

STRATEGIC SCHOOL PROFILE 2008-09**Thomaston School District**

LYNDA MITCHELL, Superintendent
Telephone: (860) 283-4796

Location: 158 Main Street
Thomaston,
Connecticut

Website: www.thomastonschools.org

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
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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.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-3 Edition

**Black Rock School
Thomaston School District**PAUL JOHNSON, Principal
Telephone: (860) 283-3040Location: 57 Branch Road
Thomaston,
ConnecticutWebsite: www.thomastonschools.org

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 3

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 382

5-Year Enrollment Change: -4.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	48	12.6	13.9	34.2
K-12 Students Who Are Not Fluent in English	2	0.6	0.5	7.0
Students with Disabilities	43	11.3	12.3	10.9
Students Identified as Gifted and/or Talented	15	3.9	5.6	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	62.9	62.9	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	248	95.8	95.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	944	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.0	19.0	18.3
Grade 2	18.8	18.8	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	29
Computer Education ¹	10	14
English Language Arts ¹	492	496
Health ¹	20	19
Library Media Skills	0	18
Mathematics ¹	180	198
Music	36	30
Physical Education	36	36
Science	68	70
Social Studies	68	68
World Languages	0	6

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	0.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.4	79.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.1	4.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	29.7	22.6	28.2
# of Print Periodical Subscriptions	4	2	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	24.00
Paraprofessional Instructional Assistants	2.14
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	6.09
Library/Media Specialists and/or Assistants	0.71
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.16

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.1	14.1	13.3
% with Master's Degree or Above	66.7	73.5	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.3	7.3	8.6
% Assigned to Same School the Previous Year	100.0	91.8	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Black Rock School is committed to encouraging the family's role in the education of the students. To foster this support and to build a positive link between the home and school, a parent advisory council meets with the principal to review school issues, programs, and activities. We send home two publications each month. "Reading Connection" and "Early Years" are professionally prepared parent information newsletters. Teachers use e-mail, telephone calls, newsletters, and notes to keep home school communication at a high level. Black Rock School has grade level events that provide opportunity for parents and the community to share in our programs. These include: Second Grade Math Night, Kindergarten & First Grade Early Literacy nights, Third Grade Reading Bash, and an all school open house sponsored by the PTA. We have grade level open house events before school begins, and parent-teacher conferences throughout the school year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	0.8
Black	3	0.8
Hispanic	2	0.5
White	374	97.9
Total Minority	8	2.1

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 3.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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.

Students at Black Rock School learn about other cultures and peoples through a comprehensive music program that provides exposure to music from many cultures, countries, and peoples. Students also learn about others through observances of ethnic holidays through their social studies. Students have the opportunity to participate in the more racially diversified inter-district magnet schools in Waterbury with over fifty students currently attending grades pre-kindergarten through third grade. Students have many opportunities to assist those less fortunate. They contribute to the local food bank and participate in various fundraising activities to benefit others.

STUDENT PERFORMANCE AND BEHAVIOR

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	56.7	56.7	54.6	52.7
Writing	72.2	72.2	62.5	67.8
Mathematics	80.0	80.0	62.8	78.5

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.6	96.4	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 27 students were responsible for these incidents. These students represent 6.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	14	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	45	0
Total	62	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Black Rock School has established data teams that meet every Monday for an hour to discuss: Social, Emotional, Discipline issues, Examining Student written work, Examining Student performance data in Reading and Mathematics. These meetings are in addition to common planning time for teachers to coordinate curriculum, assessments, and to track student progress. We are pleased with our third grade students' CMT performance and continue to work on areas of concern. Teachers prepare summer reading and math packets for all students. We have a math consultant who works with teachers throughout the school year. We have two reading recovery teachers and an RTI team who monitor over all students' performance and implement research based remediation programs. We are now establishing bench mark pre-assessments in reading, writing and mathematics for all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Black Rock School has a long standing emphasis on identifying students who need more academic, social or emotional help. We pride ourselves as being "a nurturing community where children are primary". Our teachers are focused on student learning and assessments and continuous improvement of instruction. Our school is safe, orderly, academically focused and a wonderful place for student learning.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Thomaston Center School
Thomaston School District**JAMES A. DIORIO, Principal
Telephone: (860) 283-3036Location: 1 Thomas Avenue
Thomaston,
ConnecticutWebsite: www.thomastonschools.org

