STRATEGIC SCHOOL PROFILE 2009-10

Plainville School District

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Plainville,
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: 95.1%

*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, 2009   2,536
5-Year Enrollment Change   -2.6%

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	637	25.1	25.7	32.6
K-12 Students Who Are Not Fluent in English	80	3.2	2.0	5.4
Students Identified as Gifted and/or Talented*	87	3.5	3.1	4.1
PK-12 Students Receiving Special Education Services in District	318	12.6	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	85.1	77.7	80.5
Homeless	2	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	37	12.2	15.5	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	69	2.7
Black	161	6.3
Hispanic	210	8.3
White	2,091	82.5
Total Minority	445	17.5

Percent of Minority Professional Staff: 0.8%

Open Choice:

49 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:

10.8% 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 26.

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.

As a community, Plainville is not substantially diverse in terms of race, economics or ethnicity, although our population of English Language Learners is increasing. 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, and we collaborate with the state to provide educational services for increasing numbers of students from Hartford each year in grades K-12. In recent years, we have made efforts to accept students into our kindergarten program in the hopes that they will stay with us through twelfth grade, developing the academic, artistic, and social talents alongside Plainville students. Participation in the interdistrict cooperative grants program eneables all students to increase their academic achievement, enhance their understanding of different cultures, and value the diversity in our lives. In the summer nearly 60 Plainville students in grades 3 through 6 participated with students from Farmington and New Britain in a program titled "Improving Thinking & Language Arts Skills through Multicultural Arts & Technology." The purpose of the grant was to provide students with role models representing global diversity and professional expertise in the Arts & Sciences. Many countries were represented by visiting artists and scholars: Trinidad & Tobago, China, Guatemala, Ecuador and Haiti. Our STARS summer school program provides opportunities for our special education students and our struggling readers and mathematicians to come together for targeted instruction in deficit areas. Financial barriers are removed by providing transportation and through a partnership with the YMCA to provide after-school care for families at a very reasonable rate. Participation by our Project Choice students is encouraged and facilitated.Although budget constraints forced the elimination of our Bushnell PARTNERS program several years ago, teachers continue to implement the units, using multi-cultural literature, music, and art to engage students in similar activities.Plainville is proud of the support we offer to our growing population of English Language Learners. Families are welcomed into the school community through an active partnership between the Adult Education Program, the Plainville Family Resource Network, and our neighborhood schools. Language acquisition and literacy programs are offered for pre-school children as well as for adults.Major obstacles to reducing racial, ethnic and economic isolation are the lack of minority teaching candidates, classroom space to invite more Choice participants, and financial support to sustain new initiatives. As a state, we must continue to address the need to attract highly qualified teachers and administrators, including minorities, into the profession.

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	63.7	57.0	46.0
	Writing	75.4	58.3	81.6
	Mathematics	66.5	62.4	46.6
Grade 4	Reading	71.5	59.9	57.9
	Writing	76.8	63.6	63.8
	Mathematics	76.2	67.0	56.6
Grade 5	Reading	73.7	61.8	60.0
	Writing	78.3	68.2	57.8
	Mathematics	78.1	72.4	48.2
	Science	65.0	59.4	39.2
Grade 6	Reading	79.1	74.9	42.3
	Writing	72.8	65.9	53.0
	Mathematics	76.8	70.7	46.6
Grade 7	Reading	81.8	77.4	40.3
	Writing	64.7	61.2	40.9
	Mathematics	72.0	68.5	40.3
Grade 8	Reading	76.9	73.3	40.8
	Writing	59.9	62.6	29.9
	Mathematics	77.6	67.3	56.1
	Science	82.0	62.8	77.7

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.

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	41.5	45.9	34.1
Writing Across the Disciplines	53.9	59.6	30.8
Mathematics	47.6	48.7	39.4
Science	52.2	45.3	52.3

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
	52.1	50.7	50.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		58.0	68.5	
Average Score	Mathematics	510	508	48.1
	Critical Reading	503	503	42.6
	Writing	499	506	38.0

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 2009	95.4	91.3	57.7
2008-09 Annual Dropout Rate for Grade 9 through 12	2.0	3.0	31.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.4	84.5
% Employed (Civilian Employment and in Armed Services)	10.6	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	166.70
Paraprofessional Instructional Assistants	26.93
Special Education	
Teachers and Instructors	28.00
Paraprofessional Instructional Assistants	62.16
Library/Media Specialists and/or Assistants	7.92
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	9.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	115.88

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	14.0	13.8
% with Master's Degree or Above	79.7	76.3	77.8

Average Class Size	District	DRG	State
Grade K	16.8	16.0	18.5
Grade 2	19.1	18.5	19.7
Grade 5	20.1	20.5	21.1
Grade 7	15.2	19.5	20.8
High School	17.4	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	1,003	992
Middle School	1,066	1,033	1,018
High School	1,005	1,005	1,006

