

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



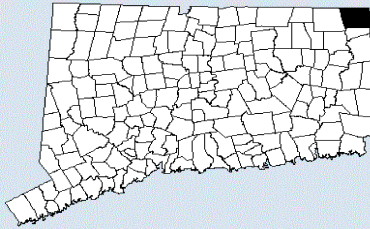
## Thompson School District

Mr. Michael Jolin, Superintendent • 860-923-9581 • <http://www.thompsonk12.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,007
Per Pupil Expenditures <sup>1</sup>	\$16,145
Total Expenditures <sup>1</sup>	\$17,097,521

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov](http://edsight.ct.gov).

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

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

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

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	462	45.9	48.3
Male	545	54.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	8	0.8	12.8
Hispanic or Latino	45	4.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	35	3.5	2.7
White	908	90.2	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	357	35.5	38.0
Students with Disabilities <sup>1</sup>	124	12.3	13.7

<sup>1</sup>Students 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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	33 7.2	17 3.5
Male	43 8.2	63 11.3
Black or African American	* *	* *
Hispanic or Latino	* *	* *
White	63 7.1	71 7.7
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	28 8.2	44 12.5
Students with Disabilities	13 12.1	15 10.6
District	76 7.7	80 7.7
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 17

Number of school-based arrests: 0

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	75.4
Paraprofessional Instructional Assistants	13.2
<b>Special Education</b>	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	15.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.5
School Level	3.8
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	18.0

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	101	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	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	0.0
White	11	23.9	28	43.1
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	8	30.8
Students with Disabilities	0	0.0	*	*
District	11	22.9	31	42.5
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	33	97.1
Other Health Impairment	10	*
Other Disabilities	7	*
Speech/Language Impairment	24	92.3
District	83	73.5
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	14	1.4	1.6
Emotional Disturbance	12	1.2	1.0
Intellectual Disability	*	*	0.5
Learning Disability	34	3.3	4.6
Other Health Impairment	16	1.6	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	34	3.3	1.9
All Disabilities	124	12.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,063,231	8,039	9,387
Instructional Supplies and Equipment	168,777	168	318
Improvement of Instruction and Educational Media Services	290,887	290	541
Student Support Services	1,290,374	1,287	1,048
Administration and Support Services	1,874,377	1,869	1,790
Plant Operation and Maintenance	2,227,450	2,221	1,608
Transportation	1,038,530	965	845
Costs of Students Tuitioned Out	2,129,003	N/A	N/A
Other	14,892	15	194
Total	17,097,521	16,145	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	949,407	947	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,054,504	26.3	35.1
Noncertified Personnel	459,047	11.4	14.5
Purchased Services	116,212	2.9	5.5
Tuition to Other Schools	1,777,651	44.3	21.6
Special Ed. Transportation	213,961	5.3	8.3
Other Expenditures	390,043	9.7	15.0
Total Expenditures	4,011,418	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	49.7	46.9
State	46.7	49.2
Federal	2.9	3.1
Tuition & Other	0.7	0.8

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	25	54.3	25	50.6	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	9	*
White	450	61.2	449	55.8	208	53.9
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	230	53.8
Eligible for Free or Reduced-Price Meals	189	55.2	188	49.6	88	48.0
Not Eligible for Free or Reduced-Price Meals	312	64.5	312	59.2	142	57.4
Students with Disabilities	63	44.4	62	39.5	27	38.3
Students without Disabilities	438	63.4	438	57.8	203	55.9
High Needs	216	54.5	215	48.9	97	48.2
Non-High Needs	285	65.9	285	60.5	133	57.9
District	501	61.0	500	55.6	230	53.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.4	89.5	89.1	80.6	288	89.2
Curl Up	96.1	76.3	78.1	77.8	288	82.3
Push Up	77.6	42.1	59.4	59.7	288	59.7
Mile Run/PACER	47.4	63.2	71.9	72.2	288	63.2
All Tests - District	42.1	35.5	50.0	45.8	288	43.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	0	0	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	22	86.4	.		.
Students with Disabilities	*	*	.		.
District	70	92.9	90.2	Yes	90.7
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	13	21.3
Male	96.7	16	26.7
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	0	*
White	97.3	27	24.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.3	*	*
Students with Disabilities	*	0	*
District	97.5	29	24.0
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.0	87.1
Male	50.0	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	66.1	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	65.6	81.3
State	71.9	88.3

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	61.0	75	40.7	50	81.3	67.7
	High Needs Students	54.5	75	36.3	50	72.6	56.7
Math Performance Index	All Students	55.6	75	37.0	50	74.1	61.4
	High Needs Students	48.9	75	32.6	50	65.3	49.9
Science Performance Index	All Students	53.8	75	35.9	50	71.7	57.5
	High Needs Students	48.2	75	32.1	50	64.3	47.0
ELA Academic Growth	All Students	44.5%	100%	44.5	100	44.5	63.8%
	High Needs Students	43.2%	100%	43.2	100	43.2	58.3%
Math Academic Growth	All Students	48.9%	100%	48.9	100	48.9	65.0%
	High Needs Students	48.4%	100%	48.4	100	48.4	57.4%
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.1	9.6%
	High Needs Students	8.4%	<=5%	43.2	50	86.3	15.6%
Preparation for CCR	% Taking Courses	34.7%	75%	23.1	50	46.3	67.6%
	% Passing Exams	24.0%	75%	16.0	50	32.0	40.7%
On-track to High School Graduation		73.9%	94%	39.3	50	78.6	85.1%
4-year Graduation All Students (2015 Cohort)		92.9%	94%	98.8	100	98.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		82.4%	94%	87.6	100	87.6	78.6%
Postsecondary Entrance (Class of 2015)		65.6%	75%	87.4	100	87.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.9%   43.1%	75%	28.7	50	57.4	89.2%   50.5%
Arts Access		66.7%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>918.3</b>	<b>1350</b>	<b>68.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.9	54.5	11.5	16.5	
Math Performance Index Gap	60.5	48.9	11.6	18.9	
Science Performance Index Gap	57.9	48.2	9.7	17.2	
Graduation Rate Gap	94.0%	82.4%	11.6%	15.3%	N

