

STRATEGIC SCHOOL PROFILE 2011-12**Thomaston School District**

LYNDA MITCHELL, Superintendent

Location: 158 Main Street

Telephone: (860) 283-4796

Thomaston,
ConnecticutWebsite: 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.

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: 90.5%

*To view the Adult Education Program Profiles online, go to 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, 2011 1,052
5-Year Enrollment Change -17.4%

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	235	22.3	14.9	35.2
K-12 Students Who Are Not Fluent in English	4	0.4	0.7	5.6
Students Identified as Gifted and/or Talented*	65	6.2	3.3	4.0
PK-12 Students Receiving Special Education Services in District	129	12.3	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	62	88.6	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	19	12.6	15.3	13.0

*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	12	1.1
Black	14	1.3
Hispanic	17	1.6
Pacific Islander	0	0.0
White	1,007	95.7
Two or more races	0	0.0
Total Minority	45	4.3

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

2.4% 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 4.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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 provides multiple opportunities to reduce Racial, Ethnic and Economic isolation. Through a lottery system, students are able to attend Waterbury Arts Magnet High School and three elementary schools in an urban district. Currently, approximately 127 students attend Waterbury Public Schools. Various performances are scheduled throughout the year with performers representing unique backgrounds, beliefs and talents. Eighth grade students participate in a Poetry Live Program with students from surrounding districts, emphasizing the importance of the arts. Our Second Step Program offered in grades K-8 teaches understanding across ethnicity –supporting student awareness directly related to common sense decisions that provide for positive interaction amongst all students. The fundamentals of the “Challenge Program” offered to students at Thomaston High School, presented a theme directed toward acceptance of people via understanding of their backgrounds, interests, personality and character traits. Our Thomaston PTA offers various opportunities for programming that emphasizes learning about differences, while helping students to develop an understanding of the cultures around them. Teachers utilize curriculum as an effective tool to introduce concepts that reinforce a broad cultural view of human relationships.

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	52.0	59.2	20.0
Writing	58.4	62.7	26.9
Mathematics	67.3	66.5	34.4
Grade 4 Reading	64.6	64.1	31.9
Writing	60.3	65.3	21.3
Mathematics	66.2	68.0	28.8
Grade 5 Reading	73.3	67.6	45.2
Writing	69.3	68.1	36.9
Mathematics	75.9	71.6	39.3
Science	75.0	63.9	50.0
Grade 6 Reading	85.2	74.1	64.5
Writing	69.5	67.4	39.8
Mathematics	85.5	69.3	74.7
Grade 7 Reading	84.6	79.8	42.1
Writing	72.3	65.6	47.2
Mathematics	70.4	68.1	40.6
Grade 8 Reading	83.3	76.8	47.2
Writing	75.0	68.3	46.3
Mathematics	74.7	67.2	43.4
Science	72.8	61.9	51.3

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.

To see the NCLB Report Card for this school, go to 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	52.2	47.5	48.1
Writing Across the Disciplines	72.5	63.0	51.5
Mathematics	54.4	49.2	47.4
Science	50.0	47.1	41.0

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	51.9	50.6	51.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.7	77.3	
Average Score	Mathematics	473	505	19.8
	Critical Reading	476	502	20.6
	Writing	483	506	24.4

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 2011	91.4	82.7	59.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.0	2.6	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.8	84.5
% Employed (Civilian Employment and in Armed Services)	13.1	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	76.20
Paraprofessional Instructional Assistants	2.50
Special Education	
Teachers and Instructors	13.57
Paraprofessional Instructional Assistants	15.41
Library/Media Specialists and/or Assistants	3.62
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	50.88

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	14.0	15.4	13.9
% with Master's Degree or Above	86.8	81.8	79.6

Average Class Size	District	DRG	State
Grade K	17.0	15.5	18.5
Grade 2	16.0	17.0	19.7
Grade 5	21.0	18.5	21.6
Grade 7	17.8	19.1	20.3
High School	15.9	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	906	992	993
Middle School	N/A	N/A	N/A
High School	934	1,013	1,024

*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*	4.5	2.4	2.8
Middle School	N/A	N/A	N/A
High School	2.3	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$8,751	\$7,855	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$284	\$255	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$24	\$21	\$487	\$412	\$482
Student Support Services	\$606	\$544	\$901	\$905	\$901
Administration and Support Services	\$1,819	\$1,633	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$1,634	\$1,466	\$1,471	\$1,547	\$1,463
Transportation	\$1,055	\$740	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$954	N/A	N/A	N/A	N/A
Other	\$254	\$228	\$165	\$178	\$165
Total	\$15,381	\$12,140	\$14,238	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,037	\$931	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,400,375	22.1	20.1	21.7

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	57.0	34.3	8.7	0.1
Excluding School Construction	55.2	35.4	9.3	0.1

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 Thomaston School District is small, but our fiscal responsibility to our students is large. Our budget process follows guidelines that include a number of participants who will accurately determine the financial needs of each school. Administrators, Business Manager, Board of Education, and Superintendent are actively involved in mapping out how dollars will be spent during the fiscal year. School level budgets are calculated and presented to the Superintendent for review. Discussions take place in review of all budgets prior to determining a final figure. During the process, building level administrators evaluate mandates, legislation impacting district initiatives and processes in place for any risk management. The Board reviews the final document prior to its presentation to the local Board of Finance. Presentation to the public at a town hearing allows time for the community to ask questions. A determination is made whether adjustments need to be made, prior to passing a town vote.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	138
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

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	2	0.2	1.1	1.2
Learning Disability	45	3.8	3.6	3.9
Intellectual Disability	5	0.4	0.4	0.4
Emotional Disturbance	11	0.9	0.7	1.0
Speech Impairment	23	2.0	2.5	2.1
Other Health Impairment*	34	2.9	1.9	2.2
Other Disabilities**	18	1.5	0.8	1.0
Total	138	11.8	11.1	11.7

*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 2010-11 with a Standard Diploma	80.8	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	29.5	36.0	73.5	70.4
	Writing	25.4	21.5	67.5	66.3
	Mathematics	30.6	31.8	73.5	68.4
	Science	30.8	23.0	73.9	62.9
CAPT	Reading Across the Disciplines	20.0	14.5	52.2	47.5
	Writing Across the Disciplines	10.0	18.2	72.5	63.0
	Mathematics	N/A	N/A	54.4	49.2
	Science	N/A	N/A	50.0	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	37.1
	% With Accommodations	62.9
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		5.0

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	11	8.0

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	113	81.9	74.3	72.1
40.1 to 79.0 Percent of Time	15	10.9	18.2	16.3
0.0 to 40.0 Percent of Time	10	7.2	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our three schools have been successful in implementing plans and strategies for continual school improvement. Both elementary schools – Black Rock and Thomaston Center - work in concert together in order to bring consistency to the "Two Schools Mission", which defines both schools – although in separate locations – as one school PreK - 6 - in planning, curriculum development and common practices. Professional Learning Communities meet weekly. Teachers work together on grade-level teams, content-level teams, and vertical teams to improve alignment and continuity between grades. Interventions are provided to students when needed and Professional Learning Communities meet weekly. Staff is directly involved with implementation of a mission statement supported by consistent data analysis. Parents are active participants in evening special events highlighting the progress of staff and students, as well as being involved in special programming at both elementary schools offered throughout the year.
