

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



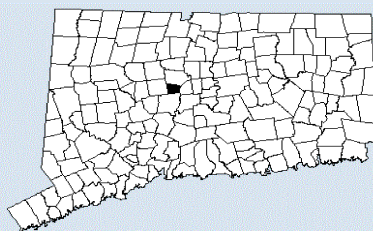
Plainville School District

Dr. Maureen Brummett, Superintendent • 860-793-3200 • <http://www.plainvilleschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,376
Per Pupil Expenditures ¹	\$15,880
Total Expenditures ¹	\$38,874,397

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,134	47.7	48.4
Male	1,242	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	57	2.4	5.1
Black or African American	115	4.8	12.8
Hispanic or Latino	411	17.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	88	3.7	3.3
White	1,698	71.5	53.6
English Learners	123	5.2	7.2
Eligible for Free or Reduced-Price Meals	586	24.7	36.7
Students with Disabilities ¹	320	13.5	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	114	10.6	39	3.4
Male	94	8.1	69	5.6
Black or African American	13	12.3	8	7.3
Hispanic or Latino	50	12.4	22	5.2
White	132	8.4	73	4.3
English Learners	14	10.0	*	*
Eligible for Free or Reduced-Price Meals	126	15.4	64	7.0
Students with Disabilities	50	16.8	25	7.2
District	208	9.3	108	4.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 56

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	160.2
Paraprofessional Instructional Assistants	36.0
Special Education	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	65.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	14.2
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	164.0

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	2	0.8	3.7
Hispanic or Latino	3	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	235	97.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	9	*	7	*
Hispanic or Latino	*	*	29	85.3
White	87	65.4	104	85.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	32	53.3	45	84.9
Students with Disabilities	9	*	23	74.2
District	105	58.0	146	84.4
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	30	63.8
Emotional Disturbance	23	63.9
Intellectual Disability	*	*
Learning Disability	56	86.2
Other Health Impairment	53	80.3
Other Disabilities	*	*
Speech/Language Impairment	30	96.8
District	207	73.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	50	2.2	1.8
Emotional Disturbance	36	1.6	1.1
Intellectual Disability	8	0.3	0.5
Learning Disability	65	2.8	5.2
Other Health Impairment	67	2.9	3.1
Other Disabilities	32	1.4	1.1
Speech/Language Impairment	45	2.0	1.8
All Disabilities	303	13.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	3.3	8.3
Private Schools or Other Settings	13	4.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,018,181	9,803	9,847
Instructional Supplies and Equipment	455,178	194	287
Improvement of Instruction and Educational Media Services	1,246,424	531	589
Student Support Services	1,823,259	777	1,120
Administration and Support Services	4,612,800	1,965	1,905
Plant Operation and Maintenance	3,102,147	1,321	1,648
Transportation	2,606,277	787	904
Costs of Students Tuitioned Out	2,010,131	N/A	N/A
Other	0	0	208
Total	38,874,397	15,880	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,126,697	1,332	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,163,745	34.8	33.8
Noncertified Personnel	2,140,692	23.5	14.5
Purchased Services	62,571	0.7	5.5
Tuition to Other Schools	1,845,551	20.3	23.4
Special Ed. Transportation	758,654	8.3	8.7
Other Expenditures	1,127,972	12.4	14.1
Total Expenditures	9,099,185	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.5	63.8
State	31.2	33.7
Federal	2.3	2.5
Tuition & Other	0.0	0.0

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	28	66.0	28	67.7
Black or African American	54	65.1	54	58.9
Hispanic or Latino	196	62.9	196	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	46	73.5	46	67.2
White	855	71.5	855	68.3
English Learners	132	66.0	132	61.5
Non-English Learners	1050	70.2	1050	66.5
Eligible for Free or Reduced-Price Meals	433	64.5	433	60.1
Not Eligible for Free or Reduced-Price Meals	749	72.7	749	69.3
Students with Disabilities	145	49.4	145	41.5
Students without Disabilities	1037	72.6	1037	69.3
High Needs	563	63.9	563	58.8
Non-High Needs	619	75.0	619	72.4
District	1182	69.7	1182	65.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	74.4	86.2	87.4	94.4	658	85.3
Curl Up	91.3	88.6	90.9	95.1	658	91.3
Push Up	72.1	66.5	74.9	91.0	658	75.5
Mile Run/PACER	53.5	83.2	76.6	87.5	658	74.6
All Tests - District	34.9	57.5	62.9	72.2	658	56.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	12	*
Hispanic or Latino	28	82.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	85	82.4
Students with Disabilities	29	72.4
District	192	90.1
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	82	48.5
Male	95.7	82	44.3
Black or African American	95.2	*	*
Hispanic or Latino	93.8	23	35.9
White	97.3	133	52.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.6	36	31.9
Students with Disabilities	78.3	*	*
District	96.3	164	46.3
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	81.4	93.7
Male	60.7	82.5
Black or African American	*	*
Hispanic or Latino	65.2	*
White	72.2	90.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.3	85.7
Students with Disabilities	52.4	*
District	70.9	89.0
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.7	75	46.5	50	93.0	67.6
	High Needs Students	63.9	75	42.6	50	85.2	57.5
Math Performance Index	All Students	65.9	75	44.0	50	87.9	62.7
	High Needs Students	58.8	75	39.2	50	78.4	52.0
ELA Academic Growth	All Students	65.4%	100%	65.4	100	65.4	60.7%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.6%
Math Academic Growth	All Students	75.1%	100%	75.1	100	75.1	61.9%
	High Needs Students	70.0%	100%	70.0	100	70.0	55.4%
Chronic Absenteeism	All Students	9.3%	<=5%	41.4	50	82.7	10.7%
	High Needs Students	14.8%	<=5%	30.4	50	60.8	16.6%
Preparation for CCR	% Taking Courses	70.9%	75%	47.3	50	94.5	74.8%
	% Passing Exams	46.3%	75%	30.9	50	61.8	44.8%
On-track to High School Graduation		87.0%	94%	46.3	50	92.5	87.5%
4-year Graduation All Students (2017 Cohort)		90.1%	94%	95.9	100	95.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		84.5%	94%	89.9	100	89.9	81.8%
Postsecondary Entrance (Class of 2017)		70.9%	75%	94.5	100	94.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 56.2%	75%	37.5	50	75.0	96.6% 50.1%
Arts Access		59.7%	60%	49.7	50	99.5	51.2%
Accountability Index				1010.4	1250	80.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.9	11.1	15.9	
Math Performance Index Gap	72.4	58.8	13.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	84.5%	9.5%	12.7%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.0
Math	All Students	99.4
	High Needs Students	99.0
Science	All Students	99.6
	High Needs Students	99.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Plainville has a long history of working toward continuous improvement through individual school improvement plans and district-wide program improvement. After a comprehensive program evaluation of our special education services, the district decided to decentralize programs and return children to their neighborhood schools to receive the same services. We expanded our special education pre-kindergarten program to include all four-year-old children in their neighborhood schools.

