

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



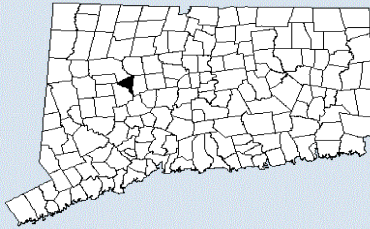
Thomaston School District

Mrs. Francine Coss, Superintendent • 860-283-4796 • www.thomastonschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	912
Per Pupil Expenditures ¹	\$15,459
Total Expenditures ¹	\$17,097,774

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	459	50.3	48.3
Male	453	49.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	9	1.0	4.7
Black or African American	7	0.8	12.9
Hispanic or Latino	20	2.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	14	1.5	2.5
White	859	94.2	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	207	22.7	37.6
Students with Disabilities ¹	141	15.5	13.3

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	28	6.5	11	2.4
Male	31	7.1	42	9.1
Black or African American	*	*	0	*
Hispanic or Latino	6	24.0	*	*
White	51	6.3	49	5.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	11.0	19	8.6
Students with Disabilities	15	11.4	21	13.2
District	59	6.8	53	5.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 26

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	61.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	12.2
Administrators, Coordinators and Department Chairs	
District Central Office	3.4
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	43.1

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	2	2.2	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	89	97.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.2

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	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	*	*
White	*	*	24	37.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
District	14	25.9	26	39.4
State		58.4		73.8

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	9	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	44	88.0
Other Health Impairment	18	81.8
Other Disabilities	*	*
Speech/Language Impairment	16	80.0
District	94	74.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.3	1.5
Emotional Disturbance	6	0.6	1.0
Intellectual Disability	6	0.6	0.5
Learning Disability	50	4.9	4.4
Other Health Impairment	22	2.2	2.6
Other Disabilities	20	2.0	1.0
Speech/Language Impairment	20	2.0	1.9
All Disabilities	137	13.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	10.2	8.1
Private Schools or Other Settings	9	6.6	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,339,452	8,929	9,134
Instructional Supplies and Equipment	305,453	327	334
Improvement of Instruction and Educational Media Services	26,037	28	498
Student Support Services	779,473	835	1,001
Administration and Support Services	1,896,825	2,031	1,694
Plant Operation and Maintenance	3,360,928	3,598	1,572
Transportation	1,055,848	904	813
Costs of Students Tuitioned Out	1,136,141	N/A	N/A
Other	197,617	212	186
Total	17,097,774	15,459	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,114,575	1,193	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,308,049	34.2	35.1
Noncertified Personnel	427,756	11.2	14.2
Purchased Services	70,470	1.8	5.2
Tuition to Other Schools	1,009,301	26.4	22.0
Special Ed. Transportation	442,390	11.6	8.6
Other Expenditures	562,809	14.7	14.9
Total Expenditures	3,820,775	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.0	60.6
State	35.9	37.2
Federal	1.8	2.0
Tuition & Other	0.3	0.3

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	14	*	14	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	460	68.8	461	62.8	207	56.8
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	219	57.2
Eligible for Free or Reduced-Price Meals	120	63.6	120	56.2	48	53.1
Not Eligible for Free or Reduced-Price Meals	375	70.0	376	64.2	171	58.3
Students with Disabilities	83	50.3	83	44.1	38	44.1
Students without Disabilities	412	72.1	413	66.0	181	59.9
High Needs	173	59.6	173	52.9	75	49.9
Non-High Needs	322	73.2	323	67.4	144	60.9
District	495	68.4	496	62.3	219	57.2

