

STRATEGIC SCHOOL PROFILE 2008-09**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: 92.0%

*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, 2008 1,219
5-Year Enrollment Change -8.4%

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	164	13.5	11.1	30.3
K-12 Students Who Are Not Fluent in English	5	0.4	0.6	5.2
Students Identified as Gifted and/or Talented*	81	6.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	176	14.4	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	62.9	85.5	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	13.4	18.7	19.0

*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	8	0.7
Black	9	0.7
Hispanic	15	1.2
White	1,187	97.4
Total Minority	32	2.6

Percent of Minority Professional Staff: 2.7%

Non-English Home Language: 2.8% 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 works to reduce racial, ethnic and economic isolation with specific activities that involve our students with activities that broaden their local experiences.

We have participated in the Connecticut Youth forum over the past five years. Through this program, Thomaston students are able to be engaged in discussions with students in districts across the state of Connecticut on a diverse range of topics. We were able to host one of the Forum meetings at Thomaston High School – an enriching experience for all students involved.

Our middle school students participate in the Poetry Live Project offered through Litchfield Performing Arts in dance and poetry. Their final performance allows them to perform and interact with students from an urban district. The Thomaston District has 125 students who attend three magnet schools: Rotella and Maloney Elementary schools in Waterbury and Waterbury Arts Magnet School. Thomaston students are able to interact with students from diverse backgrounds and cultures – an opportunity they would not necessarily have in our small community. Thomaston High School students are also involved in the Technology Leadership Academy where annually they compete with students from two urban districts and ten suburban districts. Our performance in the field of technology during the 2008-09 Innovation Exposition was exemplary. During this process, Thomaston students shared their knowledge, information, and specific skills in technology with students from other school districts. Students in Thomaston Center School (grades 4-6) and Thomaston High School (grades 7-12) have had the opportunity to see artistic groups from diverse cultures perform. During the 2008-09 academic year, Sounds of Afrika shared with students the elements of their culture through African Dance.

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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	56.7	54.6	38.4
Writing	72.2	62.5	59.7
Mathematics	80.0	62.8	76.7
Grade 4 Reading	58.0	60.7	28.2
Writing	51.9	64.2	11.5
Mathematics	61.7	63.6	31.7
Grade 5 Reading	68.1	66.0	37.9
Writing	58.5	66.5	22.8
Mathematics	67.0	68.8	32.7
Science	68.4	58.1	46.9
Grade 6 Reading	76.8	68.9	46.0
Writing	72.7	62.2	57.7
Mathematics	73.7	68.8	43.6
Grade 7 Reading	70.1	74.9	26.8
Writing	70.8	62.9	49.7
Mathematics	67.7	66.0	39.5
Grade 8 Reading	63.2	68.4	25.8
Writing	64.9	66.5	30.3
Mathematics	62.1	64.5	30.3
Science	46.4	60.6	17.4

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	51.6	47.4	50.0
Writing Across the Disciplines	53.1	55.0	38.2
Mathematics	43.2	47.8	34.4
Science	38.1	42.8	32.8

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
	34.9	36.2	43.7

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.8	74.5	
Average Score	Mathematics	515	507	56.6
	Critical Reading	507	503	48.1
	Writing	517	506	58.9

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 2008	92.3	92.1	34.4
Cumulative Four-Year Dropout Rate for Class of 2008	7.3	6.6	27.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	63.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.1	84.1
% Employed (Civilian Employment and in Armed Services)	13.5	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	80.00
Paraprofessional Instructional Assistants	2.14
Special Education	
Teachers and Instructors	13.57
Paraprofessional Instructional Assistants	16.27
Library/Media Specialists and/or Assistants	2.71
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)	0.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	47.54

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	12.3	14.6	13.6
% with Master's Degree or Above	69.5	77.2	76.1

