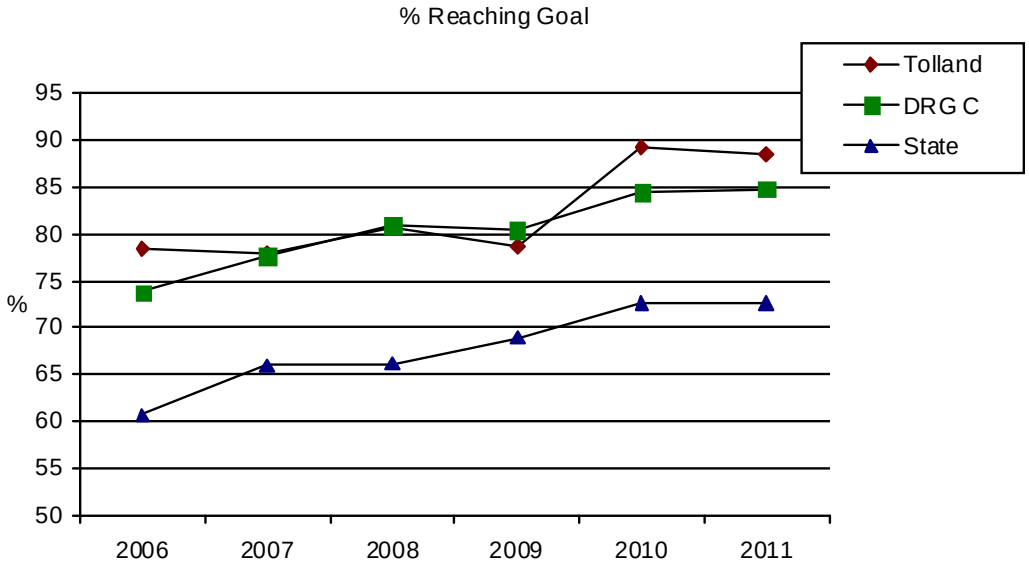
CMT

Fifth Grade

Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	78.5 (273.1)	73.8	60.7 (256.4)
2006-2007	77.9 (272.3)	77.7	66.0 (263.0)
2007-2008	80.6 (274.6)	80.9	66.2 (264.5)
2008-2009	78.6 (275.4)	80.4	69.0 (268.9)
2009-2010	89.2 (289.7)	84.5 (288.1)	72.7 (273.2)
2010-2011	88.5 (287.5)	84.8 (287.2)	72.7 (273.7)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(41.6,28.2,23.5)	78.5 (73.8,60.7)	14 (18,20.1)	7.5 (4.9,9.6)	1.4 (4.2,9.6)
2006-2007	(26.7,27.8)	77.9 (77.1,65.9)	16.3 (16.5)	3.8 (8.7)	2.1 (8.8)
2007-2008	(30.6,40.2,30.7)	80.6 (80.9,66.2)	9.7 (11.7,16.9)	6.2 (4.8,8.3)	3.5 (3.5,8.6)
2008-2009	(34.3,40.0,32.9)	78.6 (80.4,69.0)	14.1 (13.6,16.9)	5.6 (4.2, 8.0)	1.6 (1.9, 6.2)
2009-2010	(44.2,42.7,34.7)	89.2 (84.5, 72.7)	8.8 (11.1, 15.2)	1.3 (3.1, 7.5)	0.8 (1.3,4.7)
2010-2011	(44.2,44.7,35.2)	88.5(84.8, 72.7)	8.0 (10.3, 14.9)	2.2 (3.9, 7.5)	1.3 (1.0, 4.9)

Average Number of Content Strands Mastered
/23

Year	Tolland	DRG	State
2009-2010	20.1	19.8	18.2
2010-2011	20.0	19.8	18.2

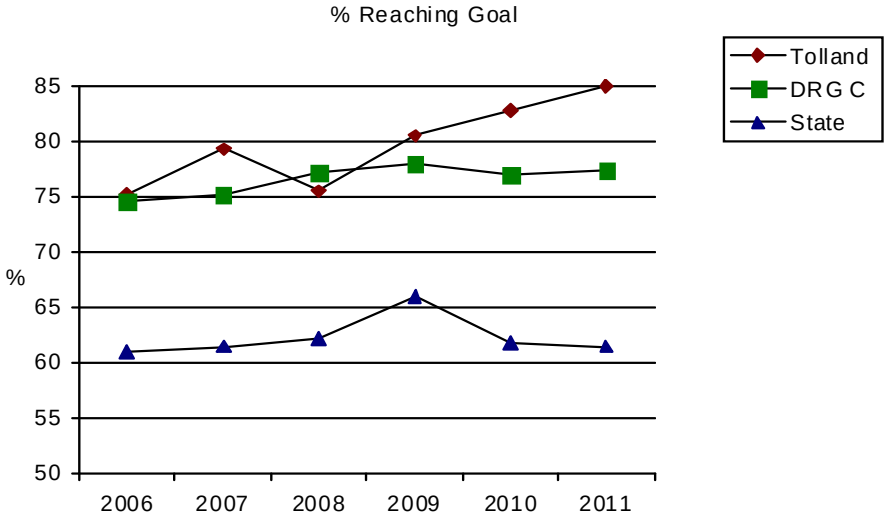
Mathematics
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Numerical and Proportional Reasoning	1. Place Value	95.8	97	96	97	99	99	97.6	95
	2. Pictorial Representation of Numbers	84.3	90	92	96	94	92	93.2	88
	3. Equiv. Fractions, Decimals and Percents	75.1	85	79	81	88	89	83.0	73
	4. Order, Magnitude and Rounding of Numbers	88.9	90	89	90	95	94	91.5	84
	5. Models of Operations	83.5	83	83	81	83	77	81.6	74
	6. Basic Facts	95.4	96	96	97	97	97	94.5	91
	7. Comp w/ Whole Numbers and Decimals	85.4	81	88	85	88	89	80.1	71
	8. Computation with Fractions and Integers	88.1	93	95	97	99	98	95.5	93
	9. Solve Word Problems	95.0	92	90	90	94	92	89.8	82
	10. Numerical Estimation Strategies	91.6	86	90	92	95	93	93.3	89
	11. Estimating Solutions to Problems	72.8	63	64	62	74	68	68.2	61
Geometry and Measurement	14. Time	83.1	79	76	73	83	78	78.8	70
	15. Approximating Measures	62.8	70	67	61	70	75	80.3	71
	16. Customary and Metric Measures	73.9	73	63	58	71	79	71.9	62
	17. Geometric Shapes and Properties	83.5	78	74	82	83	90	91.3	85
	18. Spatial Relationships	94.6	93	80	84	78	83	89.1	84
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	97.3	99	97	97	98	98	98.8	97
	20. Statistics and Data Analysis	87.7	83	75	73	81	78	74.4	68
	21. Probability	90.8	93	91	91	97	96	92.6	83
	24. Classification and Logical Reasoning	52.1	49	56	56	70	66	71.5	64
Algebraic Reasoning: Patterns and Functions	22. Patterns	85.8	81	86	85	92	87	85.1	74
	23. Algebraic Concepts	87.0	84	93	94	90	90	88.7	84
Integrated Understanding	25. Mathematical Applications	78.2	85	80	87	91	88	84.8	75

Reading
Grade 5
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	75.1 (253.6)	74.6	60.9 (239.2)
2006-2007	79.3 (255.1)	75.1	61.4 (240.2)
2007-2008	75.5 (252.0)	77.2	62.2 (240.0)
2008-2009	80.5 (254.4)	78.0	66.0 (243.6)
2009-2010	82.8 (263.9)	77.0 (258.0)	61.8 (243.1)
2010-2011	85.0 (263.1)	77.4 (259.1)	61.4 (242.8)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(26.4, 26.1,17.6)	75.1 (74.6,60.9)	12.3 (10.4,11.9)	4.2 (5.7,8.2)	8.4 (9.1,19.1)
2006-2007	(23.2,18.7)	79.3 (75.4,61.4)	9.1 (11.9)	4.6 (7.1)	7.1 (19.5)
2007-2008	(26.1,25.2,18.5)	75.5 (77.2,62.2)	10.1 (9.7,11.8)	4.7 (5.2,7.4)	9.7 (8.8,18.6)
2008-2009	25.2,24.2,19.2)	80.5 (78.0,66.0)	8.1 (10.2, 1.7)	4.9 (5,3,7.3)	6.5 (6.5,15.0)
2009-2010	(35.1,28.7, 21.6)	82.8 (77.0,61.8)	10.9 (10.5,13.6)	2.1 (5.1,7.1)	4.2 (7.3,17.4)
2010-2011	(30.4,30.1, 21.1)	85.0 (77.4,61.4)	7.0 (11.8, 13.7)	3.1 (4.5, 7.3)	4.8 (6.3, 17.6)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.8	3.6	3.4
2010-2011	3.7	3.6	3.4

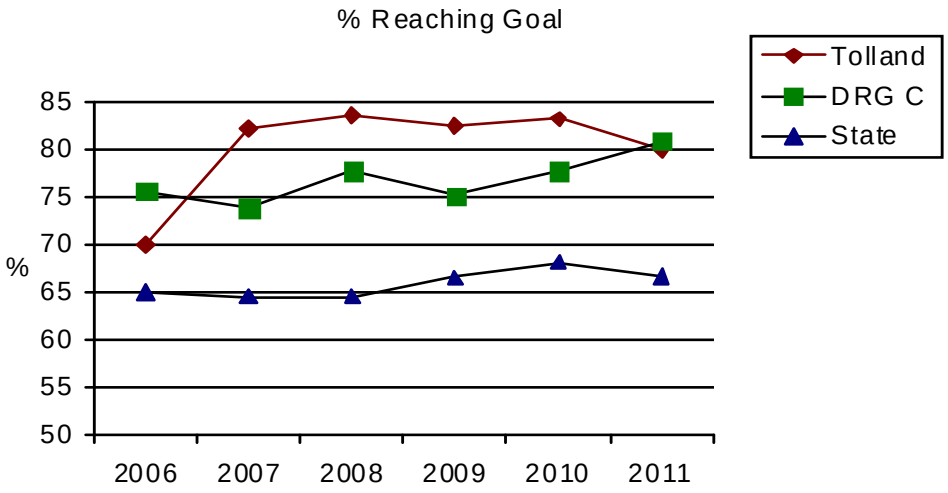
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
General Understanding	85	84	84	87	99	96	96.3	92
Interpretation	87	87	84	85	94	93	91.4	82
Connections	51	58	64	59	85	85	82.7	79
Content and Structure	83	85	85	93	97	94	93.2	88
DRP (#)	66.9	67.1	62.9	64.3	64.4	64.3	63.6	58.4

