

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

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Location: 77 Main Street
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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: \$23,244
Town Population in 2000: 11,634	Percent of Adults without a High School Diploma in 2000*: 18.5%
1990-2000 Population Growth: -1.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 95.8%

*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 1,848
5-Year Enrollment Change -3.0%

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	340	18.4	22.6	30.3
K-12 Students Who Are Not Fluent in English	15	0.8	2.0	5.2
Students Identified as Gifted and/or Talented	0	0.0	2.7	4.0
PK-12 Students Receiving Special Education Services in District	204	11.0	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	109	93.2	79.7	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	31	13.3	20.0	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	16	0.9
Black	31	1.7
Hispanic	56	3.0
White	1,743	94.3
Total Minority	105	5.7

Percent of Minority Professional Staff: 1.9%

Non-English Home Language: 1.0% 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 9.

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.

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Plymouth School District is involved with a variety of programs and projects designed to reduce racial, ethnic, and economic isolation. With our involvement in learning and recreational activities, these cooperative-based programs teach children about the importance of living in a global economy, tolerance of diverse cultures, and making good decisions.

At the high school, students are involved in a variety of clubs and activities to support the district mission to reduce racial, ethnic, and economic isolation. The LEO Club at Terryville High School (Youth Lion's Club) is the largest student club in the school. The LEO Club works with other LEO Clubs in the state on a variety of civic activities. The Plymouth Public Schools are also involved in the Maloney, Rotella, and Performing Arts Magnet schools in Waterbury. Over 100 of our students attend the magnet schools in Waterbury. Through the Plymouth School to Career Program, our students participate in the Conference for the United Way Youth Forum, Youth and Government Day, and the Diversity Club. Students at our high school are involved with IT Academy which helps connect our students with students in a variety of rural and urban environments. Two students were again sent to RYLA (Rotary Youth Leadership Award) training at Springfield College. These students met with other students from Massachusetts and Connecticut in Team Building and Leadership training.

At the middle school, students are involved in the Kids in the Middle (KIM) Program sponsored by the United Way of West Central Connecticut. They partner with 3 other United Way communities of Bristol, Burlington, and Plainville. They work on community and civic initiatives in Plymouth. This past year, students in the middle school partnered with students in Hartford on several field trips and academic experiences. This grant sponsored program provided our students with the opportunity to relate with urban based students over the past school year.

Our elementary school students continued to participate in Project Discovery partnering with students in the Bristol School District. This program provided students in both districts the opportunity to interact over the past school year.

The aforementioned programs are just a sample of the programs that involve our students in cooperative activities with students from abroad. This student to student interaction is helpful to our children in developing an understanding of diverse cultures from other communities.

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	57.4	54.6	39.0
Writing	61.2	62.5	34.0
Mathematics	69.1	62.8	46.5
Grade 4 Reading	57.7	60.7	27.6
Writing	60.2	64.2	26.1
Mathematics	56.0	63.6	21.3
Grade 5 Reading	63.6	66.0	28.6
Writing	64.3	66.5	30.9
Mathematics	62.6	68.8	22.2
Science	61.7	58.1	38.9
Grade 6 Reading	70.8	68.9	32.5
Writing	58.2	62.2	29.4
Mathematics	67.8	68.8	33.1
Grade 7 Reading	71.8	74.9	30.6
Writing	63.2	62.9	34.4
Mathematics	70.7	66.0	47.1
Grade 8 Reading	69.7	68.4	35.5
Writing	60.5	66.5	22.6
Mathematics	71.2	64.5	45.8
Science	74.1	60.6	56.8

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	38.3	47.4	25.8
Writing Across the Disciplines	50.0	55.0	29.8
Mathematics	43.3	47.8	35.1
Science	36.1	42.8	29.8

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
	41.9	36.2	63.2

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		53.0	74.5	
Average Score	Mathematics	482	507	26.4
	Critical Reading	470	503	16.3
	Writing	464	506	14.0

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	86.7	92.1	12.2
Cumulative Four-Year Dropout Rate for Class of 2008	11.4	6.6	10.9
2007-08 Annual Dropout Rate for Grade 9 through 12	2.2	2.5	24.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	69.2	84.1
% Employed (Civilian Employment and in Armed Services)	21.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	112.95
Paraprofessional Instructional Assistants	9.87
Special Education	
Teachers and Instructors	15.50
Paraprofessional Instructional Assistants	25.15
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	120.40

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	14.5	13.7	13.6
% with Master's Degree or Above	84.6	74.0	76.1

