

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



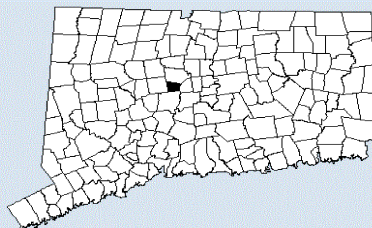
Plainville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,353
Per Pupil Expenditures ¹	\$15,945
Total Expenditures ¹	\$39,097,100

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,133	48.2	48.4
Male	1,220	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	59	2.5	5.2
Black or African American	110	4.7	12.8
Hispanic or Latino of any race	441	18.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	90	3.8	3.6
White	1,642	69.8	52.4
English Learners	170	7.2	7.6
Eligible for Free or Reduced-Price Meals	885	37.6	42.1
Students with Disabilities ³	311	13.2	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	99	9.1	36	3.1
Male	112	9.5	82	6.5
Black or African American	18	16.4	12	10.3
Hispanic or Latino of any race	57	13.3	34	7.2
White	124	7.9	65	3.9
English Learners	12	7.8	9	5.0
Eligible for Free or Reduced-Price Meals	134	15.3	82	8.2
Students with Disabilities	48	16.3	33	9.0
District	211	9.3	118	4.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 69

Number of school-based arrests: 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	162.2
Paraprofessional Instructional Assistants	45.0
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	56.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	10.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	13.2
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	167.4

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	3	1.2	3.8
Hispanic or Latino of any race	3	1.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	96.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.0

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	0	*	11	*
Hispanic or Latino of any race	10	47.6	21	63.6
White	73	57.9	119	86.9
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	28	59.6	48	76.2
Students with Disabilities	12	*	21	87.5
District	90	56.6	156	83.4
State		74.5		85.2

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	26	61.9
Emotional Disturbance	11	39.3
Intellectual Disability	*	*
Learning Disability	74	91.4
Other Health Impairment	54	79.4
Other Disabilities	*	*
Speech/Language Impairment	30	93.8
District	209	73.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	43	1.9	1.9
Emotional Disturbance	28	1.2	1.1
Intellectual Disability	8	0.3	0.5
Learning Disability	81	3.5	5.5
Other Health Impairment	68	2.9	3.2
Other Disabilities	37	1.6	1.1
Speech/Language Impairment	44	1.9	1.8
All Disabilities	309	13.3	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	3.6	8.2
Private Schools or Other Settings	15	4.9	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,104,248	\$10,238	\$10,545
Support services - students	\$1,263,809	\$536	\$1,373
Support services - instruction	\$4,993,402	\$2,116	\$644
Support services - general administration	\$182,463	\$77	\$462
Support services - school based administration	\$1,886,566	\$799	\$1,007
Central and other support services	\$607,326	\$257	\$671
Operation and maintenance of plant	\$2,895,408	\$1,227	\$1,629
Student transportation services	\$2,163,878	\$1,364	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$39,097,100	\$15,945	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,041,033	37.4	29.7
Instructional Aide Salaries	\$1,193,201	14.7	9.6
Other Salaries	\$911,996	11.2	10.4
Employee Benefits	\$1,110,598	13.6	13.0
Purchased Services Other Than Transportation	\$127,806	1.6	5.5
Special Education Tuition	\$1,183,103	14.5	22.6
Supplies	\$36,089	0.4	0.6
Property Services	\$690	0.0	0.4
Purchased Services For Transportation	\$528,333	6.5	8.0
Equipment	\$6,450	0.1	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$8,139,799	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	68.3
State	29.1
Federal	2.7
Tuition & Other	.

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2018-19

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	16	*
Black or African American	42	66.9	42	61.2	*	*
Hispanic or Latino of any race	218	63.8	217	56.9	92	55.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	56	77.0	56	69.9	28	67.6
White	819	72.0	819	68.3	365	65.5
English Learners	115	65.8	115	60.7	36	58.1
Non-English Learners	1,060	70.9	1,059	66.5	478	64.4
Eligible for Free or Reduced-Price Meals	454	66.7	454	60.7	186	60.0
Not Eligible for Free or Reduced-Price Meals	721	72.8	720	69.3	328	66.3
Students with Disabilities	161	50.7	160	42.0	70	45.5
Students without Disabilities	1,014	73.6	1,014	69.7	444	66.9
High Needs	570	64.9	569	58.9	232	57.6
Non-High Needs	605	75.6	605	72.5	282	69.3
District	1,175	70.4	1,174	65.9	514	64.0