Writing
Grade 5
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	70.0 (255.7)	75.7	65.0 (252.2)
2006-2007	82.3 (269.5)	73.9	64.6 (254.9)
2007-2008	83.7 (282.6)	77.8	64.6 (254.8)
2008-2009	82.5 (265.7)	75.2	66.6 (255.2)
2009-2010	83.3 (276.8)	77.8 (270.3)	68.2 (256.8)
2010-2011	80.0 (274.4)	81.0 (66.8)	66.8 (257.0)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(20.8,27.8,22.5)	70.0 (75.7,65.0)	23.1 (15.7,20.3)	4.6 (6.3,9.6)	2.3 (2.5,5.2)
2006-2007	(34.0,24.3)	82.3 (74.0 ,64.6)	10.9 (21.1)	3.8 (9.2)	2.9 (5.0)
2007-2008	(49.2,32.0,23.6)	83.7 (77.8,64.6)	9.7 (15.5,21.1)	5.0 (4.9,5.4)	1.6 (2.5,5.4)
2008-2009	(28.7, 29.8, 23.7)	82.5 (75.2, 66.6)	12.4 (16.2, 9.9)	2.8 (5.6, 8.7)	2.4 (3.0,4.8)
2009-2010	(43.7, 33.9, 24.6)	83.3 (77.8 ,68.2)	12.2(16.4, 19.1)	1.6 (4.0, 7.8)	2.9 (1.9, 4.8)
2010-2011	(42.9, 39.6, 26.0)	80.0 (81.0, 66.8)	12.9 (13.2,21.2)	3.8 (3.8, 7.3)	3.3 (2.0, 4.7)

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.6	1.5	1.2
2010-2011	1.5	1.5	1.2

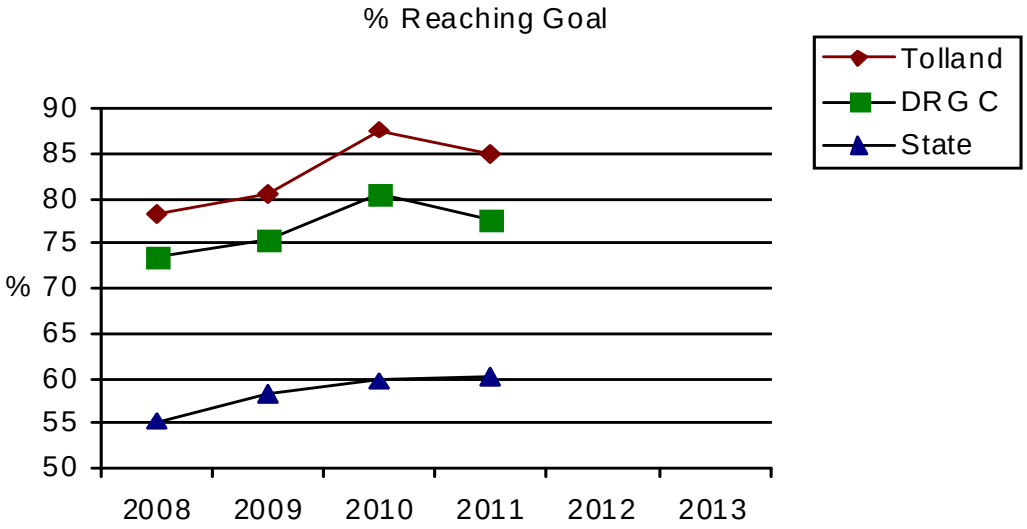
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Composing/Revising	84	86	82	81	85	81	79.4	65
Editing	75	70	82	84	78	70	71.4	59
Holistic Writing	7.8	8.7	8.9	8.2	8.6	8.8	8.8	8.3

Science
Grade 5
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2007-2008	78.3 (275.7)	73.6	55.2 (250.5)
2008-2009	80.6 (278.3)	75.5	58.3 (254.6)
2009-2010	87.7 (290.4)	80.5 (279.8)	59.7 (257.3)
2010-2011	85.0 (281.5)	77.6 (275.8)	60.2 (258.1)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2007-2008	(31.0, ,15.0)	78.3 (73.6,55.2)	14.3(19.9,25.9)	5.8(4.4,11.1)	1.6(2.1,7.8)
2008-2009	(31.7,27.7,17.9)	80.6 (75.5, 58.3)	17.1 (18.8,24.6)	2.4 (4.0,10.1)	0 (1.7,7.0)
2009-2010	(46.3,32.6,19.4)	87.7 (80.5,59.7)	9.0 (15.1,22.8)	1.6 (2.9,9.5)	1.6 (1.5,8.0)
2010-2011	(32.5, 27.2, 20.3)	85.0 (77.6, 60.2)	9.6 (16.8, 22.2)	2.1 (3.4, 9.2)	3.3 (2.2, 8.5)

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG C	State
Physical Science /14	10.7	10.8	10.9	10.5	10.3	9.4
Earth Science/14	9.7	10.9	10.9	10.7	10.3	9.4
Life Science/14	11.2	11.3	11.9	11.4	11.2	10.2
Science Content/24	17.7	17.8	18.6	18.0	17.4	15.9
Inquiry/18	14.0	14.4	15.1	14.6	14.5	13.1

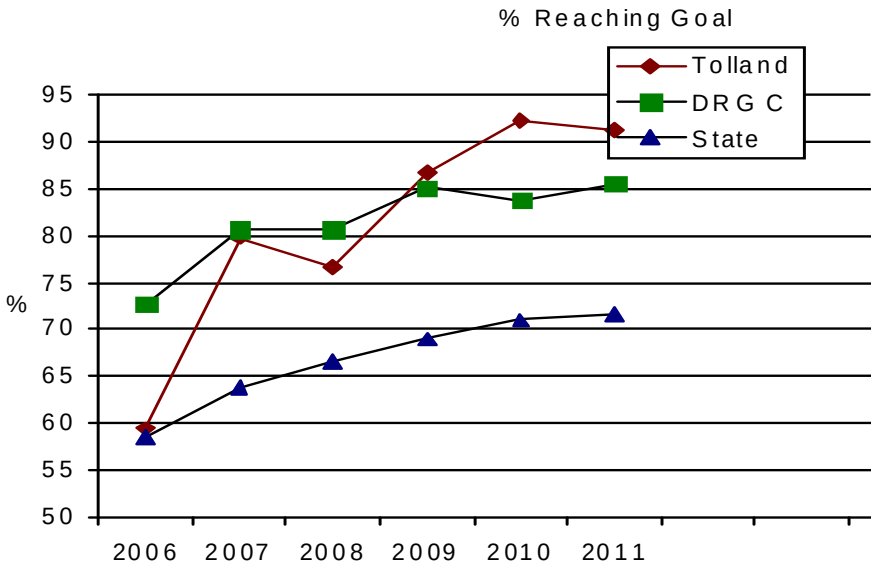
CMT

Sixth Grade

CMT - Grade 6
Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	59.4 (254.5)	72.7	58.6 (250.7)
2006-2007	79.8 (270.6)	80.6	63.8 (257.8)
2007-2008	76.6 (265.1)	80.6	66.6 (261.0)
2008-2009	86.7 (279.7)	85.1	69.0 (264.5)
2009-2010	92.3 (291.9)	83.8 (280.5)	71.0 (267.2)
2010-2011	91.3 (294.4)	85.6 (284.6)	71.6 (268.1)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(22.7,30.1,23.3)	59.4(72.7,58.6)	26.7 (18.9,21.1)	8.4 (5.4,10.6)	5.6 (3.6,9.6)
2006-2007	(36.9,29.5)	79.8 (80.6,63.8)	14.1 (18.9)	3.0 (8.8)	3.9 (8.5)
2007-2008	(26.2,41.5,32.0)	76.6 (80.6,66.6)	16.4 (12.1,17.7)	5.7 (4.9,8.5)	1.2 (2.3,7.2)
2008-2009	(46.6,48.7,34.2)	86.7 (85.1,69.0)	8.0 (10.8, 17.8)	5.2 (3.0, 7.9)	0 (1.1, 5.3)
2009-2010	(54.7,44.9,35.6)	92.3 (83.8,71.0)	5.3 (12.6 , 17.3)	2.0 (2.9 , 7.5)	0.4 (0.7, 4.3)
2010-2011	(61.3,50.2, 36.0)	91.3 (85.6, 71.6)	7.1 (11.5, 16.9)	1.3 (2.4, 7.4)	0.4 (0.5, 4.2)

