

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Tomlinson Middle School Fairfield School District

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

School Information

Grade Range **6-8**
Enrollment **720**

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](#)

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	362	50.3	49.3
Male	358	49.7	50.7
American Indian or Alaska Native	*	*	0.1
Asian	43	6.0	5.5
Black or African American	*	*	2.5
Hispanic or Latino	95	13.2	8.9
Pacific Islander	0	0.0	0.1
Two or More Races	34	4.7	3.0
White	525	72.9	79.9
English Language Learners	38	5.3	2.0
Eligible for Free or Reduced-Price Meals	123	17.1	9.4
Students with Disabilities ¹	89	12.4	11.2

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	14	3.9	*	*
Male	15	4.2	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	18	3.4	12	2.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	10.5	12	9.0
Students with Disabilities	9	10.1	8	8.6
School	29	4.1	25	3.4
District		3.7		1.6

Number of students in 2013-14 qualified as truant under state statute: 7

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.

School Profile and Performance Report for School Year 2014-15

Tomlinson Middle School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	53.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	8.1
Paraprofessional Instructional Assistants	7.5
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	17.0

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	2.5	0.7
Black or African American	0	0.0	0.5
Hispanic or Latino	3	3.8	1.8
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	74	93.7	97.1

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School 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

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.2	9.9

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1029
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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	38	95.0
Other Health Impairment	22	81.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	76	85.3
District		78.9

³Ages 6-21

School Profile and Performance Report for School Year 2014-15

Tomlinson Middle School

Fairfield School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment (CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	40	75.7	41	73.4	16	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	91	62.8	91	54.4	31	51.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	75.1	32	66.3	14	*
White	514	76.6	512	67.3	170	62.9
English Language Learners	42	46.4	42	40.8	11	*
Non-English Language Learners	656	75.9	654	67.0	228	62.1
Eligible for Free or Reduced-Price Meals	124	59.3	124	50.7	44	51.8
Not Eligible for Free or Reduced-Price Meals	574	77.4	572	68.6	195	63.4
Students with Disabilities	97	50.4	94	40.4	37	41.9
Students without Disabilities	601	78.0	602	69.3	202	64.8
High Needs	201	57.3	199	48.5	72	48.2
Non-High Needs	497	81.0	497	72.1	167	66.9
School	698	74.1	696	65.4	239	61.2

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			
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	N/A	91.9	86.6	N/A	479	89.4
Curl Up	N/A	98.4	96.1	N/A	479	97.3
Push Up	N/A	89.1	84.0	N/A	479	86.6
Mile Run/PACER	N/A	89.9	84.8	N/A	479	87.5
All Tests - School	N/A	79.0	67.1	N/A	479	73.3
All Tests - District	66.4	72.7	69.4	57.2		66.9

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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Tomlinson Middle School

Fairfield School District

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	74.1	75	98.9	100	98.9	67.9
	High Needs Students	57.3	75	76.4	100	76.4	56.7
Math Performance Index	All Students	65.4	75	87.2	100	87.2	59.3
	High Needs Students	48.5	75	64.7	100	64.7	47.8
Science Performance Index	All Students	61.2	75	81.6	100	81.6	56.5
	High Needs Students	48.2	75	64.2	100	64.2	45.9
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.9%	<=5%	42.3	50	84.6	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		53.5%	94%	28.4	50	56.9	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.4% 73.3%	75%	48.9	50	97.7	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				642.6	800	80.3	

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	57.3	17.7	16.8	
Math Performance Index Gap	72.1	48.5	23.6	19.5	
Science Performance Index Gap	66.9	48.2	18.7	17.3	
Graduation Rate Gap	

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	98.3
	High Needs Students	98.1
Math	All Students	98.2
	High Needs Students	97.6
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)