

STRATEGIC SCHOOL PROFILE 2011-12**Thompson School District**

MICHAEL W. JOLIN, Superintendent

Telephone: (860) 923-9581

Location: 785 Riverside Drive
North Grosvenordale,
ConnecticutWebsite: www.thompson.ctschool.net

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: 86.9%

*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, 2011 1,185
5-Year Enrollment Change -21.6%

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	389	32.8	29.9	35.2
K-12 Students Who Are Not Fluent in English	2	0.2	2.1	5.6
Students Identified as Gifted and/or Talented*	7	0.6	2.4	4.0
PK-12 Students Receiving Special Education Services in District	109	9.2	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	33	43.4	76.5	79.8
Homeless	1	0.1	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	38	47.5	15.2	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	2	0.2
Black	2	0.2
Hispanic	43	3.6
Pacific Islander	0	0.0
White	1,112	93.8
Two or more races	25	2.1
Total Minority	73	6.2

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

0.8% 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 4.

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.

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 indicated in our individual school profiles, Thompson is continuing to work to reduce racial, ethnic and economic isolation. Initiatives at the Mary R. Fisher Elementary School include: character education, multicultural education at each grade level, and our Second Step Violence Prevention Program. At Tourtellotte Memorial High School we are continuing our Anti-Defamation League "Names Can Really Hurt Us" program among others. Thompson Middle School's fifth grade students also 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. This unit focused on researching the cultural, economics and lifestyles of the people from different countries. Seventh grade students spent a week at Nature's Classroom. Students learned about the "Underground Railroad" and the slavery era of our nation's history. In addition to these programs, our district maintains and fosters a close relationship with our community's lead school service agency, The Thompson Ecumenical Empowerment Group (TEEG). TEEG staff work to empower parents with the knowledge, skills and support they need to raise healthy children. Our parenting programs work with new parents and old, offering in-home support and education, as well as parenting classes, workshops and support groups such as Parents as Teachers, Parent/Child Playgroup, School Readiness, Anger Inside, Gamblers Anonymous and Parent Empowered.

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	58.1	59.2	31.9
Writing	54.4	62.7	20.0
Mathematics	63.2	66.5	26.9
Grade 4 Reading	73.5	64.1	52.5
Writing	61.4	65.3	25.0
Mathematics	62.3	68.0	21.9
Grade 5 Reading	66.7	67.6	31.9
Writing	64.0	68.1	29.2
Mathematics	65.7	71.6	21.4
Science	70.3	63.9	38.7
Grade 6 Reading	69.7	74.1	24.7
Writing	65.2	67.4	33.7
Mathematics	54.4	69.3	13.9
Grade 7 Reading	73.0	79.8	18.9
Writing	59.5	65.6	23.6
Mathematics	58.3	68.1	18.8
Grade 8 Reading	66.7	76.8	13.2
Writing	45.6	68.3	8.8
Mathematics	49.4	67.2	13.8
Science	50.0	61.9	18.8

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	45.6	47.5	36.8
Writing Across the Disciplines	59.0	63.0	31.3
Mathematics	33.3	49.2	21.8
Science	32.9	47.1	25.4

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
	33.6	50.6	11.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		61.6	77.3	
Average Score	Mathematics	496	505	37.4
	Critical Reading	495	502	41.2
	Writing	506	506	45.0

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 2011	88.4	82.7	48.9
2010-11 Annual Dropout Rate for Grade 9 through 12	3.3	2.6	17.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.6	84.5
% Employed (Civilian Employment and in Armed Services)	7.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	84.20
Paraprofessional Instructional Assistants	6.10
Special Education	
Teachers and Instructors	8.80
Paraprofessional Instructional Assistants	15.75
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	5.10
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	60.50

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	14.4	13.9
% with Master's Degree or Above	67.0	79.1	79.6

Average Class Size	District	DRG	State
Grade K	15.2	16.0	18.5
Grade 2	18.6	17.9	19.7
Grade 5	20.8	21.0	21.6
Grade 7	20.0	19.1	20.3
High School	15.8	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	989	993
Middle School	928	1,028	1,024
High School	1,013	1,012	1,024

*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*	2.5	2.8	2.8
Middle School	2.2	2.6	2.2
High School	1.5	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$8,136	\$6,442	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$222	\$175	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$205	\$163	\$487	\$242	\$482
Student Support Services	\$1,182	\$936	\$901	\$745	\$901
Administration and Support Services	\$2,505	\$1,983	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$2,038	\$1,613	\$1,471	\$1,466	\$1,463
Transportation	\$841	\$627	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$1,458	N/A	N/A	N/A	N/A
Other	\$328	\$260	\$165	\$168	\$165
Total	\$16,915	\$13,236	\$14,238	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$995	\$788	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,320,142	19.6	20.0	21.7

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	48.7	41.1	9.8	0.4
Excluding School Construction	45.6	43.5	10.4	0.4

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	132
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	1.2	1.2
Learning Disability	28	2.3	3.7	3.9
Intellectual Disability	3	0.2	0.4	0.4
Emotional Disturbance	11	0.9	1.2	1.0
Speech Impairment	45	3.7	2.1	2.1
Other Health Impairment*	36	3.0	2.1	2.2
Other Disabilities**	2	0.2	0.9	1.0
Total	132	10.9	11.6	11.7

*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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	25.6	36.0	68.0	70.4
	Writing	18.4	21.5	58.4	66.3
	Mathematics	29.3	31.8	58.8	68.4
	Science	28.6	23.0	60.7	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	45.6	47.5
	Writing Across the Disciplines	N/A	N/A	59.0	63.0
	Mathematics	N/A	N/A	33.3	49.2
	Science	N/A	N/A	32.9	47.1

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	53.5
	% With Accommodations	46.5
CAPT	% Without Accommodations	60.0
	% With Accommodations	40.0
% Assessed Using Skills Checklist		6.2

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	1	0.8
Private Schools or Other Settings	21	15.9

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	91	68.9	74.3	72.1
40.1 to 79.0 Percent of Time	22	16.7	15.6	16.3
0.0 to 40.0 Percent of Time	19	14.4	10.0	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Thompson district is very focused on the importance of school improvement in many ways as indicated in individual school profiles. At the elementary level, the recognition of early intervention programs is the key to closing the achievement gap. Through analyzing grade level data, the School Improvement Team proposes a School Improvement Plan with goals and objectives targeting areas in reading in math. At the middle school, realigning staff to provide small group instruction to struggling students is closely monitored and is an effective way to improve success. Implementing new programs has also increased the percentage of students achieving proficiency. The high school continues to have a Data Leadership Team, digital portfolios for evaluating student work, online learning programs and an improved summer program. Preventing truancy is another way the district improves success by closely monitoring student attendance so that all of our students have the opportunity to reach their full potential. The Connecticut Truancy Law is posted in student handbooks in which parents sign the last page of the handbook acknowledging that they will comply with the expectations of the district. School will call the home of any unexcused absent student, then alert the Assistant Principal when there is a rising concern of non-attendance. Teachers and the office communicate about the importance of attendance with parents through means of progress reports, parent meetings, telephone, newsletters, and offer the parents advice and guidance relative to agencies that could assist them in learning the importance of their legal and moral responsibility to get their children to school on time.
