

**STRATEGIC SCHOOL PROFILE 2009-10****Thomaston School District**

LYNDA MITCHELL, Superintendent

Location: 158 Main Street

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Thomaston,  
ConnecticutWebsite: [www.thomastonschools.org](http://www.thomastonschools.org)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Litchfield

Town Population in 2000: 7,503

1990-2000 Population Growth: 8%

Number of Public Schools: 3

Per Capita Income in 2000: \$24,799

Percent of Adults without a High School Diploma in 2000\*: 12.1%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.6%

District Enrollment as % of Estimated. Student Population: 91.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      1,168  
5-Year Enrollment Change      -11.0%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	212	18.2	12.9	32.6
K-12 Students Who Are Not Fluent in English	8	0.7	0.7	5.4
Students Identified as Gifted and/or Talented*	96	8.2	3.7	4.1
PK-12 Students Receiving Special Education Services in District	162	13.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	87.9	87.2	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	15	10.2	12.9	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	7	0.6
Black	7	0.6
Hispanic	15	1.3
White	1,137	97.3
Total Minority	31	2.7

**Percent of Minority Professional Staff:** 1.9%

**Non-English Home Language:**

2.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Thomaston School District has focused on opportunities to expose and integrate students to various cultures and ethnicities through involvement with three urban magnet schools in Waterbury Connecticut. Teachers in Black Rock School and Thomaston Center School work to integrate cultural and ethnic awareness into their regular curriculum particularly in the areas of language arts, social studies and the arts. Theme days are planned throughout the year to encourage students to understand and embrace cultural and ethnic differences. Literature provides an exposure to various cultural and ethnic situations that provide a contrast to their own environment. The Second Step Program provides training and the means to promote acceptance of differences and actively discourages bullying. In grades 7 through 12, middle school students participate in Project Poetry Live. This program provides a unique opportunity for students to interact with students from other schools in the areas of art, music and dance. An African Dance group has performed for students in grades 4 – 12. Through participation in the Connecticut Youth Forum, students travel to other schools to meet with students and discuss critical contemporary issues.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	58.7	57.0	35.6
Writing	56.0	58.3	30.7
Mathematics	58.7	62.4	27.0
Grade 4 Reading	71.8	59.9	58.5
Writing	72.1	63.6	52.5
Mathematics	69.8	67.0	39.6
Grade 5 Reading	68.3	61.8	49.1
Writing	86.0	68.2	81.9
Mathematics	81.0	72.4	59.6
Science	58.1	59.4	24.1
Grade 6 Reading	79.8	74.9	44.2
Writing	71.1	65.9	48.8
Mathematics	68.9	70.7	31.3
Grade 7 Reading	78.1	77.4	33.8
Writing	74.7	61.2	63.6
Mathematics	74.5	68.5	44.8
Grade 8 Reading	67.0	73.3	20.4
Writing	65.7	62.6	40.1
Mathematics	66.3	67.3	32.5
Science	65.7	62.8	35.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	47.6	45.9	47.0
Writing Across the Disciplines	67.9	59.6	56.4
Mathematics	40.2	48.7	29.5
Science	38.1	45.3	31.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	44.2	50.7	30.9

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		53.3	68.5	
Average Score	Mathematics	527	508	60.5
	Critical Reading	520	503	59.7
	Writing	521	506	54.3

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	91.5	91.3	31.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.4	3.0	47.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.0	84.5
% Employed (Civilian Employment and in Armed Services)	10.7	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	74.60
Paraprofessional Instructional Assistants	2.14
Special Education	
Teachers and Instructors	13.57
Paraprofessional Instructional Assistants	15.41
Library/Media Specialists and/or Assistants	2.86
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	4.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	50.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	15.1	13.8
% with Master's Degree or Above	83.1	79.5	77.8

