Connecticut State Department of Education

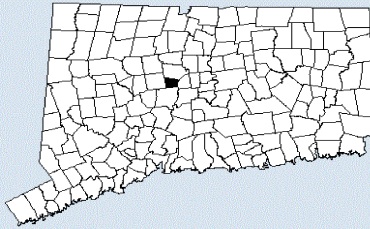# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

Plainville School District

Mr. Jeffrey Kitching, Superintendent • 860-793-3200 • www.plainvilleschools.org/

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,338
Per Pupil Expenditures[1]	$14,605
Total Expenditures[1]	$35,943,256

[1]*Expenditure data reflect the 2012-13 year.*

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2014)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 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.
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,136	48.6	48.3
Male	1,202	51.4	51.6
American Indian	*	*	0.2
Asian	56	2.4	4.6
Black or African American	116	5.0	12.9
Hispanic or Latino	328	14.0	21.2
Pacific Islander	*	*	0.0
White	1,742	74.5	58.4
Two or More Races	91	3.9	2.3
English Language Learners	115	4.9	5.7
Eligible for Free or Reduced-Price Meals	722	30.9	37.3
Students with Disabilities[1]	346	14.8	12.8

[1]Students 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	86	7.7	20	1.7
Male	90	7.6	69	5.6
Black or African American	11	10.1	16	14.5
Hispanic or Latino	44	13.3	16	4.6
White	113	6.6	54	3.0
English Language Learners	10	8.3	*	*
Eligible for Free or Reduced-Price Meals	89	12.4	53	7.2
Students with Disabilities	41	14.1	26	6.7
District	176	7.7	89	3.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	177.4
Paraprofessional Instructional Assistants	29.8
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	62.7
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.5
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	14.2
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	120.4

[1]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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	0	0	1.0
Black or African American	2	0.8	3.5
Hispanic	3	1.2	3.6
Native American	0	0	0.1
White	248	98.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	33	23.9	65	46.8
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	21.4	11	23.9
Students with Disabilities	*	*	0	0
District	41	23.8	77	44.8
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	19	63.3
Emotional Disturbance	19	54.3
Intellectual Disability	*	*
Learning Disability	76	95.0
Other Health Impairment	76	87.4
Other Disabilities	*	*
Speech/Language Impairment	36	100.0
District	237	78.7
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	36	1.5	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	80	3.4	4.2
Other Health Impairment	89	3.8	2.5
Other Disabilities	39	1.6	1.0
Speech/Language Impairment	44	1.9	1.9
All Disabilities	326	13.7	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	21,093,780	8,968	8,769
Instructional Supplies and Equipment	489,165	208	275
Improvement of Instruction and Educational Media Services	1,120,243	476	487
Student Support Services	1,574,708	670	965
Administration and Support Services	4,194,437	1,783	1,600
Plant Operation and Maintenance	3,353,557	1,426	1,472
Transportation	1,789,414	573	786
Costs of Students Tuitioned Out	2,327,952	N/A	N/A
Other	0	0	178
Total	35,943,256	14,605	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	3,662,599	1,557	1,434

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,521,476	33.3	35.6
Noncertified Personnel	1,378,030	18.2	14.5
Purchased Services	107,968	1.4	5.0
Tuition to Other Schools	2,168,515	28.7	21.4
Special Ed. Transportation	365,588	4.8	8.5
Other Expenditures	1,022,670	13.5	14.9
Total Expenditures	7,564,247	100.0	100.0
PK-12 Expenditures Used for Special Education		21.0	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	65.1	62.8
State	32.5	34.6
Federal	2.0	2.2
Tuition & Other	0.4	0.5

[4]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 Correction).

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	73.6	73.5	76.9	76.0	.	.	.		
Hispanic or Latino	77.2	78.2	77.6	77.4	.	.	.		
English Language Learners	76.9	72.5	75.1	65.7	.	.	.		
Eligible for Free or Reduced-Price Meals	77.8	78.2	79.4	76.5	.	.	.		
Students with Disabilities	63.3	62.0	57.9	53.1	.	.	.		
High Needs	75.5	74.8	75.0	71.3	.	.	.		
District	85.5	84.9	85.2	83.5	.	.	.		

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14				
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.		
Hispanic or Latino	.	.	.	73.2	.	.	.		
English Language Learners	.	.	.	.	.	.	.		
Eligible for Free or Reduced-Price Meals	67.4	63.2	75.2	71.6	.	.	.		
Students with Disabilities	39.6	52.8	.	48.9	.	.	.		
High Needs	63.4	62.6	71.4	65.3	.	.	.		
District	76.3	77.7	78.2	80.9	.	.	.		