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	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 performance on NAEP by student group, [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	80.9	93.3	90.3	92.9	673	89.5
Curl Up	89.5	91.5	88.6	91.8	673	90.3
Push Up	79.6	81.2	66.5	80.0	673	76.7
Mile Run/PACER	61.7	85.5	60.2	68.8	673	68.9
All Tests - District	52.5	69.7	48.9	62.4	673	58.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	37	86.5
English Learners	6	*
Eligible for Free or Reduced-Price Meals	56	80.4
Students with Disabilities	28	60.7
District	172	89.5
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	78	45.3
Male	96.0	69	39.7
Black or African American	*	*	*
Hispanic or Latino of any race	98.1	16	29.6
White	95.8	122	46.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.4	30	27.3
Students with Disabilities	72.1	0	0.0
District	96.5	147	42.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	79.5	89.9
Male	56.8	83.3
Black or African American	*	*
Hispanic or Latino of any race	57.6	*
White	68.1	87.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52.1	76.2
Students with Disabilities	42.3	*
District	67.1	87.0
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.4	75	47.0	50	93.9	67.7
	High Needs Students	64.9	75	43.3	50	86.6	58.1
Math Performance Index	All Students	65.9	75	44.0	50	87.9	63.1
	High Needs Students	58.9	75	39.3	50	78.6	52.7
Science Performance Index	All Students	64.0	75	42.7	50	85.3	63.8
	High Needs Students	57.6	75	38.4	50	76.7	54.2
ELA Academic Growth	All Students	63.5%	100%	63.5	100	63.5	59.9%
	High Needs Students	61.7%	100%	61.7	100	61.7	55.1%
Math Academic Growth	All Students	63.6%	100%	63.6	100	63.6	62.5%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.2%
Progress Toward English Proficiency	Literacy	49.2%	100%	24.6	50	49.2	60.0%
	Oral	53.0%	100%	26.5	50	53.0	52.1%
Chronic Absenteeism	All Students	9.3%	<=5%	41.3	50	82.6	10.4%
	High Needs Students	14.8%	<=5%	30.5	50	60.9	16.1%
Preparation for CCR	% Taking Courses	71.1%	75%	47.4	50	94.8	80.0%
	% Passing Exams	42.5%	75%	28.3	50	56.6	42.6%
On-track to High School Graduation		89.0%	94%	47.3	50	94.7	88.0%
4-year Graduation All Students (2018 Cohort)		89.5%	94%	95.2	100	95.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		83.6%	94%	88.9	100	88.9	83.3%
Postsecondary Entrance (Class of 2018)		67.1%	75%	89.4	100	89.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 58.2%	75%	38.8	50	77.7	96.4% 52.9%
Arts Access		63.6%	60%	50.0	50	100.0	51.9%
Accountability Index				1108.2	1450	76.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	64.9	10.1	15.4	
Math Performance Index Gap	72.5	58.9	13.6	17.6	
Science Performance Index Gap	69.3	57.6	11.7	16.1	
Graduation Rate Gap	94.0%	83.6%	10.4%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.3
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	98.7
	High Needs Students	98.0

³Minimum participation standard is 95%.

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

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: 59.6 State: 51.5

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Narratives

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. 4.70% of our students are Open Choice students, and we continue to increase the number of Open Choice students in our school. During 2018-19, 112 students from the Open Choice program have integrated into our schools. Students are encouraged to participate in summer school offerings, freshman orientation programs 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 after-school homework club is staffed daily to provide additional homework support.

In addition to Open Choice participation, we support students attending out of district magnet schools. Hartford Magnet attendance has increased from 10 students in 2011-12 to 40 students in 2018-19.

Plainville actively recruits minority educators via area career fairs. Educators take part in book studies about "Culturally Responsive Teaching" and participate in presentations during professional learning that promote diversity considerations in the classroom & school environment. The Equity Task Force was formed in 2016 and has taken the lead on this initiative.

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. Additionally, the high schools host college and career fair days that promote student knowledge about post-secondary education and career opportunities that match their future plans. Finally, all 3-12 grade students have a one-to-one Chromebook that affords computer access in and out of the classroom.

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Equitable Allocation of Resources among District Schools

The budgeting process in Plainville is based on the district strategic plan goals and theories of action. Each building principal assesses the needs of the school as it relates to these documents. The budget is then constructed during Administration Council meetings and individual meetings with school and central office administrators, facilities director, athletic coordinator, and adult education supervisor.

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 schools receive Title I support. Therefore, students most in need of services are receiving the benefits afforded by the grant.

In sum, administrators make decisions about the allocation of resources collaboratively across the district. This team approach to resource distribution ensures equity and organizational coherence.