

**STRATEGIC SCHOOL PROFILE 2012-13****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: 89.7%

\*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, 2012      1,004  
5-Year Enrollment Change      -20.8%

**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	142	14.1	15.1	36.7
K-12 Students Who Are Not Fluent in English	2	0.2	0.8	5.8
Students Identified as Gifted and/or Talented*	60	6.0	3.3	3.8
PK-12 Students Receiving Special Education Services in District	127	12.6	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	52	81.3	82.8	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	10	7.7	14.2	12.7

\*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	11	1.1
Black	8	0.8
Hispanic	22	2.2
Pacific Islander	1	0.1
White	952	94.8
Two or more races	8	0.8
Total Minority	52	5.2

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:**

1.7% 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 3.

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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 Public Schools is located in Thomaston, Connecticut which encompasses a land area of 12 square miles and has a population of 7,922. The Town is 10 miles south of Torrington, 23 miles west of Hartford and is bordered by Waterbury, Plymouth, Harwinton, Litchfield, and Watertown. Thomaston is a residential community that consists predominantly of single-family homes affordable across a broad range of income levels. Residents are served by Thomaston's diversified economic base which includes many small and medium-sized manufacturers offering opportunities to the students of Thomaston through financial support and internship programs. Thomaston's population, proximity to disparate urban cities and suburban towns, affordable housing, and diversified economic base make Thomaston Public Schools an annex for racial, ethnic and economic assimilation. Having the advantage as an annex for racial, ethnic and economic diversity, Thomaston Public Schools handily offers educational opportunities for its students to interact with students and teachers from diverse racial, ethnic and economic backgrounds through participation in State Legislature-enacted programs including interdistrict magnet schools, Interdistrict Cooperative Grant program, and Regional Education Service Center programs. Black Rock School, Thomaston Center School and Thomaston High School also provide in-house educational opportunities for its students to interact with people from other racial, ethnic and economic backgrounds. Thomaston Public Schools' association with the Committee for Children, a non-profit organization with a mission to foster the social and emotional development, safety, and well-being of children through education and advocacy, has brought students to a higher understanding of empathy through the K-8 Second Step Program. The Thomaston Parent-Teacher Association (PTA) further supports the reduction of racial, ethnic and economic isolation by providing diverse enrichment programming to educate students on the many cultural characteristics found in the melting-pot known as the United States of America. The connection with other districts through regional programs, the routine practice of empathy by our students and staff through the Second Step Program, and the support of the Thomaston PTA illustrate Thomaston Public Schools' active role in reducing racial, ethnic and economic isolation. All in all, Thomaston Public Schools reduces racial, ethnic and economic isolation through the inherent characteristics of geography and the attained characteristics of curriculum and parental support

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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	64.7	56.9	48.1
Writing	60.0	60.0	39.1
Mathematics	70.6	61.4	50.9
Grade 4 Reading	55.1	62.6	18.4
Writing	52.0	63.0	17.7
Mathematics	52.0	65.1	13.3
Grade 5 Reading	72.6	66.9	44.1
Writing	54.7	65.6	19.9
Mathematics	59.0	69.2	19.9
Science	62.5	62.3	33.5
Grade 6 Reading	76.5	73.3	39.5
Writing	67.8	65.1	41.8
Mathematics	76.5	67	53.0
Grade 7 Reading	80.5	78.9	33.5
Writing	74.4	64.9	56.3
Mathematics	79.5	65.4	67.7
Grade 8 Reading	76.2	76.2	28.5
Writing	69.9	67.2	37.1
Mathematics	72.8	65.0	47.2
Science	67.5	60.4	38.4

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	40.6	48.5	28.8
Writing Across the Disciplines	69.2	62.1	41.7
Mathematics	57.8	52.4	45.5
Science	52.3	48.8	42.1

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
	49.1	51.1	40.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.5	78.5	
Average Score	Mathematics	489	503	32.3
	Critical Reading	475	499	24.8
	Writing	498	504	37.6

**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, Adjusted Cohort Rate 2012	91.3	84.8	50.7
2011-12 Annual Dropout Rate for Grade 9 through 12	0.7	2.1	43.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	75.0	82.6
% Employed (Civilian Employment and in Armed Services)	11.9	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	71.00
Paraprofessional Instructional Assistants	2.52
Special Education	
Teachers and Instructors	12.17
Paraprofessional Instructional Assistants	14.89
Library/Media Specialists and/or Assistants	3.63
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.40
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	50.45

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	15.0	15.4	13.9
% with Master's Degree or Above	81.2	82.9	79.8