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TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: 4- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 282

5-Year Enrollment Change: -17.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	44	15.6	13.9	34.2
K-12 Students Who Are Not Fluent in English	1	0.4	0.5	7.0
Students with Disabilities	39	13.8	12.3	10.9
Students Identified as Gifted and/or Talented	22	7.8	5.6	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	185	95.4	95.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	990	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	20.2	20.2	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	51	30
Computer Education	51	17
English Language Arts	291	427
Family and Consumer Science	0	1
Health ¹	20	22
Library Media Skills	0	18
Mathematics	142	198
Music	51	32
Physical Education	51	40
Science	122	98
Social Studies	142	91
Technology Education	51	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.9	79.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.3	4.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	13.1	22.6	28.2
# of Print Periodical Subscriptions	0	2	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	5.37
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.86

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.1	14.1	13.3
% with Master's Degree or Above	81.8	73.5	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.3	7.3	8.6
% Assigned to Same School the Previous Year	81.8	91.8	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Thomaston Center School is committed to encouraging the family's role in the education of our students. To foster such support and to build a positive link between the home and school, a monthly Parent Advisory Council meets with the principal to review current academic and building issues. A monthly newsletter is sent to parents that includes activities and strategies designed to support student learning. Teachers post messages and homework on the school website along with the electronic version of the math text. Events are aired on the local cable television station. Parent workshops were held in the area of math four times. Parents have volunteered to be mentors for at-risk students and to tutor in the classroom. The PTA sponsored a book fair and enrichment activities for students. Parent-Teacher conferences are well attended throughout the year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	0.7
Black	2	0.7
Hispanic	4	1.4
White	274	97.2
Total Minority	8	2.8

Percent of Minority Professional Staff: 4.2%

Non-English Home Language: 3.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

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.

Thomaston Center School Students have been involved in collaborative literature circles that focused on diversity. District funding supported an African Dance and Drum Assembly that introduced students to cultural elements as well as the arts. Sixth graders piloted the Second-Step Program to help become more sensitive.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	35.2	35.2	33.6	56.3
Grade 6	25.3	25.3	35.3	31.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	58.0	58.0	60.7	44.1
Writing	51.9	51.9	64.2	29.3
Mathematics	61.7	61.7	63.6	44.7
Grade 5 Reading	68.1	68.1	66.0	51.8
Writing	58.5	58.5	66.5	36.8
Mathematics	67.0	67.0	68.8	45.4
Science	68.4	68.4	58.1	65.2
Grade 6 Reading	76.8	76.8	68.9	59.3
Writing	72.7	72.7	62.2	66.4
Mathematics	73.7	73.7	68.8	57.2

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.7	96.4	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 10 students were responsible for these incidents. These students represent 3.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	27	0
Total	35	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Thomaston Center School has established Data Teams on a grade-level basis that meet weekly. The teams review data and implement new strategies to improve learning under the CALI Initiative. A focused CMT goal has been established for each grade level. Benchmarks for each subject have been established and aligned to state standards. Special education students are placed in co-taught reading and math classes to support learning. Reading materials are updated and consistent in grades K-6. The school is involved in the Early Intervention Project. The goal of EIP is to assist teachers, administrators, families, and support services professionals in their endeavors to help all student reach their potential. A summer reading and math packet was provided by the school and local library to help sustain learning while students are on vacation. An educational consultant worked with staff one day a month in the area of math for the year. The district hired a reading support teacher to focus on improved learning.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Thomaston Center School has focused on Professional Development for teachers on Technology, Reading and establishing professional Data Teams.