Average Number of Content Strands Mastered
/23

Year	Tolland	DRG	State
2009-2010	20.1	19.0	17.1
2010-2011	20.3	19.4	17.2

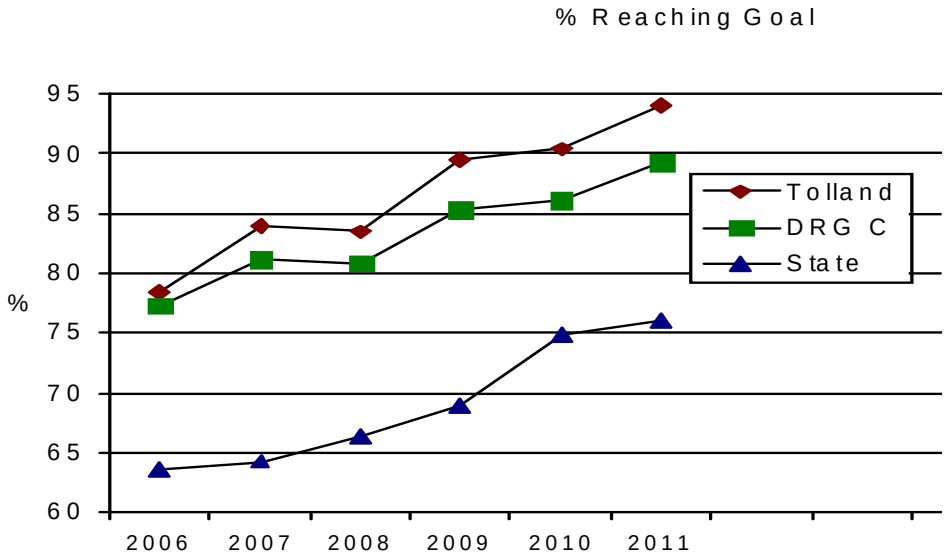
Mathematics
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Numerical and Proportional Reasoning	1. Place Value	96.0	96	99	97	99	98	99.4	98
	2. Pictorial Representation of Numbers	80.1	92	91	95	97	96	94.0	87
	3. Equiv. Fractions, Decimals and Percents	53.0	89	83	92	92	91	85.8	76
	4. Order, Magnitude and Rounding of Numbers	70.5	88	86	93	87	90	84.7	75
	5. Models of Operations	77.3	82	83	87	92	90	90.8	81
	6. Basic Facts	91.6	94	93	96	96	95	95.4	91
	7. Comp w/ Whole Numbers and Decimals	71.7	69	57	60	80	83	76.8	65
	8. Computation with Fractions and Integers	21.9	69	58	87	90	89	74.4	63
	9. Solve Word Problems	64.9	72	74	80	88	90	81.4	67
	10. Numerical Estimation Strategies	79.7	88	86	88	88	92	89.8	83
	11. Estimating Solutions to Problems	55.8	70	54	67	64	68	63.2	49
	12. Ratios and Proportions	62.5	69	68	78	83	84	84.2	75
	15. Approximating Measures	59.4	76	89	94	92	95	86.6	76
	16. Customary and Metric Measures	42.6	43	48	63	71	76	70.3	53
	17. Geometric Shapes and Properties	50.6	72	79	85	87	90	84.0	72
	18. Spatial Relationships	90.0	96	98	97	98	88	96.9	93
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	80.9	86	95	92	93	90	90.5	84
	20. Statistics and Data Analysis	67.3	49	66	75	83	77	76.6	68
	21. Probability	59.8	82	89	91	93	93	83.8	74
	24.Classification and Logical Reasoning	59.4	61	67	73	79	82	79.7	70
Algebraic Reasoning: Patterns and Functions	22. Patterns	76.5	91	82	97	93	93	90.8	82
	23. Algebraic Concepts	86.9	84	86	90	94	95	91.4	83
Integrated Understanding	25. Mathematical Applications	49.0	53	56	70	70	77	71.4	58

Reading
Grade 6
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	78.5 (264.6)	77.3	63.6 (250.0)
2006-2007	84.0 (268.8)	81.2	64.3 (251.1)
2007-2008	83.5 (269.9)	80.9	66.4 (255.5)
2008-2009	89.5 (277.5)	85.3	69.0 (258.5)
2009-2010	90.4 (280.6)	86.1 (280.2)	74.9 (265.4)
2010-2011	94.1 (291.0)	89.3 (284.4)	76.0 (266.8)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(26.7,27.1,20.2)	78.5 (77.3,63.6)	8.0 (10.0,11.7)	6.4 (5.5,8.0)	7.2 (7.4,16.7)
2006-2007	(32.1,19.1)	84.0 (81.2,64.3)	6.5 (11.4)	2.7 (7.9)	6.9 (16.4)
2007-2008	(25.5,41.6,23.8)	83.5 (80.9,66.4)	8.6 (8.8,11.3)	3.7 (0.8,7.3)	4.1 (4.8,15.1)
2008-2009	(35.1,36.2,25.0)	89.5 (85.3,69.0)	4.4 (7.6,11.3)	4.0 (3.6,7.1)	2.0 (3.5,12.6)
2009-2010	42.4 (40.8, 29.8)	90.4 (86.1,74.9)	6.8 (8.3, 10.6)	1.6 (2.9, 6.4)	1.2 (2.6, 8.2)
2010-2011	(48.5,45.7, 30.5)	94.1 (89.3,76.0)	3.3 (6.0, 10.5)	1.7 (2.7, 6.1)	0.8 (2.0, 7.3)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.4	3.3	3.0
2010-2011	3.6	3.4	3.1

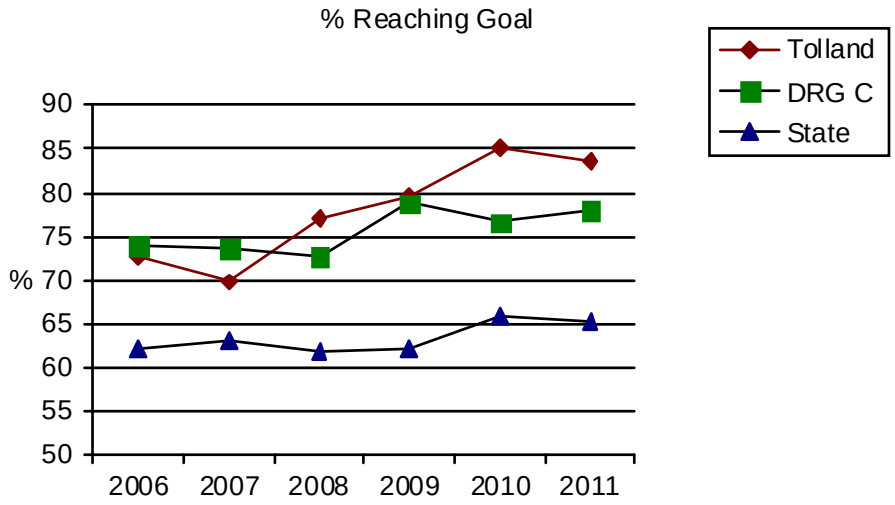
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
General Understanding	84	88	95	94	92	94	90.9	83
Interpretation	74	77	86	93	89	91	87.6	78
Connections	33	43	45	57	62	78	70.4	62
Content and Structure	80	84	90	93	94	95	90.8	82
DRP (#)	71.4	72.5	69.8	72.5	69.3	71.7	69.7	64.3

Writing
Grade 6
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	72.8 (262.7)	74.0	62.2 (250.0)
2006-2007	69.8 (268.3)	73.6	63.0 (253.5)
2007-2008	77.0 (263.3)	72.8	61.9 (252.2)
2008-2009	79.7 (274.2)	78.8	62.2 (252.9)
2009-2010	85.2 (271.9)	76.6 (268.9)	65.9 (256.2)
2010-2011	83.5 (277.0)	77.9 (271.0)	65.3 (257.2)



Band Data (Tolland, State; Tolland,DRG,State; Tolland,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(29.2,29.3,21.7)	72.8 (74.0,62.2)	17.2 (16.7,20.5)	7.2 (6.1,11.3)	2.8 (2.9,6.0)
2006-2007	(33.6,24.0)	69.9 (73.6,63.0)	20.2 (20.8)	6.9 (10.5)	3.1 (5.7)
2007-2008	(26.2,25.5,21.5)	77.0(72.8,61.9)	14.8(16.5,20.9)	5.3(8.0,4.7)	2.9(2.7,5.4)
2008-2009	(39.1,37.3,22.3)	79.7 (78.8,62.2)	12.9 (13.9,20.9)	5.1 (5.1,11)	2.3 (2.2,5.9)
2009-2010	(34.8,32.8,25.5)	85.2 (76.6,65.9)	11.3 (16.1,19.6)	3.1 (5.5,10.4)	0.4 (1.9, 4.1)
2010-2011	(40.5,35.5,26.0)	83.5 (77.9,65.3)	11.6 (15.4, 20.9)	4.5 (5.1, 9.9)	0.4 (1.6, 4.0)

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.6	1.5	1.3
2010-2011	1.7	1.5	1.3

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Composing/Revising	70	73	73	77	79	81	74.7	59
Editing	80	77	85	85	84	86	78.0	68
Holistic Writing	8.2	8.2	8.1	8.5	8.7	8.8	8.7	8.3

