

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



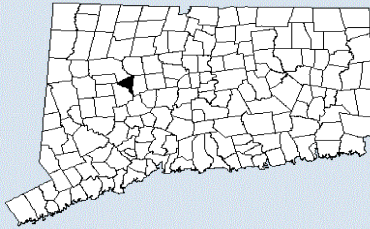
Thomaston School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 3 |
| Enrollment | 900 |
| Per Pupil Expenditures ¹ | \$14,516 |
| Total Expenditures ¹ | \$15,386,891 |

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 454 | 50.4 | 48.3 |
| Male | 446 | 49.6 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | 7 | 0.8 | 4.9 |
| Black or African American | 7 | 0.8 | 12.8 |
| Hispanic or Latino | 27 | 3.0 | 23.0 |
| Pacific Islander | * | * | 0.0 |
| Two or More Races | 20 | 2.2 | 2.7 |
| White | 837 | 93.0 | 55.9 |
| English Learners | * | * | 6.4 |
| Eligible for Free or Reduced-Price Meals | 202 | 22.4 | 38.0 |
| Students with Disabilities ¹ | 148 | 16.4 | 13.7 |

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 | | Suspension/Expulsion ³ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 29 | 6.6 | 17 | 3.8 |
| Male | 32 | 7.5 | 48 | 10.6 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | 52 | 6.4 | 56 | 6.7 |
| English Learners | * | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 30 | 14.1 | 21 | 9.6 |
| Students with Disabilities | 14 | 10.6 | 22 | 13.8 |
| District | 61 | 7.0 | 65 | 7.2 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 65

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 | 59.4 |
| Paraprofessional Instructional Assistants | 3.0 |
| Special Education | |
| Teachers and Instructors | 10.0 |
| Paraprofessional Instructional Assistants | 10.0 |
| 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 | 4.6 |
| School Nurses | 3.0 |
| Other Staff Providing Non-Instructional Services/Support | 52.2 |

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 | 1.0 |
| Black or African American | 1 | 1.2 | 3.5 |
| Hispanic or Latino | 0 | 0.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 84 | 97.7 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.6 |
| 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: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.6 | 9.4 |

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 | 0 | 0.0 |
| Hispanic or Latino | 0 | 0.0 | * | * |
| White | * | * | 29 | 59.2 |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | 6 | * |
| Students with Disabilities | * | * | * | * |
| District | 24 | 36.9 | 31 | 58.5 |
| State | | 61.2 | | 73.9 |

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 | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | * | * |
| Learning Disability | 50 | 92.6 |
| Other Health Impairment | 18 | 85.7 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 16 | * |
| District | 106 | 81.5 |
| State | | 68.8 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 17 | 1.7 | 1.6 |
| Emotional Disturbance | * | * | 1.0 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 54 | 5.4 | 4.6 |
| Other Health Impairment | 21 | 2.1 | 2.8 |
| Other Disabilities | 18 | 1.8 | 1.0 |
| Speech/Language Impairment | 21 | 2.1 | 1.9 |
| All Disabilities | 143 | 14.3 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 7,938,584 | 8,840 | 9,387 |
| Instructional Supplies and Equipment | 256,383 | 286 | 318 |
| Improvement of Instruction and Educational Media Services | 29,601 | 33 | 541 |
| Student Support Services | 901,025 | 1,003 | 1,048 |
| Administration and Support Services | 2,125,848 | 2,367 | 1,790 |
| Plant Operation and Maintenance | 1,725,498 | 1,921 | 1,608 |
| Transportation | 1,139,732 | 1,032 | 845 |
| Costs of Students Tuitioned Out | 1,080,410 | N/A | N/A |
| Other | 189,810 | 211 | 194 |
| Total | 15,386,891 | 14,516 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-------|-------|
| Land, Buildings, and Debt Service | 1,051,702 | 1,171 | 1,524 |
|-----------------------------------|-----------|-------|-------|

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 1,345,065 | 33.9 | 35.1 |
| Noncertified Personnel | 452,341 | 11.4 | 14.5 |
| Purchased Services | 112,321 | 2.8 | 5.5 |
| Tuition to Other Schools | 963,871 | 24.3 | 21.6 |
| Special Ed. Transportation | 475,732 | 12.0 | 8.3 |
| Other Expenditures | 613,736 | 15.5 | 15.0 |
| Total Expenditures | 3,963,066 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴

