

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



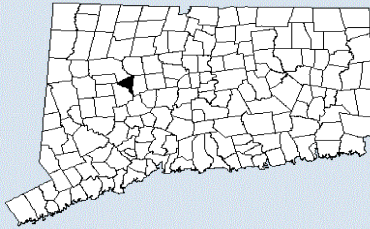
## Thomaston School District

Mrs. Francine Coss, Superintendent • 860-283-4796 • [www.thomastonschools.org](http://www.thomastonschools.org)

### District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	950
Per Pupil Expenditures <sup>1</sup>	\$13,402
Total Expenditures <sup>1</sup>	\$15,720,849

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
 (2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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 ensure student confidentiality.

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

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	467	49.2	48.3
Male	483	50.8	51.6
American Indian	*	*	0.2
Asian	9	0.9	4.6
Black or African American	7	0.7	12.9
Hispanic or Latino	21	2.2	21.2
Pacific Islander	*	*	0.0
White	898	94.5	58.4
Two or More Races	11	1.2	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	245	25.8	37.3
Students with Disabilities <sup>1</sup>	141	14.8	12.8

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	25	5.6	12	2.5
Male	25	5.4	41	8.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	46	5.4	48	5.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	7.0	20	8.5
Students with Disabilities	9	7.0	20	12.6
District	50	5.5	53	5.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 68

<sup>2</sup>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.

<sup>3</sup>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 2013-14

## Thomaston School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	66.2
Paraprofessional Instructional Assistants	1.9
<b>Special Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	17.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.4
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	4.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	44.8

<sup>1</sup>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	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	94	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	15	24.6	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	17	27.0	28	37.3
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	37	78.7
Other Health Impairment	22	81.5
Other Disabilities	10	*
Speech/Language Impairment	18	78.3
District	97	72.4
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Thomaston School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	0.8	1.4
Emotional Disturbance	7	0.7	1.0
Intellectual Disability	6	0.6	0.4
Learning Disability	47	4.4	4.2
Other Health Impairment	27	2.5	2.5
Other Disabilities	18	1.7	1.0
Speech/Language Impairment	25	2.3	1.9
All Disabilities	139	13.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	14	10.0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,607,784	8,573	8,769
Instructional Supplies and Equipment	373,435	372	275
Improvement of Instruction and Educational Media Services	23,667	24	487
Student Support Services	789,756	787	965
Administration and Support Services	1,950,804	1,943	1,600
Plant Operation and Maintenance	1,472,265	1,466	1,472
Transportation	1,058,590	835	786
Costs of Students Tuitioned Out	1,137,325	N/A	N/A
Other	307,223	306	178
Total	15,720,849	13,402	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,151,530	1,147	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	998,566	29.2	35.6
Noncertified Personnel	390,406	11.4	14.5
Purchased Services	136,340	4.0	5.0
Tuition to Other Schools	963,009	28.1	21.4
Special Ed. Transportation	414,043	12.1	8.5
Other Expenditures	519,647	15.2	14.9
Total Expenditures	3,422,011	100.0	100.0
PK-12 Expenditures Used for Special Education		21.8	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.2	55.2
State	40.3	42.1
Federal	2.5	2.7
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Thomaston School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	70.5	75.3	77.9	73.0	105	74.3	76.7	No	
Students with Disabilities	45.0	49.5	51.8	47.3	67	46.9	54.7	No	
High Needs	63.4	67.8	72.2	66.9	149	64.3	71.1	No	
District	83.2	84.2	84.7	82.0	469	81.5	84.7	No	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	<20	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	<20	.	.	.	
Students with Disabilities	.	.	.	.	<20	.	.	.	
High Needs	58.8	54.4	.	.	21	68.3	61.8	Yes	
District	75.8	72.8	77.8	77.9	55	79.8	77.5	Yes	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	93.5	85.9	86.4	85.5	262	88.2
Curl Up	72.7	78.1	90.9	89.1	262	82.1
Push Up	40.3	64.1	68.2	81.8	262	61.8
Mile Run/PACER	80.5	75.0	78.8	74.5	262	77.5
All Tests - District	35.1	42.2	56.1	69.1	262	49.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Thomaston School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	79.2	.		.
Students with Disabilities	*	*	82.9	No	84.0
District	80	91.3	91.8	No	92.0
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	79.0	23	37.1
Male	60.5	22	28.9
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	67.9	41	30.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	52.4	*	*
Students with Disabilities	*	0	*
District	68.8	45	32.6
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	69.2	87.1
Male	62.9	70.8
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	*	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	45.8	*
Students with Disabilities	*	*
District	66.2	80.0
State	72.7	88.5

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2013-14

## Thomaston School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Thomaston Public Schools (TPS) is proud of the school improvement plans and parent/community outreach activities it espouses. TPS is pleased with our efforts to provide services to students with disabilities through our special education programs. TPS has met the following targets set through Connecticut's State Performance Plan: increase placement and time with non-disabled peers (TWNDP), eliminate disproportionate representation as a result of inappropriate identification/by disability as a result of inappropriate identification, transition IEPs by age 3, develop transition goals and services, general supervision, and timely and accurate reporting.

