

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Tolland High School**Tolland School District**

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Location: 1 Eagle Hill
 Tolland,
 Connecticut

Website: www.tolland.k12.ct.us/thS/thspage1.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 900
 5-Year Enrollment Change: 6.0%

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	65	7.2	8.4	31.8
Students Who Are Not Fluent in English	1	0.1	0.5	3.8
Students Identified as Gifted and/or Talented	14	1.6	5.5	5.0
Students with Disabilities	66	7.3	10.6	11.3
Juniors and Seniors Working 16 or More Hours Per Week	66	14.4	12.7	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	23.4	18.0	17.6
Biology I	18.9	17.4	18.6
English, Grade 10	16.5	18.6	19.0
American History	20.2	19.1	19.8

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,024	1,027

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

Lunch

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

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	40.0	36.2

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	29.0	24.0	23.8

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	89.4	92.0
Chemistry	76.1	73.8
4 or More Credits in Mathematics	81.4	67.0
3 or More Credits in Science	100.0	88.3
4 or More Credits in Social Studies	82.7	58.3
Credit for Level 3 or Higher in a World Language	69.5	61.1
2 or More Credits in Vocational Education	88.5	57.1
2 or More Credits in the Arts	65.9	40.5

Class of 2012

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.5	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	21.2	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	93.9	75.3	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.5	2.0	2.1
% of Computers with Internet Access	100.0	81.5	98.6
% of Computers that are High or Moderate Power	100.0	98.9	99.0
# of Print Volumes Per Student*	13.8	21.1	16.0
# of Print Periodical Subscriptions	23	44	34

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

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	58.50
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		3.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.67
Other Staff Providing Non-Instructional Services and Support		27.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	16.9	14.2	13.9
% with Master's Degree or Above	73.4	79.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.5	6.9	8.6
% Assigned to Same School the Previous Year	93.8	88.9	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

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

Tolland High School administrators, faculty, and staff encourage open and active lines of communication. Telephone and e-mail communications are made on a regular basis between staff members and parents. An automated telephone communication system is used to quickly deliver important school related messages to parents and students when needed. A web-based student information system allows parents and students to access real-time grades, attendance, and assignments directly from the teacher's grade book. Emails and weekly bulletins are sent home from the principal's office through the newsletter function on the school's website. Report cards are given in paper format to all students at the end of each grading period and progress reports are e-mailed home by many teachers on a more frequent basis. Individual teacher pages on the Tolland High School website provide an opportunity for teachers to post homework assignments, projects, activities, and assessments. The PRIDE newsletter contains information about important dates and events and sent home on a quarterly basis. Parents are also notified on a regular basis of upcoming school activities and events through correspondence from the Principal, the school website, the Counseling Department website, Booster Club announcements, and a variety of other community access communications. On the Counseling Department website, there are suggestions and ideas for parents who are dealing with specific issues and are in need of advice. The Counseling Department also conducts a number of workshops and meetings for parents and students throughout the school year on a variety of topics including, College Fairs, Financial Aid Information Night, Junior Year College Planning Seminar, 9th Grade Parent Program, Freshmen Orientation and Course Fair and other activities.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	35	3.9
Black	15	1.7
Hispanic	16	1.8
Pacific Islander	0	0.0
White	833	92.6
Two or more races	0	0.0
Total Minority	67	7.4

Percent of Minority Professional Staff :2.6

Non-English Home Language:

0.2 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Tolland High School continues to provide educational opportunities for its students which promote respect and an appreciation for individual and cultural differences. A course in Native American Studies is offered at Tolland High School. The curriculum emphasizes the experience of the original inhabitants of North America and the diversity which existed among tribes. Activities include visits to native reservations and bringing in speakers from different native tribal nations. Fine Arts and music instruction has focused on minority and multi-cultural art and musical expression. Concerts have included pieces composed to celebrate diverse origins. Strategies to include multicultural references and diversity are currently being added to all relevant curricula. English courses have included new units on WWII Japanese-American internment, Russian culture, African-American authors and Native American experiences. The Gay-Straight Alliance conducted activities such as the Rainbow Campaign to promote respect and tolerance in our school. A school-sponsored trip to Costa Rica exposed students to other cultures as well as a vast array of experiences. Tolland High School students have dual-enrolled in area magnet schools, including the Greater Hartford Academy of the Arts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	65.8	51.4	86.2