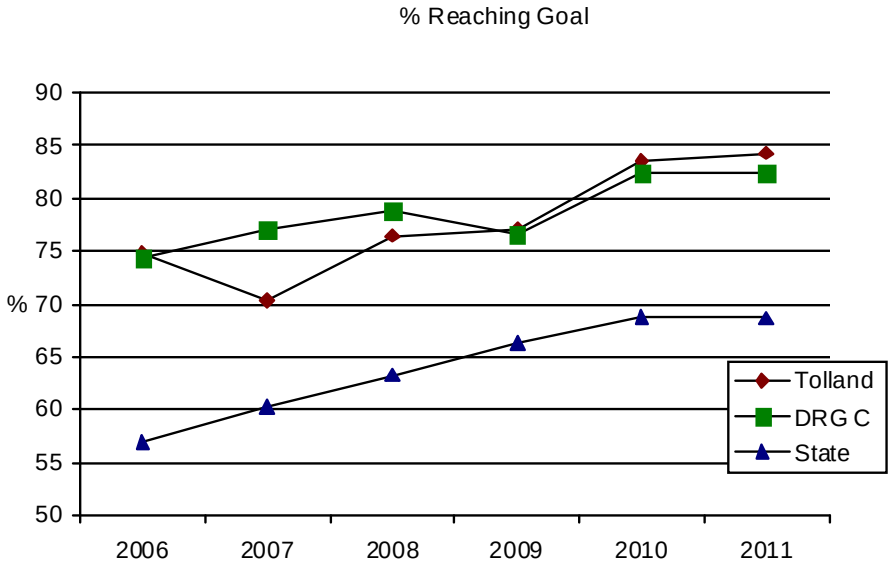
CMT

Seventh Grade

CMT – Grade 7
Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	74.8 (269.0)	74.3	57.0 (254.0)
2005-2006	70.3 (268.3)	77.1	60.3 (256.7)
2007-2008	76.5 (271.8)	78.8	63.3 (261.1)
2008-2009	77.0 (270.3)	76.6	66.3 (265.1)
2009-2010	83.6 (281.7)	82.4 (283.8)	68.8 (269.5)
2010-2011	84.3 (286.0)	82.4 (282.2)	68.7 (269.0)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(29.2,34.9,24.7)	75.1 (74.3,57.0)	15.5 (16.1,20.7)	6.9 (6.0,11.8)	2.6 (2.8,10.4)
2006-2007	(32.5,25.5)	70.3 (77.1,60.3)	19.3 (19.9)	7.2 (10.4)	3.2 (9.4)
2007-2008	(36.4,36.7,28.3)	76.5 (78.8,63.3)	15.2 (14.1,19.3)	5.7 (4.4,9.8)	2.7 (2.7,7.5)
2008-2009	(27.8,34.1,30.3)	77.0 (76.6,66.3)	16.5 (16.6,19.4)	5.6 (5.2,9.1)	0.8 (1.6, 5.2)
2009-2010	(41.6,47.4,34.3)	83.6 (82.4,68.8)	13.6 (13.0,18.6)	2.8 (2.9, 8.6)	0.0 (1.7, 4.0)
2010-2011	(47.2,42.7,34.0)	84.3 (82.4, 68.7)	12.5 (13.0, 18.6)	3.2 (3.6, 8.6)	0.0 (1.0, 4.2)

Average Number of Content Strands Mastered
/23

Year	Tolland	DRG	State
2009-2010	17.9	17.8	15.5
2010-2011	18.0	17.6	15.4

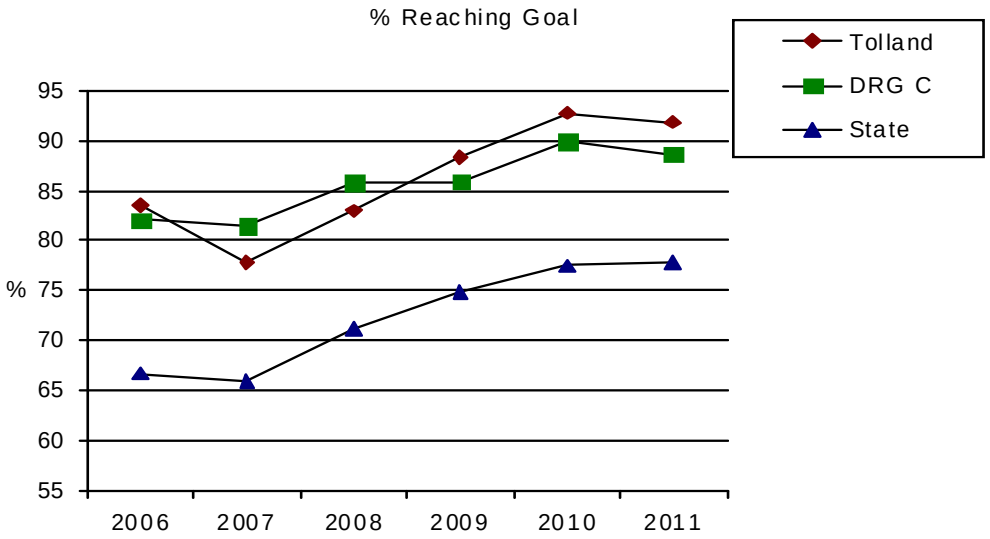
Mathematics
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Numerical and Proportional Reasoning	1. Place Value	74.0	67	75	75	71	75	75.3	69
	2. Pictorial Representation of Numbers	85.5	75	83	84	90	89	87.8	78
	3. Equiv. Fractions, Decimals and Percents	83.0	77	71	75	80	85	78.1	70
	4. Order, Magnitude and Rounding of Numbers	83.8	72	74	76	78	81	78.0	66
	5. Models of Operations	89.8	83	77	79	78	82	82.2	73
	7. Comp w/ Whole Numbers and Decimals	74.0	70	65	66	67	77	74.3	66
	8. Computation with Fractions and Integers	68.9	77	70	69	78	79	75.1	67
	9. Solve Word Problems	71.4	68	74	79	81	74	74.0	63
	10. Numerical Estimation Strategies	91.5	88	89	90	93	94	93.9	87
	11.Estimating Solutions To Problems	72.3	69	65	63	68	74	73.3	60
	12. Ratios and Proportions	74.8	65	80	77	80	77	75.6	66
	13. Computation with Percents	47.9	38	42	38	75	65	62.7	57
Geometry and Measurement	15. Approximating Measures	64.5	72	86	75	75	75	75.8	67
	16. Customary and Metric Measures	35.0	48	62	67	71	80	67.2	55
	17. Geometric Shapes and Properties	37.6	65	66	69	75	77	72.2	60
	18. Spatial Relationships	50.4	65	82	83	71	79	78.3	72
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	91.9	94	90	95	96	88	95.1	90
	20. Statistics and Data Analysis	86.8	80	77	77	82	76	83.0	74
	21. Probability	67.9	54	81	81	87	90	80.9	68
	24. Classification and Logical Reasoning	65.0	59	72	73	69	67	69.1	56
Algebraic Reasoning: Patterns and Functions	22. Patterns	78.6	68	86	85	83	78	80.3	71
	23. Algebraic Concepts	63.7	65	65	71	75	67	61.5	52
Integrated Understanding	25. Mathematical Applications	70.5	69	67	65	67	67	62.6	51

Reading
Grade 7
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	83.5 (257.5)	82.1	66.7 (238.3)
2006-2007	77.9 (255.2)	81.5	65.9 (239.3)
2007-2008	83.0 (259.6)	85.8	71.2 (245.9)
2008-2009	88.3 (261.1)	85.9	74.9 (250.6)
2009-2010	92.8 (275.5)	90.0 (271.8)	77.5 (256.1)
2010-2011	91.9 (276.7)	88.7 (270.5)	77.8 (256.0)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(38.5,32.5,22.4)	83.5 (82.1,66.7)	7.8 (6.3,9.7)	4.8 (3.7, 7.1)	3.9 (7.6,16.4)
2006-2007	(31.3,23.5)	77.9 (81.5,65.9)	9.6 (9.7)	5.2 (8.3)	7.2 (16.2)
2007-2008	(37.5,40.0,28.4)	83.0 (85.8,71.2)	4.5 (5.0,8.5)	3.0 (3.6,6.5)	9.5 (5.5,13.8)
2008-2009	(32.8,37.9,31.1)	88.3 (85.9,74.9)	6.1 (5.7,8.5)	3.6 (4.1,6.1)	2.0 (4.4, 10.5)
2009-2010	(52.6, 50.9,36.3)	92.8 (90.0,77.5)	1.2 (2.5, 7.8)	3.2 (2.7, 5.5)	2.8 (4.7, 9.2)
2010-2011	(53.3,45.8,35.8)	91.9 (88.7,77.8)	4.5 (5.6, 7.8)	2.0 (2.8, 5.5)	1.6 (2.9, 8.8)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.6	3.4	3.3
2010-2011	3.7	3.6	3.3

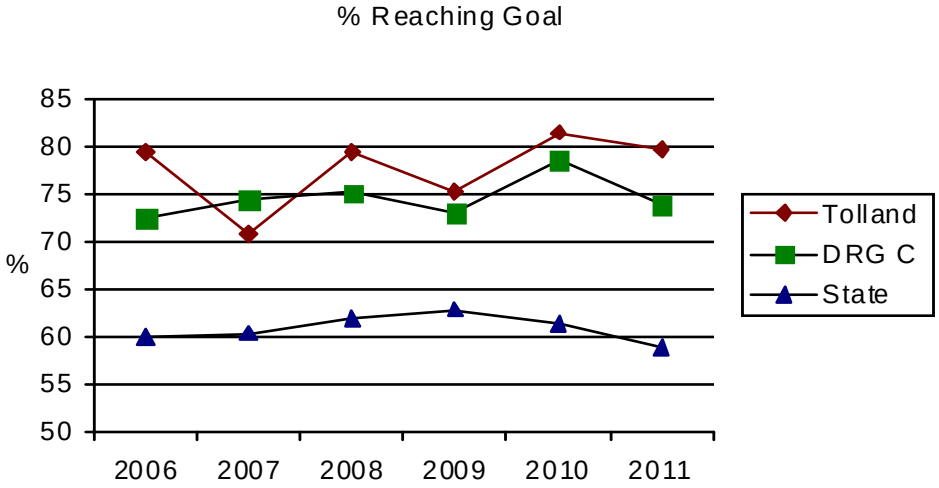
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
General Understanding	88	80	78	82	96	98	96.2	90
Interpretation	73	65	82	84	96	94	92.9	85
Connections	39	40	60	68	77	82	75.7	70
Content and Structure	83	78	84	90	92	95	93.3	87
DRP (#)	72.5	70.7	70.9	71.1	71	71.3	69.9	65.8

Writing
Grade 7
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	79.5 (258.8)	72.5	60.0 (243.4)
2006-2007	70.8 (251.7)	74.5	60.4 (244.4)
2007-2008	79.6 (264.8)	75.2	62.0 (244.5)
2008-2009	75.3 (252.1)	73.0	62.9 (245.3)
2009-2010	81.6 (268.1)	78.7 (264.8)	61.3 (247.8)
2010-2011	79.7 (269.0)	74.0 (263.6)	58.9 (247.6)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(34.6,30.8,22.4)	79.5 (72.5,60.0)	13.7 (16.6,21.0)	5.6 (7.3,11.6)	1.3 (2.8,7.5)
2006-2007	(26.0,23.0)	70.8 (74.5,60.4)	17.2 (20.7)	10.0 (11.9)	2.0 (7.0)
2007-2008	(44.5,33.0,23.7)	79.6 (75.2.62.0)	9.8 (14.5,18.1)	7.2 (6.3,11.4)	3.4 (4.1,8.5)
2008-2009	(27.9,32.7,5.6)	75.3 (73.0, 62.9)	17.1 (16.1,18.0)	4.8 (7.2, 11.0)	2.8 (3.7, 8.2)
2009-2010	(43.1,42.4,27.8)	81.6 (78.7, 61.3)	11.0 (10.8,18.4)	5.5 (5.1, 11.4)	2.0 (5.5 , 9.0)
2010-2011	(46.6,38.3,26.0)	79.7 (74.0, 58.9)	13.1 (16.5,20.9)	4.0 (6.3, 12.0)	3.2 (3.2, 8.2)

