

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

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Location: 47 Robert Holcomb Way
Plainville,
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: Hartford	Per Capita Income in 2000: \$23,257
Town Population in 2000: 17,328	Percent of Adults without a High School Diploma in 2000*: 16.2%
1990-2000 Population Growth: -0.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.7%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 96.7%

*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): F 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 2,518
5-Year Enrollment Change -4.6%

DISTRICT GRADE RANGE

Grade Range K-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	457	18.1	22.6	30.3
K-12 Students Who Are Not Fluent in English	100	4.0	2.0	5.2
Students Identified as Gifted and/or Talented*	98	3.9	2.7	4.0
PK-12 Students Receiving Special Education Services in District	319	12.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	150	92.0	79.7	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	69	21.7	20.0	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	5	0.2
Asian American	68	2.7
Black	158	6.3
Hispanic	183	7.3
White	2,104	83.6
Total Minority	414	16.4

Percent of Minority Professional Staff: 1.2%

Open Choice: 48 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 10.6% 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 26.

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 Plainville community is not substantially diverse in terms of race, economics or ethnicity. For this reason, we continue a long standing commitment to the Choice program. Plainville was one of the first communities to participate in Project Concern at its inception. Next year we will educate 51 students from Hartford in grades K-12. In recent years, we have made efforts to accept students into our kindergarten program in the hopes that they will stay with us through twelfth grade, developing their academic, artistic and social talents alongside students residing in Plainville. We also benefit from our neighboring school districts which have a far larger minority population.

Interdistrict cooperative grants have helped all students increase their academic achievement, enhance their understanding of different cultures, and value the diversity in our lives. This past year Plainville students joined with children of nearby districts in a variety of activities. Students learned about African, Japanese and Native American culture; Plainville and Choice elementary students bonded in a district-wide after-school writing program; others honed their art skills in a partnership with New Britain High School. Partnerships of this nature benefit both students and staff. This year, we expanded our instructional program with a summer school program, which we actively sought participation for students involved in Project Choice. The ability to broaden the scope of professional conversations among teachers enhances understanding and opportunity for all concerned.

Our staff has engaged in professional development on the topic of diversity at all of our schools.

Our Bushnell Partners Program has provided students with a variety of multicultural experiences encompassing music, theater, art, and literature. Artists from varied backgrounds convey the beauty of cultural differences through an array of activities designed for each grade level. All students in grades kindergarten through grade 8 participated in these activities.

Plainville is proud of the support we offer a growing population of English Language Learners. Our program has expanded from 12 to 110 students in the last 8 years. Families are welcomed into the school community through an active partnership between the Adult Education Program, Family Resource Center and our neighborhood schools. Language acquisition and literacy programs are offered for pre-school children as well as for adults.

Major obstacles to reducing racial, ethnic and economic isolation are lack of minority candidates, classroom space to invite more Choice participants, and financial support to sustain new initiatives. As a state, we must continue to address the need to attract highly qualified teachers and administrators, including minorities, into the profession.

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	64.1	54.6	56.0
Writing	78.3	62.5	76.7
Mathematics	71.6	62.8	54.7
Grade 4 Reading	70.1	60.7	55.2
Writing	77.3	64.2	68.5
Mathematics	67.9	63.6	45.1
Grade 5 Reading	72.9	66.0	48.4
Writing	82.9	66.5	83.3
Mathematics	66.2	68.8	29.6
Science	62.9	58.1	42.0
Grade 6 Reading	72.7	68.9	35.6
Writing	68.8	62.2	46.0
Mathematics	72.7	68.8	39.3
Grade 7 Reading	82.1	74.9	53.5
Writing	68.3	62.9	47.1
Mathematics	69.5	66.0	45.9
Grade 8 Reading	71.2	68.4	36.8
Writing	69.9	66.5	36.8
Mathematics	71.9	64.5	47.7
Science	75.7	60.6	61.9

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	50.0	47.4	47.0
Writing Across the Disciplines	52.2	55.0	35.9
Mathematics	45.9	47.8	39.7
Science	38.3	42.8	33.6

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

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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
	30.4	36.2	31.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		62.2	74.5	
Average Score	Mathematics	505	507	44.2
	Critical Reading	501	503	41.1
	Writing	514	506	54.3

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	96.9	92.1	69.5
Cumulative Four-Year Dropout Rate for Class of 2008	2.7	6.6	65.7
2007-08 Annual Dropout Rate for Grade 9 through 12	2.4	2.5	20.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.2	84.1
% Employed (Civilian Employment and in Armed Services)	6.8	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	178.70
Paraprofessional Instructional Assistants	30.60
Special Education	
Teachers and Instructors	27.50
Paraprofessional Instructional Assistants	62.66
Library/Media Specialists and/or Assistants	6.92
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	9.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	14.50
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	117.93

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	12.9	13.7	13.6
% with Master's Degree or Above	72.7	74.0	76.1