Every school uses a collaborative approach to address truancy. Working with support staff, the Principal continually monitors student attendance. Each school's approach includes communication with parents regarding attendance concerns, including outreach actions for children with low attendance.

Efforts to build staff skills to partner effectively with all families are evidenced across the district. Each school teams up teachers to discuss student achievement and overall school improvement during the school day. Teachers share pedagogy and practice to ensure that all students are learning and that they are learning at high levels; this information is shared with parents through written, oral and face-to-face communication. During faculty and grade level meetings, teachers engage in professional development activities and collegial discourse on supporting parents in the learning process. Training sessions on webpage development and PowerSchool information have been conducted to support teachers in creating parent-friendly communication.

Staff and parents are actively engaged in the planning and improvement of school programs. Parent-Teacher Association provides school volunteers and funding for extracurricular activities. A monthly Parent Advisory Committee meeting offers a forum for parents to share concerns, questions, and ideas with School Principals. Surveys are offered to parents to share opinions on each school's climate. Parents participate in annual events like Open House, conferences, ice cream social, book fair, art show, Math Night, Literacy Night and school assemblies. During these events, information on various topics (i.e., literacy, art education, internet safety, Common Core State Standards) is shared, strengthening home-school partnerships. Parents are involved in decision-making through their participation on various committees like Grading and Faculty and Staff Selection.

The Superintendent and Principals inform parents of district and school activities. Teachers share student successes via telephone, email, conferences, and the website while the Board of Education recognizes students monthly for their achievements. A monthly newsletter from each school highlights student successes and school initiatives. Finally, PowerSchool's parent portal, a web-based program that provides parents real-time student academic, attendance, and discipline information, gives parents a login account to view student assignment due dates, grades, teacher comments on student performance and other student-related data. Through this login account, teachers continue the partnership with parents, collaboratively holding students accountable for their performance.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

District programs designed to reduce racial, ethnic and economic isolation include interdistrict programs sponsored by Education Connection, connecting our students to students in other districts, like Project Poetry Live (Grade 7-8).

Interdistrict choice is utilized by our approximately 140 students and further supported by TPS' seat on the Waterbury Arts Magnet School Steering Committee.

All Black Rock School teachers integrated cultural/ethnic awareness into Language Arts, Social Studies and the Arts. All students are exposed to literature that allows them to explore a variety of cultural, ethnic and economic situations and conditions that differ from their own.

All Thomaston Center School teachers plan activities that support the growth of mutual respect, tolerance, and positive character for all students. All students enjoyed a school-wide presentation on bullying prevention and tolerance and heard daily messages focused on positive choices from Project Wisdom. Students studied various cultural traditions and customs through Social Studies, Language Arts, Music, and Art like a world drumming, Native American heritage, and a Connecticut author discussion on diversity within literature.

Both elementary schools use the Second Step program to promote acceptance of differences. Thomaston High School (THS) uses the Advisory Program to address diversity regularly.

THS is in its 12th year of the Connecticut Youth Forum, traveling to other schools and hosting the program twice. THS sponsors the Gay Straight Alliance group dedicated to creating a safe school environment for all students. THS also sponsors the Beauty Inside and Out (BIO) group focused on female empowerment. BIO informs students of societal issues by sponsoring events, keynote speakers, and Advisory activities. BIO was expanded to include a mentoring program for students in grades 7-8 after members in grades 9-12 were trained as mentors by Safe Haven of Greater Waterbury. These programs as well as world language courses and culturally-themed assemblies have been used to reduce isolation.

Minority educator recruitment was expanded through participation in the Quinnipiac University mock interview program; this program afforded the district direct contact with minority educators.

# District Profile and Performance Report for School Year 2013-14

## Thomaston School District

### **Equitable Allocation of Resources among District Schools**

The Thomaston Board of Education (TBOE) developed a Five-Year District Strategic Operating Plan (DOSOP) related to the allocation of resources across the district's three schools; it identified two challenges: enrollment and facilities.

To ensure student needs are addressed and each school receives an equitable share, the TBOE determined self-promotion would bring information to all stakeholders and allow equitable allocation. For enrollment, self-promotion efforts focus on programs/resources available at each school. Self-promotion efforts for facilities concentrate on acquiring financial support and informing the public of facility projects.

The Five-Year DSOP includes conducting a review of programs/resources, developing a Five-Year Teaching and Learning Plan, developing an enrollment plan, creating a prioritized list of maintenance/safety/security projects, creating a list of actions to increase efficiencies in facility use, creating a list of actions to expand facility use to accommodate intradistrict/interdistrict educational programs, and creating a Publicity Committee to organize, oversee, and facilitate self-promotion efforts.