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

[1]NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.0	90.2	87.5	66.7	686	81.5
Curl Up	92.8	93.9	94.1	91.5	686	93.0
Push Up	75.7	81.7	75.0	84.7	686	79.4
Mile Run/PACER	61.9	87.2	71.7	70.9	686	72.6
All Tests - District	49.2	71.3	59.2	52.9	686	57.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	62	82.3	78.8	Yes	80.3
Students with Disabilities	30	70	78.8	No	80.3
District	206	88.8	89.0	No	89.5
State[4]		85.5			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.8	59	36.2
Male	66.3	60	33.1
Black or African American	*	*	*
Hispanic or Latino	68.8	7	21.9
White	73.6	102	36.8
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.9	16	18.2
Students with Disabilities	*	*	*
District	74.1	119	34.6
State	72.9		37.6

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]Participation 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.
Copyright © 2014 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 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 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	83.3	87.7
Male	72.9	80.6
Black or African American	*	*
Hispanic or Latino	*	*
White	81.1	87.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.8	81.3
Students with Disabilities	56.0	*
District	78.6	84.3
State	72.7	88.5

[7]College 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.

[8]College 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

Narratives

School District Improvement Plans and Parental Outreach Activities

The district has a long history of working toward continuous improvement through individual school improvement plans as well as district-wide program improvement. Last year the district conducted a comprehensive program evaluation of special education services resulting in decentralization so that children could return to their neighborhood schools. We expanded our special education pre-kindergarten program 80% of Plainville four-year-old children in their neighborhood schools. We provided a strong program of professional learning for certified staff to improve the quality and implementation of individualized education plans (IEPs) aligned to the goals of the Connecticut Core Standards (CCS) to ensure educational benefits for students with disabilities in the least restrictive environment.

A Universal Design for Learning approach to curriculum and lesson design over the last two years improves access to the curriculum for all students. Our SRBI efforts have included shifting special education service delivery from a self-contained setting to the general education classroom, along with an increase in the number of tutors across the district to provide remediation/support for all students. Increasing the capacity of faculty and staff to prescribe SRBI for both behavior modification as well as academics through training, professional learning offerings, and self-designed learning opportunities has also been a focus.

District-wide data teaming/professional learning networks enable teachers to share best practices, examine student work and performance levels to determine root causes and effect instructional change has led to a universal understanding of what "good" instruction looks like in tiers 1, 2, and 3. Regular use of an "instructional rounds" model - both at the school and district level - contributes to this understanding of instructional excellence and helps us plan for next steps in the pursuit of continuous improvement.

Each school in the district embraces a proactive approach to truancy prevention. We routinely examine attendance data and reach 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 our 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 in our efforts 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 include child care and meals and provide valuable information on parenting and discipline.

Parental involvement is encouraged district-wide. Administrators and teachers use regular newsletters and/or "e-blasts" through School-Messenger to keep parents informed. Family Math and Family Science nights offered at elementary schools provide parents with games/activities that they can do at home. Conferences, Back-to-School nights, Curriculum Showcase, and the Parent Portal encourage parent involvement at middle and high schools. Communication is monitored through regular surveys, giving us feedback on our efforts in order to improve.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville continues its efforts to reduce racial, ethnic, and economic isolation. Over the last three years we have increased the number of Open Choice students from 67 to 108. Over 5% of our students are Open Choice students. Students from the Open Choice program are integrated into our schools and nurtured along with other students to ensure academic success through a variety of programs. Thirty-two students participated in summer school offerings at our elementary and high school, and 20 students and 10 teachers participated in an Open House and luncheon for incoming high school students to help them become acclimated to the school. The Achievement Center provides tutoring and support for students during the school day, and our homework club is staffed daily after school to provide homework support. We have increased our magnet school participation from 40 in 2011-12 to 90 students in 2013-14. We have hosted 10 foreign exchange students and have taken 25 students and five faculty members abroad. Three of our Interact Club students participated in a humanitarian aid trip to Honduras along with local Rotary Club members.

Plainville actively recruits minority educators and added two administrators representing minority groups over the last three years. Twenty-one educators recently took part in a book study on "Why Race Matters in School." Plainville partners with Farmington and New Britain each summer to offer inter-district opportunities combining literacy and the arts. Approximately 40 Plainville students and three staff members take part each summer.

Throughout our curricula, students at all grade levels explore diversity of individuals and cultures. Mentor texts are used in our elementary schools to explore diversity of individuals and cultures. Middle school curriculum, such as our year-long 8th grade humanities emphasis on the theme of "tolerance." All high school students participate in workshops offered by the Anti-Defamation League and more than 400 students took part in Cultural Awareness Day. Finally, our one-to-one Chromebook initiative levels the playing field for all students, enabling each of our students in grades 6 through 12 to have access to the technology they need to be successful in acquiring 21st century skills.

Equitable Allocation of Resources among District Schools

The budgeting process used by the Plainville CommunitySchools begins with the district strategic plan goals and with each building principal assessing the needs of his or her school as it relates to the strategic plan. We have one middle and one high school, and resources are allocated based upon program needs as well as student population. The three elementary schools benefit from an excellent teacher to student ratio, and every effort is made to balance class sizes across the district.

Each classroom in the district is equipped with an interactive white board, and each student in grades 5 through 12 have access to a Chromebook. Laptop and iPad carts are provided to each school based upon student population. Library books and periodicals are also based upon student population at each school.

All elementary schools and the middle school receive Title I support, with students most in need of services receiving them first. Administrators make decisions about allocation of resources collaboratively across the district. This team approach to allocation of resources ensures equity and organizational coherence.