We provide a strong program of professional learning for certified staff to improve their skills in the development and implementation of individualized education plans (IEPs) aligned to the goals of the Connecticut Core Standards (CCS).

We use a Universal Design for Learning approach to curriculum and lesson design to ensure access for all students. We have shifted special education service delivery from a self-contained setting to the general education classroom whenever possible and increased the number of tutors to provide remediation and support for all students. We use SRBI for both behavior modification as well as academics, and we continue to implement instructional and assistive technology strategies to ensure that students with disabilities can access the curriculum.

Each school embraces a proactive approach to truancy prevention by routinely examining attendance data and reaching out to parents through letters, phone calls, emails, and home visits. When necessary, we partner with local agencies, including DCF, juvenile court, community-based mental health service providers, as well as school and town-wide social workers to support students and families in resolving attendance issues. Providing numerous opportunities for students to become engaged in school and after school helps to prevent truancy. We have a strong program of after-school clubs, activities, and sports that promote attendance in school. The Plainville Family Resource Network is another resource offering parent learning programs that provide valuable information on parenting and discipline.

There are parent-teacher organizations at each school, and administrators and teachers use regular newsletters and/or e-blasts through School-Messenger to keep parents informed about what is happening in the classroom and school. In addition, teachers, utilize folders, planners, web-pages, Google applications, blogs, progress reports, phone calls and emails to keep parents informed between report cards. Parent conferences are offered at each school, and teachers are encouraged to contact parents regularly to provide positive feedback as well as to express concerns over declining grades, attendance, or behavior. Parents of middle and high school students have access to their children's grades through the PowerSchool Parent Portal. Annual Back-to-School nights and the high school's annual Curriculum and Activities Showcase increase parent understanding of the curriculum and course offerings that are geared to student interests.

Parents, faculty, staff and community members participated in the development of the district's strategic plan and helped to draft the district and individual school 21st-century learning expectations. The annual Community Showcase provides information on district-wide initiatives. Communication is monitored through regular surveys.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. Over 5% of our students are Open Choice students, and we continue to increase the number of Open Choice students in our school. In 2016-17, 116 students from the Open Choice program were integrated into our schools. Students are encouraged to participate in summer school offerings, freshman orientation program for high school students, and an ice cream social and or picnic for incoming elementary students and their families. Achievement and Learning Centers at the middle and high schools provide tutoring and support for students during the school day, and our homework club is staffed daily after school to provide homework support.

In addition to Open Choice, we have increased our magnet school participation from 40 in 2011-12 to 116 students in 2016-17. Hartford Magnet attendance increased from 10 students in 2011-12 to 39 students in 2016-17. In addition, we have 28 students who participated in the CREC and Learn magnet schools in 2016-17.

Plainville actively recruits minority educators and has added two administrators representing minority groups over the last five years. Educators take part in book studies on Culturally Responsive Teaching and participate in professional learning about diversity considerations in the classroom & school environment presentations.

Plainville partners with Farmington and New Britain each summer to offer inter-district opportunities combining literacy and the arts. Approximately 48 Plainville students and three staff members take part each summer.

Students at the elementary are provided with the opportunity to learn about different cultures through stories, cultural celebrations that include crafts, foods, costumes, and songs. In addition, students learn about the Underground Railroad, Martin Luther King, Native Americans, Helen Keller, Louis Braille and stories about immigration to the U.S.A. At the high school, students participate in programs to promote cultural awareness and college and career fair days that promote student knowledge about colleges and universities that match their career plans. Finally, all 3-12 grade students have a one-to-one Chromebook that provides computer access in and out of the classroom.

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Equitable Allocation of Resources among District Schools

The budgeting process used in Plainville begins with the district strategic plan vision and goals. Each building principal assesses the needs of the school as it relates to the strategic plan. Elementary classrooms across the district benefit from an excellent teacher to student ratio, and every effort is made to balance class sizes across the district. The technology plan ensures equity across buildings, and budgeting for classroom resources is done on a per-student basis. All elementary schools and the middle school receive Title I support. Therefore, students most in need of services are receiving the benefits afforded by the grant. Administrators make decisions about allocation of resources collaboratively across the district. This team approach to allocation of resources ensures equity and organizational coherence.