Average Class Size	District	DRG	State
Grade K	13.2	16.3	18.3
Grade 2	16.4	18.4	19.3
Grade 5	19.8	20.6	21.0
Grade 7	17.3	19.6	20.5
High School	18.1	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,011	999	988
Middle School	1,052	1,032	1,016
High School	1,005	999	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*	1.7	3.5	3.3
Middle School	2.9	2.5	2.6
High School	1.4	2.2	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	\$19,500	\$7,509	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$819	\$315	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$1,014	\$391	\$461	\$273	\$446
Student Support Services	\$1,569	\$604	\$808	\$695	\$806
Administration and Support Services	\$3,232	\$1,245	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$3,473	\$1,337	\$1,382	\$1,310	\$1,377
Transportation	\$1,764	\$656	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$2,140	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$152	\$184	\$151
Total	\$33,511	\$12,665	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$24,250	\$9,338	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,727,190	20.1	19.8	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	40.7	57.4	1.4	0.4
Excluding School Construction	62.9	33.9	2.4	0.8

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.

Plainville Community Schools insures the equity of resources and addresses the needs of students in a variety of ways. Elementary classrooms across town experience an excellent teacher-student ratio due to a district-wide initiative to reduce class size, particularly at the elementary level. Kindergarten classes averaged 14 students; first and second grade classes averaged 15 pupils. All elementary schools benefit from a Reading Recovery program, literacy tutors in the lower grades and student support centers to assist students who experience adjustment problems. Technology and curriculum are integrated and implemented equally at each school due to extensive district level coordination. Each elementary school receives Title I support; with the students most in need of the services receiving them first. In the past, the three elementary schools differed greatly from a facilities perspective due to the age and renovations made. Therefore, the Board of Education commissioned the Plainville Community Schools Steering Committee to evaluate the needs of all school facilities in an effort to address needs and bring all schools to a level of equal standard. As a result an extensive renovation and addition to the Linden Street School was completed in December of 2005. Toffolon School completed a like-new renovation in January of 2009. Achieving equity at the middle and high school level is resolved by having only one building at each level. All students benefit from the same educational experiences, staff, facility and instructional materials.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	318
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.6%

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	22	0.9	0.8	0.8
Learning Disability	105	4.2	3.7	3.9
Intellectual Disability	3	0.1	0.5	0.5
Emotional Disturbance	41	1.6	1.1	1.0
Speech Impairment	58	2.3	2.3	2.3
Other Health Impairment*	59	2.3	1.9	2.1
Other Disabilities**	30	1.2	0.9	0.9
Total	318	12.6	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	97.9	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	38.2	30.2	72.3	65.7
	Writing	30.7	19.5	74.2	64.1
	Mathematics	38.2	30.7	69.9	65.7
	Science	32.1	23.8	69.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	50.0	47.4
	Writing Across the Disciplines	9.5	13.6	52.2	55.0
	Mathematics	N/A	N/A	45.9	47.8
	Science	4.8	10.6	38.3	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	8.1
	% With Accommodations	91.9
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		8.0

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	28	8.8

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	238	74.8	74.5	72.7
40.1 to 79.0 Percent of Time	45	14.2	15.3	16.1
0.0 to 40.0 Percent of Time	35	11.0	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

On the Mathematics CMT, our percentage of students meeting proficiency increased at all grades, and our percentage of students meeting the rigorous Goal level increased in grades 3-7, and slightly decrease in grade 8. It should be noted, however, that our proficiency level in grade 8 mathematics has improved to 96%.

In Reading, we showed very impressive increases at all grades. Our percentage of students at the proficiency level improved at every grade by a minimum of 9.6 points, and at the number of students achieving goal level increased by a minimum of 8.3 points.

Elementary Writing scores improved at both the proficiency and goal levels in each grade. This is particularly notable because our students score at above 90% proficiency and above 70% at goal in Elementary Writing. Our Writing scores dropped a bit in 6th and 7th grade, but increased in grade 8, where students at goal rose by 14.6 percent.

Our Science CMT scores rose in both the proficiency and goal percentages in grade 5, and also at the number of grade 8 students achieving goal level. Our grade 8 proficiency percentage dropped slightly, but is still at almost 90%.

Our grade 10 CAPT scores have trended downward this year, with all four areas showing a reduction of the percentage of students reaching goal level. Our percentage of students reaching proficiency in Math and Science has dropped as well, although our percentage of students reaching proficiency and goal in Math are both higher than the 2007 school year. We have more students achieving at the proficiency level in both Reading and Writing Across the Disciplines.

Needs and Improvement Plans

We continue to focus our efforts on improving the performance of our special needs population, as well as economically disadvantages students. We have instituted an SRBI approach to interventions, including Individual Student Improvement Plans highlighting in-class interventions, and the use of frequent use of formative assessments to monitor the progress of students requiring more extensive interventions. Our high school departments will work toward alignment of expectations through common midterm and final exams. This year, we have instituted an SRBI structure at our high school, in which students who have been identified as struggling learners in math and literacy are giving extended learning opportunities with their math and LA teachers. We will be monitoring this new initiative closely.
