

STRATEGIC SCHOOL PROFILE 2011-12**Plymouth School District**

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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

Town Population in 2000: 11,634

1990-2000 Population Growth: -1.6%

Number of Public Schools: 4

Per Capita Income in 2000: \$23,244

Percent of Adults without a High School Diploma in 2000*: 18.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

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, 2011 1,647
5-Year Enrollment Change -14.1%

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	460	27.9	29.9	35.2
K-12 Students Who Are Not Fluent in English	12	0.8	2.1	5.6
Students Identified as Gifted and/or Talented	0	0.0	2.4	4.0
PK-12 Students Receiving Special Education Services in District	227	13.8	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	92	88.5	76.5	79.8
Homeless	2	0.1	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	24	11.5	15.2	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.5
Asian American	23	1.4
Black	35	2.1
Hispanic	41	2.5
Pacific Islander	1	0.1
White	1,534	93.1
Two or more races	4	0.2
Total Minority	113	6.9

Percent of Minority Professional Staff: 1.9%

Non-English Home Language:

0.8% 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 5.

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 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. We are participating with the Hartford School District cooperating with the Opportunity High School, which provides our high school students with the opportunity to learn and explore life, earth and physical sciences through various workshops and scientific educational travel field trips. 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. Students from Plymouth also participate in programs with the WAMOGO Vocational Technical School and the Oliver Wolcott Technical School in Litchfield and Torrington, respectively. 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. 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, % 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	59.6	59.2	35.0
Writing	64.9	62.7	40.6
Mathematics	58.2	66.5	17.5
Grade 4 Reading	66.1	64.1	35.0
Writing	70.0	65.3	42.5
Mathematics	61.8	68.0	20.6
Grade 5 Reading	71.9	67.6	40.4
Writing	76.4	68.1	56.0
Mathematics	66.7	71.6	23.8
Science	69.4	63.9	36.3
Grade 6 Reading	71.0	74.1	27.1
Writing	63.1	67.4	28.3
Mathematics	60.4	69.3	19.3
Grade 7 Reading	73.8	79.8	20.8
Writing	63.6	65.6	31.7
Mathematics	66.9	68.1	33.1
Grade 8 Reading	68.5	76.8	17.6
Writing	60.3	68.3	20.6
Mathematics	64.3	67.2	29.6
Science	63.2	61.9	34.4

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 scorable 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	50.8	47.5	45.9
Writing Across the Disciplines	62.7	63.0	35.1
Mathematics	48.5	49.2	39.8
Science	42.1	47.1	36.6

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
	58.5	50.6	70.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.4	77.3	
Average Score	Mathematics	486	505	29.8
	Critical Reading	493	502	37.4
	Writing	492	506	30.5

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, Adjusted Cohort Rate 2011	90.0	82.7	51.9
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	58.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	70.8	84.5
% Employed (Civilian Employment and in Armed Services)	20.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	113.80
Paraprofessional Instructional Assistants	8.05
Special Education	
Teachers and Instructors	19.80
Paraprofessional Instructional Assistants	26.96
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.70
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	123.60

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	14.0	14.4	13.9
% with Master's Degree or Above	81.5	79.1	79.6

Average Class Size	District	DRG	State
Grade K	13.0	16.0	18.5
Grade 2	15.4	17.9	19.7
Grade 5	18.0	21.0	21.6
Grade 7	19.0	19.1	20.3
High School	17.7	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	999	989	993
Middle School	1,025	1,028	1,024
High School	1,027	1,012	1,024

*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*	3.3	2.8	2.8
Middle School	2.4	2.6	2.2
High School	1.3	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$13,423	\$7,786	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$682	\$396	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$441	\$256	\$487	\$242	\$482
Student Support Services	\$850	\$493	\$901	\$745	\$901
Administration and Support Services	\$1,956	\$1,135	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$3,374	\$1,957	\$1,471	\$1,466	\$1,463
Transportation	\$2,173	\$1,106	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$1,244	N/A	N/A	N/A	N/A
Other	\$413	\$240	\$165	\$168	\$165
Total	\$24,557	\$12,757	\$14,238	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,516	\$2,040	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,832,657	19.7	20.0	21.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	50.3	41.3	8.4	0.0
Excluding School Construction	51.3	39.1	9.6	0.0

