

STRATEGIC SCHOOL PROFILE 2010-11**Thompson School District**

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Connecticut

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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham

Town Population in 2000: 8,878

1990-2000 Population Growth: 2.4%

Number of Public Schools: 3

Per Capita Income in 2000: \$21,003

Percent of Adults without a High School Diploma in 2000*: 20.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.3%

District Enrollment as % of Estimated. Student Population: 91.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 1,263
5-Year Enrollment Change -15.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	382	30.2	27.3	34.1
K-12 Students Who Are Not Fluent in English	4	0.3	1.9	5.6
Students Identified as Gifted and/or Talented*	8	0.6	2.9	4.0
PK-12 Students Receiving Special Education Services in District	123	9.7	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	39	44.8	73.3	80.2
Homeless	2	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	30	16.4	13.4	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.5
Asian American	5	0.4
Black	3	0.2
Hispanic	44	3.5
Pacific Islander	0	0.0
White	1,182	93.6
Two or more races	23	1.8
Total Minority	81	6.4

Percent of Minority Professional Staff: 1.8%

Non-English Home Language:

0.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intra-district programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences. As detailed in our individual school profiles, Thompson has undertaken a number of initiatives to reduce racial, ethnic and economic isolation. At Tourtellotte Memorial High School, a "Day of Silence" was hosted to highlight the effects of gender identity and minimize the effects of bullying. Other functions sponsored by the diversity club included: differently-abled day which highlighted the challenges of individuals with disabilities and "ally day" – a chance for students to pledge understanding and empathy to all individuals. At the Thompson Middle School, 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. Seventh graders also participate in an interdisciplinary unit focusing on the Middle East and the Islamic religion of that region. Eighth grade students will participate in field trips to New York and to Washington D.C. Topics covered in the eighth grade curriculum through interdisciplinary units, focused on the negative impact of racism and intolerance on our society. At the Mary R. Fisher Elementary School, Multi-cultural education occurs at every grade level and in every aspect of education and school community activity. The music and the art curriculums specifically include lessons from various genres and cultures. The curriculum is supported with enrichment field trips that provide students with the experience and exposure of visiting various places that have historic, cultural and scientific information.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.4	58.4	33.8
Writing	51.4	61.1	16.1
Mathematics	60.0	63.0	28.0
Grade 4 Reading	65.0	62.5	39.3
Writing	62.5	65.5	26.8
Mathematics	69.5	67.0	37.8
Grade 5 Reading	53.8	61.4	20.9
Writing	62.5	66.8	25.2
Mathematics	59.6	72.5	16.0
Science	62.5	59.9	33.7
Grade 6 Reading	73.0	76.0	25.0
Writing	64.0	65.2	36.9
Mathematics	62.5	71.3	17.3
Grade 7 Reading	69.1	77.8	17.2
Writing	49.5	58.9	19.6
Mathematics	57.3	68.4	19.2
Grade 8 Reading	70.8	74.7	24.2
Writing	59.6	64.8	25.5
Mathematics	62.3	66.6	28.0
Science	66.7	63.1	35.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

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

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 scorable 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	32.9	44.7	24.2
Writing Across the Disciplines	60.3	61.2	37.6
Mathematics	33.8	49.5	21.1
Science	41.0	47.0	31.6

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	32.8	51.0	13.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		45.3	70.6	
Average Score	Mathematics	480	510	25.2
	Critical Reading	501	505	42.7
	Writing	496	510	32.8

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	80.2	81.8	23.7
2009-10 Annual Dropout Rate for Grade 9 through 12	1.6	2.8	30.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.2	84.8
% Employed (Civilian Employment and in Armed Services)	5.8	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	85.10
Paraprofessional Instructional Assistants	5.10
Special Education	
Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	14.75
Library/Media Specialists and/or Assistants	3.15
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.40
School Level	5.15
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	3.50
Other Staff Providing Non-Instructional Services and Support	58.25

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.3	13.9
% with Master's Degree or Above	65.6	76.3	79.0

Average Class Size	District	DRG	State
Grade K	17.4	16.3	18.4
Grade 2	23.3	18.8	19.9
Grade 5	19.4	19.5	21.2
Grade 7	21.8	19.8	20.6
High School	15.0	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	1,002	992
Middle School	910	1,019	1,017
High School	1,046	1,010	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.0	3.1
Middle School	2.2	2.4	2.4
High School	1.6	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,489	\$6,411	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$143	\$108	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$220	\$166	\$477	\$265	\$463
Student Support Services	\$1,197	\$904	\$875	\$744	\$872
Administration and Support Services	\$2,171	\$1,639	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$1,852	\$1,399	\$1,421	\$1,434	\$1,410
Transportation	\$997	\$711	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$1,642	N/A	N/A	N/A	N/A
Other	\$264	\$199	\$161	\$168	\$159
Total	\$16,974	\$12,658	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,081	\$816	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,383,445	19.9	20.0	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	48.6	41.6	9.5	0.3
Excluding School Construction	45.4	44.2	10.1	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Thompson Board of Education has sought to continually ensure that all class sizes are at optimum levels and to provide diverse course offerings. The budgetary process has each cost center discussed in cooperation with the Boards of Education and Finance. This process makes the community aware of each of the cost centers, and provides a forum to review budget increases and additional programming.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	139
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	7	0.6	1.1	1.1
Learning Disability	30	2.4	3.6	3.9
Intellectual Disability	2	0.2	0.5	0.4
Emotional Disturbance	14	1.1	1.1	1.0
Speech Impairment	46	3.6	2.2	2.2
Other Health Impairment*	39	3.1	2.0	2.1
Other Disabilities**	1	0.1	0.9	0.9
Total	139	10.9	11.4	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	66.7	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	27.9	33.0	65.9	68.6
	Writing	16.7	19.3	58.8	63.7
	Mathematics	25.5	33.4	62.1	68.2
	Science	22.2	21.2	64.8	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	32.9	44.7
	Writing Across the Disciplines	9.1	17.3	60.3	61.2
	Mathematics	20.0	15.8	33.8	49.5
	Science	18.2	13.1	41.0	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	37.3
	% With Accommodations	62.7
CAPT	% Without Accommodations	25.0
	% With Accommodations	75.0
% Assessed Using Skills Checklist		4.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	1.4
Private Schools or Other Settings	14	10.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	93	66.9	76.5	74.1
40.1 to 79.0 Percent of Time	29	20.9	13.9	14.9
0.0 to 40.0 Percent of Time	17	12.2	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Below is a summary, submitted by this school district, of the major trends in student performances and accomplishments that indicate sustained improvement over time. Also areas of need are identified and plans to address these needs are presented. Thompson's 2010 Elementary and High School Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) scores continue to indicate the need for improvement among economically disadvantaged students. However, it is important to note that the district met AYP through "Safe Harbor". In this regard, we are especially pleased that soaring test scores at Mary R. Fisher Elementary School have netted a top ranking from a state education advocacy group. ConnCAN, the Coalition for Achievement Now, ranked Fisher third in performance gains among the state's 596 elementary schools. In the past four years, Tourtellotte Memorial High School and Thompson Middle School also have ranked among the top 10 most improved schools in their respective grade levels. Aside from large cities, only Bethel, Bloomfield, Glastonbury and Thompson have had elementary, middle and high schools all rank among the most improved.