2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 49.0 | 56.0 |
| State | 48.3 | 41.1 |
| Federal | 2.4 | 2.6 |
| 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 | 0 | N/A | 0 | N/A | 0 | N/A |
| Asian | * | * | * | * | * | * |
| Black or African American | * | * | * | * | * | * |
| Hispanic or Latino | 12 | * | 12 | * | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 13 | * | 13 | * | 7 | * |
| White | 474 | 66.9 | 474 | 61.4 | 181 | 59.5 |
| English Learners | * | * | * | * | * | * |
| Non-English Learners | * | * | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 117 | 59.5 | 117 | 54.0 | 45 | 53.0 |
| Not Eligible for Free or Reduced-Price Meals | 390 | 68.5 | 390 | 63.2 | 154 | 61.0 |
| Students with Disabilities | 88 | 48.5 | 88 | 43.7 | 33 | 45.4 |
| Students without Disabilities | 419 | 70.2 | 419 | 64.8 | 166 | 62.0 |
| High Needs | 175 | 56.0 | 175 | 50.8 | 65 | 51.0 |
| Non-High Needs | 332 | 71.9 | 332 | 66.5 | 134 | 63.2 |
| District | 507 | 66.4 | 507 | 61.1 | 199 | 59.2 |

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 | | | |
| 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 | 75.8 | 66.3 | 83.6 | 90.4 | 253 | 77.5 |
| Curl Up | 83.3 | 87.5 | 70.9 | 82.7 | 253 | 81.8 |
| Push Up | 21.2 | 27.5 | 65.5 | 82.7 | 253 | 45.5 |
| Mile Run/PACER | 80.3 | 85.0 | 76.4 | 76.9 | 253 | 80.2 |
| All Tests - District | 18.2 | 21.3 | 56.4 | 67.3 | 253 | 37.5 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

| | 2014-15 | | | | 2015-16 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 0 | 0 | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Learners | 0 | 0 | . | | . |
| Eligible for Free or Reduced-Price Meals | * | * | . | | . |
| Students with Disabilities | * | * | 85.1 | No | 86.2 |
| District | 63 | 96.8 | 92.2 | Yes | 92.5 |
| State ⁴ | | 87.2 | | | |

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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 | 96.6 | 20 | 34.5 |
| Male | 96.7 | 19 | 31.7 |
| Black or African American | * | * | * |
| Hispanic or Latino | * | 0 | * |
| White | 96.4 | 36 | 32.7 |
| English Learners | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 88.9 | * | * |
| Students with Disabilities | * | * | * |
| District | 96.6 | 39 | 33.1 |
| State | 95.6 | | 40.7 |

⁵College 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

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 2015 | Class of 2014 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 87.0 | 87.5 |
| Male | 56.8 | 83.3 |
| Black or African American | 56.8 | * |
| Hispanic or Latino | * | * |
| White | 68.4 | 86.8 |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | * | * |
| District | 68.3 | 85.7 |
| State | 71.9 | 88.3 |

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 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 | 66.4 | 75 | 44.3 | 50 | 88.6 | 67.7 |
| | High Needs Students | 56.0 | 75 | 37.4 | 50 | 74.7 | 56.7 |
| Math Performance Index | All Students | 61.1 | 75 | 40.7 | 50 | 81.5 | 61.4 |
| | High Needs Students | 50.8 | 75 | 33.9 | 50 | 67.7 | 49.9 |
| Science Performance Index | All Students | 59.2 | 75 | 39.5 | 50 | 78.9 | 57.5 |
| | High Needs Students | 51.0 | 75 | 34.0 | 50 | 68.0 | 47.0 |
| ELA Academic Growth | All Students | 64.4% | 100% | 64.4 | 100 | 64.4 | 63.8% |
| | High Needs Students | 58.1% | 100% | 58.1 | 100 | 58.1 | 58.3% |
| Math Academic Growth | All Students | 60.0% | 100% | 60.0 | 100 | 60.0 | 65.0% |
| | High Needs Students | 54.5% | 100% | 54.5 | 100 | 54.5 | 57.4% |
| Chronic Absenteeism | All Students | 7.0% | <=5% | 46.0 | 50 | 92.0 | 9.6% |
| | High Needs Students | 12.0% | <=5% | 35.9 | 50 | 71.8 | 15.6% |
| Preparation for CCR | % Taking Courses | 46.6% | 75% | 31.1 | 50 | 62.1 | 67.6% |
| | % Passing Exams | 33.1% | 75% | 22.0 | 50 | 44.1 | 40.7% |
| On-track to High School Graduation | | 97.3% | 94% | 50.0 | 50 | 100.0 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | 96.8% | 94% | 100.0 | 100 | 100.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | 93.9% | 94% | 99.9 | 100 | 99.9 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | 68.3% | 75% | 91.1 | 100 | 91.1 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 93.0% 37.5% | 75% | 25.0 | 50 | 50.1 | 89.2% 50.5% |
| Arts Access | | 39.2% | 60% | 32.7 | 50 | 65.3 | 47.5% |
| Accountability Index | | | | 1000.4 | 1350 | 74.1 | |

| 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 | 71.9 | 56.0 | 15.9 | 16.5 | |
| Math Performance Index Gap | 66.5 | 50.8 | 15.7 | 18.9 | |
| Science Performance Index Gap | 63.2 | 51.0 | 12.2 | 17.2 | |
| Graduation Rate Gap | 94.0% | 93.9% | 0.1% | 15.3% | 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 | 99.0 |
| | High Needs Students | 97.3 |
| Math | All Students | 99.2 |
| | High Needs Students | 97.8 |
| 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: 56.5

State: 51.4

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

Thomaston Public Schools collected data that led to the development of a five year strategic operating plan and hosted many parent outreach activities.

A five year strategic operating plan (SOP) was developed through the collection and analysis of a variety of data sources. SOP actions included professional development in reading instruction for intervention and special education staff; in literacy and mathematics for general education teachers; in truancy prevention for school psychologists, social workers, school counselors, nurses, and administrators, on the importance of student attendance for parents and students; to identify students in need of support with administrators, nurses, counselors and social workers; to implement strategies to support families of students with chronic attendance issues for school-based attendance teams, and in the implementation of the PATHS alternative school program. These actions decreased incidents of student anxiety, led to a renewed understanding by parents of the need to have students in school and engaged in the educational experience, and connected families of students in the PATHS program with coordinated support between the district and outside agencies.

Parent outreach activities were abundant and varied. The annual family-focused Open House held on the day before the first day of school allows parents and students meet teachers and staff, hear the expectations for the coming year, and engage in activities at each school and grade-level. Monthly district-wide Parents Advisory Council meetings are hosted by Principals to engage parents in discussions about programs and initiatives.

Communication about the district SOP goals, the Board of Education goals and parent outreach activities was frequent and diverse. The district's Parent Portal, one-to-one computing program, and partnerships with local news outlets ensured that our teachers, parents, students, and community were informed. A Board of Education Twitter feed was launched to provide news about the district directly to followers and the public.

At Black Rock School (BRS), each grade level had a themed event to engage parents, i.e., Gingerbread House Literacy Night. Monthly newsletters described ways parents could support classroom learning at home. Thomaston Center School (TCS) continued its strong home-school connection by disseminating information to parents through telephone, email, in-person conferences, and teacher websites. Parents were invited to serve as classroom volunteers and support school and Parent-Teacher Association initiatives and members of the community volunteered through a Junior Achievement event. Both BRS and TCS hosted an Ice Cream Social, Book Fair, and Art Show which provided information on literacy, art education, internet safety, and CT Core Standards, which strengthened home-school partnerships and defined parent outreach opportunities. Thomaston High School (THS) posted resources on its website. Administrators and teachers distributed newsletters with specific information related to curriculum, instruction, assessment and student activities. The Guidance Department provided parents with scholarship information through the department's newsletter. THS Athletics offered many opportunities to engage parents and community members, especially the many league and division championship competitions!

Efforts to Reduce Racial, Ethnic and Economic Isolation

Thomaston Public Schools holds two seats on the Waterbury Arts Magnet School Steering Committee which works to reduce racial, ethnic and economic isolation for area students. This interdistrict choice program along with other Waterbury and CREC programs reduces racial, ethnic and economic isolation for Thomaston students.

Minority educator recruitment efforts were made through student recruitments fairs and mock interview events at Connecticut colleges.

Thomaston Center School (TCS) and Thomaston High School (THS) students participated in programs and projects designed to reduce racial, ethnic and economic isolation. In a partnership with EdAdvance, TCS grade 4 students participated in an afterschool program with grade 3-4 students from other area districts. The THS Athletics program hosts and participates in multi-school teams and allows students from other schools to practice with THS teams when a team cannot be hosted at their own school.

Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures are found Black Rock School (BRS), TCS and THS. At BRS, Second Step promotes acceptance of differences and actively discourages bullying through age-appropriate, teacher-facilitated lessons. The BRS school social worker collaborates with teachers on diversity lessons and also provides diversity instruction. A focus on cultural awareness, embracing differences, empathy, and respect aims to reduce racial, ethnic and economic isolation. The BEAR (Behaving exceptionally and responsibly) program at TCS created by staff and specifically designed to build an individual's social-emotional skills, actively encourages acceptance of others. TCS also participated in Project Wisdom, a daily announcement program designed to offer students opportunities to reflect upon positive, daily choices. TCS students studied various cultural traditions and customs within the social studies, language arts, music, and art curricula, with the TCS drumming group being the most popular and diverse. THS offers a daily Advisory Period for all students that allows them to develop friendships with a diverse group of students providing grade-level appropriate opportunities that strive to reduce racial, ethnic, and economic isolation

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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; student needs were addressed and funds were allocated equitably, by prioritized student need. The Board of Education heard each administrator and discussed budgets during the same meeting to ensure equitable allocation of resources, prioritized by student need.

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. Moreover, in an effort to equitably represent the needs of each school to the community, a district-wide Parent Teacher Association and a district-wide Principal Advisory Council were formed to replace the school-specific PTAs and PACs.