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.6	1.5	1.2
2010-2011	1.6	1.5	1.2

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Composing/Revising	65	67	71	73	76	74	72.1	59
Editing	84	82	80	82	80	85	77.8	66
Holistic Writing	8.6	8.3	9.0	8.3	8.8	8.8	8.7	8.1

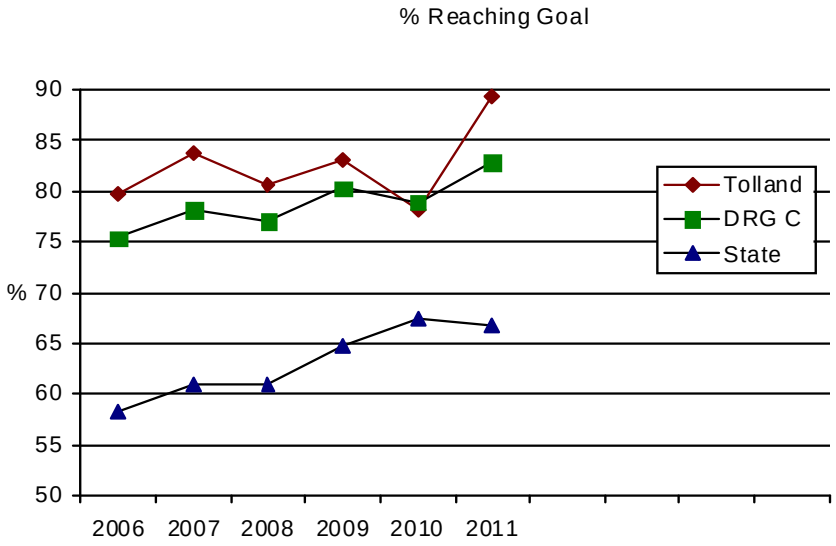
CMT

Eighth Grade

CMT - Grade 8
Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	79.8 (271.6)	75.4	58.3 (251.8)
2006-2007	83.8 (281.6)	78.2	60.9 (255.7)
2007-2008	80.7 (276.0)	77.1	61.0 (255.4)
2008-2009	83.1 (274.5)	80.3	64.7 (260.3)
2009-2010	78.1 (267.3)	78.9 (274.2)	67.5 (264.4)
2010-2011	89.3 (284.4)	82.9 (279.8)	66.8 (264.0)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(39.1,34.6,23.7)	79.8 (75.4,58.3)	15.2 (15.6,20.6)	1.2 (4.3,11.0)	3.7 (3.2,10.1)
2006-2007	(47.0,26.5)	83.8 (78.4,60.6)	11.2 (20.0)	3.0 (10.1)	1.3 (9.1)
2007-2008	(41.2,37.4,26.4)	80.7 (77.1,61.0)	11.5 (15.7,20.2)	5.8 (4.8,10.1)	2.1 (2.6,8.7)
2008-2009	(37.5,37.8,29.6)	83.1 (80.3,64.7)	11.5 (13.8,19.8)	3.8 (4.3,9.4)	1.5 (1.6, 6.1)
2009-2010	(27.0,37.7,32.3)	78.1 (78.9,67.5)	16.0 (16.2,19.1)	4.7 (3.3, 8.6)	1.2 (1.6 , 4.8)
2010-2011	(48.0,44.3,32.4)	89.3 (82.9,66.8)	7.8 (12.7, 19.2)	2.9 (3.2, 8.8)	0.0 (1.2, 5.2)

Average Number of Content Strands Mastered
/23

Year	Tolland	DRG	State
2009-2010	14.7	15.3	13.6
2010-2011	16.9	16.0	13.5

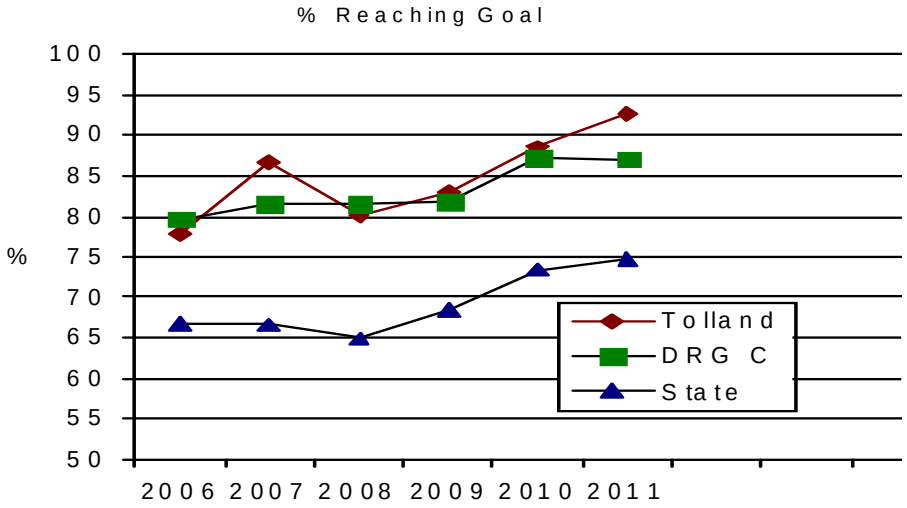
Percent of Students Achieving Mastery by Content Strand

	Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Numerical and Proportional Reasoning	1. Place Value	87.2	89	90	76	72	91	85.7	74
	3. Equiv. Fractions, Decimals and Percents	84.4	86	82	83	77	88	83.2	73
	4. Order, Magnitude and Rounding of Numbers	86.0	93	85	90	88	93	91.0	80
	5. Models of Operations	82.3	89	84	86	90	92	90.8	81
	7. Comp w/ Whole Numbers and Decimals	63.4	66	63	56	58	74	63.6	54
	8. Computation with Fractions and Integers	73.7	81	84	81	82	90	80.3	69
	9. Solve Word Problems	79.8	75	75	80	81	87	81.2	67
	11. Estimating Solutions to Problems	67.1	65	61	54	50	68	64.5	48
	12. Ratios and Proportions	66.3	71	76	78	70	79	71.7	59
	13. Computation with Percents	73.7	78	75	77	54	81	68.7	62
Geometry and Measurement	15. Approximating Measures	61.7	56	51	48	47	68	63.0	52
	16. Customary and Metric Measures	54.3	68	62	51	43	61	55.1	43
	17. Geometric Shapes and Properties	77.0	81	61	71	55	76	67.1	55
	18. Spatial Relationships	79.4	89	82	87	85	96	90.1	79
Working with Data: Probability and Statistics	19. Tables, Graphs and Charts	93.4	96	87	83	91	95	92.9	85
	20. Statistics and Data Analysis	73.7	78	87	84	80	82	82.5	71
	21. Probability	68.3	64	76	80	71	87	80.2	67
	24. Classification and Logical Reasoning	74.9	81	82	87	86	79	79.8	65
Algebraic Reasoning: Patterns and Functions	22. Patterns	72.4	72	66	77	59	62	71.0	58
	23. Algebraic Concepts	72.0	71	72	73	75	83	76.5	63
Integrated Understanding	25. Mathematical Applications	38.3	43	53	62	52	57	57.7	42

Reading
Grade 8
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	77.8 (266.3)	79.7	66.7 (249.7)
2006-2007	86.6 (267.7)	81.5	66.6 (249.8)
2007-2008	80.2 (264.8)	81.5	64.9 (247.6)
2008-2009	83.1 (265.9)	81.9	68.5 (251.3)
2009-2010	88.6 (270.8)	87.3 (274.0)	73.4 (259.7)
2010-2011	92.7 (283.8)	87.1 (276.9)	74.7 (261.4)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(29.6,31.7,23.8)	77.8 (79.7,66.7)	7.4 (6.8,9.9)	5.3 (4.6,7.4)	9.5 (7.5,15.9)
2006-2007	(32.8,22.7)	86.6 (81.5,66.6)	4.3 (9.8)	5.5 (7.5)	3.4 (16.1)
2007-2008	(41.2,30.7,20.7)	80.2 (81.5,64.9)	11.5 (9.0,12.1)	5.8 (4.0,7.7)	2.1 (6.5,15.3)
2008-2009	(34.3,30.2,22.0)	83.1 (81.9,68.5)	9.8 (9.3, 12.0)	4.3 (4.0, 7.5)	2.8 (4.7, 12.0)
2009-2010	(35.0, 42.2, 30.8)	88.6 (87.3,73.4)	5.9 (6.7 , 9.2)	2.8(2.6, 6.6)	2.8 (3.4,10.8)
2010-2011	(54.3,45.3, 32.4)	92.7 (87.1,74.7)	2.0 (5.7, 8.7)	3.3 (3.1, 6.2)	2.0 (4.1, 10.4)

