

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



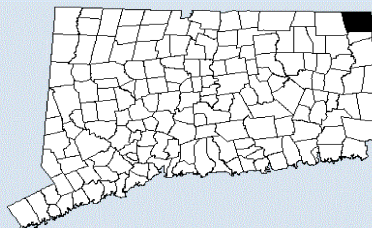
Thompson School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	994
Per Pupil Expenditures ¹	\$18,124
Total Expenditures ¹	\$19,410,568

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	454	45.7	48.4
Male	540	54.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	11	1.1	12.8
Hispanic or Latino of any race	69	6.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	30	3.0	3.6
White	877	88.2	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	455	45.8	42.1
Students with Disabilities ³	136	13.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	40	9.3	20	4.2
Male	47	9.3	55	9.4
Black or African American	0	*	0	*
Hispanic or Latino of any race	13	17.3	*	*
White	69	8.5	62	6.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	65	15.8	52	10.4
Students with Disabilities	21	14.4	16	8.4
District	87	9.3	75	7.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 36

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the 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	76.2
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	9.8
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.5
School Level	5.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.5
School Nurses	3.7
Other Staff Providing Non-Instructional Services/Support	33.6

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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	94	89.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	10.0

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	*
Hispanic or Latino of any race	0	*	*	*
White	13	35.1	47	82.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	15	*
Students with Disabilities	*	*	*	*
District	17	37.8	53	82.8
State		74.5		85.2

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	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	29	87.9
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	21	100.0
District	80	72.1
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	1.4	1.9
Emotional Disturbance	12	1.2	1.1
Intellectual Disability	7	0.7	0.5
Learning Disability	33	3.3	5.5
Other Health Impairment	18	1.8	3.2
Other Disabilities	10	1.0	1.1
Speech/Language Impairment	28	2.8	1.8
All Disabilities	122	12.2	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,146,063	\$9,473	\$10,545
Support services - students	\$1,118,966	\$1,110	\$1,373
Support services - instruction	\$570,097	\$566	\$644
Support services - general administration	\$731,440	\$726	\$462
Support services - school based administration	\$810,191	\$804	\$1,007
Central and other support services	\$3,380,683	\$3,354	\$671
Operation and maintenance of plant	\$1,732,315	\$1,719	\$1,629
Student transportation services	\$920,813	\$836	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$19,410,568	\$18,124	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,491,056	30.6	29.7
Instructional Aide Salaries	\$564,084	11.6	9.6
Other Salaries	\$473,617	9.7	10.4
Employee Benefits	\$668,700	13.7	13.0
Purchased Services Other Than Transportation	\$267,059	5.5	5.5
Special Education Tuition	\$1,160,986	23.9	22.6
Supplies	\$16,126	0.3	0.6
Property Services	\$2,300	0.0	0.4
Purchased Services For Transportation	\$217,725	4.5	8.0
Equipment	\$2,524	0.1	0.2
All Other Expenditures	\$1,400	0.0	0.1
Total	\$4,865,578	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	54.0
State	42.6
Federal	3.2
Tuition & Other	0.1

⁴Revenue 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 2018-19

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	34	48.4	34	49.1	13	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	6	*
White	405	61.4	403	57.1	165	58.7
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	197	55.3	196	52.8	73	53.2
Not Eligible for Free or Reduced-Price Meals	272	64.9	271	59.9	116	61.5
Students with Disabilities	56	42.8	55	39.2	20	40.8
Students without Disabilities	413	63.3	412	59.3	169	60.3
High Needs	221	54.4	219	51.4	81	51.9
Non-High Needs	248	66.6	248	61.7	108	63.0
District	469	60.8	467	56.9	189	58.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	84.0	56.4	56.3	87.1	381	72.4
Curl Up	86.7	46.2	61.5	76.5	381	68.5
Push Up	54.7	35.9	32.3	64.4	381	48.6
Mile Run/PACER	86.7	39.7	29.2	48.5	381	49.3
All Tests - District	45.3	10.3	12.5	32.6	381	25.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	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	30	80.0
Students with Disabilities	8	*
District	68	82.4
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	17	30.9
Male	98.1	18	33.3
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.9	32	34.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	0	*
District	98.2	35	32.1
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	70.4	90.9
Male	50.0	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	62.5	89.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	58.3	*
Students with Disabilities	*	*
District	60.0	89.7
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.8	75	40.6	50	81.1	67.7
	High Needs Students	54.4	75	36.3	50	72.5	58.1
Math Performance Index	All Students	56.9	75	37.9	50	75.9	63.1
	High Needs Students	51.4	75	34.3	50	68.6	52.7
Science Performance Index	All Students	58.3	75	38.8	50	77.7	63.8
	High Needs Students	51.9	75	34.6	50	69.2	54.2
ELA Academic Growth	All Students	45.5%	100%	45.5	100	45.5	59.9%
	High Needs Students	43.5%	100%	43.5	100	43.5	55.1%
Math Academic Growth	All Students	43.9%	100%	43.9	100	43.9	62.5%
	High Needs Students	42.0%	100%	42.0	100	42.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	9.3%	<=5%	41.5	50	82.9	10.4%
	High Needs Students	15.2%	<=5%	29.6	50	59.1	16.1%
Preparation for CCR	% Taking Courses	64.2%	75%	42.8	50	85.6	80.0%
	% Passing Exams	32.1%	75%	21.4	50	42.8	42.6%
On-track to High School Graduation		69.8%	94%	37.1	50	74.2	88.0%
4-year Graduation All Students (2018 Cohort)		82.4%	94%	87.6	100	87.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		94.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		60.0%	75%	80.0	100	80.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		126.2% 25.5%	75%	17.0	50	33.9	96.4% 52.9%
Arts Access		53.9%	60%	45.0	50	89.9	51.9%
Accountability Index				899.4	1350	66.6	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.6	54.4	12.2	15.4	
Math Performance Index Gap	61.7	51.4	10.3	17.6	
Science Performance Index Gap	63.0	51.9	11.1	16.1	
Graduation Rate Gap	94.0%	94.1%	-0.1%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	95.2
	High Needs Students	94.1
Math	All Students	94.8
	High Needs Students	93.3
Science	All Students	90.2
	High Needs Students	85.9