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 Plymouth, we have two elementary schools serving pre-k through grade 5 students; one middle school serving grades 6-8 students, and a comprehensive high school serving 9-12 grade students. 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. This year, the district has implemented a full day kindergarten program for all students in both elementary schools. Special Education and Title I funds are equally distributed to each school, and both elementary schools have programs that are equitable.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	240
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.5%

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	23	1.3	1.2	1.2
Learning Disability	71	4.0	3.7	3.9
Intellectual Disability	7	0.4	0.4	0.4
Emotional Disturbance	34	1.9	1.2	1.0
Speech Impairment	32	1.8	2.1	2.1
Other Health Impairment*	61	3.4	2.1	2.2
Other Disabilities**	12	0.7	0.9	1.0
Total	240	13.5	11.6	11.7

*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 2010-11 with a Standard Diploma	72.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	14.7	36.0	68.9	70.4
	Writing	14.7	21.5	66.1	66.3
	Mathematics	17.3	31.8	63.2	68.4
	Science	13.9	23.0	66.1	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	50.8	47.5
	Writing Across the Disciplines	5.9	18.2	62.7	63.0
	Mathematics	7.7	15.4	48.5	49.2
	Science	N/A	N/A	42.1	47.1

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	34.2
	% With Accommodations	65.8
CAPT	% Without Accommodations	18.2
	% With Accommodations	81.8
% Assessed Using Skills Checklist		7.7

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	19	7.9

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	183	76.3	74.3	72.1
40.1 to 79.0 Percent of Time	32	13.3	15.6	16.3
0.0 to 40.0 Percent of Time	25	10.4	10.0	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year, there was a concentrated effort to update the school curriculum to align to the new Common Core State Standards (CCSS) in English Language Arts, Mathematics, and several content areas. In order to do this, teachers worked with five professional consultants from EDUCATION CONNECTION to develop a comprehensive, viable curriculum which included assessments and instructional strategies aligned to the CCSS. In elementary school, teams created theme-based mapped units which integrate literacy with Science and Social Studies and focus on authentic learning tasks. The teachers will continue to enhance the curriculum and develop performance-based assessments using the CCSS and other CCSS resources. The revision of benchmark assessments and analysis of the benchmarks to target instruction will continue to be a district-wide initiative. In the area of Special Education, we continue to enhance programs to meet the needs of our students and tailor programs to students' individual needs. In most classrooms, an inclusion model is used so that students in special education programs have access to the regular classroom. Our self-contained Apple Program provides structured, intensive support for students with intense needs such as autism, intellectual disabilities, multiple disabilities, or other health impairments. In several cases, students in the Apple Program are partially mainstreamed so that student services are personalized and tailored to each student. We continue to increase literacy support for identified special education students who are also in need of literacy support. We implemented new literacy labs in the middle school and high school. In addition, we implemented our SWAT program which uses technology-based instruction with support from a certified Special Education Teacher to offer high-interest, individualized instruction to high school students. In addition, our district added a school-based social worker through Community Mental Health Affiliates (CMHA) who offers individual and family counseling to our students and families to support their social development. To decrease truancy, our school social workers work closely with the School-Resource Officer (SRO) to work with families of truant students. After a prescribed number of absences, students will meet with the school social worker and the SRO will visit the student's home to work with families so that students attend school regularly. This year, our district formed a Juvenile Review Board. Rather than going to court, students and families with truancy issues come before and work with the Juvenile Review Board to resolve truancy issues. In order to engage parents in school programs, our Parent Teacher Associations and PTA Council meet monthly. In addition, in the high school, parents work with the school to improve programs through the Booster Club and Friends of Music. Furthermore, parents were involved in the hiring of the new district Superintendent. The district encouraged all parents to take an online survey on the qualities they were seeking in a new Superintendent. Two parents also served on the hiring committee for the new Superintendent.