A comprehensive cultural enrichment program included presenters in the areas of music and drama. Sixth graders in the drama club performed "Wily Wonka, Jr." at the Thomaston Opera House. Grade 4 held a "State Fair" which provided interdisciplinary learning. Fifth graders participated in a health and wellness activity with a professional chef entitled "Cooking with Jill." Students actively participated in a Peer Mediation Program, Student Council, Talent Show and a Science Fair. Each homeroom identified students monthly that demonstrated good citizenship, leadership, and improvement. A year-end Awards Assembly focused on outstanding talent, academics, and citizenship.

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Thomaston High School
Thomaston School District**

JAMES F. WENKER, Principal
JOHN PERRUCCI, Asst. Principal
Telephone: (860) 283-3030

Location: 185 Branch Road
Thomaston,
Connecticut

Website: www.thomastonschools.org

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 7-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 555
5-Year Enrollment Change: -4.1%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	72	13.0	9.3	26.0
Students Who Are Not Fluent in English	2	0.4	0.2	3.3
Students Identified as Gifted and/or Talented	44	7.9	5.5	4.7
Students with Disabilities	94	16.9	9.7	10.6
Juniors and Seniors Working 16 or More Hours Per Week	17	13.4	18.7	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.8	18.0	18.7
Biology I	16.7	17.5	19.3
English, Grade 10	20.0	18.7	19.1
American History	19.0	18.6	19.9

Language Instruction: Instruction was offered in the following language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	970	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	33.1	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	21.5	23.6	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	93.8	94.1
Chemistry	92.7	73.6
4 or More Credits in Mathematics	75.0	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	49.0	55.4
Credit for Level 3 or Higher in a World Language	68.8	60.6
2 or More Credits in Vocational Education	62.5	59.2
2 or More Credits in the Arts	19.8	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.2	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	24.9	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	76.6	79.7	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.5	2.0	2.4
% of Computers with Internet Access	100.0	99.6	99.2
% of Computers that are High or Moderate Power	100.0	97.8	98.8
# of Print Volumes Per Student*	13.6	20.9	16.0
# of Print Periodical Subscriptions	40	37	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		37.00
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		7.57
Paraprofessional Instructional Assistants		4.81
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		14.16

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	10.4	14.1	13.8
% with Master's Degree or Above	65.2	74.1	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.3	8.2	8.4
% Assigned to Same School the Previous Year	87.0	88.8	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Teacher Voice-Mail: All teachers have active voice-mail accounts.

Online Homework Information: A portion of the school's website is devoted to homework pages.

At Thomaston High School we are committed to supporting the family's role in the education of our students. We fulfill this commitment in a number of ways. Our school website provides a rich resource for parents to explore all of our programs. Additionally, most faculty members develop pages that provide updated information regarding curriculum, instruction and assessment. A number of these pages are interactive, allowing students and parents to access learning resources and complete practice assessments from home.

Parent Connect, a web-based program provides parents with real-time information about their students' academic standing, as well as attendance and discipline. Parents can log in and see what assignments are due and whether work that has been assigned has been submitted. In this way, we develop a partnership with parents to hold students accountable for their academic performance. The district has recently purchased Power School software and will begin training staff in February 2010. Power School will be fully operational by September 2010. Power School will allow all student information to be collected, managed and stored using one program.

Our Parent Teacher Association (PTA) is intricately involved with our program at the high school. They sponsor numerous activities and provide resources for projects not supported by the school budget.

Like most schools, we host Open House and Parent Conferences throughout the year. Our teachers are continually available via email and voice mail. Information is also disseminated by means of cable access.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	0.5
Black	4	0.7
Hispanic	9	1.6
White	539	97.1
Total Minority	16	2.9

Percent of Minority Professional Staff: 3.8

Non-English Home Language: 1.6% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4.