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Current and ongoing schoolwide professional development in partnership with EASTCONN, for all Thompson educators from the book *Leaders of Their Own Learning: Transforming Schools Through Student-Engagement* to address many schoolwide changes necessary to promote student learning and advance student achievement. At MRFES we adopted Wonders as a core reading program and we use the Bridges program for Math. In science, we employed Eastbay Collaborative to provide PD and Foss kits to pilot the unit on Energy. The School Improvement Team proposes a School Improvement Plan with goals and objectives that in turn support the district Strategic Plan. Our early childhood program continues to be NAEYC accredited. Parents connect through events: The Early Childhood Fair, PTO meetings, daily parent volunteers, Open House, Math Night and parent conferences. Reading events include: PAWS for Reading, the summer Governor's Reading Challenge, Bedtime Stories, and Read Across America. 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. At TMS, grades 5 and 6 have implemented the Wonders Reading Program as a core reading program which provides high quality texts and aligns with our Connecticut Common State Standards for reading, writing, speaking and listening. In grades 7 and 8, ELA teachers partnered with Eastconn to develop lessons that promote social/emotional literacy. Grades 5 and 6 math teachers have been working with a mathematics consultant to develop performance assessments for each math unit. Science Teachers have employed S.T.E.M. projects to engage students in higher order thinking skills. Grades 7 and 8 have utilized Foss kits from Eastbay Collaborative which align with the NGSS curriculum employing a true 3 D Science teaching model. We have a Life Skills Program and a Therapeutic classroom for behaviorally challenged students. We have also added an Academic Support Program after school for students in need of additional academic intervention and support. Parents and Community connect with our school including volunteering at school events and field trips, PTO meetings and events, Open House, Showcase Night, Music Concerts, Drama Productions and Athletics. Special presentations include athletic awards ceremonies, National Junior Honor Society Inductions, VFW Essay Contest Awards Ceremony, Gilman & Valade Presidential Essay Contest Awards Ceremony and the Read Across America Program. 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, 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 administration, as well as monthly newsletters from the school departments.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Steps are being taken for current and future programs to support student social/emotional learning that focus on mindfulness and executive functioning: 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, PTO, Thompson Library, Thompson Recreation, Dental Van and the Northeast Early Childhood Collaborative, a presentation through Mystic Aquarium on marine biology and on-site historical programs at Roseland Cottage, and an annual field trip for students narrated by local historians. Our Cultural Committee brought in performances with professional puppeteers to support the arts. Our students took part in Veteran's Day and Memorial Day assemblies. Opportunities in summer include: Camp Invention and students attend MRF Summer Learning Academy. At Thompson Middle School, the RTI program is fully operational. TMS is also in the early implementation stages of programs to support student social/emotional learning that focuses on mindfulness and executive functioning. Curriculum related Field trips have included trips to Old Sturbridge Village and Thompson Dam, Mystic Aquarium and Field Coast Study at Rocky Neck State Park, and Roger Williams Zoo, Washington D.C., The Connecticut Science Center, Stem Conference at UConn sponsored by the Society of Women Engineers, and Nature's Classroom. TMS students also attended performances of Charles Dicken's Christmas Carol and the musical Grease. Our music students preformed 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. The evening was highlighted by the Grade 6 Living Wax Museum of Historical Figures. Tourtellotte Memorial High School offers a wide range of extracurricular activities. 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 to discuss student concerns. The TSLT revived the Eastern Connecticut Student Leader Summit this year, with 8 area schools attending.

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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 makes adjustments ensuring equitable funding between schools. The Title I grant and School Readiness provide additional resources as well as the elementary and middle school PTO, and local grant opportunities, and local company donations.