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

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.1
	High Needs Students	94.4
Math	All Students	95.2
	High Needs Students	94.4
Science	All Students	97.9
	High Needs Students	96.1

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 44.8**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Mary R. Fisher Elementary School continues to implement Scientifically Research Based Interventions (SRBI) in all grades in the areas of reading and math. Universal screeners, and other diagnostic assessments continue to provide teachers with ongoing data needed to progress monitor and identify students needing Tier 2 or Tier 3 interventions. The School Improvement Team proposes a School Improvement Plan with goals and objectives. Special Education provides individualized and modified curriculum instruction that utilize both resource room and inclusion models of teaching. Our early childhood program is NAEYC accredited involving families in the child's education as part of the standards. Parents connect through our events: the Early Childhood Fair, monthly PTO meetings, daily parent volunteers, Curriculum Night and scheduled parent conferences. Communication includes: staff voice mail, email, daily school agendas, daily logs, newsletters, Student/Parent Handbook and the school website. Parent involvement and reading is promoted at home through "PAWS for reading", the summer Governor's Reading Challenge, and the Thompson Public Library. The Thompson Middle School (TMS) is committed to working with all of our community in order to support, enhance, and meet the needs of all of our students. TMS administers NEWA testing three times a year. The data is used to monitor student progress and growth in the areas of reading and mathematics. Pyramids of Interventions are put into place by grade level teams for individual students who are struggling academically. Students receive SRBI interventions through a collaborative instructional approach in designated language arts, social studies, science, and mathematics classes. A school level and District level PBIS/SRBI Team has been established to improve our overall programming, climate, and behavioral supports in the school. TMS begins the school year with an Open House to invite parents in to learn about their children's school and education offerings. Communication to parents is facilitated through postings on the school website and weekly blast emails. All teachers are accessible through email, voicemail, and personal web pages. TMS values its partnership with the PTO. The PTO meets monthly and has a Facebook page that is used as a tool for parent communication. Tourtellotte Memorial High School's Data Team, represented by all departments, reviews data including Next Generation Accountability, academic, climate, discipline, attendance, and accessibility. Aligned student performance goals inform instructional decision making and are formally reflected on. Factors that significantly impact the success of our school are our student leadership team, digital portfolios, senior tours, universal assessments, and online learning opportunities. Parents are engaged through School Governance Council and encouraged to attend Open House/Expo Night, Parent Teacher Conferences, Child Study Teams, and PPTs. Communication with parents includes the One Call Now system, web and Facebook pages, quarterly email communications from administration, as well as monthly newsletters from the school counselors, music, and CTE departments. The music department has a Friends of Music booster club. Project Graduation, our active parent group, plans and runs the substance free post-graduation party.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The elementary school provides 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. All school activities and curricula are developed to be respectful and inclusive of these differences in our students' family heritage, economic status and lifestyle. We are a PBIS school teaching our students to be "Respectful, Responsible, and Safe". Our Cultural Committee's focus is to seek performances that make connections to our curriculum. The curriculum is supported by enrichment field trips with the exposure to places that have historic, cultural and scientific information as well as an EOY art show, and music performances both in and outside the school. Thompson Middle School students are exposed to a variety of information through the curriculum and beyond to increase their awareness of differences in our society. Field trips (Pequot Museum, Mystic Seaport, Mystic Aquarium) add to the awareness of the environment and multicultural history. Each grade offers opportunities to explore multicultural history through readings (multicultural novels), lessons, assignments, and projects that focus on culture and diversity. We promote anti-bullying and participate in PBIS. The character traits Respectful, Responsible and Safe are modeled by all and recognized through the distribution of Tiger Tickets. We recognize citizenship and positive social behaviors through various academic, character, and extra-curricular awards. Tourtellotte Memorial High School offers a wide range of extracurricular activities for its diverse student interest. The Diversity Club is experiencing a rebirth under new direction and affiliation with ECC Nation. All students in Thompson participate in a program called Positive Behavior Intervention System (PBIS). The high school has individualized this program to better meet the developmental needs of our students. This program is designed to encourage students to be respectful, responsible, and safe in everything they do. TMHS leadership and promotions committee have expanded the program to regularly promote outstanding faculty and students.

# District Profile and Performance Report for School Year 2015-16

## Thompson School District

### **Equitable Allocation of Resources among District Schools**

The Thompson Board of Education's budgetary process has each cost center discussed in cooperation with the Board of Finance. This process makes the community aware of each of the cost centers, and provides a forum to review budget increases and additional programming. The Thompson Board of Education and Administration work very diligently to decrease operating costs and present the town with a budget that meets the needs of each individual school and program. All schools receive an equitable fixed amount based upon enrollments and prioritized needs. Some needs, such as Early Intervention in Literacy and Numeracy, as well as continued SRBI interventions implemented throughout the district, continue to be a district priority. Resources are also shared among the schools to decrease overhead costs while delivering critical programming. The collaboration between special services and each 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, local grant opportunities, and local company donations.