

STRATEGIC SCHOOL PROFILE 2010-11**Plainville School District**

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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: Hartford

Town Population in 2000: 17,328

1990-2000 Population Growth: -0.4%

Number of Public Schools: 5

Per Capita Income in 2000: \$23,257

Percent of Adults without a High School Diploma in 2000*: 16.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.7%

District Enrollment as % of Estimated. Student Population: 97.1%

*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, 2010 2,455
5-Year Enrollment Change -5.7%

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	556	22.6	27.3	34.1
K-12 Students Who Are Not Fluent in English	80	3.3	1.9	5.6
Students Identified as Gifted and/or Talented*	61	2.5	2.9	4.0
PK-12 Students Receiving Special Education Services in District	326	13.3	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	135	87.1	73.3	80.2
Homeless	4	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	29	7.0	13.4	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.2
Asian American	52	2.1
Black	117	4.8
Hispanic	278	11.3
Pacific Islander	2	0.1
White	1,921	78.2
Two or more races	79	3.2
Total Minority	534	21.8

Percent of Minority Professional Staff: 1.2%

Open Choice:

47 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

11.4% 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 25.

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 Plainville community is not substantially diverse in terms of race, economics or ethnicity. For this reason, we continue a long standing commitment to the Choice program. Plainville was one of the first communities to participate in Project Concern at its inception. Next year we will educate 70 students from Hartford in grades K through 12, including two sections of full-day kindergarten. Our goal is to bring students into our schools at an early age in the hopes that they will stay with us through twelfth grade, developing their academic, artistic and social talents alongside students residing in Plainville, and becoming members of our school community. We also benefit from our neighboring school districts through Interdistrict Cooperative Grants that help all students increase their academic achievement, enhance their understanding of different cultures, and value the diversity in our lives. This year we participated in several summer programs that brought together students from a variety of neighboring towns to develop their artistic and writing skills at the elementary level, and their artistic and performing arts skills at the secondary level. Units of study developed in collaboration with the Bushnell continue to give students the opportunity to learn about other cultures through literature, writing, and the arts. Plainville is proud of the support we offer a growing population of English Language Learners. Families are welcomed into the school community through an active partnership between the Adult Education Program, Family Resource Center, and our neighborhood schools. Language acquisition and literacy programs are offered for pre-school children as well as for adults. Through a school readiness grant and a partnership with Plainville Day Care we are able to provide pre-school education for 18 students who might not otherwise be able to afford quality pre-school experiences. The program is housed at Toffolon Elementary School, ensuring smoother transitions from pre-school to kindergarten. Major obstacles to reducing racial, ethnic and economic isolation are a lack of minority candidates, classroom space, and the inability to attract more Choice participants, as well as the financial support to sustain new initiatives.

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	61.1	58.4	38.8
Writing	69.6	61.1	57.8
Mathematics	58.5	63.0	24.8
Grade 4 Reading	65.7	62.5	40.5
Writing	80.8	65.5	72.6
Mathematics	74.6	67.0	51.2
Grade 5 Reading	70.1	61.4	53.4
Writing	81.8	66.8	71.2
Mathematics	79.0	72.5	50.3
Science	64.5	59.9	37.4
Grade 6 Reading	81.7	76.0	45.2
Writing	62.5	65.2	31.5
Mathematics	78.1	71.3	50.0
Grade 7 Reading	81.2	77.8	38.2
Writing	63.5	58.9	45.6
Mathematics	68.2	68.4	35.3
Grade 8 Reading	81.3	74.7	45.2
Writing	66.8	64.8	36.9
Mathematics	81.2	66.6	63.1
Science	77.7	63.1	57.3

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	45.8	44.7	42.4
Writing Across the Disciplines	60.2	61.2	36.8
Mathematics	48.7	49.5	39.1
Science	48.0	47.0	41.4

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
	56.0	51.0	57.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.9	70.6	
Average Score	Mathematics	498	510	33.6
	Critical Reading	501	505	42.7
	Writing	501	510	39.7

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 2010	88.0	81.8	47.3
2009-10 Annual Dropout Rate for Grade 9 through 12	1.9	2.8	25.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	84.8
% Employed (Civilian Employment and in Armed Services)	1.8	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	171.20
Paraprofessional Instructional Assistants	26.75
Special Education	
Teachers and Instructors	27.00
Paraprofessional Instructional Assistants	66.66
Library/Media Specialists and/or Assistants	6.92
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	14.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	119.62

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	13.0	14.3	13.9
% with Master's Degree or Above	82.2	76.3	79.0

Average Class Size	District	DRG	State
Grade K	15.9	16.3	18.4
Grade 2	19.0	18.8	19.9
Grade 5	19.0	19.5	21.2
Grade 7	19.8	19.8	20.6
High School	17.2	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	1,002	992
Middle School	1,066	1,019	1,017
High School	1,066	1,010	1,010

*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*	1.6	3.0	3.1
Middle School	2.6	2.4	2.4
High School	1.4	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$20,719	\$8,179	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$732	\$289	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$1,086	\$429	\$477	\$265	\$463
Student Support Services	\$1,579	\$623	\$875	\$744	\$872
Administration and Support Services	\$3,326	\$1,313	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$3,612	\$1,426	\$1,421	\$1,434	\$1,410
Transportation	\$1,595	\$606	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$2,234	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$161	\$168	\$159
Total	\$34,884	\$13,438	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,745	\$1,479	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,178,800	20.6	20.0	21.5

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	63.3	28.5	7.2	1.0
Excluding School Construction	61.2	29.7	8.0	1.1

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.

