

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



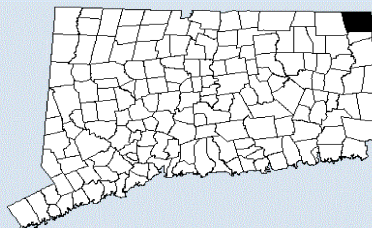
Thompson School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	995
Per Pupil Expenditures ¹	\$18,920
Total Expenditures ¹	\$19,657,717

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	452	45.4	48.4
Male	543	54.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	58	5.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	34	3.4	3.8
White	899	90.4	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	474	47.6	43.3
Students with Disabilities ³	174	17.5	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	75	17.0	8	1.7
Male	93	18.5	42	7.4
Black or African American	0	*	0	*
Hispanic or Latino of any race	16	28.6	*	*
White	146	17.2	37	4.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	115	25.2	38	7.2
Students with Disabilities	43	26.1	19	9.3
District	168	17.8	50	4.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 110

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Thompson School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	72.4
Paraprofessional Instructional Assistants	16.0
Special Education	
Teachers and Instructors	11.5
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	5.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	36.8

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	104	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.4

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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*	*
White	31	67.4	34	91.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	61.9	15	*
Students with Disabilities	*	*	*	*
District	33	63.5	41	91.1
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	40	93.0
Other Health Impairment	16	66.7
Other Disabilities	*	*
Speech/Language Impairment	26	96.3
District	102	68.5
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2019-20

Thompson School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	2.0	2.0
Emotional Disturbance	17	1.7	1.1
Intellectual Disability	10	1.0	0.5
Learning Disability	43	4.3	5.7
Other Health Impairment	24	2.4	3.3
Other Disabilities	11	1.1	1.1
Speech/Language Impairment	41	4.1	1.8
All Disabilities	166	16.8	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	4.2	8.2
Private Schools or Other Settings	19	11.4	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$9,858,526	\$9,488	\$10,923
Support services - students	\$1,078,762	\$1,096	\$1,277
Support services - instruction	\$385,717	\$392	\$682
Support services - general administration	\$726,043	\$738	\$467
Support services - school based administration	\$922,380	\$937	\$1,021
Central and other support services	\$3,123,948	\$3,175	\$679
Operation and maintenance of plant	\$2,048,870	\$2,082	\$1,718
Student transportation services	\$1,513,473	\$1,512	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$19,657,717	\$18,920	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,471,159	29.6	28.5
Instructional Aide Salaries	\$625,451	12.6	10.1
Other Salaries	\$556,999	11.2	11.1
Employee Benefits	\$601,600	12.1	13.0
Purchased Services Other Than Transportation	\$200,589	4.0	5.7
Special Education Tuition	\$1,085,966	21.9	22.5
Supplies	\$31,011	0.6	0.6
Property Services	\$2,300	0.0	0.3
Purchased Services For Transportation	\$388,656	7.8	8.0
Equipment	\$1,188	0.0	0.2
All Other Expenditures	\$1,119	0.0	0.1
Total	\$4,966,038	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	56.0
State	40.9
Federal	2.8
Tuition & Other	0.3

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Thompson School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	69.2
Students with Disabilities	8	*
District	72	83.3
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	76.5	*
Male	60.7	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	69.1	86.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
District	69.4	84.8
State	71.5	87.5

³ 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.

