

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



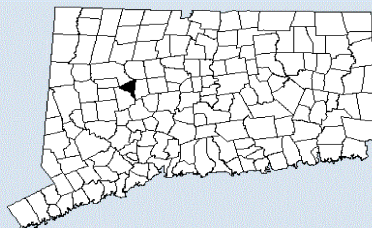
Thomaston School District

Mrs. Francine Coss, Superintendent • 860-283-3053 x2 • <http://www.thomastonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	853
Per Pupil Expenditures ¹	\$16,125
Total Expenditures ¹	\$16,060,702

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.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 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.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	444	52.1	48.4
Male	409	47.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	9	1.1	5.2
Black or African American	12	1.4	12.8
Hispanic or Latino of any race	36	4.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	1.9	3.6
White	777	91.1	52.4
English Learners	14	1.6	7.6
Eligible for Free or Reduced-Price Meals	268	31.4	42.1
Students with Disabilities ³	134	15.7	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	25	5.7	17	3.7
Male	18	4.6	46	10.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	18.2	*	*
White	34	4.5	58	7.2
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	28	9.9	32	10.1
Students with Disabilities	17	14.0	19	12.3
District	43	5.2	63	7.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 51

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Thomaston School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	59.0
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	16.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.9
School Level	4.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	40.9

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	1	1.1	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	89	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	29	61.7	54	88.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	7	*	19	86.4
Students with Disabilities	*	*	*	*
District	32	62.7	61	89.7
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	42	89.4
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	93	81.6
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	1.7	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	47	5.1	5.5
Other Health Impairment	16	1.7	3.2
Other Disabilities	13	1.4	1.1
Speech/Language Impairment	23	2.5	1.8
All Disabilities	125	13.5	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	4.8	8.2
Private Schools or Other Settings	8	6.4	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,064,212	\$10,105	\$10,545
Support services - students	\$586,955	\$674	\$1,373
Support services - instruction	\$104,552	\$120	\$644
Support services - general administration	\$851,905	\$978	\$462
Support services - school based administration	\$953,887	\$1,095	\$1,007
Central and other support services	\$521,768	\$599	\$671
Operation and maintenance of plant	\$1,522,640	\$1,748	\$1,629
Student transportation services	\$1,120,960	\$1,067	\$1,231
Food services	\$16,700	\$19	\$13
Enterprise operations	\$317,124	\$364	\$157
Minor school construction	.	.	\$65
Total	\$16,060,702	\$16,125	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$830,965	22.0	29.7
Instructional Aide Salaries	\$435,200	11.5	9.6
Other Salaries	\$169,722	4.5	10.4
Employee Benefits	\$355,464	9.4	13.0
Purchased Services Other Than Transportation	\$491,282	13.0	5.5
Special Education Tuition	\$1,031,229	27.3	22.6
Supplies	\$35,923	0.9	0.6
Property Services	\$470	0.0	0.4
Purchased Services For Transportation	\$430,684	11.4	8.0
Equipment	\$560	0.0	0.2
All Other Expenditures	\$2,555	0.1	0.1
Total	\$3,784,053	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	62.4
State	34.1
Federal	2.8
Tuition & Other	0.7

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2018-19

Thomaston School District

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	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	19	*	19	*	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	*	*
White	389	69.0	388	61.7	154	66.6
English Learners	12	*	12	*	*	*
Non-English Learners	415	68.5	414	61.4	*	*
Eligible for Free or Reduced-Price Meals	130	59.6	130	54.3	56	54.9
Not Eligible for Free or Reduced-Price Meals	297	71.8	296	63.8	119	70.5
Students with Disabilities	67	44.6	67	41.0	27	41.9
Students without Disabilities	360	72.5	359	64.6	148	69.8
High Needs	163	56.6	163	52.0	67	53.3
Non-High Needs	264	75.2	263	66.4	108	73.0
District	427	68.1	426	60.9	175	65.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.7	79.0	83.8	95.6	238	85.7
Curl Up	61.4	80.6	83.8	91.1	238	79.0
Push Up	38.6	43.5	67.6	77.8	238	56.3
Mile Run/PACER	86.0	88.7	74.3	75.6	238	81.1
All Tests - District	31.6	37.1	64.9	68.9	238	50.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

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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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	10	*
Students with Disabilities	6	*
District	58	96.6
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	30	50.8
Male	98.3	23	38.3
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	99.1	48	44.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	10	25.6
Students with Disabilities	*	*	*
District	99.2	53	44.5
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.6	92.6
Male	60.0	*
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	68.6	95.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	69.0	95.5
State	71.0	87.8

⁵College 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.