Average Number of Content Strands Mastered
/4

Year	Tolland	DRG	State
2009-2010	3.1	3.4	2.8
2010-2011	3.6	3.5	3.2

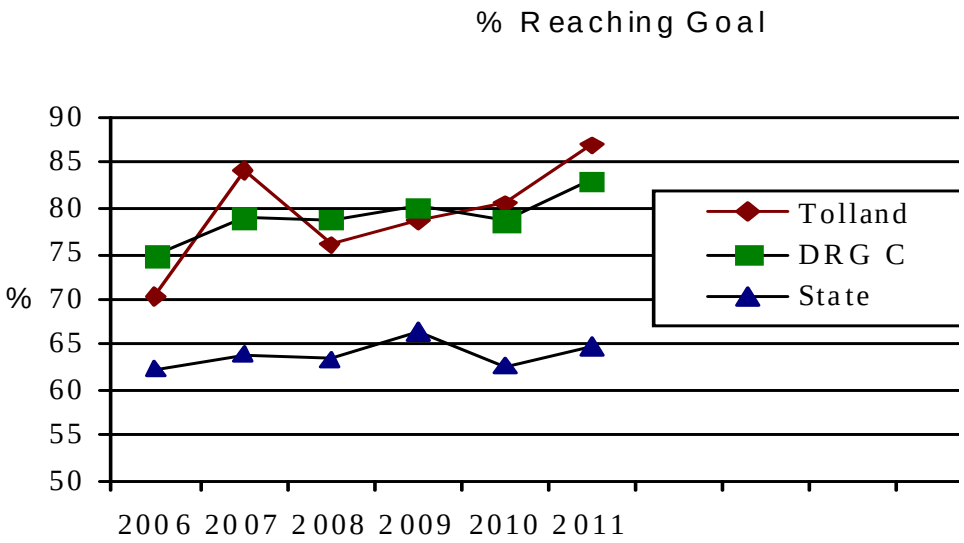
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
General Understanding	66	72	75	81	84	92	89.0	82
Interpretation	70	77	78	84	95	94	91.2	83
Connections	64	63	80	74	67	87	80.1	74
Content and Structure	77	79	87	84	85	92	86.1	78
DRP (#)	78.5	78.8	73.5	74.4	74	76.4	74.6	69.7

Writing
Grade 8
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2005-2006	70.4 (252.9)	74.8	62.4 (250.0)
2006-2007	84.2 (276.2)	79.0	64.0 (252.4)
2007-2008	76.0 (272.1)	78.8	63.4 (253.0)
2008-2009	78.6 (267.4)	80.2	66.5 (254.2)
2009-2010	80.5 (268.1)	78.6 (263.5)	62.7 (250.3)
2010-2011	87.0 (275.3)	83.1 (271.8)	64.8 (250.9)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2005-2006	(18.1,30.9,21.7)	70.4 (74.8,62.4)	21.0 (14.4,19.5)	7.0 (5.9,11.0)	1.6 (2.9,7.0)
2006-2007	(38.9,22.8)	84.2 (79.2,64.0)	12.8 (18.6)	1.7 (10.4)	1.3 (7.0)
2007-2008	(36.4,33.5,24.1)	76.0 (78.8,63.4)	16.5 (13.6,19.3)	5.0 (5.4,9.8)	2.5 (2.9,7.5)
2008-2009	(39.7,36.7,26.2)	78.6 (80.2,66.5)	12.6 (11.9,17.2)	5.3 (4.8, 9.2)	3.4 (3.1, 7.1)
2009-2010	(33.5,27.2,21.9)	80.5 (78.6,62.7)	13.2 (12.5,17.9)	4.7 (6.6,11.2)	1.6 (2.3 , 8.2)
2010-2011	(41.3,38.4,22.8)	87.0 (83.1, 64.8)	9.7 (9.6, 16.8)	0.8 (4.4, 10.4)	2.4 (2.9, 8.1)

Average Number of Content Strands Mastered
/2

Year	Tolland	DRG	State
2009-2010	1.5	1.5	1.0
2010-2011	1.6	1.5	1.2

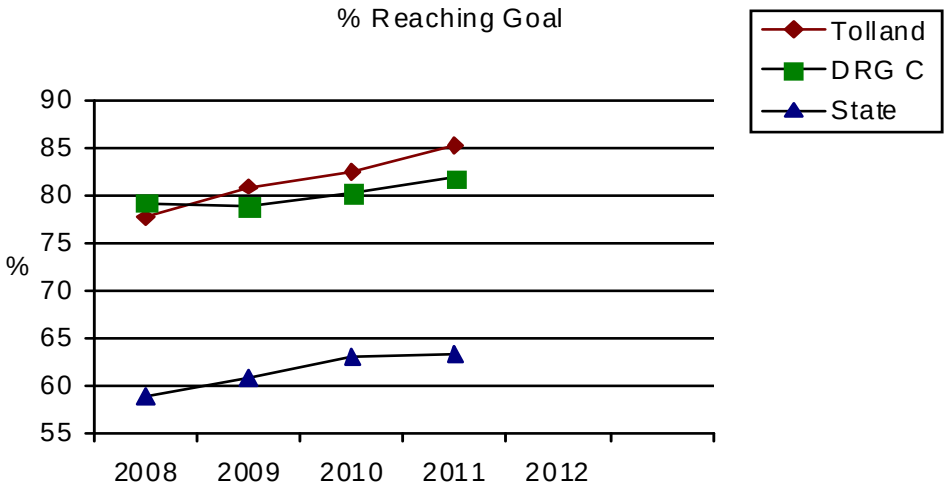
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2009-2010	DRG	State
Composing/Revising	63	61	77	74	78	82	76.8	63
Editing	63	68	73	72	73	81	74.1	57
Holistic Writing	8.2	9.4	8.9	8.9	9.1	9.3	9.2	8.5

Science
Grade 8
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2007-2008	77.8 (270.0)	79.3	58.9 (250.2)
2008-2009	81.0 (272.9)	79.0	60.9 (252.9)
2009-2010	82.5 (268.5)	80.3 (269.7)	63.1 (254.3)
2010-2011	85.4 (277.1)	81.9 (273.4)	63.3 (254.9)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2007-2008	(22.6,24.3,15.3)	77.8 (79.3,58.9)	15.2 (11.3,16.3)	4.1(5.1,10.0)	2.9 (4.3,14.8)
2008-2009	(28.9,25,1,17.2)	81.0 (79.0,60.9)	10.3 (12.5,15.7)	5.7 (4.7,9.7)	3.0 (3.8,13.7)
2009-2010	(14.4,16.7,13.5)	82.5 (80.3 , 63.1)	8.9 (10.0 13.0)	6.2(5.9,10.0)	2.3 (3.9,13.9)
2010-2011	(21.5,21.3,14.8)	85.4 (81.9, 63.3)	7.3 (8.6, 12.6)	5.3 (5.2, 9.4)	2.0 (4.3, 14.6)

Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Physical Science/17	12.6	12.6	12.7	13.2	12.6	11.3
Earth Science/17	12.2	12.5	12.3	12.9	12.3	10.9
Life Science/17	12.1	12.3	11.9	12.4	12.7	11.3
Science Content/30	22.6	23.0	22.1	23.3	22.6	20.3
Inquiry/21	14.3	14.4	14.9	15.1	15.0	13.2

CAPT

Tenth Grade

Tolland Public Schools

Connecticut Academic Performance Test

The Connecticut Academic Performance Test was developed in response to legislation mandating a statewide assessment for all public school students in grade ten. The purposes of the CAPT program are to promote improved student learning by

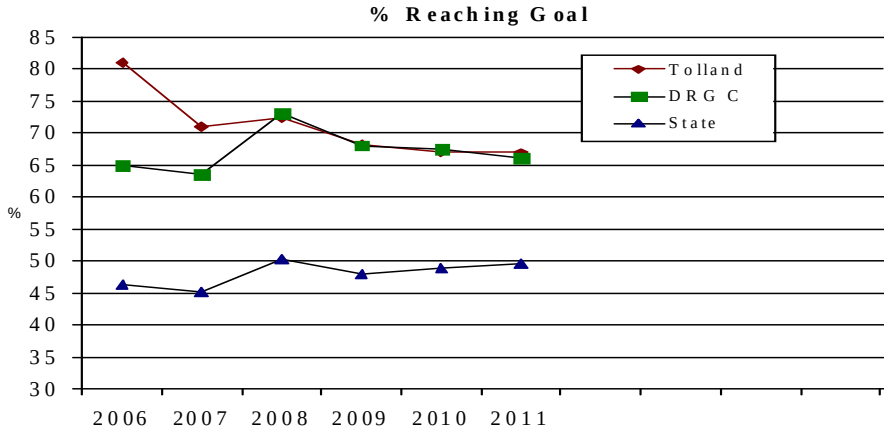
- setting high performance standards on a comprehensive range of important skills and knowledge
- emphasizing the application and integration of skills and knowledge in realistic contexts
- providing timely assessment data regarding students' strengths and weaknesses, and
- providing an expanded measure of accountability for all levels of Connecticut's education system up to and including the high school.

The CAPT includes four sections: Reading, Writing, Mathematics, and Science. While traditional assessments typically measure what students know, the CAPT uses state-or-the-art assessment techniques, such as performance tasks, to also measure what students can do with what they know. The goal is for students to be able to apply what they have learned in school to situations they are likely to face throughout their lives.