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

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	9	11.1
% of Grade 12 Students Tested	9.8	28.6
% of Exams Scored 3 or More*	82.0	71.1

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

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	66.7	48.5	78.1
Writing Across the Disciplines	82.2	62.1	81.6
Mathematics	81.3	52.4	94.9
Science	81.2	48.8	97.5

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

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

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	550	503	84.7
Critical Reading	532	499	82.6
Writing	540	504	82.6
% of Graduates Tested	85.8	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.4	84.8	88.0
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	School	State
% Pursuing Higher Education	88.1	82.6
% Employed, Civilian and Military	11.9	9.8

Student Attendance	School	State High Schools
% Present on October 1	95.6	94.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 64 students were responsible for these incidents. These students represent 7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	7	0
Theft	2	0
Physical/Verbal Confrontation	10	2
Fighting/Battery	3	0
Property Damage	2	0
Weapons	2	0
Drugs/Alcohol/Tobacco	19	2
School Policy Violations	73	1
Total	118	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Tolland High School establishes school improvement goals on an annual basis. The school improvement plan focused on improving student literacy and school climate, and implementing Response to Intervention (RTI). Professional Learning Community teams developed and implemented strategies to explicitly teach literacy competency skills. A new end-of-year survey was administered to gather student input on school climate issues. To engage parents and solicit their input in the planning and school improvement process, a Community Advisory Council was established. To date, it has provided a forum for parents to discuss school-related issues such as leveling, grade weighting, teen drug and alcohol use, and safety concerns. A formal, ongoing advisory program was developed and implemented in an effort to ensure that each student has an adult in the building, in addition to their school counselor, who know the student well and assists them in achieving the school's 21st century learning expectations. The advisory curriculum consists of a variety of activities to help achieve the following three goals: provide academic support and coaching, promote meaning student-teacher relationships, and establish a sense of belonging, connectedness, and pride in the Tolland High School community. Activities vary in scope and length and include grade specific selections in addition to school-wide activities which are designed to address the school's core values. Teachers in the English and mathematics department continue to revise curriculum to address the Common Core State Standards. To support those students who may be experiencing academic or behavioral difficulties, the school administrators, school counselors, school psychologist, and school social worker meet on a weekly basis to discuss possible intervention strategies. Literacy intervention classes have been added to support those students who may need additional support in English and mathematics. In an effort to improve special education needs and services, a concerted emphasis has been made to incorporate a more inclusive program with regular education students. Special Education instructors co-teach with regular education teachers and more than 80% of our special needs students are in a regular education setting for at least 80% of the school day.

SUPPLEMENTAL SCHOOL INFORMATION

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

A total of 886 students attend Tolland High School in grades 9-12. There are 68 certified staff members. More than 87% of our graduates continue post-secondary education. Tolland offers a comprehensive curriculum including a variety of courses in Business, Computers, Technology Education, Family/Consumer Science, and the Arts. In September of 1996, Tolland High School implemented a four by four block schedule. This use of time provides for more student/teacher contact time each day, enables teachers to use a variety of instructional techniques and provides students an opportunity to take 32 credits in their high school program. Course options for seniors include courses for college credit, community service, and supervised internships. System-wide curriculum committees meet regularly. The responsibility of these committees is to coordinate the curriculum K-12 and to recommend and approve changes in course content. Professional Learning Communities meet regularly to share practices, increase teacher collaboration, and improve both teacher and student learning. Our athletic program serves approximately 210 student-athletes each season. Approximately 52% of the student population participates on 23 interscholastic athletic teams. In our fourth year competing in the Eastern Division of the Central Connecticut Conference under the jurisdiction of the CIAC, four of our teams won their respective conference championships. A variety of student activities are available to students including Student Council, Class Government, National Honor Society, Art Society, Mock Trial, Gay-Straight Alliance, Peer Mediation, VISION, VOICES, Yearbook, JETS, Book Club, Tech Club, World Language Club, and Sidetrax (literary magazine). A variety of student groups contribute to local food banks, shelters and many charitable organizations.
