

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



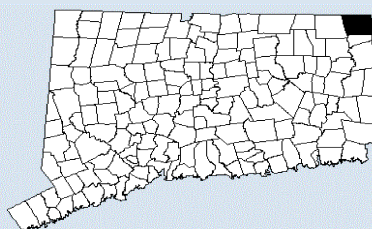
Thompson School District

Mr. Michael Jolin, Superintendent • 860-923-9581 • <http://www.thompsonpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,079
Per Pupil Expenditures ¹	\$14,623
Total Expenditures ¹	\$17,372,574

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	530	49.1	48.3
Male	549	50.9	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	39	3.6	21.2
Pacific Islander	0	0.0	0.0
White	996	92.3	58.4
Two or More Races	34	3.2	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	342	31.7	37.3
Students with Disabilities ¹	117	10.8	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	24	4.9	16	3.0
Male	34	6.5	51	9.2
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	53	5.7	62	6.2
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	25	7.6	37	10.5
Students with Disabilities	7	6.9	16	12.0
District	58	5.7	67	6.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 16

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	79.4
Paraprofessional Instructional Assistants	11.8
Special Education	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	5.5
Library/Media	
Specialists (Certified)	0.9
Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	36.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	106	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0	0	0
White	0	0	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	*	*
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	16	57.1
Other Health Impairment	12	50.0
Other Disabilities	*	*
Speech/Language Impairment	29	85.3
District	68	61.3
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	9	0.8	1.4
Emotional Disturbance	10	0.9	1.0
Intellectual Disability	*	*	0.4
Learning Disability	28	2.6	4.2
Other Health Impairment	25	2.3	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	36	3.3	1.9
All Disabilities	118	10.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,268,744	7,172	8,769
Instructional Supplies and Equipment	140,023	121	275
Improvement of Instruction and Educational Media Services	179,508	156	487
Student Support Services	1,393,769	1,209	965
Administration and Support Services	2,417,812	2,097	1,600
Plant Operation and Maintenance	1,934,639	1,678	1,472
Transportation	1,018,163	595	786
Costs of Students Tuitioned Out	1,743,606	N/A	N/A
Other	276,310	240	178
Total	17,372,574	14,623	14,642

