

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



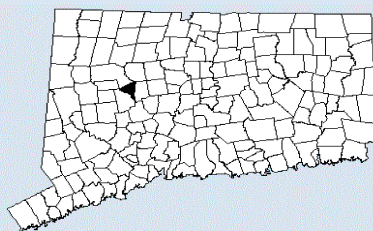
Thomaston School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	877
Per Pupil Expenditures ¹	\$15,607
Total Expenditures ¹	\$15,794,342

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	447	51.0	48.4
Male	430	49.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	8	0.9	5.1
Black or African American	11	1.3	12.8
Hispanic or Latino	34	3.9	24.8
Pacific Islander	*	*	0.1
Two or More Races	21	2.4	3.3
White	800	91.2	53.6
English Learners	13	1.5	7.2
Eligible for Free or Reduced-Price Meals	188	21.4	36.7
Students with Disabilities ¹	141	16.1	14.8

¹Students 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 ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	32	7.5	20	4.5
Male	39	9.4	64	14.5
Black or African American	*	*	*	*
Hispanic or Latino	*	*	11	28.9
White	61	8.0	67	8.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	38	17.4	34	14.0
Students with Disabilities	21	17.5	28	18.2
District	71	8.5	84	9.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 51

Number of school-based arrests: Fewer than 6

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	57.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	19.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.9
School Level	4.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	47.3

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	1.2	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	86	98.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.5

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	*	*	*	*
Hispanic or Latino	*	*	*	*
White	36	58.1	45	83.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	55.0	11	*
Students with Disabilities	*	*	*	*
District	39	55.7	51	83.6
State		69.3		80.1

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	10	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	47	92.2
Other Health Impairment	17	81.0
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	101	82.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	15	1.6	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	51	5.4	5.2
Other Health Impairment	21	2.2	3.1
Other Disabilities	14	1.5	1.1
Speech/Language Impairment	17	1.8	1.8
All Disabilities	130	13.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	8,529,188	9,530	9,847
Instructional Supplies and Equipment	253,385	283	287
Improvement of Instruction and Educational Media Services	109,544	122	589
Student Support Services	851,791	952	1,120
Administration and Support Services	1,985,048	2,218	1,905
Plant Operation and Maintenance	1,507,827	1,685	1,648
Transportation	1,291,966	1,154	904
Costs of Students Tuitioned Out	928,199	N/A	N/A
Other	337,394	377	208
Total	15,794,342	15,607	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,197,423	1,338	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,098,025	28.6	33.8
Noncertified Personnel	467,490	12.2	14.5
Purchased Services	473,406	12.3	5.5
Tuition to Other Schools	798,581	20.8	23.4
Special Ed. Transportation	565,030	14.7	8.7
Other Expenditures	439,456	11.4	14.1
Total Expenditures	3,841,988	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	60.0	58.0
State	37.2	39.0
Federal	2.1	2.3
Tuition & Other	0.7	0.7

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	15	*	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	14	*	14	*
White	412	69.6	411	62.1
English Learners	7	*	7	*
Non-English Learners	442	69.3	441	61.8
Eligible for Free or Reduced-Price Meals	109	63.5	108	54.9
Not Eligible for Free or Reduced-Price Meals	340	71.0	340	63.8
Students with Disabilities	73	49.1	72	43.9
Students without Disabilities	376	73.1	376	65.0
High Needs	160	59.2	159	51.3
Non-High Needs	289	74.7	289	67.3
District	449	69.2	448	61.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	53.2	51.4	50.5	45.6		50.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	81.0
Students with Disabilities	12	*
District	63	93.7
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	36	62.1
Male	95.9	33	45.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.6	61	52.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.8	14	43.8
Students with Disabilities	*	*	*
District	96.9	69	52.7
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.4	*
Male	58.6	*
Black or African American	*	*
Hispanic or Latino	*	*
White	72.4	83.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72.1	84.8
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.2	75	46.1	50	92.3	67.6
	High Needs Students	59.2	75	39.5	50	78.9	57.5
Math Performance Index	All Students	61.6	75	41.1	50	82.2	62.7
	High Needs Students	51.3	75	34.2	50	68.4	52.0
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	60.7%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.6%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.9%
	High Needs Students	50.8%	100%	50.8	100	50.8	55.4%
Chronic Absenteeism	All Students	8.5%	<=5%	43.1	50	86.1	10.7%
	High Needs Students	16.3%	<=5%	27.3	50	54.7	16.6%
Preparation for CCR	% Taking Courses	68.7%	75%	45.8	50	91.6	74.8%
	% Passing Exams	52.7%	75%	35.1	50	70.2	44.8%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.7%	94%	99.6	100	99.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		72.1%	75%	96.2	100	96.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.4% 50.4%	75%	33.6	50	67.2	96.6% 50.1%
Arts Access		43.4%	60%	36.1	50	72.3	51.2%
Accountability Index				854.2	1150	74.3	

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?					N
ELA Performance Index Gap	74.7	59.2	15.6	15.9	
Math Performance Index Gap	67.3	51.3	16.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	98.3
Math	All Students	98.1
	High Needs Students	97.7
Science	All Students	97.7
	High Needs Students	96.3

³Minimum participation standard is 95%.

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

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**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. Our 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 each year.

-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 environment.

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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.