

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



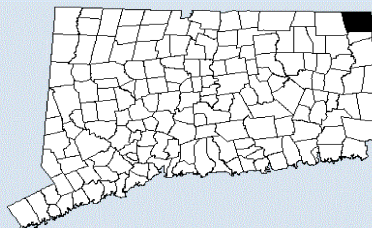
## Thompson School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,018
Per Pupil Expenditures <sup>1</sup>	\$17,516
Total Expenditures <sup>1</sup>	\$18,287,171

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	466	45.8	48.4
Male	552	54.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	7	0.7	12.9
Hispanic or Latino	63	6.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	31	3.0	2.9
White	907	89.1	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	365	35.9	35.9
Students with Disabilities <sup>1</sup>	139	13.7	14.3

<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	38	8.7	19	4.2
Male	41	7.9	63	11.5
Black or African American	*	*	*	*
Hispanic or Latino	8	13.1	11	18.3
White	65	7.6	64	7.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	33	10.4	52	14.3
Students with Disabilities	12	10.3	13	8.7
District	79	8.3	82	8.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 44

Number of school-based arrests: Fewer than 6

<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 2016-17

## Thompson School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	78.5
Paraprofessional Instructional Assistants	11.7
<b>Special Education</b>	
Teachers and Instructors	9.4
Paraprofessional Instructional Assistants	20.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.5
School Level	5.1
<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	6.1
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	26.7

<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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	103	97.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	9.6

### 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	*	*	*	*
White	15	25.4	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	24.0	8	*
Students with Disabilities	*	*	0	0.0
District	17	25.8	28	53.8
State		63.6		77.5

<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	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	34	82.9
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	19	90.5
District	80	71.4
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Thompson School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	15	1.5	1.7
Emotional Disturbance	9	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	41	4.0	4.9
Other Health Impairment	16	1.6	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	29	2.8	1.8
All Disabilities	122	11.9	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,912,846	8,958	9,663
Instructional Supplies and Equipment	283,911	285	321
Improvement of Instruction and Educational Media Services	250,867	252	578
Student Support Services	1,285,439	1,292	1,103
Administration and Support Services	2,473,603	2,486	1,861
Plant Operation and Maintenance	1,878,967	1,888	1,637
Transportation	1,066,033	991	877
Costs of Students Tuitioned Out	1,938,485	N/A	N/A
Other	197,020	198	201
Total	18,287,171	17,516	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	929,519	934	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	949,841	23.9	34.6
Noncertified Personnel	539,225	13.5	14.6
Purchased Services	122,576	3.1	5.8
Tuition to Other Schools	1,662,838	41.8	21.8
Special Ed. Transportation	175,375	4.4	8.5
Other Expenditures	532,138	13.4	14.7
Total Expenditures	3,981,993	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.1	51.7
State	43.2	45.4
Federal	2.1	2.2
Tuition & Other	0.7	0.7

<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 2016-17

## 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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	35	54.5	35	50.7	13	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	19	*	8	*
White	480	62.7	480	57.0	194	55.0
English Learners	*	*	*	*	*	*
Non-English Learners	535	62.2	535	56.5	217	53.7
Eligible for Free or Reduced-Price Meals	186	56.2	186	51.0	79	47.6
Not Eligible for Free or Reduced-Price Meals	352	65.2	352	59.4	139	57.1
Students with Disabilities	61	44.4	61	38.1	20	38.1
Students without Disabilities	477	64.3	477	58.9	198	55.3
High Needs	220	54.9	220	49.5	88	47.1
Non-High Needs	318	67.1	318	61.3	130	58.1
District	538	62.1	538	56.5	218	53.7

#### 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	100.0	80.9	74.0	80.8	288	84.0
Curl Up	94.6	72.1	68.5	78.1	288	78.5
Push Up	93.2	51.5	64.4	60.3	288	67.7
Mile Run/PACER	68.9	47.1	43.8	72.6	288	58.3
All Tests - District	67.6	29.4	26.0	46.6	288	42.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Thompson School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	0	0
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	96.8
Students with Disabilities	*	*
District	74	95.9
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	98.2	17	29.8
Male	93.4	12	19.7
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	95.4	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	97.4	6	15.8
Students with Disabilities	*	0	*
District	95.8	29	24.6
State	96.1		43.5

<sup>3</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>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	71.4	86.4
Male	63.9	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	68.8	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	46.7	*
Students with Disabilities	*	*
District	67.6	85.0
State	72.0	88.5

<sup>5</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>6</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 2016-17