⁶College 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

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	68.1	75	45.4	50	90.8	67.7
	High Needs Students	56.6	75	37.7	50	75.5	58.1
Math Performance Index	All Students	60.9	75	40.6	50	81.2	63.1
	High Needs Students	52.0	75	34.7	50	69.3	52.7
Science Performance Index	All Students	65.5	75	43.7	50	87.3	63.8
	High Needs Students	53.3	75	35.5	50	71.1	54.2
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	59.9%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.1%
Math Academic Growth	All Students	65.7%	100%	65.7	100	65.7	62.5%
	High Needs Students	68.9%	100%	68.9	100	68.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.6	50	99.2	10.4%
	High Needs Students	10.1%	<=5%	39.9	50	79.8	16.1%
Preparation for CCR	% Taking Courses	78.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	44.5%	75%	29.7	50	59.4	42.6%
On-track to High School Graduation		99.2%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.8%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		69.0%	75%	92.0	100	92.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		83.8% 50.4%	75%	16.8	50	33.6	96.4% 52.9%
Arts Access		46.1%	60%	38.4	50	76.9	51.9%
Accountability Index				1054.1	1350	78.1	

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	56.6	18.4	15.4	
Math Performance Index Gap	66.4	52.0	14.4	17.6	
Science Performance Index Gap	73.0	53.3	19.7	16.1	
Graduation Rate Gap	94.0%	95.8%	-1.8%	11.1%	N

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	97.8
Math	All Students	98.2
	High Needs Students	98.3
Science	All Students	96.8
	High Needs Students	97.3

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Thomaston School District

Narratives

~Our full-day and half-day School Readiness (preschool) programs are designed to reduce economic isolation through tuition-free enrollment opportunities.

~While students can attend interdistrict magnet schools, those who stay in-district enjoy a variety of experiences:

~Our elementary teachers integrate cultural and ethnic awareness into the curriculum particularly in the areas of language arts, social studies, music and art. Interdisciplinary lessons encourage students to understand and embrace cultural and ethnic differences. Students are exposed to literature that allow them to explore, in depth, a variety of cultural, ethnic and economic situations and conditions that are in contrast to their own. School counselors implement a district-developed, research-informed program that includes lessons based on thematic character pillars: cultural awareness, citizenship, responsibility and caring.

~Classroom and school-wide activities promote the growth of mutual respect, tolerance, and positive character. K-6 students participate in BEAR (Behaving exceptionally and responsibly), a program created by staff specifically designed to build a student's social-emotional skills and actively encourage acceptance of others.

~Students at Center School participate in Project Wisdom, a daily announcement program designed to promote making positive choices which are followed up with corresponding classroom lessons. Additionally, a student group representing all grade levels attends the Elementary Level Leadership Conference annually.

~A goal for Thomaston High School's student body is to enhance cultural knowledge, instill a greater appreciation for diversity and to embrace differences within the school. Advisory, Gay Straight Alliance (GSA), Beauty, Inside and Out, world language courses, and culturally themed assemblies achieve this goal. THS students interact with a diverse group of students from other schools through the Connecticut Youth Forum, Middle School Leadership Conference, and Middle School Writer's workshop.

~Linked directly to the school's Advisory Program, Thomaston High School sponsors Challenge Day (a nationally recognized diversity program) every four years. The program is focused on instilling respect and appreciation for a diverse world.

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Equitable Allocation of Resources among District Schools

District and school administrators collaborate throughout the budget planning process as well as during biweekly Administrative Council meetings to be certain all resources are allocated equitably and shared across the district. Teachers and staff inform this process by providing administrators with lists of instructional materials and equipment prior to finalizing the budget. This collaborative effort ensures that students' needs are addressed and that funds are allocated equitably across schools.

Also, each year, the administration works collaboratively to share resources between and among buildings and departments.

Professional workshops, materials, and staffing were shared across disciplines as well as between general education and special education students.

Parents contributed to this collaborative effort through feedback collected in school climate surveys; parent-perceived inequities were included in the budget planning and resource sharing efforts.

Further, in an effort to equitably represent the needs of each school to the community, a district-wide Parent Teacher Association provides resources to all schools in the district.