Plainville Community Schools insures the equity of resources and addresses the needs of students in a variety of ways. Elementary principals work together to shift and share staff to ensure favorable class sizes. All elementary schools benefit from a Reading Recovery and a literacy intervention program to assist students who experience difficulties with reading. Technology and curriculum are integrated and implemented equally at each school. Currently interactive whiteboards are in all schools except the middle school, and the district has a plan for ensuring that the middle school will receive these over the next few years. Each elementary school and the middle school receives Title I support with the students most in need of services receiving them first. Significant building projects have occurred in three of our buildings, with the other two having had renovation in the past, and having had updates along the way. Pacing guides are in place to ensure that all students experience common units of study. All schools benefit from the same educational experiences, staffing levels, facilities, and instructional materials.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	324
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

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	0.9	1.1	1.1
Learning Disability	96	3.8	3.6	3.9
Intellectual Disability	4	0.2	0.5	0.4
Emotional Disturbance	33	1.3	1.1	1.0
Speech Impairment	51	2.0	2.2	2.2
Other Health Impairment*	79	3.2	2.0	2.1
Other Disabilities**	39	1.6	0.9	0.9
Total	324	13.0	11.4	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 2009-10 with a Standard Diploma	84.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	34.9	33.0	73.9	68.6
	Writing	23.1	19.3	70.5	63.7
	Mathematics	39.6	33.4	73.1	68.2
	Science	15.4	21.2	71.5	61.5
CAPT	Reading Across the Disciplines	11.8	14.1	45.8	44.7
	Writing Across the Disciplines	8.7	17.3	60.2	61.2
	Mathematics	23.1	15.8	48.7	49.5
	Science	16.7	13.1	48.0	47.0

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	16.7
	% With Accommodations	83.3
CAPT	% Without Accommodations	8.0
	% With Accommodations	92.0
% Assessed Using Skills Checklist		5.9

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	2	0.6
Private Schools or Other Settings	26	8.0

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	253	78.1	76.5	74.1
40.1 to 79.0 Percent of Time	34	10.5	13.9	14.9
0.0 to 40.0 Percent of Time	37	11.4	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Plainville students continue to outperform their statewide peers in most grades and disciplines. The percentage of students scoring at the advanced and goal levels has increased significantly, while the percentage of students scoring below basic continues to decrease. Over the most recent generations of CMT and CAPT, for example, the number of fourth graders scoring at the below basic level decreased from 14 to 5 in math and from 28 to 17 in reading. In grade six, there were 16 students at the below basic level in math in 2006 and zero students below basic in math in 2011. In reading, sixth graders went from 32 below basic in reading to only 5 students in 2011. In grade 8 mathematics the number decreased from 20 in 2006 to one student in 2011, and in reading there were 32 students in 2006 and only 5 students in 2011. Finally, on the 10th grade CAPT, there were 13 students below basic in math in 2007 and only 4 students in 2011. In 10th grade reading the decrease was from 11 students in 2007 to 2 students in 2011. The district has embraced an instructional rounds model where central office administrators visit each school three times per year, using a protocol designed to identify patterns in instructional practices, followed by predictions of what students in the school would know, understand, and be able to do based upon the instruction observed, and then identifying with the principal and other building leaders (including teachers) next steps for continued instructional improvement. Building leaders have created their own protocols for instructional rounds and classroom observations and have engaged teachers in observing one another in order to identify instructional strategies that can be used in their own classrooms. Ending decades of isolated practice has been the result of these opening doors activities. The district is in its third year of participation in the Project Opening Doors initiative. Through the use of vertical teaming in math, science, language arts, and social studies, we have strengthened the alignment of curriculum and instruction, and we have built critical skills into a spiraling curriculum in order to prepare students for participation in advanced placement courses at the high school. As a result our participation in advanced placement courses has more than doubled, and we have increased the number of courses offered. The three elementary schools have embraced the reading and writing workshop model of instruction, resulting in increased reading stamina amongst our students. It is most noticeable in our struggling readers who demonstrated increased stamina on the CMT last spring. Increasing the use of common formative assessment data along with the ability to use these data to drive instructional change has been a focus for the district and will continue to be a focus in the coming years. Finally, our improvement efforts have been focused on the use of high yield instructional strategies and maximizing the effectiveness of these strategies by matching the strategy to the rigorous learning activities that are designed to promote student engagement. Ensuring that students have the opportunity to practice and apply content knowledge and skills in authentic learning activities has resulted in an increase in both rigor and engagement for our students.