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			
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	82.4	71.7	82.5	79.7	319	78.4
Curl Up	62.2	64.2	81.3	83.1	319	71.5
Push Up	45.9	45.3	62.5	66.1	319	53.6
Mile Run/PACER	86.5	75.5	73.8	71.2	319	76.8
All Tests - District	32.4	30.2	53.8	59.3	319	42.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.	.	.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.	.	.
Students with Disabilities	*	*	84.0	No	85.1
District	72	93.1	92.0	Yes	92.2
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	65.3	19	38.8
Male	53.5	16	22.5
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	57.0	32	28.1
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36.0	*	*
Students with Disabilities	*	0	*
District	58.3	35	29.2
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.2	85.2
Male	75.0	95.2
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	79.1	*
English Language Learners	79.1	*
Eligible for Free or Reduced-Price Meals	63.6	*
Students with Disabilities	*	*
District	80.0	89.6
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.4	75	91.3	100	91.3	67.9
	High Needs Students	59.6	75	79.5	100	79.5	56.7
Math Performance Index	All Students	62.3	75	83.1	100	83.1	59.3
	High Needs Students	52.9	75	70.5	100	70.5	47.8
Science Performance Index	All Students	57.2	75	76.2	100	76.2	56.5
	High Needs Students	49.9	75	66.6	100	66.6	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.5	50	92.9	10.6%
	High Needs Students	11.2%	<=5%	37.6	50	75.1	17.3%
Preparation for CCR	% Taking Courses	33.3%	75%	22.2	50	44.4	66.1%
	% Passing Exams	29.2%	75%	19.4	50	38.9	37.3%
On-track to High School Graduation		80.2%	94%	42.6	50	85.3	85.6%
4-year Graduation All Students (2014 Cohort)		93.1%	94%	99.0	100	99.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		89.7%	94%	95.5	100	95.5	77.6%
Postsecondary Entrance (Class of 2014)		80.0%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		99.4% 42.0%	75%	28.0	50	56.0	87.6% 51.0%
Arts Access		21.1%	60%	17.6	50	35.2	45.7%
Accountability Index				975.5	1250	78.0	

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	73.2	59.6	13.6	17.3	
Math Performance Index Gap	67.4	52.9	14.5	19.6	
Science Performance Index Gap	60.9	49.9	11.0	17.2	
Graduation Rate Gap	94.0%	89.7%	4.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.2
	High Needs Students	98.9
Math	All Students	99.4
	High Needs Students	98.9
Science	All Students	100.0
	High Needs Students	100.0

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: 50.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

Each day at Black Rock School, teachers and other staff integrated the Second Step program themes into their instruction; themes included empathy, caring and inclusion. The school psychologist and social worker supported both students and teachers through these themes.

Thomaston Center School provided students with many opportunities to appreciate and celebrate diversity. During the 2014-2015 academic year, classroom and school-wide activities focused on mutual respect, tolerance, and positive character. Students participated in the BEAR (Behaving Exceptionally And Responsibly) program, created by staff and specifically designed to build a student's social-emotional skills, actively encouraging acceptance of others. Students also participated in Project Wisdom, a daily announcement program offering students opportunities to reflect upon positive, daily choices; corresponding Project Wisdom lessons were provided to teachers.

A student group representing all three grade levels attended the Elementary Level Leadership Conference. Students studied various cultural traditions and customs within the social studies, language arts, music, and art curricula, i.e., a world drumming unit in music which allowed for a hands-on study of instruments from around the world, and field trips to local museums.

Thomaston High School was purposeful in the development of programs that would reduce racial, ethnic, and economic isolation. The goal for the Thomaston High School student body was to enhance cultural knowledge, instill a greater appreciation for diversity, and to embrace, rather than reject, differences within the school.

Programs such as Advisory, Gay Straight Alliance (GSA), Beauty, Inside and Out, world language courses, and culturally themed assemblies were used to achieve this goal. Students were given the opportunity to 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 collaborated throughout the budget planning process as well as during biweekly Administrative Council meetings to be certain all resources were allocated equitably and shared across the district. This collaborative effort ensured that student needs were addressed and that funds were allocated equitably across schools.

During the 2014-2015 school year, the administration also worked collaboratively to share resources between buildings and departments. Professional workshops, materials, and staffing were used across disciplines as well as between general education and special education students.

Parents contributed to this collaborative effort through feedback collected in the school climate survey; 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 was formed to replace the school-specific PTAs.