CAPT – 10th
Mathematics
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2006-2007	71(272.8)	63.5	45.3 (250.0)
2007-2008	72.8 (274.0)	73.0	50.2 (252.9)
2008-2009	68.1 (274.9)	68.0	48.0 (251.8)
2009-2010	67.0 (270.4)	67.4 (270.7)	48.9 (253.1)
2010-2011	66.9 (272.2)	66.0 (272.2)	49.6 (255.9)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2006-2007	(35.5,30.2,20.3)	71(63.5 ,45.3)	22.0 (27.8,32.0)	3.5 (5.3,12.4)	3.5 (2.6,10.3)
2007-2008	(32.8,32.7,21.2)	73.2 (73.0,50.2)	21.6 (21.4,29.5)	4.3 (4.1,12.0)	0.9 (1.6,8.4)
2008-2009	(32.3, 28.8, 19.5)	68.1 (68.0,48.0)	26.6 (25.0,30.4)	4.8 (5.0,12.2)	0.4 (2.1,9.4)
2009-2010	(28.9, 27.8, 18.8)	67.0 (67.4,48.9)	25.2 (25.1,30.0)	5.0 (5.3,12.0)	2.8 (2.3, 9.2)
2010-2011	(29.3, 30.1, 22.0)	66.9 (66.4,49.6)	26.4 (26.6,30.7)	5.8 (5.6,12.0)	0.8 (1.7, 7.7)

Mathematics
Percent of Students Achieving Mastery by Content Strand

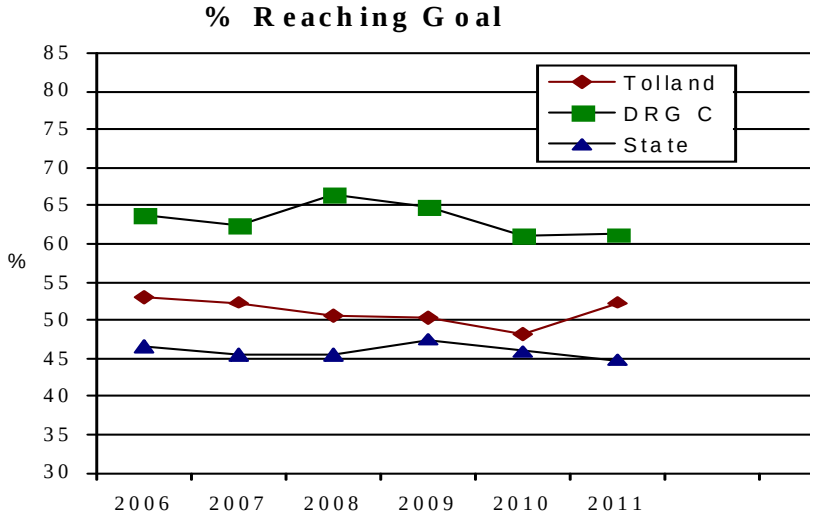
Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Algebraic Reasoning: Patterns and Functions	7.6	7.2	7.1	7.6	6.8	7.2	6.9	5.9
Numerical and Proportional Reasoning	7.8	7.9	7.8	7.2	6.8	7.3	7.4	6.0
Geometry and Measurement	8.9	6.8	6.6	6.8	5.6	6.0	6.3	5.0
Working on Data: Statistics and Probability	8.6	7.4	7.4	7.5	8.0	7.9	7.8	6.6

All strands = 0 to 12 scale.

Reading
10th Grade
2011 Results

Historical Data
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2006-2007	52.3(247.7)	62.4	45.5(242.9)
2007-2008	50.6(247.6)	66.4	45.5(243.9)
2008-2009	50.4 (250.7)	64.8	47.5 (245.1)
2009-2010	48.2 (245.9)	61.0 (260.8)	45.9 (244.4)
2010-2011	52.3 (254.3)	61.2 (262.0)	44.8 (244.8)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2006-2007	(16.1,30.6,19.9)	52.3(62.4,45.5)	37.7(28.4,34.2)	4.5(6.3,12.7)	5.5 (3.0,7.5)
2007-2008	(17.3,34.1,20.7)	50.6 (66.4,45.5)	39.8 (28.6,30.4)	6.5 (3.5,8.0)	3.0 (1.5,3.8)
2008-2009	(18.4,33.5,21.4)	50.4 (64.8, 47.5)	41.7 (31.3,34.3)	5.3(4.9,11.0)	2.6 (1.7, 7.2)
2009-2010	(16.8,26.5,18.0)	48.2 (61.0 , 45.9)	38.2 (31.8,37.0)	10.5(5.4,12.2)	3.2 (1.8 , 4.9)
2010-2011	(24.5,30.9,20.9)	52.3 (61.2,44.8)	39.8 (31.4,37.2)	7.1 (5.8, 12.6)	0.8 (1.6, 5.5)

Percent of Students Achieving Mastery by Content Strand

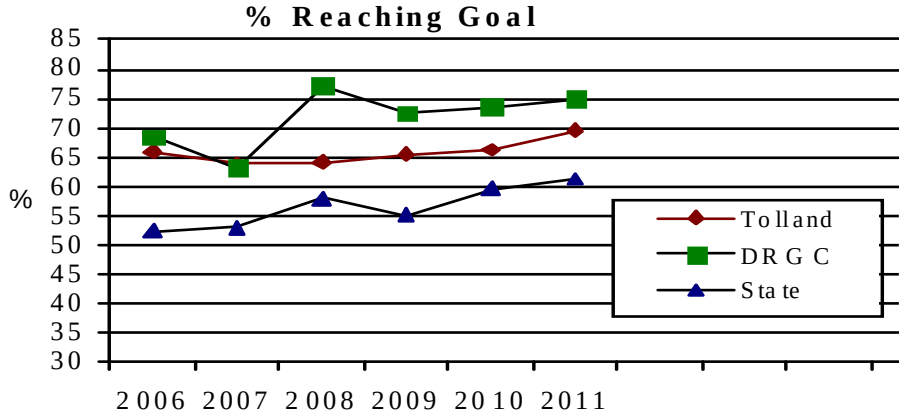
Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Reading for Information	15.1	14.5	14.0	14.4	13.9	14.2	14.4	12.6
Response to Literature	7.3	7.0	6.9	7.1	6.5	7.2	7.6	7.1

Reading for Information = 0-24 scale
Response to Literature = 2-12 scale

Writing
10th Grade
2011 Results

Historical Data (Comparisons)
% Reaching Goal (Average Scale Index)

Year	Tolland	DRG C	State
2006-2007	63.8 (253.2)	63.3	53.0 (250.1)
2007-2008	64.1 (261.9)	77.3	57.9 (258.9)
2008-2009	65.5 (269.1)	72.6	55.1 (258.5)
2009-2010	66.2 (268.7)	73.6 (279.1)	59.6 (261.5)
2010-2011	69.5 (273.7)	75.0 (278.6)	61.3 (264.9)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2006-2007	(21.0,32.2,21.7)	58.0 (63.3,52.8)	32.0 (23.6,29.3)	4.5(5.8,10.7)	5.5 (5.8,7.1)
2007-2008	(22.1,37.3,23.5)	64.1 (77.3,57.8)	28.1 (23.7,30.4)	6.5 (1.8,8.0)	1.3 (0.4,3.8)
2008-2009	(30.6,36.3,24.8)	65.5 (72.6,55.1)	25.5 (22.0,31.4)	8.1 (4.1, 9.2)	0.9 (1.3,4.3)
2009-2010	(30.6,39.1, 26.8)	66.2 (73.6,59.6)	26.1 (19.8 ,26.6)	6.3 (4.3 , 8.9)	1.4 (2.2,4.9)
2010-2011	(38.6,43.0,33.0)	69.5 (75.0,61.3)	25.2 (19.7,27.3)	3.3 (3.6, 7.6)	2.0 (1.6, 3.9)

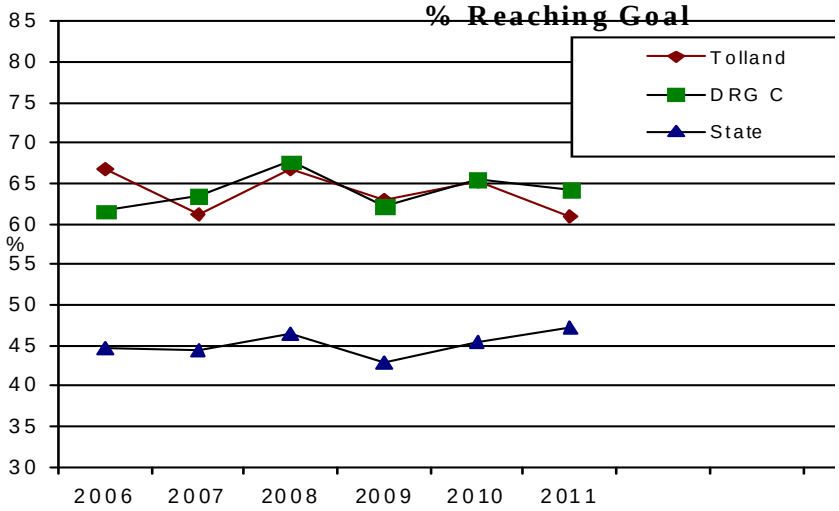
Percent of Students Achieving Mastery by Content Strand

Strand	Tolland 2005-2006	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2010-2011	DRG	State
Interdisciplinary #1	7.8	7.5	7.7	8.1	7.8	7.7	8.0	7.4
Interdisciplinary #2	7.9	7.3	7.1	8.2	7.7	7.7	8.0	7.5
Editing/Revising	13.9	13.3	13.1	14.1	14.9	14.7	14.5	13.4

Interdisciplinary #1 and #2 = 2-12 scale
Editing and Revising = 0-18 scale

Science
10th Grade
2011 Results
Historical Data (Comparisons)
% Reaching Goal (Average Scale Score)

Year	Tolland	DRG C	State
2006-2007	61.2 (272.1)	63.5(84.0)	44.5 (256.9)
2007-2008	66.7 (281.4)	67.7 (87.0)	46.5 (258.2)
2008-2009	63.0 (278.6)	62.2 (84.7)	43.0 (254.9)
2009-2010	65.3 (284.0)	65.5 (280.6)	45.5 (259.5)
2010-2011	60.9 (279.0)	64.3 (279.5)	47.2 (260.6)



Band Data (Tolland,DRG,State)

Year	Advanced Band 5	Goal Band 4 with 5	Proficient Band 3	Basic Band 2	Below Basic Band 1
2006-2007	(25.9,30.2,22.4)	61.2(63.5,44.5)	32.8(28.7,37.0)	2.0 (4.3,10.9)	4.0(1.8,7.7)
2007-2008	(39.4,37.8,24.0)	66.7(67.7,46.5)	27.3(27.5,34.0)	4.3 (2.9,10.1)	1.7(1.9,9.4)
2008-2009	(31.1,32.5,21.1)	63.0 (62.2,43.0)	33.6 (30.9,35.4)	2.6 (4.4,10.4)	0.9(2.5,11.2)
2009-2010	(40.5,35.2, 22.9)	65.3 (65.5,45.5)	30.2 (29.1,36.0)	3.2 (3.5,10.6)	1.4 (1.9 ,7.9)
2010-2011	(34.7, 36.2,24.9)	60.9 (64.5.47.2)	32.7 (29.1,34.5)	4.8 (4.4,10.4)	1.6 (2.2, 7.9)

