

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



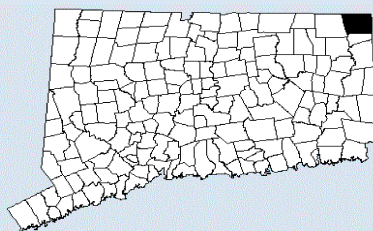
Thompson School District

Ms. Melinda Smith, Superintendent • 860-923-9581 • <http://www.district.thompsonk12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,020
Per Pupil Expenditures ¹	\$18,089
Total Expenditures ¹	\$18,885,137

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	469	46.0	48.4
Male	551	54.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	9	0.9	12.8
Hispanic or Latino	65	6.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	34	3.3	3.3
White	900	88.2	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	389	38.1	36.7
Students with Disabilities ¹	137	13.4	14.8

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	46	10.4	18	3.9
Male	57	10.9	70	12.6
Black or African American	0	*	*	*
Hispanic or Latino	12	21.1	7	11.9
White	86	10.0	77	8.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	67	15.6	60	12.7
Students with Disabilities	15	12.2	17	11.0
District	103	10.7	88	8.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 58

Number of school-based arrests: 10

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	76.5
Paraprofessional Instructional Assistants	13.1
Special Education	
Teachers and Instructors	8.8
Paraprofessional Instructional Assistants	18.9
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	5.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	24.8

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	98	95.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	25	44.6	42	79.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	16	61.5
Students with Disabilities	*	*	*	*
District	28	43.1	45	73.8
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	39	90.7
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	20	100.0
District	87	75.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	17	1.7	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	43	4.2	5.2
Other Health Impairment	15	1.5	3.1
Other Disabilities	13	1.3	1.1
Speech/Language Impairment	28	2.7	1.8
All Disabilities	131	12.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	8	6.1	8.3
Private Schools or Other Settings	10	7.6	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,234,737	9,189	9,847
Instructional Supplies and Equipment	393,889	392	287
Improvement of Instruction and Educational Media Services	254,726	253	589
Student Support Services	1,302,475	1,296	1,120
Administration and Support Services	2,684,502	2,671	1,905
Plant Operation and Maintenance	1,956,761	1,947	1,648
Transportation	1,112,827	923	904
Costs of Students Tuitioned Out	1,745,248	N/A	N/A
Other	199,972	199	208
Total	18,885,137	18,089	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,050,790	1,046	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	975,571	25.4	33.8
Noncertified Personnel	508,084	13.2	14.5
Purchased Services	198,243	5.2	5.5
Tuition to Other Schools	1,444,830	37.6	23.4
Special Ed. Transportation	222,875	5.8	8.7
Other Expenditures	494,525	12.9	14.1
Total Expenditures	3,844,128	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.0	54.2
State	41.1	42.7
Federal	2.7	2.8
Tuition & Other	0.3	0.3

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 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	37	49.2	37	48.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	14	*	13	*
White	465	61.7	465	57.8
English Learners	*	*	*	*
Non-English Learners	522	60.9	521	57.2
Eligible for Free or Reduced-Price Meals	217	55.0	217	51.9
Not Eligible for Free or Reduced-Price Meals	308	65.1	307	60.7
Students with Disabilities	58	42.4	58	38.1
Students without Disabilities	467	63.2	466	59.4
High Needs	239	53.9	239	50.8
Non-High Needs	286	66.8	285	62.4
District	525	60.9	524	57.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.9	60.8	80.8	66.7	303	74.6
Curl Up	93.7	49.4	66.3	70.2	303	68.3
Push Up	88.9	39.2	50.0	50.9	303	55.4
Mile Run/PACER	50.8	36.7	41.3	49.1	303	43.6
All Tests - District	30.2	11.4	26.0	31.6	303	24.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	82.1
Students with Disabilities	7	*
District	57	87.7
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	21	32.8
Male	98.4	17	27.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.2	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.5	10	22.7
Students with Disabilities	*	0	*
District	98.4	38	30.2
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.0	80.0
Male	29.2	78.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	61.7	79.5
English Learners	61.7	*
Eligible for Free or Reduced-Price Meals	27.3	*
Students with Disabilities	*	*
District	59.2	79.2
State	70.9	88.3

⁵College 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.

⁶College 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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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.9	75	40.6	50	81.2	67.6
	High Needs Students	53.9	75	35.9	50	71.9	57.5
Math Performance Index	All Students	57.1	75	38.1	50	76.1	62.7
	High Needs Students	50.8	75	33.8	50	67.7	52.0
ELA Academic Growth	All Students	44.2%	100%	44.2	100	44.2	60.7%
	High Needs Students	41.7%	100%	41.7	100	41.7	55.6%
Math Academic Growth	All Students	49.0%	100%	49.0	100	49.0	61.9%
	High Needs Students	42.8%	100%	42.8	100	42.8	55.4%
Chronic Absenteeism	All Students	10.7%	<=5%	38.7	50	77.3	10.7%
	High Needs Students	14.9%	<=5%	30.3	50	60.6	16.6%
Preparation for CCR	% Taking Courses	57.9%	75%	38.6	50	77.2	74.8%
	% Passing Exams	30.2%	75%	20.1	50	40.2	44.8%
On-track to High School Graduation		84.0%	94%	44.7	50	89.4	87.5%
4-year Graduation All Students (2017 Cohort)		87.7%	94%	93.3	100	93.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		84.0%	94%	89.4	100	89.4	81.8%
Postsecondary Entrance (Class of 2017)		59.2%	75%	78.9	100	78.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.7% 24.1%	75%	16.1	50	32.1	96.6% 50.1%
Arts Access		62.1%	60%	50.0	50	100.0	51.2%
Accountability Index				826.3	1250	66.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.8	53.9	12.9	15.9	
Math Performance Index Gap	62.4	50.8	11.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	84.0%	10.0%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.4
	High Needs Students	95.1
Math	All Students	96.3
	High Needs Students	95.1
Science	All Students	95.0
	High Needs Students	92.4

