Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Tomlinson Middle School

Fairfield School District

203-255-8336 • http://fairfieldschools.org/schools/tms/

School Information

Grade Range	**6-8**
Enrollment	**684**

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

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	324	47.4	48.7
Male	360	52.6	51.3
American Indian or Alaska Native	0	0.0	*
Asian	42	6.1	5.9
Black or African American	*	*	2.1
Hispanic or Latino	95	13.9	10.3
Pacific Islander	*	*	*
Two or More Races	28	4.1	3.7
White	503	73.5	77.9
English Language Learners	22	3.2	2.3
Eligible for Free or Reduced-Price Meals	122	17.8	9.9
Students with Disabilities[1]	85	12.4	11.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	18	5.6	0	0.0
Male	24	6.6	23	6.3
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	33	6.5	15	2.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	8	6.7	11	8.3
Students with Disabilities	10	11.0	*	*
School	42	6.1	23	3.4
District		5.2		2.0

Number of students in 2015-16 qualified as truant under state statute: 22

Number of school-based arrests: 0

[2]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.

[3]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	52.1
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	8.2
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.1
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.7
Other Staff Providing Non-Instructional Services/Support	17.0

[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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.2
Black or African American	0	0.0	0.1
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	2	2.6	1.0
White	72	93.5	96.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.4	9.5

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	965
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:10 AM
End Time	02:50 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	34	91.9
Other Health Impairment	26	86.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	73	85.9
District		78.4

[3]Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	37	76.4	37	71.5	9	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	93	67.4	93	57.8	30	56.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	28	75.7	28	67.9	*	*
White	493	77.0	494	69.5	198	65.1
English Language Learners	40	55.5	40	46.5	17	*
Non-English Language Learners	625	76.6	626	69.0	233	65.1
Eligible for Free or Reduced-Price Meals	116	61.6	116	51.6	39	51.9
Not Eligible for Free or Reduced-Price Meals	549	78.3	550	71.0	211	66.1
Students with Disabilities	81	53.4	81	44.4	31	46.8
Students without Disabilities	584	78.4	585	70.9	219	66.3
High Needs	181	59.8	181	50.4	65	50.6
Non-High Needs	484	81.2	485	74.1	185	68.6
School	665	75.4	666	67.7	250	63.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	87.5	94.1	N/A	461	90.9
Curl Up	N/A	94.6	97.9	N/A	461	96.3
Push Up	N/A	77.7	90.7	N/A	461	84.4
Mile Run/PACER	N/A	77.7	86.1	N/A	461	82.0
All Tests - School	N/A	62.9	78.5	N/A	461	70.9
All Tests - District	68.4	68.6	72.6	53.3		65.9

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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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	75.4	75	50.0	50	100.0	67.1
	High Needs Students	59.8	75	39.9	50	79.7	55.9
Math Performance Index	All Students	67.7	75	45.1	50	90.2	62.2
	High Needs Students	50.4	75	33.6	50	67.1	50.5
Science Performance	All Students	63.9	75	42.6	50	85.2	55.3
	High Needs Students	50.6	75	33.7	50	67.5	45.2
ELA Academic Growth	All Students	57.8%	100%	57.8	100	57.8	55.4%
	High Needs Students	49.1%	100%	49.1	100	49.1	49.8%
Math Academic Growth	All Students	61.3%	100%	61.3	100	61.3	61.7%
	High Needs Students	46.8%	100%	46.8	100	46.8	53.7%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.5	9.9%
	High Needs Students	10.3%	<=5%	39.5	50	78.9	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness		95.4% | 70.9%	75%	47.3	50	94.6	92.0% | 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				**644.3**	**900**	**71.6**	

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?					Y
ELA Performance Index Gap	75.0	59.8	15.2	16.6	
Math Performance Index Gap	74.1	50.4	23.8	18.5	
Science Performance Index Gap	68.6	50.6	18.0	16.5	
Graduation Rate Gap	.	.	.	.	

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.0
	High Needs Students	98.5
Math	All Students	99.1
	High Needs Students	98.5
Science	All Students	100.0
	High Needs Students	100.0

[3]Minimum participation standard is 95%.

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports