

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



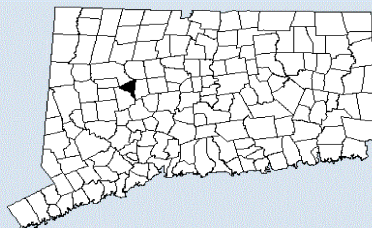
Thomaston School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	857
Per Pupil Expenditures ¹	\$16,621
Total Expenditures ¹	\$16,271,946

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	437	51.0	48.4
Male	420	49.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	10	1.2	5.2
Black or African American	12	1.4	12.7
Hispanic or Latino of any race	52	6.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	11	1.3	3.8
White	769	89.7	51.1
English Learners	13	1.5	8.3
Eligible for Free or Reduced-Price Meals	302	35.2	43.3
Students with Disabilities ³	141	16.5	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	26	6.2	9	2.0
Male	32	8.0	31	7.2
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	48	6.6	32	4.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	34	12.2	16	4.9
Students with Disabilities	14	11.0	13	8.6
District	58	7.1	40	4.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 127

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	58.0
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.9
School Level	4.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	39.9

¹ In 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	88	97.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.4

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	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	52	82.5	45	86.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	*	15	*
Students with Disabilities	*	*	8	*
District	56	83.6	50	87.7
State		75.8		84.8

² College-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	11	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	53	88.3
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	97	78.2
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	2.2	2.0
Emotional Disturbance	9	1.0	1.1
Intellectual Disability	6	0.6	0.5
Learning Disability	60	6.5	5.7
Other Health Impairment	9	1.0	3.3
Other Disabilities	9	1.0	1.1
Speech/Language Impairment	21	2.3	1.8
All Disabilities	134	14.5	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	7.5	8.2
Private Schools or Other Settings	9	6.7	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,141,901	\$10,359	\$10,923
Support services - students	\$844,266	\$999	\$1,277
Support services - instruction	\$134,953	\$160	\$682
Support services - general administration	\$710,199	\$840	\$467
Support services - school based administration	\$967,604	\$1,145	\$1,021
Central and other support services	\$340,663	\$403	\$679
Operation and maintenance of plant	\$1,711,884	\$2,026	\$1,718
Student transportation services	\$1,008,455	\$1,010	\$1,288
Food services	.	.	\$12
Enterprise operations	\$352,394	\$417	\$163
Minor school construction	\$59,625	\$71	\$59
Total	\$16,271,946	\$16,621	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,007,432	25.8	28.5
Instructional Aide Salaries	\$418,635	10.7	10.1
Other Salaries	\$182,231	4.7	11.1
Employee Benefits	\$389,721	10.0	13.0
Purchased Services Other Than Transportation	\$409,472	10.5	5.7
Special Education Tuition	\$1,130,865	28.9	22.5
Supplies	\$35,850	0.9	0.6
Property Services	\$470	0.0	0.3
Purchased Services For Transportation	\$326,491	8.4	8.0
Equipment	.	.	0.2
All Other Expenditures	\$6,088	0.2	0.1
Total	\$3,907,255	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	58.9
State	38.2
Federal	2.3
Tuition & Other	0.6

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	29	86.2
Students with Disabilities	14	*
District	71	93.0
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	87.5	*
Male	63.6	85.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	79.3	88.6
English Learners	79.3	*
Eligible for Free or Reduced-Price Meals	62.5	*
Students with Disabilities	*	*
District	75.4	90.0
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.1%	<=5%	12.2%
	High Needs Students	11.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	85.5%	75%	80.4%
On-track to High School Graduation		97.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		100.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		75.3%	75%	71.5%
Arts Access		67.2%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	100.0%	-6.0%	10.9%	N

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

~Thomaston's efforts to improve special education programs and services for students with disabilities have taken many successful forms: the hiring of a full-time BCBA, an additional Preschool classroom (full-day), and the conversion of an alternative program to an alternative school (PATHS). 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. ~The District Attendance Review Board (DARB) is a collaborative approach to truancy prevention. Each school has an active DARB, comprised of the principal, school counselors, and the school nurse. DARB communicates with parents regarding attendance concerns and provides necessary outreach for children with low attendance. The PATHS School is available to students and their parents if additional support is necessary. ~All district schools are committed to engaging families in student learning. An active Parent-Teacher Association is the foundation of this commitment. The district-wide PTA is a major contributor to the district, providing volunteers who support efforts to build staff skills to partner effectively with families and funding that allows extra-curricular activities and field trips. Additionally, climate surveys are offered annually to all parents to solicit opinions on the climate and atmosphere of each school and to identify programs in need of improvement. ~Teachers teamed with the PTA engage parents in the planning and improvement of school programs. Students participate in fun educational activities while parents get tips on how to help their child with math and reading at home. These programs include: Open House, conferences, Ice Cream Social, Book Fair, Art Show, school assemblies, JA for a Day and Haunted Hallways. ~Each grade level teaching team distributes a monthly newsletter to parents detailing school-related events and activities, as well as ways parents can work at home with their children on learning activities. A reading and mathematics newsletter is distributed to parents as a means to engage our parent community in those 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. Parents and students also 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. ~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 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. 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 annually. ~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 world.

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Equitable Allocation of Resources among District Schools

~District and school administrators and staff 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. 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. ~In response to the COVID-19 school closure, every student PK-12 was given a Chromebook and students needing internet access were given hotspot devices to access learning.