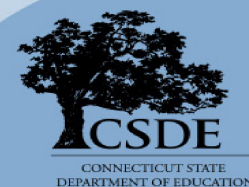


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2022-23



Tomlinson Middle School

Fairfield School District

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

School Information

Grade Range	6-8
Enrollment	621
Per Pupil Expenditures ¹	\$19,666
Total Expenditures ¹	\$12,055,248

¹ Expenditure data reflect the 2021-22 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	49.1
Male	315	50.7	50.8
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	*
Asian	40	6.4	6.1
Black or African American	39	6.3	2.9
Hispanic or Latino of any race	124	20.0	13.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	31	5.0	5.2
White	387	62.3	72.6
English Learners/Multilingual Learners	29	4.7	2.8
Eligible for Free or Reduced-Price Meals	185	29.8	17.5
Students with Disabilities ²	90	14.5	17.7

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	34	11.1	21	6.8
Male	*	*	54	16.8
Non-Binary	*	*	0	*
Black or African American	*	*	13	31.0
Hispanic or Latino of any race	16	13.1	21	16.3
White	43	11.1	30	7.7
English Learners/Multilingual Learners	*	*	8	23.5
Eligible for Free or Reduced-Price Meals	26	15.6	40	20.0
Students with Disabilities	25	25.3	16	15.2
School	69	11.1	75	11.8
District		10.8		2.5

Number of students qualified as truant under state statute: 59

Number of school-based arrests: 0

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2022-23

Tomlinson Middle School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	49.7
Paraprofessional Instructional Assistants	0.6
Special Education	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	16.0

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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.3	0.3
Black or African American	0	0.0	1.0
Hispanic or Latino of any race	2	2.6	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.3	1.0
White	73	94.8	96.1

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	16.4	13.5

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$8,460,881	\$13,802
Support Services - Students	\$1,012,804	\$1,652
Improvement of Instruction	\$211,593	\$345
Library and Media Services	\$119,836	\$195
Support Services - Instruction	\$164,355	\$268
Support Services - School-Based	\$1,006,694	\$1,642
Operation and Maintenance of Plant	\$1,009,218	\$1,646
Transportation Other Than to/From	\$9,948	\$16
Enterprise Operations	\$59,919	\$98
Total	\$12,055,248	\$19,666

Total per pupil expenditures (PPE) including share of district central expenditures is \$22,909.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	38	86.4
Other Health Impairment	15	*
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	67	75.3
District		71.3

³ This table includes students ages 6-21 with an IEP or services plan.

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

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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	74.7	37	72.7	6	*
Black or African American	39	55.9	39	52.6	14	*
Hispanic or Latino of any race	112	65.6	112	59.7	42	60.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	31	75.8	31	69.8	12	*
White	381	74.9	381	69.7	123	69.4
English Learners/Multilingual Learners	62	54.3	62	52.0	19	*
Non-English Learners/Non-Multilingual Learners	538	74.0	538	68.6	178	66.6
Eligible for Free or Reduced-Price Meals	157	59.1	157	55.3	51	56.5
Not Eligible for Free or Reduced-Price Meals	443	76.5	443	71.0	146	68.3
Students with Disabilities	93	51.3	93	47.0	30	38.6
Students without Disabilities	507	75.7	507	70.6	167	70.0
High Needs	226	59.5	226	55.3	69	53.5
Non-High Needs	374	79.4	374	73.9	128	71.5
School	600	71.9	600	66.9	197	65.2

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	80.3	81.1	N/A	404	80.7
Curl Up	N/A	87.0	92.3	N/A	403	89.6
Push Up	N/A	73.1	75.1	N/A	401	74.1
Mile Run/PACER	N/A	92.2	86.1	N/A	392	89.3
All Tests - School	N/A	56.2	61.1	N/A	383	58.5
All Tests - District	66.7	58.7	60.0	53.6		59.8

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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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	71.9	75	48.0	50	95.9	63.9
	High Needs Students	59.5	75	39.7	50	79.4	54.1
Math Performance Index	All Students	66.9	75	44.6	50	89.2	59.7
	High Needs Students	55.3	75	36.9	50	73.7	48.9
Science Performance Index	All Students	65.2	75	43.5	50	87.0	61.6
	High Needs Students	53.5	75	35.7	50	71.4	51.1
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	57.2%
	High Needs Students	49.2%	100%	49.2	100	49.2	52.5%
Math Academic Growth	All Students	58.4%	100%	58.4	100	58.4	61.8%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.5%
Progress Toward English Proficiency	Literacy	50.2%	100%	25.1	50	50.2	55.3%
	Oral	62.1%	100%	31.1	50	62.1	56.1%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	20.0%
	High Needs Students	15.9%	<=5%	28.2	50	56.5	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		94.6%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% 58.5%	75%	39.0	50	78.0	93.0% 45.5%
Arts Access		.	60%	.	.	.	54.5%
Accountability Index				678.3	1000	67.8	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	59.5	15.5	17.0	
Math Performance Index Gap	73.9	55.3	18.6	18.6	
Science Performance Index Gap	71.5	53.5	18.0	18.6	
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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.7
	High Needs Students	99.6
Science	All Students	98.5
	High Needs Students	97.4

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>