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.

Inter-district magnet schools provide diverse experiences to a number of our students. Additionally, students in our Middle School once again participated in "Project Poetry Live," where they were given the opportunity to interact with students from other schools in the areas of art, music and dance. The program culminated with a final performance involving a number of our students. Furthermore, the district is committed to exposing our students to other cultures, races and ethnic groups through the arts. Our students participate in enrichment activities in World Language courses, Visual Art courses, and Music program. The enrichment activities focus on building student's appreciation for cultures which differ from their own.

Thomaston High School is in its ninth year of participation in the Connecticut Youth Forum. In addition to traveling to other schools for the program, we have served as the host school for one of the events. Our students have had the opportunity to interact with students from many different cultures and backgrounds. An initiative has been launched to maintain interest and recruit new participants.

We remain committed to the Information Technology Leadership Academy through Education Connection in Litchfield, CT. Our students interact with students from two urban and ten suburban school districts, as well as students from a local community college. The program is designed to prepare students in grades 9-12 for a career in the IT industry by helping them to develop the skills that will make them a valuable resource to their local communities. This year we participated in the IT "Innovation Exposition," held at the new Connecticut Convention Center.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	47.7	39.9	74.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	5	10.0
% of Grade 12 Students Tested	21.0	21.2
% of Exams Scored 3 or More*	55.4	72.8

*A score of three or higher is generally required for earning college credit.

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	52.1	47.4	62.9
Writing Across the Disciplines	53.1	55.0	51.6
Mathematics	43.6	47.8	47.0
Science	38.5	42.8	45.9

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	515	507	68.0
Critical Reading	507	503	60.2
Writing	517	506	68.5
% of Graduates Tested	68.8	74.5	N/A

Graduation and Dropout Rates	School	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	29.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	60.0

Activities of Graduates	School	State
% Pursuing Higher Education	77.1	84.1
% Employed, Civilian and Military	13.5	11.0

Student Attendance	School	State High Schools
% Present on October 1	95.1	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 92 students were responsible for these incidents. These students represent 15.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	19	0
Theft	3	0
Physical/Verbal Confrontation	8	0
Fighting/Battery	30	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	9	0
School Policy Violations	108	1
Total	183	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Over the past four years, a concerted effort has been made to update and align our curriculum to state standards in all content areas. Common formative and summative assessments have been developed and are being implemented. Fully functional data teams have been established, with teachers meeting weekly to collaborate, discuss student performance and improve instruction.

Our school now has a formal, systematic process to collect, analyze and disseminate data for the purpose of identifying areas of deficiency and initiating remediation. Benchmark assessments are given throughout the year. Our RTI Team meets regularly to identify and develop intervention plans for struggling students.

Efforts are ongoing to connect instruction to the world of work. We accomplish this through our School-to-Career component. Business partnerships have produced both internships and externships that benefit our students. In recent years, several of our teachers had the opportunity to work in local businesses in order to gain the insight necessary to make their courses more relevant to a real world context.

Our Emergency Operation Plan has been updated to meet the increased demands for safety and security. We have also updated our school security system and accompanying protocols.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Thomaston High School is a 7-12 school with a population of approximately 550 students. Overall district enrollment continues to hold steady.

We continue our commitment to the Writing-to-Learn Program. Student writing is assessed by staff members in all subject areas. We are also progressing in our goal to use data analysis to enhance student learning. Data teams are firmly in place and operating continually to assess needs and adjust instruction accordingly.

We completed an N.E.A.S.C. Self-Study two years ago. The Commission extended our accreditation for ten years. Efforts continue to establish and maintain a climate and culture for the positive growth and development of our students. We seek to be a supportive community of learners committed to excellence.

As in previous years, our impact continues to extend beyond our size. Our athletic program continues to enjoy regional and state-wide recognition, having produced championships in wrestling, cross country, and Baseball. Our IT program earned first place honors in a recent Connecticut State competition.