³Minimum 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: * **State: 51.5**

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 2017-18

Thompson School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Tourtellotte Memorial High School's Data Team reviews data including Next Generation Accountability, academic, climate, discipline, attendance, and accessibility. 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 and Child Study Teams. Communication with parents' district wide includes the Rediker system, web, Instagram and Facebook pages, quarterly email communications from administration, as well as monthly newsletters from the school counselors, music, and departments. Thompson Middle School administers NWEA testing three times a year, which results are 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, as well as additional through additional Reading and/or Math classes. TMS begins the school year with an Open House. Parent Teacher Organization meets monthly and has a Facebook page that is used as a tool for parent communication. Current and ongoing schoolwide professional development in partnership with EASTCONN, for all Thompson educators from the book Leaders of Their Own Learning to address many schoolwide changes. At Mary R. Fisher Elementary School, we adopted Wonders as a core reading program that encompasses all grade levels preschool through grade 6 including an accompanying program for special education and use the Bridges program for Math. In science, we employed Eastbay Collaborative to provide professional development and Foss kits to pilot the unit on Energy with grade 4. MRFES continues to implement Scientifically Research Based Interventions in all grades in the areas of reading. The School Improvement Team proposes a plan with goals and objectives that in turn support the district Strategic Plan. Our early childhood program continues to be NAEYC accredited. All parents connect through events such as The Early Childhood Fair, PTO meetings, parent volunteers, Open House, Math Night and parent conferences. Through family events teachers review and encourage parents to continue to support their child's education by oral reading and math fluency and SRBI educational computer programs for home practice. Communication to families include staff voice mail, email, daily school agendas, daily logs, class DoJo, newsletters, Student/Parent Handbook, reading events for families include: "PAWS for reading", the summer Governor's Reading Challenge, Bedtime Stories, and Read Across America. Our Positive Behavior Intervention System (PBIS) has been successful in the message of our Tiger Code: Be Respectful, Be Responsible, and Be Safe. Letters, phone calls, personal reminders through phone messages continue to send the message "Make every minute count!" Our increased technology, laptop carts and interactive whiteboards in all grades K-4 promote exposure to increased resources that reinforce learning in all curricular areas.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Tourtellotte Memorial High School offers a wide range of extracurricular activities for its diverse student interest. All students in Thompson participate in a program of Positive Behavior Intervention System. This program is designed to encourage students to always be respectful, responsible, and safe. TMHS leadership and promotions committee have expanded the program to promote outstanding faculty and students. 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 to Pequot Museum, Mystic Seaport and Mystic Aquarium add to the awareness of the environment and multicultural history. 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. The Mary R. Fisher Elementary School provides educational opportunities while promoting mutual respect and appreciation among all people. School activities and curricula are developed to be respectful and inclusive of differences in our students' family heritage, economic status and lifestyle. Current and future programs to support student social/emotional learning that focus on mindfulness and executive functioning include Shri Yoga, Tools of the Mind, Purposeful Play, and the Ruler program. At school events we invite community members to set up information tables that include: TEEG, Hale YMCA, Boy Scouts, Girl Scouts, MRFES PTO, Thompson Library, Thompson Recreation, Dental Van and the Northeast Early Childhood Collaborative. Grant opportunities provided a presentation through Mystic Aquarium on marine biology and on-site programs at Roseland Cottage. All grade levels connect their curriculums through field trips: a visit to a farm, Old Sturbridge Village, Thompson Dam, Mystic Aquarium, Field Coast Study at Rocky Neck State Park, and Roger Williams Zoo. Our students take part in Veteran's Day and Memorial Day assemblies. Opportunities in summer include: Camp Invention, a science camp and both special education and Title I students attend MRF Summer Learning Academy.

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Equitable Allocation of Resources among District Schools

A District Strategic Plan that had community voice was put into place at the start of the school year. All resources that were included in the budget were part of this plan. In the fall the Superintendent of Schools provides budget direction to the building administrators throughout the budget process. Teachers fill out budget request forms for all grade levels and teaching areas basing decisions on student needs and connected to school improvement plans and District Strategic Plan. 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 adjusts ensuring equitable funding between schools. The Title I grant and School Readiness provide additional resources as well as Parent Teacher Organizations and local grant opportunities, and also local company donations.