Additional Expenditures

Land, Buildings, and Debt Service	950,670	825	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,008,908	27.1	35.6
Noncertified Personnel	529,228	14.2	14.5
Purchased Services	31,603	0.8	5.0
Tuition to Other Schools	1,469,740	39.4	21.4
Special Ed. Transportation	141,845	3.8	8.5
Other Expenditures	546,318	14.7	14.9
Total Expenditures	3,727,642	100.0	100.0
PK-12 Expenditures Used for Special Education		21.5	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	47.0	47.6
State	50.2	49.4
Federal	2.8	3.0
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.6	69.7	68.4	65.3	.	.	.	.
Students with Disabilities	41.6	44.3	50.4	46.5	.	.	.	.
High Needs	63.2	66.4	67.2	63.7	.	.	.	.
District	77.3	79.0	78.4	76.4	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	51.3	.	59.3	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	47.1	47.8	54.4	45.9	.	.	.	.
District	70.2	69.3	71.1	73.3	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.2	79.1	77.9	82.8	300	84.0
Curl Up	85.5	44.8	48.8	75.0	300	63.7
Push Up	78.3	74.6	80.2	70.3	300	76.3
Mile Run/PACER	51.8	68.7	70.9	73.4	300	65.7
All Tests - District	44.6	34.3	40.7	50.0	300	42.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	77.8	.		.
Students with Disabilities	*	*	.		.
District	87	89.7	89.3	Yes	89.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	67.1	18	25.7
Male	39.2	13	16.5
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	52.8	*	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	22.9	*	*
Students with Disabilities	*	0	*
District	52.3	31	20.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.7	89.2
Male	50.0	77.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	64.1	84.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	43.5	*
Students with Disabilities	*	*
District	61.0	84.7
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Mary R. Fisher Elementary School continues to focus and implement Scientifically Research Based Interventions in all grades in the areas of reading and math. The special education staff provides individualized and modified curriculum instruction that utilize both resource room and inclusion models of teaching. Our early childhood program is NAEYC accredited laying the foundation of learning through involving families in the child's education. Our annual Curriculum Night provides parents with the opportunity to learn about goals, curriculum, discuss academic and attendance expectations, view our facility and educate parents with resources available to their children at school and to their family in the community. We maintain a high level of ongoing communication using staff voice mail, email, and a classroom or grade level newsletters that highlights student achievement, curriculum goals and activities. Home to school communication is accomplished through the use of daily school agendas and daily logs. Each Friday, parent volunteers provide assistance in assembling Communication Folders that contain information on upcoming events as well as student work. Parent involvement in reading is promoted through a highly visible program encouraging independent reading at home (PAWS for Reading) funded by the PTO, the summer Governor's Reading Challenge and the PACT reading program. The school, in partnership with the Thompson Public Library, provides various programs to all grade levels and in turn, the school supports the town library's Summer Reading Program. At the Thompson Middle School, we continue to identify Reading as improving in scores while this year we are adding a school wide goal to improve our math scores, as well. In addition, we began testing 5th and 6th graders with the NWEA maps tests in Reading and Math. We are also scheduling and implementing math interventions such as Study Island and Key Math as well as reading interventions for our students who need additional support. We continue to utilize student data to drive district-wide and building based professional development. Our 2014-2015 School Improvement Plan still uses the NWEA maps testing as baseline for improvements in Reading and Math, as well as transitioning to the new Common Core Standards. We have a School and District PBIS/SRBI Team and we are working with SERC and UCONN-NEAG School of Education to improve our overall programming, climate and supports. We begin the school year with an Open House to invite parents in to learn about their children's school and educational offerings. We have a Parent Advisory Council that doubles as a Parent Teacher Organization. We host Child Study Team meetings to strategize on ways to meet student needs and help them be successful. At Tourtellotte Memorial High School, the Woodworking classes worked on activities related to school and community improvement including building food stands, cabinets, welcome stands and cat shelters for local businesses. The school has placed greater emphasis on 21st century learning activities and performance based assessments. Our school wide learner expectations have been updated to reflect this emphasis. Each school maintains accurate record of attendance so that truancy issues may be addressed immediately.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Multi-cultural education occurs at every grade level and in every aspect of education and school activities. Thompson continues to be committed to providing educational opportunities while promoting mutual respect and appreciation among all people. The traditions and values based in Thompson's rural agricultural tradition, cultural heritage, and religious beliefs, are part of our curriculum. Our schools created a Safe School Climate committee to review and ensure the safety of our students. Students take part in patriotic assemblies and we recognize all cultural and religious holidays. The curriculum is supported by enrichment field trips that provide students with the exposure to various places that have historic, cultural and scientific information. Field trips include the Pequot Museum and the American Revolution Duck Tour as well as attending plays such as Play to Win and The Freedom Trail, and team leadership field trips to schools of diversity and different economic levels. New interactive whiteboards and laptops have enabled teachers and students to view global events, view historic landmarks and science wonders expose students to world cultures. In the fall, backpacks and back to school supplies are available for those in need, and as winter approaches there are donations collected through our annual food, pajama, hat, coat, glove and boot drives. Middle school students are exposed to a variety of information through the curriculum and beyond to increase their awareness of differences in our society. Fifth grade students read various multicultural novels throughout the school year. All sixth grade students participated in an interdisciplinary curriculum fair focusing on a specific country and its culture. Seventh grade students spend a week at Nature's Classroom. Students learned about the "Underground Railroad" and the slavery era of our nation's history. Eighth grade students will participate in field trips to New York and to Washington D.C. We offer Spanish and World Culture as a unified art and our Health Education curriculum teaches tolerance and acceptance of others. The high school has an active Advisory program which emphasizes the importance of establishing positive relationships with peers and faculty.

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Equitable Allocation of Resources among District Schools

In the fall the Superintendent of Schools provides budget direction to the building administrators supported by the business manager throughout the budget process. Teachers fill out budget request forms for all grade levels and teaching areas basing decisions on student needs. The building administrator reviews all request forms from their building personnel to check the alignment to the School Improvement Plan, curricula needs, professional development goals, State mandated initiatives, and all aspects of running an efficient school. The Superintendent makes adjustments ensuring equitable funding between schools. The collaboration between special services and the middle school to pool resources is a common practice to impact more students. The Title I grant and School Readiness provide additional resources as well as the elementary PTO, and local grant opportunities, and local company donations.