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.7	3.2	3.2
Middle School	2.9	2.2	2.5
High School	1.5	2.1	2.3

*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.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	$19,959	$7,927	$7,819	$7,280	$7,829
Instructional Supplies and Equipment	$577	$229	$274	$278	$279
Improvement of Instruction and Educational Media Services	$1,134	$450	$474	$290	$459
Student Support Services	$1,617	$642	$863	$723	$859
Administration and Support Services	$3,486	$1,384	$1,405	$1,415	$1,426
Plant Operation and Maintenance	$3,704	$1,471	$1,469	$1,463	$1,462
Transportation	$1,783	$684	$701	$705	$694
Costs for Students Tuitioned Out	$2,054	N/A	N/A	N/A	N/A
Other	$0	$0	$163	$182	$162
Total	$34,313	$13,357	$13,458	$12,570	$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	$13,528	$5,373	$1,864	$1,958	$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$6,631,452	19.3	19.5	20.7

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	50.7	46.9	1.7	0.7
Excluding School Construction	62.3	34.4	2.4	1.0

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 classrooms across the district benefit from an excellent teacher to student ratio, although budgetary constraints have resulted in some increases over the past two years. All elementary schools provide Reading Recovery for struggling first grade readers and literacy tutors to provide support to students in all other grades. Recent renovations have enabled us to provide technology enhancements to four of our five schools, and we are working to provide similar technologies (SmartBoards) in our fifth school. Technology and curriculum are integrated and supported by two technology integration specialists that are shared district-wide. Each elementary school receives Title I support, with students most in need of services receiving them first. Decisions about resources are made collaboratively by administrators across the district, with a focus on addressing the goals of the District's Strategic Plan. This team approach to allocation of resources ensures equity and organizational coherence.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   307
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   12.1%

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	0.9	1.0
Learning Disability	96	3.8	3.6	3.9
Intellectual Disability	3	0.1	0.5	0.5
Emotional Disturbance	33	1.3	1.1	1.0
Speech Impairment	62	2.4	2.3	2.2
Other Health Impairment*	63	2.5	1.9	2.1
Other Disabilities**	28	1.1	0.8	0.9
Total	307	12.1	11.1	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 2008-09 with a Standard Diploma	90.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.1	4.1

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	40.9	31.6	74.6	67.5
Writing	25.2	19.6	71.2	63.3
Mathematics	45.2	32.9	74.6	68.1
Science	36.5	23.7	73.6	61.1
CAPT Reading Across the Disciplines	10.0	13.8	41.5	45.9
Writing Across the Disciplines	N/A	N/A	53.9	59.6
Mathematics	7.1	16.7	47.6	48.7
Science	5.6	13.0	52.2	45.3

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	21.3
	% With Accommodations	78.7
CAPT	% Without Accommodations	30.8
	% With Accommodations	69.2
% Assessed Using Skills Checklist		5.3

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	4	1.3
Private Schools or Other Settings	28	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	230	74.9	75.9	73.4
40.1 to 79.0 Percent of Time	42	13.7	14.0	15.3
0.0 to 40.0 Percent of Time	35	11.4	10.1	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Over the five years of Generation 4 of the Connecticut Mastery Test, the district has posted strong gains in the percentage of students meeting or exceeding the state goal in reading and mathematics. In grade 3, students gained nearly 3 points in reading and 4 points in mathematics. In grade 4, students gained nearly 12 points in reading and over 17 points in mathematics. Grade five students increased nearly 10 points in reading and more than 11 points in math. Middle School gains in mathematics over the five year period were 28 points for grade six, 19 points in grade seven, and almost 26 points in grade eight. Perhaps more important, the percentage of students scoring at the advanced level in all grades and disciplines has increased dramatically. CAPT scores have remained relatively flat except for science, which showed strong gains in 2010.Several years ago we implemented Individualized Student Improvement Plans (ISIP) for any student scoring below the midpoint of the proficiency range on CMT. These plans allowed for targeted interventions to help each student increase his/her achievement. This has been successful in moving students from levels 1 and 2 to levels 2 and 3. This year, any student who does not achieve goal on the CMT will have an ISIP to help find the right interventions to improve achievement. Our SRBI efforts at the elementary, middle and high school continue to provide our struggling students with the support they need to increase their motivation, engagement, and achievement results.Our curriculum improvement teams continue to align curriculum with state frameworks and to provide pacing guides and model lessons for teachers. Recent involvement with Project Opening Doors has led to an increase in Advanced Placement Course offerings and has more than doubled the number of students taking AP courses.Teachers in all grades and all departments regularly use common formative assessments to make decisions about instruction in order to imcrease student achievement.