Average Class Size	District	DRG	State
Grade K	16.8	16.3	18.5
Grade 2	18.4	18.3	19.7
Grade 5	21.0	19.4	21.1
Grade 7	18.7	19.3	20.8
High School	18.1	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	978	997	992
Middle School	N/A	N/A	N/A
High School	970	1,026	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.0	2.6	3.2
Middle School	N/A	N/A	N/A
High School	2.5	1.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,563	\$7,042	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$301	\$247	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$21	\$17	\$474	\$410	\$459
Student Support Services	\$688	\$566	\$863	\$912	\$859
Administration and Support Services	\$1,769	\$1,455	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,625	\$1,336	\$1,469	\$1,482	\$1,462
Transportation	\$1,063	\$700	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$844	N/A	N/A	N/A	N/A
Other	\$261	\$215	\$163	\$189	\$162
<b>Total</b>	<b>\$15,136</b>	<b>\$11,312</b>	<b>\$13,458</b>	<b>\$13,230</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,551	\$1,275	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,216,006	21.2	19.3	20.7

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.3	40.5	2.8	0.4
Excluding School Construction	54.7	41.8	3.1	0.4

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Our internal goal in the Thomaston District is an equitable distribution of funds across three schools including the Central Office. A consistent approach is applied during the financial planning process which includes a close review of budgets in all line item areas. The current budget will present challenges for the Thomaston School District. We review our allocation of resources in the district and revisit our goals to make adjustments where necessary. The budget process includes a format with active participation among Board of Education members, Superintendent, Business Manager, Building Level Administrators and district teaching staff. The established process involves administrators presenting building level budgets which are reviewed by the Superintendent and Board of Education Subcommittee and then adjustment according to Board of Finance reductions. Our goal is always to maintain existing programs as well as to address State and Federal mandates.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	170
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	1	0.1	0.9	1.0
Learning Disability	67	5.3	3.8	3.9
Intellectual Disability	6	0.5	0.4	0.5
Emotional Disturbance	21	1.6	0.7	1.0
Speech Impairment	27	2.1	2.7	2.2
Other Health Impairment*	30	2.4	1.9	2.1
Other Disabilities**	18	1.4	0.7	0.9
<b>Total</b>	<b>170</b>	<b>13.3</b>	<b>11.2</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	85.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.5	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	19.2	31.6	70.6	67.5
	Writing	19.7	19.6	70.8	63.3
	Mathematics	22.6	32.9	69.7	68.1
	Science	25.0	23.7	62.2	61.1
CAPT	Reading Across the Disciplines	9.1	13.8	47.6	45.9
	Writing Across the Disciplines	46.2	16.8	67.9	59.6
	Mathematics	18.2	16.7	40.2	48.7
	Science	15.4	13.0	38.1	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	36.8
	% With Accommodations	63.2
CAPT	% Without Accommodations	58.3
	% With Accommodations	41.7
% Assessed Using Skills Checklist		9.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	1.2
Private Schools or Other Settings	11	6.5

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	126	74.1	74.9	73.4
40.1 to 79.0 Percent of Time	27	15.9	18.0	15.3
0.0 to 40.0 Percent of Time	17	10.0	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The District has implemented Professional Learning Communities that meet weekly. These teams of teachers convene to discuss student achievement and overall school improvement. Teachers gather as grade-level teams and content-level teams. Time is also provided for teachers to meet in vertical teams to improve alignment and continuity between grades. Part of the Professional Learning Community mission is focused on data analysis and developing goals for improvement. Goals are then periodically monitored and adjusted as they are reached. Teachers regularly share pedagogy and practice to ensure that all students are learning and that they are learning at high levels. The entire staff is engaged in efforts to provide intervention to students as soon as learning difficulties arise. A team of teachers meets weekly to provide support for students who are struggling to make progress. The team suggests strategies for the classroom teacher to implement and plans additional intervention for students through the use of either the reading or math specialist. They may also recommend behavioral interventions. A concerted effort has been made to update and align curriculum standards in all content areas. Common formative and summative assessments are being developed and implemented across the district as well as collaboration between faculty members in all schools. We are currently involved in the Data Driven Decision Making process which allows us to identify areas of deficiencies and initiate remediation. Response to Intervention plays a key role in student support and academic growth.

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