

STRATEGIC SCHOOL PROFILE 2007-08**Plymouth School District**

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Location: 77 Main Street
Terryville,
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: 5	District Enrollment as % of Estimated. Student Population: 95.3%

*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, 2007 1,897
5-Year Enrollment Change -0.2%

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	311	16.4	20.0	28.7
K-12 Students Who Are Not Fluent in English	13	0.7	1.9	5.4
Students Identified as Gifted and/or Talented	0	0.0	2.5	4.0
PK-12 Students Receiving Special Education Services in District	201	10.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	99	88.4	78.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	15.9	22.7	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	17	0.9
Black	40	2.1
Hispanic	45	2.4
White	1,791	94.4
Total Minority	106	5.6

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 7.

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.

Through the Plymouth School to Career Programs, our students participate in the Conference for United Way Youth Forum, Youth and Government, and a Diversity Club. In addition, our involvement in the IT Academy connects our students with students in rural and urban settings. The Plymouth Public Schools continue to involve approximately 105 students with the Maloney, Rotella, and the Performing Arts Magnet Schools in Waterbury. In addition, students from Terryville High School are involved in RYLA (Rotary Youth Leadership Award). We send two students each year to work with students from other districts in Massachusetts and Connecticut in Team Building and Leadership training. Our LEO Club (Youth Lion's Club) also works with other LEO Clubs in our state in leadership training activities. The LEO Club at Terryville High School is the largest LEO Club in our state. At the middle school, students are involved in the Kids in the Middle (KIM) Program sponsored by the United Way of West Central Connecticut. Students in the KIM Program work on community and civic initiatives in Plymouth. They also partner with the other 3 United Way communities of Bristol, Burlington, and Plainville.

The use of computers has provided the students of Plymouth the opportunity to communicate with and learn about diverse cultures through distant learning programs in our Virtual High School Program. The students from Terryville High School compete in the Academic Bowl against public and private school students from Burlington and Bristol. Our students at Terryville High School participate in Oral History through Education Connection, Amnesty International Rally, and the Electrathon Club. These activities involve our students in cooperative activities with students from abroad. This student-to-student interaction is helpful 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	44.4	52.0	20.2
Writing	58.1	63.4	22.1
Mathematics	54.9	60.0	23.3
Grade 4 Reading	42.3	55.9	11.4
Writing	59.7	62.9	26.4
Mathematics	50.8	60.3	23.3
Grade 5 Reading	56.2	62.2	20.4
Writing	62.2	64.5	29.0
Mathematics	63.3	65.9	32.7
Science	58.1	54.9	34.0
Grade 6 Reading	63.3	66.3	23.8
Writing	57.0	61.9	26.2
Mathematics	65.2	66.4	30.4
Grade 7 Reading	72.6	71.1	32.9
Writing	54.3	62.0	21.9
Mathematics	62.8	63.0	33.5
Grade 8 Reading	53.0	64.8	15.7
Writing	55.2	63.4	24.5
Mathematics	63.4	60.8	37.7
Science	52.7	58.6	25.8

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	42.0	45.5	36.9
Writing Across the Disciplines	60.3	57.9	39.2
Mathematics	47.3	50.1	31.5
Science	32.6	46.3	20.8

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
	39.6	36.1	57.2

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.3	77.6	
Average Score	Mathematics	501	504	43.8
	Critical Reading	493	502	33.1
	Writing	489	503	30.0

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 2007	88.5	92.6	13.8
Cumulative Four-Year Dropout Rate for Class of 2007	9.6	6.2	13.5
2006-07 Annual Dropout Rate for Grade 9 through 12	3.4	1.7	9.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.3	83.4
% Employed (Civilian Employment and in Armed Services)	8.4	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	115.45
Paraprofessional Instructional Assistants	10.25
Special Education	
Teachers and Instructors	15.00
Paraprofessional Instructional Assistants	21.50
Library/Media Specialists and 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	5.00
Other Staff Providing Non-Instructional Services and Support	114.70

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	15.1	13.5	13.6
% with Master's Degree or Above	86.4	71.0	75.6

Average Class Size	District	DRG	State
Grade K	13.5	16.0	18.1
Grade 2	20.6	17.8	19.3
Grade 5	21.3	19.7	20.9
Grade 7	22.7	19.7	20.5
High School	20.3	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	948	996	987
Middle School	1,006	1,025	1,017
High School	996	1,004	1,006

*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*	4.2	3.8	3.4
Middle School	5.1	2.9	2.7
High School	4.2	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$11,547	\$6,058	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$619	\$325	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$381	\$200	\$443	\$246	\$429
Student Support Services	\$1,520	\$798	\$764	\$662	\$761
Administration and Support Services	\$1,757	\$922	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$2,474	\$1,298	\$1,329	\$1,282	\$1,322
Transportation	\$2,131	\$1,011	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$1,509	N/A	N/A	N/A	N/A
Other	\$303	\$159	\$147	\$166	\$145
Total	\$22,241	\$10,776	\$12,203	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$14,970	\$7,854	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,146,775
Percent of Total PK-12 Expenditures Used for Special Education	23.1%

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	39.1	59.3	1.5	0.1
Excluding School Construction	53.9	43.5	2.4	0.2

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. This past 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 allowed even a more equitable educational opportunity for the students in Plymouth. However, when needs specific to a particular school or student population are identified, resources are provided to address the specific need or needs through district-wide budgetary resources. Special Education and Title I funding are of assistance in our district in providing specific funding in areas of need in our schools. It must be noted that the Legislative modification to the Education Cost Sharing Grant allowing towns to use a portion of their ECS Aid for non-educational purposes has been fiscally damaging to our school district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	209
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	15	0.8	0.6	0.7
Learning Disability	57	2.9	3.8	4.0
Intellectual Disability	8	0.4	0.5	0.5
Emotional Disturbance	23	1.2	1.2	1.0
Speech Impairment	34	1.7	2.3	2.4
Other Health Impairment*	53	2.7	2.0	2.1
Other Disabilities**	19	1.0	0.8	0.9
Total	209	10.6	11.2	11.5

*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 2006-07 with a Standard Diploma	81.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.0	2.8

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	9.5	20.4	56.2	62.1
	Writing	4.7	19.3	57.5	63.0
	Mathematics	11.8	22.6	60.6	62.7
	Science	15.4	22.2	55.3	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	42.0	45.5
	Writing Across the Disciplines	N/A	N/A	60.3	57.9
	Mathematics	N/A	N/A	47.3	50.1
	Science	N/A	N/A	32.6	46.3

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	24.5
	% With Accommodations	75.5
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		13.1

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	9.1

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	156	74.6	70.9	71.6
40.1 to 79.0 Percent of Time	21	10.0	18.2	16.6
0.0 to 40.0 Percent of Time	32	15.3	10.9	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student assessments over the last three years have been relatively flat throughout our district with a slight positive trend in reading and mathematics. Writing scores have shown a strong, positive growth across the district. Student scores in reading and mathematics subtests have grown slowly 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 establishes student achievement targets for winter and spring mastery in reading comprehensive 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 to institute consistent methodology district-wide. The district K-8 mathematics curriculum has been revised and aligned with the Connecticut framework. Target goals are established for student improvement based on CMT analysis by grade level.