Average Class Size	District	DRG	State
Grade K	19.0	15.8	18.3
Grade 2	18.8	17.5	19.3
Grade 5	20.2	19.6	21.0
Grade 7	19.2	19.5	20.5
High School	18.3	18.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	967	993	988
Middle School	N/A	N/A	N/A
High School	970	1,007	1,007

*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*	4.2	2.7	3.3
Middle School	N/A	N/A	N/A
High School	2.5	2.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$8,455	\$6,694	\$7,521	\$7,032	\$7,522
Instructional Supplies and Equipment	\$390	\$309	\$267	\$303	\$271
Improvement of Instruction and Educational Media Services	\$22	\$17	\$461	\$409	\$446
Student Support Services	\$688	\$545	\$808	\$862	\$806
Administration and Support Services	\$1,702	\$1,348	\$1,351	\$1,365	\$1,369
Plant Operation and Maintenance	\$1,521	\$1,205	\$1,382	\$1,339	\$1,377
Transportation	\$903	\$596	\$649	\$671	\$644
Costs for Students Tuitioned Out	\$660	N/A	N/A	N/A	N/A
Other	\$277	\$219	\$152	\$158	\$151
Total	\$14,618	\$10,685	\$12,869	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,463	\$1,158	\$1,791	\$1,677	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,894,880	19.8	19.0	20.5

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	57.7	39.4	2.9	0.1
Excluding School Construction	55.7	41.0	3.1	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 budget process presents some challenges concerning providing a balanced allocation of resources throughout the district. Although we have a process in place that effectively meets the needs of all schools in the district, significant budget reductions have adversely impacted education in Thomaston.

Budget preparations begin in late fall, where school administrators calculate the needs of each building and plan accordingly. The Superintendent, Business Manager, and building level administration meet to discuss the budget increase, and eventually, adjustments that will need to be made throughout the district, with a final budget presented to the Board of Education in January. After presentation to the Board of Finance, possible reductions are calculated and incorporated into the final budget document.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	176
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

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	0.8	0.8
Learning Disability	68	5.2	3.7	3.9
Intellectual Disability	9	0.7	0.4	0.5
Emotional Disturbance	23	1.8	0.7	1.0
Speech Impairment	32	2.4	2.9	2.3
Other Health Impairment*	27	2.1	1.8	2.1
Other Disabilities**	16	1.2	0.7	0.9
Total	176	13.4	11.1	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	8.5	30.2	65.8	65.7
	Writing	14.5	19.5	65.5	64.1
	Mathematics	13.8	30.7	68.8	65.7
	Science	16.7	23.8	57.3	59.4
CAPT	Reading Across the Disciplines	13.6	14.1	51.6	47.4
	Writing Across the Disciplines	17.4	13.6	53.1	55.0
	Mathematics	13.6	15.4	43.2	47.8
	Science	4.2	10.6	38.1	42.8

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	31.6
	% With Accommodations	68.4
CAPT	% Without Accommodations	14.8
	% With Accommodations	85.2
% Assessed Using Skills Checklist		4.3

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	0	0.0
Private Schools or Other Settings	9	5.1

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	133	75.6	75.5	72.7
40.1 to 79.0 Percent of Time	33	18.8	18.1	16.1
0.0 to 40.0 Percent of Time	10	5.7	6.4	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Thomaston District has made great strides in improving educational offerings for students. The district is in the second year of working with a consultant who will provide guidance in the area of Data Driven Decision Making, mathematics professional development for staff members, and Response to Intervention.

We now have a reading consultant in Thomaston Center School (grades 4-6) to balance the reading initiative that currently exists in grades K-3 and the district will implement a universal screening device across all grades.

A new Math Intervention Specialist has begun work with students who have been identified as needing support in the area of mathematics.

The anti-bullying Second Step Program is being implemented in all elementary and middle school grades. Staff members attended a “Train the Trainers” workshop and will work/train teachers in the district.

Our special education students are now part of our inclusion design, learning along with regular education students.

We have evidenced success in our extensive training/professional development in Differentiated Instruction.
