

STRATEGIC SCHOOL PROFILE 2007-08**Thomaston School District**

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Location: 158 Main Street
Thomaston,
Connecticut

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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	Per Capita Income in 2000: \$24,799
Town Population in 2000: 7,503	Percent of Adults without a High School Diploma in 2000*: 12.1%
1990-2000 Population Growth: 8.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 93.2%

*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, 2007 1,268
5-Year Enrollment Change -6.5%

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	174	13.7	9.7	28.7
K-12 Students Who Are Not Fluent in English	8	0.6	0.5	5.4
Students Identified as Gifted and/or Talented*	91	7.2	4.3	4.0
PK-12 Students Receiving Special Education Services in District	181	14.3	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	66	79.5	82.5	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	22	13.9	20.0	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	0.7
Black	8	0.6
Hispanic	18	1.4
White	1,233	97.2
Total Minority	35	2.8

Percent of Minority Professional Staff: 1.8%

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 6.

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 School District is diligent in attempting to provide opportunities for students to be exposed to and learn from other cultures and diverse perspectives. Our students have the option of entering the lottery for placement in two Waterbury magnet elementary schools and one magnet high school. Their interaction with students from several districts who attend these schools gives them an urban perspective even though they reside in a small town community.

We continually provide artistic and educational enrichment activities in the district. Elementary students have been exposed to dance and drumming performances given by Sounds of Africa, where they learn about African history and culture. The culture and traditions of India are brought to life through an annual performance that integrates students with Indian movement as an artistic form. Various speakers and presenters direct informative lessons toward an enhanced understanding of diverse cultures. Students at Thomaston High School continue to participate in Poetry Live. Other students have been consistently involved in programs with Education Connection that support the cross discussion in the areas of technology, the arts and cross cultural disciplines.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.9	52.0	41.1
Writing	68.1	63.4	41.1
Mathematics	62.0	60.0	40.5
Grade 4 Reading	49.5	55.9	24.1
Writing	53.2	62.9	15.7
Mathematics	47.4	60.3	17.0
Grade 5 Reading	73.1	62.2	54.3
Writing	72.1	64.5	51.2
Mathematics	72.1	65.9	50.0
Science	61.5	54.9	40.1
Grade 6 Reading	60.2	66.3	19.0
Writing	47.4	61.9	16.7
Mathematics	67.3	66.4	35.7
Grade 7 Reading	62.1	71.1	18.1
Writing	53.6	62.0	20.6
Mathematics	54.2	63.0	21.9
Grade 8 Reading	59.3	64.8	23.9
Writing	63.0	63.4	34.0
Mathematics	52.8	60.8	23.3
Science	45.5	58.6	18.2

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	61.5	45.5	68.5
Writing Across the Disciplines	72.9	57.9	66.9
Mathematics	51.0	50.1	37.7
Science	47.9	46.3	42.3

For more detailed 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."

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
	34.6	36.1	39.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.9	77.6	
Average Score	Mathematics	522	504	66.9
	Critical Reading	506	502	51.5
	Writing	512	503	57.7

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, Class of 2007	90.5	92.6	16.2
Cumulative Four-Year Dropout Rate for Class of 2007	8.5	6.2	15.8
2006-07 Annual Dropout Rate for Grade 9 through 12	2.4	1.7	14.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.0	83.4
% Employed (Civilian Employment and in Armed Services)	10.5	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	82.60
Paraprofessional Instructional Assistants	5.82
Special Education	
Teachers and Instructors	13.53
Paraprofessional Instructional Assistants	20.06
Library/Media Specialists and Assistants	2.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	4.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	49.53

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	11.9	14.5	13.6
% with Master's Degree or Above	70.1	78.1	75.6

Average Class Size	District	DRG	State
Grade K	16.6	15.7	18.1
Grade 2	22.0	16.8	19.3
Grade 5	20.2	19.9	20.9
Grade 7	18.7	19.6	20.5
High School	20.8	18.7	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	965	984	987
Middle School	N/A	N/A	N/A
High School	966	1,005	1,006