## Thompson School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.1	75	41.4	50	82.8	67.1
	High Needs Students	54.9	75	36.6	50	73.1	55.9
Math Performance Index	All Students	56.5	75	37.7	50	75.3	62.2
	High Needs Students	49.5	75	33.0	50	66.0	50.5
Science Performance	All Students	53.7	75	35.8	50	71.6	55.3
	High Needs Students	47.1	75	31.4	50	62.8	45.2
ELA Academic Growth	All Students	55.7%	100%	55.7	100	55.7	55.4%
	High Needs Students	53.2%	100%	53.2	100	53.2	49.8%
Math Academic Growth	All Students	58.9%	100%	58.9	100	58.9	61.7%
	High Needs Students	53.7%	100%	53.7	100	53.7	53.7%
Chronic Absenteeism	All Students	8.3%	<=5%	43.5	50	87.0	9.9%
	High Needs Students	9.8%	<=5%	40.4	50	80.8	15.8%
Preparation for CCR	% Taking Courses	38.1%	75%	25.4	50	50.8	70.7%
	% Passing Exams	24.6%	75%	16.4	50	32.8	43.5%
On-track to High School Graduation		88.3%	94%	47.0	50	93.9	87.8%
4-year Graduation All Students (2016 Cohort)		95.9%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		86.5%	94%	92.0	100	92.0	82.0%
Postsecondary Entrance (Class of 2016)		67.6%	75%	90.1	100	90.1	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.0%   42.7%	75%	28.5	50	56.9	92.0%   51.6%
Arts Access		64.2%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>970.8</b>	<b>1350</b>	<b>71.9</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	67.1	54.9	12.2	16.7	
Math Performance Index Gap	61.3	49.5	11.8	18.7	
Science Performance Index Gap	58.1	47.1	11.0	16.6	
Graduation Rate Gap	94.0%	86.5%	7.5%	12.0%	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	96.1
	High Needs Students	94.1
Math	All Students	96.1
	High Needs Students	94.1
Science	All Students	97.0
	High Needs Students	94.7

<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: \***      **State: 50.2**

#### 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 2016-17

## Thompson School District

### Narratives

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

Mary R. Fisher Elementary School has implemented a core reading program that encompasses all grade levels preschool through grade 6 including special education. Our special education staff continues professional development around dyslexia and inclusion models of teaching to individualize and modify curriculum instruction. MRFES continues to implement Scientifically Research Based Interventions in all grades in the areas of reading and math. Universal screeners, and other normed assessments provide teachers with ongoing data needed to progress monitor and identify students needing Tier 2 or Tier 3 interventions. Our early childhood program continues to be NAEYC accredited involving families in the child's education as part of the NAEYC standards. All parents connect through our events: The Early Childhood Fair, monthly PTO meetings, daily parent volunteers, Open House, Math Night and scheduled parent conferences. Parents are provided an explanation and demonstration of how to use comprehension questions or how to support homework at each grade level. Communication to families include: staff voice mail, email, daily school agendas, daily logs, class DoJo, newsletters, Student/Parent Handbook, school website, and monthly PTO meetings. Reading events for families include: "PAWS for reading", the summer Governor's Reading Challenge, Bedtime Stories, and Read Across America. Thompson Middle School administers NWEA testing three times a year. The data from this testing 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, as well as through an Academic Growth and Support (AGS) class that meets daily. 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. Communication to parents is facilitated through postings on the school website and weekly emails. TMS values its partnership with the Parent Teacher Organization (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 reviews data including Next Generation Accountability, academic, climate, discipline, attendance, and accessibility. This data is used to set goals to drive the school improvement plan. 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 Rediker 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

Tourtellotte Memorial High School offers a 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). 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. 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, lessons, assignments, and projects that focus on culture and diversity. We promote anti-bullying and participate in PBIS. We recognize citizenship and positive social behaviors through various academic, character, and extra-curricular awards. At Mary R. Fisher Elementary School 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 Rec., Dental Van and the Northeast Early Childhood Collaborative. Through grant opportunities all students attended a Marine Biology career presentation and attend on site historical programs at Roseland Cottage. All grade levels connect their curriculum's by a visit to Old Sturbridge Village, the Capital in Hartford, or Roger Williams Zoo. Our second-grade students had a visit from the Roger Williams Zoomobile. All school activities and curricula are developed to be respectful and inclusive of these differences in our students' family heritage, economic status and lifestyle. Our Cultural Committee brought in Len Cabral, an African American story teller. The year was devoted to speaking, learning customs and traditions of various regions in Africa. Our students take part in Veteran's Day and Memorial Day assemblies.

# District Profile and Performance Report for School Year 2016-17

## Thompson School District

### **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.