Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Plymouth School District

Dr. Martin Semmel, Superintendent • 860-314-8005 • http://plymouth.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,466
Per Pupil Expenditures[1]	$15,145
Total Expenditures[1]	$25,201,120

[1]*Expenditure data reflect the 2016-17 year.*
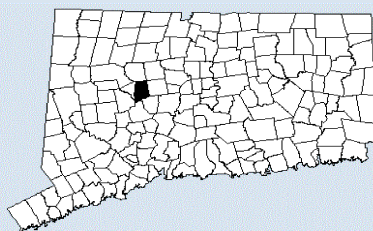
Community Information

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

Contents

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	704	48.0	48.4
Male	762	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	24	1.6	5.1
Black or African American	*	*	12.8
Hispanic or Latino	141	9.6	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	37	2.5	3.3
White	1,247	85.1	53.6
English Learners	20	1.4	7.2
Eligible for Free or Reduced-Price Meals	479	32.7	36.7
Students with Disabilities[1]	243	16.6	14.8

[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	69	10.3	31	4.4
Male	70	9.6	82	10.6
Black or African American	0	*	*	*
Hispanic or Latino	27	21.3	17	12.3
White	105	8.8	87	6.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	88	15.3	68	11.1
Students with Disabilities	52	21.8	40	14.4
District	139	9.9	113	7.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 88

Number of school-based arrests: 12

[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	92.0
Paraprofessional Instructional Assistants	8.1
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	41.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.7
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	96.5

[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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	1.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	142	98.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	7	*
White	52	48.1	120	96.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	23	46.9	37	90.2
Students with Disabilities	9	*	27	90.0
District	58	45.0	129	94.9
State		69.3		80.1

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	15	42.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	63	96.9
Other Health Impairment	47	66.2
Other Disabilities	*	*
Speech/Language Impairment	21	100.0
District	163	70.3
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	35	2.3	1.8
Emotional Disturbance	22	1.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	65	4.2	5.2
Other Health Impairment	73	4.7	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	24	1.6	1.8
All Disabilities	240	15.5	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	20	8.3	8.3
Private Schools or Other Settings	13	5.4	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	13,207,586	8,894	9,847
Instructional Supplies and Equipment	447,932	302	287
Improvement of Instruction and Educational Media Services	390,940	263	589
Student Support Services	1,768,002	1,191	1,120
Administration and Support Services	2,160,169	1,455	1,905
Plant Operation and Maintenance	2,081,655	1,402	1,648
Transportation	1,855,131	1,089	904
Costs of Students Tuitioned Out	1,967,387	N/A	N/A
Other	1,322,318	890	208
Total	25,201,120	15,145	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	1,407,126	948	1,393

[3]Expenditures 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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,359,557	34.9	33.8
Noncertified Personnel	732,807	10.8	14.5
Purchased Services	324,552	4.8	5.5
Tuition to Other Schools	1,826,869	27.0	23.4
Special Ed. Transportation	638,024	9.4	8.7
Other Expenditures	881,670	13.0	14.1
Total Expenditures	6,763,479	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	56.6	54.2
State	40.5	42.8
Federal	2.2	2.3
Tuition & Other	0.7	0.7

[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 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	16	*	16	*
Black or African American	7	*	7	*
Hispanic or Latino	67	59.5	67	57.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	12	*	12	*
White	669	66.5	667	65.5
English Learners	15	*	15	*
Non-English Learners	759	65.8	757	64.6
Eligible for Free or Reduced-Price Meals	303	61.2	302	60.3
Not Eligible for Free or Reduced-Price Meals	471	68.1	470	67.0
Students with Disabilities	123	46.1	122	43.6
Students without Disabilities	651	69.1	650	68.2
High Needs	353	59.4	352	58.2
Non-High Needs	421	70.5	420	69.5
District	774	65.4	772	64.3

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.5	75.0	82.9	92.1	421	83.6
Curl Up	83.8	85.3	95.2	91.0	421	88.6
Push Up	64.9	69.0	81.0	84.3	421	74.1
Mile Run/PACER	68.5	81.0	84.8	74.2	421	77.2
All Tests - District	46.8	55.2	65.7	69.7	421	58.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

[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]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56	78.6
Students with Disabilities	26	61.5
District	136	86.8
State		87.9

[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.

[2]Cohort 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 Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.9	55	45.1
Male	94.4	46	32.2
Black or African American	*	*	*
Hispanic or Latino	100.0	7	30.4
White	94.4	92	39.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.4	23	25.6
Students with Disabilities	74.5	*	*
District	95.1	101	38.1
State	96.3		44.8

[3]College 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

[4]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.

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

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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	69.4	80.6
Male	58.3	88.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	65.2	82.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	35.6	66.7
Students with Disabilities	*	*
District	62.8	83.9
State	70.9	88.3

[5]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.