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	17.8%	<=5%	12.2%
	High Needs Students	23.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	76.3%	75%	80.4%
On-track to High School Graduation		71.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		83.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		69.3%	75%	71.5%
Arts Access		60.6%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	83.3%	10.7%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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, academics, climate, discipline, attendance, and accessibility. Factors that significantly impact our school's success 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 district-wide with parents includes Plus Portal, One Call Now, email, web and Facebook, Twitter, quarterly email communications, and performance letters from the administration and monthly newsletters from the school departments. PD was designed in conjunction with the book *Leaders of Their Own Learning: Transforming Schools Through Student Engagement and That One Kid*, by Brian Mendler. At TMS, grades 5 and 6 have implemented the Wonders Reading which provides high-quality texts and aligns with our Connecticut Common State Standards. In grades 7 and 8, ELA teachers partnered with Eastconn to develop lessons that promote social/emotional literacy. They developed a new incentive-based summer reading program that aligns with the Governor's Summer Reading Challenge. Grade 5 through 8 math teachers continue to work with a mathematics consultant to develop each math unit's performance assessments. Science teachers have employed S.T.E.M. projects. Grades 7 and 8 math teachers have also worked with a consultant. In science, grades 5 through 8 have utilized FOSS kits from Eastbay Collaborative. We employ push-in and pull-out models of instruction at all grade levels. We have a Life Skills Program and a Therapeutic classroom for behaviorally challenged students. We have also developed and implemented a Best Buddies Program and a Unified Sports Program. TPS has also partnered with TEEG to develop an outreach program for students and families with chronic absenteeism and truancy. We have also added an Academic Support Program two days per week for students in need of additional academic intervention and support. Special presentations include athletic awards ceremonies, National Junior Honor Society Inductions, VFW Essay Contest Awards Ceremony, Veteran's Day Program, Gilman & Valade Presidential Essay Contest Awards Ceremony, and The Read Across America Program. Additionally, telephone calls, one-call messages, and emails are sent to parents and the community in special or as needed situations. 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. 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. MRFES has partnered with a local agency to address student truancy. Letters, phone calls, personal reminders through phone messages continue to send the message, "Make every minute count!" Our high technology, laptop carts, and interactive whiteboards in all grades K-4.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Diversity Club continues to expand through affiliations with neighboring schools, ECC Nation, and UConn's True Colors event. Tourtellotte's Student Leadership Team meets monthly. Our students continue to participate in the interdistrict Eastern Connecticut Student Leader Summit. School activities and curriculum are developed to be respectful and inclusive of differences in our students' ethnicity, economic status, gender, and lifestyle. We have implemented a school-wide PBIS initiative, which includes a PBIS leadership committee composed of teachers and staff who plan and oversee all PBIS events such as School Spirit Rallies, Fabulous Fridays, Field Day, and Students of the Month. Our positive Behavior Intervention System (PBIS) has been successful in the message of our Tiger Code. RTI teams meet monthly, providing behavior & academic data regarding struggling students. Thompson Middle School teachers have participated in several SBDI training. Our assistant principal has received significant training in these areas and serves on the Ruler Leadership Team and serves as a member of the local Juvenile Review Board (JRB). TMS students also attended performances. Studies teachers celebrate "Black History Month" with various lessons and activities celebrating the month-long event. Our music students performed in our school's Holiday Concert, Spring Concert, Little League Opening Day Parade, and the Memorial Day Parade. TMS also hosted our annual showcase night for parents and the community, providing them with the opportunity to view student work and live student presentations. The evening was highlighted by the Grade 6 Living Wax Museum of Historical Figures. The Mary R. Fisher Elementary School provides educational opportunities while promoting mutual respect and appreciation among all people. 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, Yale's RULER program, and Restorative Justice training. All grade levels connect their curriculums through field trips. Our students take part in Veteran's Day and Memorial Day assemblies. Opportunities in summer include: Camp Invention, a science camp.

District Profile and Performance Report for School Year 2019-20

Thompson School District

Equitable Allocation of Resources among District Schools

Each year the Superintendent of Schools in conjunction with the School Business Manager, provides budget directions to all school principals and program directors. At the school level, principals provide teachers with budget guideline information and due dates. Teachers fill out budget request forms for all grade levels and content areas. Budget requests are developed in order of prioritized need relative to student needs and aligned to both school improvement plans and the district strategic plan. The principal reviews all requests and checks for alignment to student, curriculum, and school needs as well as professional development goals and state mandates or initiatives. The Superintendent reviews and makes adjustments as needed ensuring equitable funding for all schools. The Title I and School Readiness Grants provide additional resources as does the TMS PTO, local grant opportunities, school level fundraisers, and local community donations.