

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



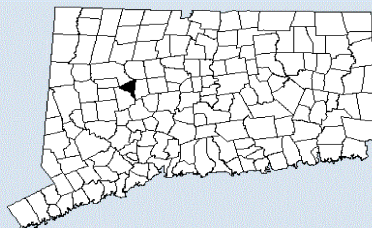
Thomaston School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	898
Per Pupil Expenditures ¹	\$15,464
Total Expenditures ¹	\$15,758,129

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	452	50.3	48.4
Male	446	49.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	11	1.2	12.9
Hispanic or Latino	27	3.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	22	2.4	2.9
White	830	92.4	54.8
English Learners	13	1.4	6.8
Eligible for Free or Reduced-Price Meals	222	24.7	35.9
Students with Disabilities ¹	146	16.3	14.3

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	17	3.8	18	4.0
Male	31	7.3	70	15.6
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	38	4.8	78	9.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	11.6	31	13.4
Students with Disabilities	19	14.8	25	15.7
District	48	5.5	88	9.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 68

Number of school-based arrests: 7

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	10.0
Paraprofessional Instructional Assistants	18.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.4
School Level	4.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	6.6
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	50.3

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	1.1	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	87	98.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	45	76.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	*	9	*
Students with Disabilities	*	*	7	*
District	37	62.7	48	76.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	12	60.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	44	88.0
Other Health Impairment	16	76.2
Other Disabilities	*	*
Speech/Language Impairment	16	80.0
District	96	73.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	20	2.0	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	50	5.1	4.9
Other Health Impairment	22	2.2	2.9
Other Disabilities	18	1.8	1.1
Speech/Language Impairment	20	2.0	1.8
All Disabilities	142	14.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,114,934	9,108	9,663
Instructional Supplies and Equipment	421,735	473	321
Improvement of Instruction and Educational Media Services	28,618	32	578
Student Support Services	696,903	782	1,103
Administration and Support Services	2,163,961	2,429	1,861
Plant Operation and Maintenance	1,915,814	2,150	1,637
Transportation	1,116,443	1,069	877
Costs of Students Tuitioned Out	1,101,658	N/A	N/A
Other	198,063	222	201
Total	15,758,129	15,464	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,310,954	1,471	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,129,909	28.1	34.6
Noncertified Personnel	422,465	10.5	14.6
Purchased Services	390,570	9.7	5.8
Tuition to Other Schools	978,844	24.4	21.8
Special Ed. Transportation	546,471	13.6	8.5
Other Expenditures	549,154	13.7	14.7
Total Expenditures	4,017,413	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.6	55.4
State	39.8	41.7
Federal	2.3	2.4
Tuition & Other	0.4	0.5

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).

District Profile and Performance Report for School Year 2016-17

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	19	*	19	*	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	14	*	14	*	6	*
White	447	70.4	447	62.9	214	58.1
English Learners	13	*	13	*	7	*
Non-English Learners	472	70.1	472	63.0	224	58.1
Eligible for Free or Reduced-Price Meals	107	63.3	107	56.2	46	50.4
Not Eligible for Free or Reduced-Price Meals	378	71.3	378	64.3	185	59.3
Students with Disabilities	77	49.7	77	44.9	32	45.2
Students without Disabilities	408	73.2	408	65.8	199	59.5
High Needs	164	58.9	164	52.3	73	48.2
Non-High Needs	321	74.9	321	67.7	158	61.8
District	485	69.5	485	62.5	231	57.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	68.1	68.1	86.5	88.2	302	78.5
Curl Up	76.8	84.1	82.3	91.2	302	83.4
Push Up	23.2	31.9	74.0	77.9	302	53.6
Mile Run/PACER	76.8	92.8	77.1	80.9	302	81.5
All Tests - District	14.5	18.8	67.7	70.6	302	45.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	52	98.1
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	22	41.5
Male	97.1	30	43.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.3	47	42.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.0	7	28.0
Students with Disabilities	*	*	*
District	97.5	52	42.6
State	96.1		43.5

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.