*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*	3.6	3.0	3.4
Middle School	N/A	N/A	N/A
High School	2.4	2.3	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$8,359	\$6,577	\$7,153	\$6,656	\$7,159
Instructional Supplies and Equipment	\$353	\$277	\$262	\$302	\$266
Improvement of Instruction and Educational Media Services	\$20	\$16	\$443	\$364	\$429
Student Support Services	\$731	\$575	\$764	\$810	\$761
Administration and Support Services	\$1,638	\$1,288	\$1,256	\$1,264	\$1,271
Plant Operation and Maintenance	\$1,813	\$1,426	\$1,329	\$1,301	\$1,322
Transportation	\$893	\$597	\$605	\$622	\$601
Costs for Students Tuitioned Out	\$538	N/A	N/A	N/A	N/A
Other	\$254	\$200	\$147	\$154	\$145
Total	\$14,598	\$10,609	\$12,203	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,563	\$1,230	\$1,875	\$1,899	\$1,882

Special Education Expenditures	
Total Expenditures	\$2,868,714
Percent of Total PK-12 Expenditures Used for Special Education	19.7%

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	60.6	36.3	3.0	0.1
Excluding School Construction	59.3	37.3	3.3	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.

The 2008-2009 budget year will present challenges for the Thomaston School District. A \$500,000.00 reduction to education mandates that 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 between board of education, superintendent, business manager, administrators and staff. The established process involves administrators presenting building level budgets, which are reviewed by the Board of Education sub-committee and then adjusted according to Board of Finance reductions. Over the past three years, we have introduced budgets that are considerably lower than previous years. Our goal is to maintain existing programs and attempt to implement initiatives that will meet No Child Left Behind regulations, as well as state mandates.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	179
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

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	3	0.2	0.7	0.7
Learning Disability	73	5.4	3.9	4.0
Intellectual Disability	8	0.6	0.4	0.5
Emotional Disturbance	21	1.6	0.7	1.0
Speech Impairment	35	2.6	3.0	2.4
Other Health Impairment*	25	1.9	1.9	2.1
Other Disabilities**	14	1.0	0.7	0.9
Total	179	13.3	11.2	11.5

*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 2006-07 with a Standard Diploma	77.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	6.9	2.8

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	15.7	20.4	60.1	62.1
	Writing	10.1	19.3	59.7	63.0
	Mathematics	13.5	22.6	59.4	62.7
	Science	15.2	22.2	53.3	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	61.5	45.5
	Writing Across the Disciplines	N/A	N/A	72.9	57.9
	Mathematics	N/A	N/A	51.0	50.1
	Science	N/A	N/A	47.9	46.3

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	35.1
	% With Accommodations	64.9
CAPT	% Without Accommodations	38.5
	% With Accommodations	61.5
% Assessed Using Skills Checklist		6.4

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	6	3.4

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	136	76.0	74.4	71.6
40.1 to 79.0 Percent of Time	29	16.2	18.8	16.6
0.0 to 40.0 Percent of Time	14	7.8	6.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

We have assumed an aggressive approach toward making improvements to teaching and learning in the Thomaston District. Our staff is involved in consistent and on-going relevant professional development that is integrated into our curriculum design. Data analysis has been a focus for the past three years. We have hired a consultant who will be working with K-6 staff throughout the 2008-2009 school year in order to extend the knowledge base in this critical area. Data teams have been implemented in each school and teacher training includes strategies to improve student achievement. Our consultant will also do work with K-6 staff in the area of mathematics, aligning our curriculum with the State assessments.

Staff has had training on common assessments, differentiated instruction and writing across all disciplines to assist staff in our Writing to Learn initiative that has been in place for three years. Co-teaching and inclusion has become an integral component of our instructional design.
