

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



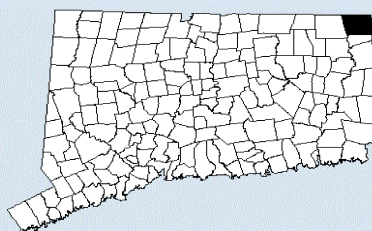
Thompson School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,016
Per Pupil Expenditures ¹	\$15,641
Total Expenditures ¹	\$17,330,197

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)

(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	470	46.3	48.3
Male	546	53.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	41	4.0	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	30	3.0	2.5
White	933	91.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	350	34.4	37.6
Students with Disabilities ¹	121	11.9	13.3

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	25	5.4	7	1.4
Male	30	5.7	40	7.1
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	49	5.4	41	4.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	34	10.2	28	7.6
Students with Disabilities	8	6.5	7	4.7
District	55	5.5	47	4.5
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 17

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	76.6
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	8.2
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.6
Library/Media	
Specialists (Certified)	0.9
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.3
Other Staff Providing Non-Instructional Services/Support	22.6

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	102	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	*	*
White	*	*	*	*
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	0	0.0	*	*
District	12	15.4	41	66.1
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	21	70.0
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	25	80.6
District	62	58.5
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.2	1.5
Emotional Disturbance	11	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	30	2.9	4.4
Other Health Impairment	17	1.6	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	40	3.8	1.9
All Disabilities	122	11.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	13.9	8.1
Private Schools or Other Settings	9	7.4	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,804,201	8,244	9,134
Instructional Supplies and Equipment	188,717	177	334
Improvement of Instruction and Educational Media Services	171,323	160	498
Student Support Services	1,261,217	1,181	1,001
Administration and Support Services	1,754,770	1,643	1,694
Plant Operation and Maintenance	2,341,717	2,193	1,572
Transportation	968,129	858	813
Costs of Students Tuitioned Out	1,791,882	N/A	N/A
Other	48,241	45	186
Total	17,330,197	15,641	15,289

Additional Expenditures

Land, Buildings, and Debt Service	955,439	895	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,087,466	28.6	35.1
Noncertified Personnel	516,725	13.6	14.2
Purchased Services	113,846	3.0	5.2
Tuition to Other Schools	1,497,481	39.3	22.0
Special Ed. Transportation	162,267	4.3	8.6
Other Expenditures	429,779	11.3	14.9
Total Expenditures	3,807,564	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.1	48.4
State	45.5	48.0
Federal	2.6	2.7
Tuition & Other	0.8	0.9

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	N/A	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	17	*	17	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	69.9	20	55.4	*	*
White	485	66.2	484	55.9	221	53.8
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	236	53.3
Eligible for Free or Reduced-Price Meals	181	60.0	181	50.2	77	48.0
Not Eligible for Free or Reduced-Price Meals	350	69.3	349	58.5	159	55.8
Students with Disabilities	60	49.3	59	43.0	30	40.3
Students without Disabilities	471	68.2	471	57.3	206	55.2
High Needs	212	59.0	211	49.8	94	46.9
Non-High Needs	319	70.8	319	59.6	142	57.5
District	531	66.1	530	55.7	236	53.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	82.5	82.8	86.1	88.2	274	84.7
Curl Up	82.5	75.0	83.5	72.5	274	79.2
Push Up	63.8	51.6	50.6	47.1	274	54.0
Mile Run/PACER	57.5	60.9	54.4	76.5	274	60.9
All Tests - District	43.8	40.6	40.5	45.1	274	42.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	87.1	.		.
Students with Disabilities	*	*	.		.
District	86	90.7	89.8	Yes	90.2
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	57.1	15	23.8
Male	45.5	19	24.7
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	51.2	30	24.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	25.0	*	*
Students with Disabilities	*	0	*
District	50.7	34	24.3
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.8	92.9
Male	44.7	86.4
Black or African American	44.7	*
Hispanic or Latino	*	*
White	*	90.0
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	38.2	*
Students with Disabilities	*	*
District	60.0	90.0
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.1	75	88.1	100	88.1	67.9
	High Needs Students	59.0	75	78.6	100	78.6	56.7
Math Performance Index	All Students	55.7	75	74.2	100	74.2	59.3
	High Needs Students	49.8	75	66.3	100	66.3	47.8
Science Performance Index	All Students	53.3	75	71.0	100	71.0	56.5
	High Needs Students	46.9	75	62.5	100	62.5	45.9
Chronic Absenteeism	All Students	5.5%	<=5%	48.9	50	97.8	10.6%
	High Needs Students	9.3%	<=5%	41.4	50	82.7	17.3%
Preparation for CCR	% Taking Courses	37.9%	75%	25.2	50	50.5	66.1%
	% Passing Exams	24.3%	75%	16.2	50	32.4	37.3%
On-track to High School Graduation		36.8%	94%	19.6	50	39.2	85.6%
4-year Graduation All Students (2014 Cohort)		90.7%	94%	96.5	100	96.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		75.7%	94%	80.5	100	80.5	77.6%
Postsecondary Entrance (Class of 2014)		60.0%	75%	80.0	100	80.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		85.1% 42.3%	75%	14.1	50	28.2	87.6% 51.0%
Arts Access		24.4%	60%	20.4	50	40.7	45.7%
Accountability Index				883.6	1250	70.7	