Average Class Size	District	DRG	State
Grade K	16.0	16.4	18.9
Grade 2	20.0	17.6	19.8
Grade 5	16.0	17.9	21.3
Grade 7	16.5	18.4	20.2
High School	17.0	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	906	992	999
Middle School	N/A	N/A	N/A
High School	932	1,015	1,027

\*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*	4.4	2.1	2.7
Middle School	N/A	N/A	N/A
High School	2.1	1.5	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$8,951	\$8,500	\$8,570	\$8,661	\$8,570
Instructional Supplies and Equipment	\$307	\$291	\$252	\$303	\$257
Improvement of Instruction and Educational Media Services	\$27	\$26	\$475	\$432	\$471
Student Support Services	\$717	\$681	\$949	\$981	\$950
Administration and Support Services	\$1,842	\$1,750	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$1,557	\$1,479	\$1,466	\$1,614	\$1,459
Transportation	\$987	\$757	\$775	\$842	\$765
Costs for Students Tuitioned Out	\$817	N/A	N/A	N/A	N/A
Other	\$299	\$284	\$170	\$188	\$170
<b>Total</b>	<b>\$15,505</b>	<b>\$12,867</b>	<b>\$14,444</b>	<b>\$15,079</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,244	\$1,181	\$1,405	\$1,099	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,228,887	20.8	20.0	21.8

**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	57.5	38.2	4.2	0.0
Excluding School Construction	54.6	40.8	4.5	0.0

## 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.

The Board of Education encourages advance planning through the best possible budget procedures, explores all practical sources of financial support, guides the expenditure of funds so as to extract the greatest educational returns, establishes top-quality accounting and reporting procedures, and maintains the level of unit expenditure needed to provide high quality education within the ability of the community to pay. In an effort to make the budget a comprehensive reflection of the financial needs of the school system, steps are taken to involve representatives of the community, students, certified and non-certified staff, and the administrative staff in the budget process. Annually, the time line for the development of the budget shall be posted in order to allow sufficient time for community input. The equitable allocation of resources among schools is most obviously illustrated through the collaborative effort among school administrators, teachers, coaches and other instructional personnel in budget preparation and implementation. This along with regular Business Manager reports throughout the school year enrich the budget planning process by providing real-time budget information.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	143
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.6%

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	6	0.5	1.2	1.3
Learning Disability	47	4.1	4.0	4.0
Intellectual Disability	6	0.5	0.4	0.4
Emotional Disturbance	6	0.5	0.7	1.0
Speech Impairment	27	2.4	2.5	2.0
Other Health Impairment*	30	2.6	2.1	2.4
Other Disabilities**	21	1.8	0.8	1.0
<b>Total</b>	<b>143</b>	<b>12.6</b>	<b>11.7</b>	<b>12.1</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 2011-12 with a Standard Diploma	84.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	25.0	34.5	70.4	69.2
	Writing	14.5	19.9	63.1	64.4
	Mathematics	22.2	29.0	68.1	65.5
	Science	25.0	21.3	65.3	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	40.6	48.5
	Writing Across the Disciplines	10.0	16.7	69.2	62.1
	Mathematics	N/A	N/A	57.8	52.4
	Science	18.2	14.6	52.3	48.8

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	6.8
	% With Accommodations	93.2
CAPT	% Without Accommodations	27.3
	% With Accommodations	72.7
% Assessed Using Skills Checklist		5.7

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	0	0.0
Private Schools or Other Settings	14	9.8

### 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	125	87.4	74.3	72.0
40.1 to 79.0 Percent of Time	9	6.3	18.0	16.4
0.0 to 40.0 Percent of Time	9	6.3	7.7	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Board of Education develops a long-range plan based on its goals and objectives. This long-range plan specifies targets in the areas of regular and special learning programs, transportation, staffing, building utilization, capital improvements, and maintenance of buildings and grounds. The comprehensive long-range plan focuses on the achievement of Board-adopted goals and objectives. Moreover, the Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, and school operations. Black Rock School, Thomaston Center School, and Thomaston High School have been successful in implementing plans and strategies for continual school improvement. Literacy, mathematics, and parent communication goals have been set, addressed and assessed. Plan and strategy implementation includes monthly staff meetings, weekly team meetings, and periodic parent and whole-district staff meetings. At the most granular level, teachers work together on grade-level teams, content-level teams, and vertical teams to improve curriculum alignment and continuity between grades and Common Core State Standards. Student needs are defined and addressed as an integral outcome of these team plans. External supports for school improvement come from the active participation of parents in school and district events highlighting the progress of staff and students.

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