

STRATEGIC SCHOOL PROFILE 2010-11**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: 91.1%

*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, 2010 1,121
 5-Year Enrollment Change -14.6%

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	172	15.3	13.7	34.1
K-12 Students Who Are Not Fluent in English	3	0.3	0.7	5.6
Students Identified as Gifted and/or Talented*	75	6.7	3.5	4.0
PK-12 Students Receiving Special Education Services in District	152	13.6	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	58.1	86.3	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	14	9.0	13.9	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	11	1.0
Black	14	1.2
Hispanic	22	2.0
Pacific Islander	0	0.0
White	1,071	95.5
Two or more races	0	0.0
Total Minority	50	4.5

Percent of Minority Professional Staff: 1.9%

Non-English Home Language:

2.9% 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 7.

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 District continues to provide opportunities for students to experience diverse cultures through district programming. Various artistic performances, speakers, and literature promote ethnic awareness to all students. Thomaston students also have the opportunity to apply to three Magnet Schools in our neighboring city – Waterbury, CT. Through a lottery system, elementary students can attend Maloney Magnet or Rotella Magnet, as well as high school students having the opportunity to attend Waterbury Arts Magnet. Our connection with a major urban district provides a significant number of students with the optimum racial and ethnic contact. Project Poetry Live provides further opportunities for students to work outside the district in the areas of poetry, music and dance. We continue our work with an African Drumming/Dance group that has performed in the district, sharing the history of their African heritage. This group will continue to be called back to perform. Our elementary schools are diligent in their search for programs that will reduce racial, ethnic and economic isolation. Elementary administrators contracted an artist who visited our schools, Artist Rob Surette with a dynamic program, “Be Somebody Show” where he speed-painted gigantic murals of historical figures to live music. An integral component of his work is his ability to convey messages of respect, compassion, creativity and the power of positive thinking. We have been involved with the Connecticut Youth Forum for several years. The Forum represents an exciting way for students to travel across the state of Connecticut in order to meet in different school locations with students as they discuss relevant topics of importance to high school students.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	61.5	58.4	39.4	
Writing	58.8	61.1	31.1	
Mathematics	56.9	63.0	21.7	
Grade 4 Reading	61.0	62.5	31.3	
Writing	77.4	65.5	57.9	
Mathematics	72.0	67.0	42.7	
Grade 5 Reading	68.2	61.4	47.9	
Writing	77.4	66.8	57.7	
Mathematics	78.8	72.5	49.1	
Science	69.8	59.9	49.1	
Grade 6 Reading	82.7	76.0	48.2	
Writing	64.0	65.2	36.9	
Mathematics	84.3	71.3	64.9	
Grade 7 Reading	86.7	77.8	55.4	
Writing	63.0	58.9	44.3	
Mathematics	63.7	68.4	30.1	
Grade 8 Reading	78.3	74.7	38.2	
Writing	77.7	64.8	58.0	
Mathematics	68.5	66.6	36.9	
Science	77.7	63.1	57.3	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	34.6	44.7	27.3	
Writing Across the Disciplines	56.8	61.2	33.1	
Mathematics	37.2	49.5	27.1	
Science	35.8	47.0	27.1	

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
	52.4	51.0	47.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.4	70.6	
Average Score	Mathematics	503	510	35.9
	Critical Reading	498	505	38.2
	Writing	523	510	60.3

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 2010	88.3	81.8	51.1
2009-10 Annual Dropout Rate for Grade 9 through 12	1.9	2.8	25.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.0	84.8
% Employed (Civilian Employment and in Armed Services)	8.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	75.40
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	12.57
Paraprofessional Instructional Assistants	15.56
Library/Media Specialists and/or Assistants	2.86
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	4.20
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	50.09

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	15.2	13.9
% with Master's Degree or Above	86.5	81.0	79.0