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	70.8	59.0	11.9	17.3	
Math Performance Index Gap	59.6	49.8	9.8	19.6	
Science Performance Index Gap	57.5	46.9	10.7	17.2	
Graduation Rate Gap	94.0%	75.7%	18.3%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.7
	High Needs Students	95.4
Math	All Students	95.3
	High Needs Students	95.0
Science	All Students	100.0
	High Needs Students	100.0

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: 60.0

State: 50.1

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 2014-15

Thompson School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Mary R. Fisher Elementary School believes that establishing a quality preschool and kindergarten program is key to a child's entry into education. Once again, our staff attained renewal certification from the National Accreditation for the Education of Young Children which establishes the standards on which we build our foundation to the elementary school. A new math program, Bridges, will be a pilot program this year as we align our curriculum and programs to the CT Core. We continue to implement Scientifically Research Based Interventions in areas of reading and math. A new school-wide positive behavioral intervention and support program was rolled out to all school personnel, students, and parents. We maintain a high level of ongoing communication using staff voice mail, email, newsletters, individual communication logs, Friday Folders, agendas, website, and the One Call phone system. Parent involvement in reading is promoted in various ways: through a highly visible program encouraging independent reading at home (Paws for Reading) funded by our PTO, the summer Governor's Reading Challenge, and continuing a strong partnership with the Thompson Public Library. The Thompson Middle School begins the year with an Open House where parents get a tour of the building and get to meet with teachers. Communication is provided through the school website, homework agendas, emails, weekly news blasts, and telephone calls. All teachers are accessible through email, voice mail and a personal web page. The entire district uses an automated voice messaging system called "One Call Now" to inform parents of upcoming events and/or emergencies. The School Leadership Team meets monthly to make sure that our school continues to grow as a learning community. Pyramids of Intervention are put into place that consist of various teaching strategies and modifications by grade level teams for individual students who are struggling academically. Students receive SRBI interventions, such as My Sidewalks, Lexia, and Key Math, implemented a collaborative instructional approach in designated Language Arts, Social Studies, Science, and Mathematics classes to help all of our students make progress in these subject areas. At Tourtellotte Memorial High School, a Data Leadership Team with representatives from the major curriculum areas reviews all currently available data to develop a school improvement plan. Our current focus continues to be SMART goals which are data driven, timely and measurable. Teachers review SMART goal progress either mid-year or mid semester. Other activities related to school improvement includes digital portfolios, our senior project, the implementation of universal assessments and criteria and the implementation of on-line learning opportunities. Parents are encouraged to attend Child Study, Parent Conferences, IEP meetings and Expo Night. Tourtellotte Memorial High School's Guidance Department publishes monthly newsletters specific to each school level. These newsletters are distributed to all students and posted on our web site. The music department and athletic department each have parent booster clubs. There is an active parent group that plans and executes the substance free post-graduation party.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Multi-cultural education occurs at every grade level including in and out of school activities. Students take part in patriotic assemblies and we recognize all cultural and religious holidays. Through the fine arts the countries of Japan and China became this year's focal point exposing students to the art, language, traditions and culture. TEEG continues to serve as a valuable connection to our community. Destiny Africa visited Thompson Middle School. This was a concert performed by children from Africa. An acting ensemble also performed various Shakespearean skits for the entire student body. Fifth grade field trips to Mystic Seaport and The Boston Duck Tours, as well as attending a play entitled "We the People", add to the students' awareness of multicultural history. Fifth grade students also read various multicultural novels throughout the school year. All sixth grade students participated in a curriculum fair focusing on a specific country requiring in depth research into the cultural, economics and lifestyle of people living outside the United States. Seventh grade students attended Nature's Classroom for a week in October. Eighth grade students participated in field trips to The Statue of Liberty, West Point, and Washington D.C. Topics covered in the eighth grade curriculum through interdisciplinary units focused on the negative impact intolerance and racism can have on our society. At the high school a variety of assemblies and programs are run annually by our very active Diversity Club, promoting tolerance, acceptance and understanding. Such events include Ally Day – which highlights the effects of and minimizes bullying by having students pledge to use appropriate language and stand up against bullying. The Day of Silence is a National program that Tourtellotte students take part in. The Names Program is a whole day event run through the Anti-Defamation League. Additionally, Tourtellotte hosted The Looking Glass Theater assembly for students to explore the effects of bullying and promote the acceptance of all. All students in Thompson participate in a program called Positive Behavior Intervention System (PBIS). This program's goal is to encourage students to be respectful, responsible, and safe in everything they do.

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Equitable Allocation of Resources among District Schools

The Thompson Board of Education and Administration work very diligently to decrease operating costs and present the town with a budget that meets the needs of each individual school and program. All schools receive an equitable fixed amount based upon enrollments and prioritized needs. Student-teacher ratios are allocated among the schools based on the enrollment at that school. Support staffs are also allocated based on the educational needs of the students. Some needs, such as Early Intervention in Literacy and Numeracy, as well as continued SRBI interventions implemented through middle and high school, continue to be a district priority. Resources are also shared among the schools to decrease overhead costs while delivering critical programming. The collaboration between each school and department 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, local grant opportunities, and local company donations.