Average Class Size	District	DRG	State
Grade K	14.9	16.3	18.3
Grade 2	17.7	18.4	19.3
Grade 5	21.8	20.6	21.0
Grade 7	20.4	19.6	20.5
High School	18.9	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	945	999	988
Middle School	1,018	1,032	1,016
High School	982	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*	3.9	3.5	3.3
Middle School	2.6	2.5	2.6
High School	2.0	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	\$12,171	\$6,454	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$516	\$274	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$397	\$211	\$461	\$273	\$446
Student Support Services	\$1,207	\$640	\$808	\$695	\$806
Administration and Support Services	\$1,874	\$994	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$2,250	\$1,193	\$1,382	\$1,310	\$1,377
Transportation	\$2,301	\$1,090	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$1,539	N/A	N/A	N/A	N/A
Other	\$378	\$200	\$152	\$184	\$151
Total	\$22,634	\$11,025	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,883	\$2,589	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,308,448	23.5	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	36.9	61.0	2.0	0.1
Excluding School Construction	50.8	46.7	2.4	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.

Resources in the Plymouth Public Schools are allocated to the students on an equitable basis. In our elementary, middle and high schools, allocation of resources are calculated on a per pupil expenditure rate which assures fair and equal distribution of resources. At the beginning of this past school year, the Plymouth Board of Education closed two antiquated elementary schools while renovating two other buildings in town for our educational programs. The renovated facilities now provide for an equal number of students, staff, programs and resources. Special Education and Title I funding are of assistance in our district in providing specific programs to address areas of need.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	220
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	22	1.1	0.8	0.8
Learning Disability	64	3.3	3.7	3.9
Intellectual Disability	9	0.5	0.5	0.5
Emotional Disturbance	21	1.1	1.1	1.0
Speech Impairment	34	1.7	2.3	2.3
Other Health Impairment*	53	2.7	1.9	2.1
Other Disabilities**	17	0.9	0.9	0.9
Total	220	11.3	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	74.2	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	10.5	30.2	65.6	65.7
	Writing	7.8	19.5	61.2	64.1
	Mathematics	26.9	30.7	66.7	65.7
	Science	34.5	23.8	68.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	38.3	47.4
	Writing Across the Disciplines	N/A	N/A	50.0	55.0
	Mathematics	N/A	N/A	43.3	47.8
	Science	N/A	N/A	36.1	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	6.7
	% With Accommodations	93.3
CAPT	% Without Accommodations	39.1
	% With Accommodations	60.9
% Assessed Using Skills Checklist		14.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.5
Private Schools or Other Settings	19	8.6

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	164	74.5	74.5	72.7
40.1 to 79.0 Percent of Time	25	11.4	15.3	16.1
0.0 to 40.0 Percent of Time	31	14.1	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student assessments over the last three years have shown a positive trend throughout our district in reading and mathematics. Writing scores have maintained positive growth across the district. Student scores in reading and mathematics subtests have grown moderately in targeted areas. We are addressing identified needs in several ways.

District and individual school improvement plans address Connecticut Mastery Test objectives by targeting assessed areas of weakness. Grade level results are analyzed by each school and target goals are established for student improvement. The district in-house testing program, in conjunction with standardized assessments, establishes student achievement targets for winter and spring mastery in reading comprehensive, mathematics and writing. Our achievement targets align with the Connecticut State Department of Education mastery levels for the Developmental Reading Assessment (DRA) and writing prompt assessment.

We have also revised our K-3 Literacy Plan this year to include grades 4 & 5 which will institute consistent instructional methodology district-wide at the elementary level. The district K-8 reading, mathematics and science curricula have been revised and aligned with the Connecticut frameworks grade level expectations.

In the area of Special Education, we have been focused on testing options for the students with disabilities. Special Education teachers of the more involved students have taken the requisite workshops preparing them for the state's skills-checklist inventory that applies to this student group.

At the same time, other Special Education teachers have taken preparatory training for getting the students ready for the newly implemented state MAS tests (Modified Assessment System).

In addition to the above, teaching staff and school psychologists have attended workshops in the areas of the new "L.D. Guidelines" (Revised Guidelines for Children with Learning Disabilities).

Special Education staff are involved in the district's preparations for the RTI/SRBI model, which is set to launch in the upcoming school year.

We have identified a couple of areas that will be the focus for training for the upcoming school year: More training in the area of using assessment data to drive instruction and improved IEP development; and, expanding, defining and establishing programs for the more involved special education student population with intent to decrease the number of out-of-district placements.