Average Class Size	District	DRG	State
Grade K	20.0	16.7	18.4
Grade 2	19.6	18.1	19.9
Grade 5	21.0	19.7	21.2
Grade 7	21.3	19.6	20.6
High School	17.2	17.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	943	993	992
Middle School	N/A	N/A	N/A
High School	968	1,027	1,010

*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*	4.6	2.6	3.1
Middle School	N/A	N/A	N/A
High School	2.5	1.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$8,676	\$7,460	\$8,232	\$7,996	\$8,237
Instructional Supplies and Equipment	\$271	\$233	\$299	\$280	\$300
Improvement of Instruction and Educational Media Services	\$16	\$14	\$477	\$396	\$463
Student Support Services	\$643	\$553	\$875	\$924	\$872
Administration and Support Services	\$1,752	\$1,506	\$1,433	\$1,460	\$1,459
Plant Operation and Maintenance	\$1,532	\$1,317	\$1,421	\$1,405	\$1,410
Transportation	\$1,075	\$760	\$701	\$727	\$692
Costs for Students Tuitioned Out	\$995	N/A	N/A	N/A	N/A
Other	\$290	\$250	\$161	\$179	\$159
Total	\$15,250	\$11,731	\$13,878	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,507	\$1,296	\$1,622	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,510,857	23.0	20.1	21.5

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	8.5	0.1
Excluding School Construction	54.1	36.4	9.4	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.

Our internal goal in the Thomaston District is an equitable distribution of funds across three schools including the Central Office. A consistent approach is applied during the financial planning process which includes a close review of budgets in all line item areas. The current budget will present challenges for the Thomaston School District. We review our allocation of resources in the district and revisit our goals to make adjustments where necessary. The budget process includes a format with active participation among Board of Education members, Superintendent, Business Manager, Building Level Administrators and district teaching staff. The established process involves administrators presenting building level budgets which are reviewed by the Superintendent and Board of Education subcommittee and then adjusted according to Board of Finance reductions. Our goal is always to maintain existing programs as well as to address State and Federal mandates.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	159
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.9%

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	1	0.1	N/A	1.1
Learning Disability	56	4.5	N/A	3.9
Intellectual Disability	6	0.5	N/A	0.4
Emotional Disturbance	17	1.4	N/A	1.0
Speech Impairment	28	2.3	N/A	2.2
Other Health Impairment*	35	2.8	N/A	2.1
Other Disabilities**	16	1.3	N/A	0.9
Total	159	12.9	N/A	11.6

*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 2009-10 with a Standard Diploma	71.4	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	27.3	33.0	73.7	68.6
	Writing	14.3	19.3	70.1	63.7
	Mathematics	31.9	33.4	71.1	68.2
	Science	18.8	21.2	73.9	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	34.6	44.7
	Writing Across the Disciplines	7.1	17.3	56.8	61.2
	Mathematics	N/A	N/A	37.2	49.5
	Science	N/A	N/A	35.8	47.0

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	16.4
	% With Accommodations	83.6
CAPT	% Without Accommodations	7.1
	% With Accommodations	92.9
% Assessed Using Skills Checklist		4.0

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	1	0.6
Private Schools or Other Settings	11	6.9

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	119	74.8	N/A	74.1
40.1 to 79.0 Percent of Time	29	18.2	N/A	14.9
0.0 to 40.0 Percent of Time	11	6.9	N/A	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district continues to move forward in implementing State Department of Education mandates. There is a common purpose that crosses the three schools in our district (one 7-12 high school and two elementary schools) in the areas of Response to Intervention planning, the use of assessments, a focus on State Standards, as well as changing legislation that impacts the direction we will assume. New administrators hold positions in our two elementary schools where we have instituted a “Two Schools Mission” plan that will align all staff in both schools concerning curriculum, common teaching principles, and a smooth transition in learning from grade three to grade four. The District Administrative Council meets regularly to discuss, plan and implement strategies that will continue our mission toward excellence. As a small district we have many opportunities to communicate and share practices that will enhance teaching and learning.