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.3	*
Male	53.6	95.2
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	66.0	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	64.7	95.0
State	72.0	88.5

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	69.5	75	46.3	50	92.7	67.1
	High Needs Students	58.9	75	39.3	50	78.6	55.9
Math Performance Index	All Students	62.5	75	41.6	50	83.3	62.2
	High Needs Students	52.3	75	34.8	50	69.7	50.5
Science Performance	All Students	57.5	75	38.3	50	76.7	55.3
	High Needs Students	48.2	75	32.1	50	64.3	45.2
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	55.4%
	High Needs Students	58.8%	100%	58.8	100	58.8	49.8%
Math Academic Growth	All Students	53.1%	100%	53.1	100	53.1	61.7%
	High Needs Students	46.5%	100%	46.5	100	46.5	53.7%
Chronic Absenteeism	All Students	5.5%	<=5%	48.9	50	97.8	9.9%
	High Needs Students	11.1%	<=5%	37.7	50	75.4	15.8%
Preparation for CCR	% Taking Courses	69.7%	75%	46.4	50	92.9	70.7%
	% Passing Exams	42.6%	75%	28.4	50	56.8	43.5%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.7%	94%	97.5	100	97.5	82.0%
Postsecondary Entrance (Class of 2016)		64.7%	75%	86.3	100	86.3	72.0%
Physical Fitness (estimated part rate) and (fitness)		99.0% 45.0%	75%	30.0	50	60.0	92.0% 51.6%
Arts Access		43.0%	60%	35.8	50	71.6	50.5%
Accountability Index				1020.7	1350	75.6	

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	74.9	58.9	15.9	16.7	
Math Performance Index Gap	67.7	52.3	15.4	18.7	
Science Performance Index Gap	61.8	48.2	13.6	16.6	
Graduation Rate Gap	94.0%	91.7%	2.3%	12.0%	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	99.2
	High Needs Students	98.3
Math	All Students	99.2
	High Needs Students	98.3
Science	All Students	100.0
	High Needs Students	100.0

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Professional Learning Communities (PLCs) meet regularly in each school. These teams of teachers convene to discuss student achievement and overall school improvement. Part of the PLC mission is focused on data analysis and developing goals for improvement. Goals are monitored and adjusted. Teachers regularly share pedagogy and practice to ensure that all students are learning at high levels. Teams of teachers provide support for students who are struggling to make progress; these teams propose strategies for teachers to implement and plan additional interventions for students through the use of either the reading or math specialist. They may also recommend behavioral interventions as needed.

All district schools use a collaborative approach to improve student attendance. Each school has an active attendance committee, comprised of the principal, school counselors, and the school nurse. Our approach includes communication with parents regarding attendance concerns and providing necessary outreach for children with low attendance. The district's PATHS program is available to general education students and their parents if additional support is needed.

All district schools are committed to developing and maintaining a strong home-school connection. An active Parent-Teacher Association is the foundation of this mission. The district-wide PTA is a major contributor to the school, providing volunteers who support teachers and funding that allows extra-curricular activities and field trips. Individual teachers and teams of teachers collaborate to provide curricular events for each grade level throughout the year. At these events, students can participate in fun activities and parents to get tips on how to help their child with math and reading at home. Families are invited to attend various school programs (Open House, conferences, Ice Cream Social, Book Fair, Art Show, and school assemblies). Parents are also encouraged to volunteer for the "JA for a Day" program.

Each grade level teaching team distributes a monthly newsletter to parents detailing school-related events and activities, as well as ways that parents can engage their children at home. A reading and mathematics newsletter is also distributed to all parents as a means to engage our parent community in all aspects of our work. Teacher web pages keep parents aware of happenings in their classrooms. The Principal Advisory Council meets monthly with our principals to seek ways to continuously improve the educational process for students and families. Additionally, our principals send weekly notifications to parents with information from the school and various community organizations. High school parents and students have access to a private Facebook page and all students and parents have access to a Twitter page which announces events and celebrates the work of students and staff.

Climate surveys are offered annually to parents, soliciting opinions on the climate and atmosphere of each school.

Thomaston High School offers unique support for parents through the Guidance Department's multiple scholarship connections which are shared with parents and students through the department's newsletter. Athletics at Thomaston High School also engages parents and community members; our multiple league and division championships bring parents and the general public to competitions.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our elementary teachers integrate cultural and ethnic awareness into the regular 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. In addition, 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 an individual's social-emotional skills and actively encourage acceptance of others.

Students at Center School also participate in Project Wisdom, a daily announcement program designed to promote making positive choices. These announcements 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 the Thomaston High School student body is to enhance cultural knowledge, instill a greater appreciation for diversity, and to embrace differences within the school. Programs such as 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.

During the 2016-2017 school year, the administration also worked 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.