Strands and Dimensions

Strand	Tolland 2006-2007	Tolland 2007-2008	Tolland 2008-2009	Tolland 2009-2010	Tolland 2009-2010	DRG	State
Energy Transformations	10.1	10.5	10.3	11.0	10.6	10.1	8.8
Chemical Structures and Properties	9.5	10.0	10.5	10.2	10.3	10.2	9.1
Global Interdependence	10.5	10.3	11.2	16.7	9.7	9.8	8.6
Cell Chemistry and Biotechnology	9.6	10.3	10.6	10.8	10.2	10.5	9.4
Genetics , Evolution and **B**iodiversity	9.5	11.0	10.1	10.5	10.3	10.8	9.6
Content Knowledge (0-40)				27.5	26.6	26.7	23.6
Science Inquiry, Literacy and Numeracy (0-35)				25.7	24.6	24.7	21.9

Scales 0 – 15 unless otherwise noted

CAPT Average Scale Scores

Subject	2007	2008	2009	2010	2011
Mathematics	**272.8**	**274.0**	**274.9**	**270.4**	**272.2**
Science	**272.1**	**281.4**	**278.6**	**284.0**	**279.0**
Reading	**247.7**	**247.6**	**250.7**	**245.9**	**254.3**
Writing	**253.2**	**261.9**	**269.1**	**268.7**	**273.7**

Percent Students Achieving in CAPT Sub-Tests

Goals in	2007	2008	2009	2010	2011	2011-State
All four areas	35.3	38.8	38.3	34.2	36.7	29.8
Three areas	18.4	19.4	17.0	20.3	19.4	13.0
Two areas	16.9	14.2	12.8	16.7	13.7	12.2
One area	10.9	11.6	14.0	14.0	13.7	14.4
No areas	18.4	15.9	17.9	14.9	16.5	30.6

Percent Students Achieving in CMT Sub-Tests

Grade	Student with all three measures at Goal (all four with science)					
	2008	2009	2010	2010 State	2011	2011 State
3	46.3	45.1	53.7	40.6	49.2	42.9
4	54.5	59.0	62.1	46.1	67.6	48.1
5	65.9	63.5 (begins to include Science)	69.1	45.5	68.3	45.2
6	63.1	73.8	77.8	54.7	79.4	54.3
7	65.0	61.0	74.5	53.2	71.8	51.1
8	63.8	65.5 (begins to include Science)	65.0	48.8	77.4	49.7

Cohort Data

2008-2019

Class of 2008

% Reaching Goal (Average Scale Score)

Test	As 4th Graders **1999**	As 6th Graders **2001**	As 8th Graders **2003**	As 10th Graders **2006**
Mathematics	80	79	86	81.4
Reading	70	85	84	52.9
Writing	65	74	68	66.0
Science	-	-	-	66.7

Class of 2009

% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2000**	As 6th Graders **2002**	As 8th Graders **2004**	As 10th Graders **2007**
Mathematics	72	79	73.1	71.0 (272.8)
Reading	76	83	77.9	52.3 (247.7)
Writing	64	65	71.9	63.8 (253.2)
Science	-	-	-	61.2 (272.1)

Class of 2010

% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2001**	As 6th Graders **2003**	As 8th Graders **2006**	As 10th Graders **2008**
Mathematics	72	74	79.8 (271.6)	72.8 (274.0)
Reading	71	81	77.8 (266.3)	50.4 (247.6)
Writing	64	69	70.4 (252.9)	64.1 (261.9)
Science				66.7 (281.4)

Class of 2011

% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2002**	As 6th Graders **2004**	As 7th Graders **2006**	As 8th Graders **2007**	As 10th Graders **2009**
Mathematics	72.8	72.6	74.8 (269.0)	83.8 (281.6)	68.1 (274.9)
Reading	69.9	81.3	83.5 (257.5)	86.6 (267.7)	50.4 (250.7)
Writing	68.8	74.2	79.5 (258.8)	84.2 (276.2)	65.5 (269.1)
Science	-	-	-	-	63.0 (278.6)

Class of 2012
% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2003**	As 6th Graders **2006**	As 7th Graders **2007**	As 8th Graders **2008**	As 10th Graders **2010**
Mathematics	63	59.4 (254.5)	70.3 (268.3)	80.7 276.0)	67.0 (270.4)
Reading	61	78.5 (264.6)	77.9 (255.2)	80.2 (264.8)	48.2 (245.9)
Writing	65	72.8 (262.7)	70.8 (257.7)	76.0 (272.1)	66.2 (268.7)
Science	-	-	-	77.8 (270.0)	65.3 (284.0)

Class of 2013
% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2004**	As 5th Graders **2006**	As 6th Graders **2007**	As 7th Graders **2008**	As 8th Graders **2009**	As 10th Graders **2011**
Mathematics	65.8	78.5 (273.1)	79.8 (270.6))	76.5 (271.8)	83.1 (274.5)	66.9 (272.2)
Reading	62.2	75.1 (253.6)	84.0 (268.8)	83.0 (259.6)	83.1 (265.9)	52.3 (254.3)
Writing	66.6	70.0 (255.7)	69.8 (268.3)	79.6 (264.8)	78.6 (267.4)	69.5 (273.7)
Science	-	-	-	-	81.0 (268.5)	60.9 (279.0)

Class of 2014
% Reaching Goal (Average Scale Score)

Test	As 4th Graders **2006**	As 5th Graders **2007**	As 6th Graders **2008**	As 7th Graders **2009**	As 8th Graders **2010**	As 10th Graders **2012**
Mathematics	66.8 (254.5)	77.9 (272.3)	76.6 (265.1)	77.0 (270.3)	78.1 (267.3)	
Reading	74.7 (264.3)	79.3 (255.1)	83.5 (269.9)	88.3 (261.1)	88.6 (270.8)	
Writing	69.2 (254.6)	82.3 (269.5)	77.0 (263.3)	75.3 (252.1)	80.5 (268.1)	
Science	-	-	-		82.5 (268.5)	

Class of 2015
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2006**	As 4th Graders **2007**	As 5th Graders **2008**	As 6th Graders **2009**	As 7th Graders **2010**	As 8th Graders **2011**	As 10th Graders **2013**
Mathematics	62.5 (251.6)	74.3 (264.1)	80.6 (274.6)	86.7 (279.7)	83.6 (281.7)	89.3 (284.4)	
Reading	71.9 (248.6)	72.9 (266.5)	75.5 (252.0)	89.5 (277.5)	92.8 (275.5)	92.7 (283.8)	
Writing	69.1 (258.9)	74.4 (263.3)	83.7 (282.6)	79.7 (274.2)	81.6 (268.1)	87.0 (275.3)	
Science	-	-	78.3 (275.7)			85.4 (277.1)	

Class of 2016
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2007**	As 4th Graders **2008**	As 5th Graders **2009**	As 6th Graders **2010**	As 7th Graders **2011**	As 8th Graders **2012**	As 10th Graders **2014**
Mathematics	50.2 (243.2)	70.5 (265.1)	78.6 (275.4)	92.3 (291.9)	84.3 (286.0)		
Reading	66.3 (248.9)	71.3 (261.3)	80.5 (254.4)	90.4 (280.6)	91.9 (276.7)		
Writing	69.7 (255.5)	74.0 (260.8)	82.5 (265.7)	85.2 (271.9)	79.7 (269.0)		
Science	-	-	80.6 (278.3)				

Class of 2017
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2008**	As 4th Graders **2009**	As 5th Graders **2010**	As 6th Graders **2011**	As 7th Graders **2012**	As 8th Graders **2013**	As 10th Graders **2015**
Mathematics	65.5 (254.6)	72.4 (271.6)	89.2 (289.7)	91.3 (294.4)			
Reading	65.7 (248.6)	77.7 (269.4)	82.8 (263.9)	94.1 (291.0)			
Writing	74.1 (262.8)	83.1 (265.9)	83.3 (276.8)	83.5 (277.0)			
Science	-		87.7 (290.4)				

Class of 2018
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2009**	As 4th Graders **2010**	As 5th Graders **2011**	As 6th Graders **2012**	As 7th Graders **2013**	As 8th Graders **2014**	As 10th Graders **2016**
Mathematics	59.6 (246.8)	78.3 (274.6)	88.5 (287.5)				
Reading	66.1 (245.8)	76.5 (269.6)	85.0 (263.1)				
Writing	67.2 (252.7)	77.3 (259.5)	80.0 (274.4)				
Science	-		85.0 (281.5)				

Class of 2019
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2010**	As 4th Graders **2011**	As 5th Graders **2012**	As 6th Graders **2013**	As 7th Graders **2015**	As 8th Graders **2015**	As 10th Graders **2017**
Mathematics	80.8 (274.0)	83.7 (280.7)					
Reading	73.2 (251.6)	81.2 (274.5					
Writing	66.5 (253.5)	82.4 (270.3)					
Science							

Class of 2020
% Reaching Goal (Average Scale Score)

Test	As 3th Graders **2011**	As 4th Graders **2012**	As 5th Graders **2013**	As 6th Graders **2014**	As 7th Graders **2015**	As 8th Graders **2016**	As 10th Graders **2017**
Mathematics	67.8 (258.1)						
Reading	70.0 (252.3						
Writing	65.3 (257.9)						
Science							

Vertical Scale Scores
Math (Tolland, State)

Year	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
2006	455	450	491	487								
2007	446	452	500	491	531	521						
2008	456	452	500	491	533	522	549	543				
2009	450	455	506	496	533	526	564	547	570	563		
2010	470	456	509	499	546	530	575	550	582	568	584	580
2011			514	470	545	531	577	550	585	567	604	579

Vertical Scale Scores
Reading (Tolland, State)

Year	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
2006	439	423	469	452								
2007	439	423	471	451	494	477						
2008	438	423	466	451	490	476	513	496				
2009	435	427	475	458	494	481	521	499	531	518		
2010	442	428	475	456	503	480	526	507	545	524	543	529
2011			479	459	502	479	535	509	546	524	557	531