[6]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

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	65.4	75	43.6	50	87.2	67.6
	High Needs Students	59.4	75	39.6	50	79.2	57.5
Math Performance Index	All Students	64.3	75	42.9	50	85.8	62.7
	High Needs Students	58.2	75	38.8	50	77.6	52.0
ELA Academic Growth	All Students	48.8%	100%	48.8	100	48.8	60.7%
	High Needs Students	47.2%	100%	47.2	100	47.2	55.6%
Math Academic Growth	All Students	59.6%	100%	59.6	100	59.6	61.9%
	High Needs Students	58.3%	100%	58.3	100	58.3	55.4%
Chronic Absenteeism	All Students	9.9%	<=5%	40.1	50	80.3	10.7%
	High Needs Students	15.9%	<=5%	28.1	50	56.2	16.6%
Preparation for CCR	% Taking Courses	70.6%	75%	47.0	50	94.1	74.8%
	% Passing Exams	38.1%	75%	25.4	50	50.8	44.8%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		86.8%	94%	92.3	100	92.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.3%	94%	88.7	100	88.7	81.8%
Postsecondary Entrance (Class of 2017)		62.8%	75%	83.7	100	83.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.3% | 58.7%	75%	39.1	50	78.2	96.6% | 50.1%
Arts Access		40.9%	60%	34.1	50	68.2	51.2%
Accountability Index				**907.3**	**1250**	**72.6**	

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	70.5	59.4	11.1	15.9	
Math Performance Index Gap	69.5	58.2	11.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	83.3%	10.7%	12.7%	N

[1]If 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.

[2]If 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	99.3
	High Needs Students	98.9
Math	All Students	99.1
	High Needs Students	98.7
Science	All Students	98.3
	High Needs Students	97.0

[3]Minimum 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

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2017-2018 school year saw significant improvements in the district even though the district suffered major losses to staff due to the significant midyear cuts to the Education Cost Sharing Grant from the State of CT. The District Improvement Plan focused on improving our student academic outcomes while beginning the process of intentionally embedding emotional intelligence into our daily work. The District Data Team began its third year in existence by streamlining our processes and digging deeper into meaningful data. A heavy emphasis was placed on formative data of standardized assessments like STAR and NWEA. This work led to both district discussion and school actions around needed steps to ensure that all students were making meaningful progress. Our work with chronic absenteeism was also a priority as each school was responsible for reducing absenteeism. The Social Workers leading the school level efforts discussed successes and challenges at the District Data Team and the team was pleased to see an overall reduction in chronic absenteeism across the district. The streamlining of the DDT allowed the district to begin its full implementation of Instructional Rounds. Training was provided by the Superintendent of Schools and the Director of Curriculum and Instruction leading to Instructional Rounds visits to the middle school and high school during the year. From a curriculum standpoint, we began the process of using an online tool to house our curriculum benefiting our work with new curriculum, including units based in the Next Generation Science Standards. Additionally, we moved our Word Study Program (Fundations) to grade 3 during the year. Furthermore, we had our first group of juniors at the high school take AP Language and Composition and our first group of 6th graders engage in Readers Workshop at the middle school. .During the 2017-2018 school year we continued to work with our special education teachers and administrators to ensure that IEP's contained all of the required information and that student goals were data driven. Special education staff conducted peer reviews on completed IEP's to ensure that each student was being considered on an individual level. Finally, we hired a Board Certified Behavior Analyst for the district who worked closely with staff and students to improve behavioral and academic outcomes. .In terms of communication, each principal continued to send out weekly email blasts to all parents. A monthly update to all parents in the district was provided by the Superintendent of Schools as well. During the 2017-2018 school year we posted our district and school improvement plans online and shared direct links to these plans in our communications with parents. The goals for the Superintendent of Schools, which included the midyear and final update, were also placed online and shared with parents. We spent part of the year revising our Elementary Report cards thus increasing the clarity of information that is shared with parents throughout the year. Parents were members of many of our committees including PTA's, District Data Team, School Safety Teams, and our Instructional Rounds Team. These frequent communications in conjunction with long established parent meetings provided significant opportunities for the schools to provide support to parents working at home with their children.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plymouth Public Schools engage in many activities designed to reduce racial, ethnic and economic isolation. Through intra-district collaborative programs or community-based efforts, the students that attend Plymouth schools are nurtured and cared for despite Plymouth being a community of moderate means and a high percentage of students on Free and Reduced lunch. One of our highlights was the inauguration of our Smart Start Pre-K Program. Embedded in the curriculum for all elementary levels are many opportunities that expose students to our diverse world. For instance, students in grade three, four and five explore various authors of different ethnicity and spend time researching and presenting information on various influential figures of different races and cultures and their contributions to the world. Social Studies, Civics, World Language, and Language Arts teachers at the middle school level introduce students to a variety of cultures and traditions through the utilization of multicultural literature as a component of our students' literacy experience. The 8th grade curriculum contains a unit of study on Prejudice and how it affects Human Rights.

The Leo Club at Terryville High School continues to engage in a significant number of civic opportunities and we were notified that one of our LEO's was named as a State, Regional and World selection as LEO of the Year. We send more than 100 students to magnet schools in Waterbury, such as Maloney, Rotella and the Performing Arts Magnet School. Our School-to-Career program is heavily involved in community work; our students also participate in the Day of Caring for the United Way, Youth Government Day, and the Diversity club. Our Kids-in-the-Middle program also works on civic and philanthropic activities, this middle school program partners with the United Way in Bristol, Burlington, and Plainville.

During the school year students traveled to Virginia and Spain in an effort to gain exposure to other cultures. Our high school students also participated in a program in Washington D.C that connected them to students from around the country to better understand our political process. All of our 8th grade students attend a field trip to CCSU to see a college campus and see what their future could hold.

Equitable Allocation of Resources among District Schools

The Plymouth Public Schools is committed to allocating resources in an equitable manner. The Board of Education goals drive the district and school improvement plans. These plans drive the budget development process and ensure that student needs are the driving force in the process. Each cost center is required to use a zero-based budgeting process to develop and then defend their budget. The district leadership team reviews data from the schools to identify inequitable funding situations and uses the budget development process to realign resources. The District Data Team was instrumental in identifying budget priorities. Through an analysis of student outcomes, we were able to identify students and schools with additional needs and to identify opportunities to flexibly use our current resources.