

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



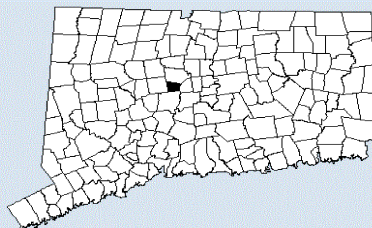
Plainville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,366
Per Pupil Expenditures ¹	\$15,357
Total Expenditures ¹	\$38,347,445

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,139	48.1	48.4
Male	1,227	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	51	2.2	5.1
Black or African American	116	4.9	12.9
Hispanic or Latino	398	16.8	24.0
Pacific Islander	*	*	0.1
Two or More Races	79	3.3	2.9
White	1,716	72.5	54.8
English Learners	96	4.1	6.8
Eligible for Free or Reduced-Price Meals	732	30.9	35.9
Students with Disabilities ¹	304	12.8	14.3

¹Students 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	121	11.0	32	2.8
Male	114	9.7	97	7.8
Black or African American	15	12.8	15	12.3
Hispanic or Latino	65	17.2	28	6.9
White	137	8.3	79	4.5
English Learners	8	7.8	*	*
Eligible for Free or Reduced-Price Meals	120	18.1	75	9.5
Students with Disabilities	50	17.0	32	9.1
District	235	10.3	129	5.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 50

Number of school-based arrests: 7

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2016-17

Plainville School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	165.0
Paraprofessional Instructional Assistants	38.5
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	56.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.0
Library/Media	
Specialists (Certified)	3.7
Support Staff	3.0
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	14.2
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	154.6

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	1.0
Black or African American	2	0.8	3.6
Hispanic or Latino	3	1.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	237	97.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	*
Hispanic or Latino	17	51.5	15	62.5
White	69	61.6	115	81.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	23	46.9	35	71.4
Students with Disabilities	8	40.0	16	57.1
District	95	59.7	150	80.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	28	63.6
Emotional Disturbance	13	52.0
Intellectual Disability	*	*
Learning Disability	53	86.9
Other Health Impairment	55	84.6
Other Disabilities	*	*
Speech/Language Impairment	39	92.9
District	202	74.8
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Plainville School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	51	2.2	1.7
Emotional Disturbance	25	1.1	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	61	2.6	4.9
Other Health Impairment	66	2.8	2.9
Other Disabilities	31	1.3	1.1
Speech/Language Impairment	51	2.2	1.8
All Disabilities	292	12.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,616,806	9,902	9,663
Instructional Supplies and Equipment	906,220	380	321
Improvement of Instruction and Educational Media Services	1,248,673	524	578
Student Support Services	1,717,991	720	1,103
Administration and Support Services	3,949,947	1,656	1,861
Plant Operation and Maintenance	3,176,714	1,332	1,637
Transportation	2,307,399	765	877
Costs of Students Tuitioned Out	1,423,695	N/A	N/A
Other	0	0	201
Total	38,347,445	15,357	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,120,161	1,308	1,749
-----------------------------------	-----------	-------	-------

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

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,181,740	39.9	34.6
Noncertified Personnel	2,014,406	25.3	14.6
Purchased Services	50,726	0.6	5.8
Tuition to Other Schools	1,248,077	15.7	21.8
Special Ed. Transportation	398,479	5.0	8.5
Other Expenditures	1,077,052	13.5	14.7
Total Expenditures	7,970,480	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	65.5	62.7
State	32.0	34.6
Federal	2.1	2.3
Tuition & Other	0.5	0.5

⁴Revenue 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).

District Profile and Performance Report for School Year 2016-17

Plainville School District

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	27	63.3	27	64.1	10	*
Black or African American	50	65.0	50	56.6	29	50.4
Hispanic or Latino	209	62.0	209	53.9	91	49.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	44	70.2	44	64.6	11	*
White	862	69.8	861	64.1	381	56.6
English Learners	120	62.4	120	57.8	39	51.1
Non-English Learners	1075	68.7	1074	62.5	485	55.3
Eligible for Free or Reduced-Price Meals	350	62.9	349	55.7	152	51.1
Not Eligible for Free or Reduced-Price Meals	845	70.2	845	64.6	372	56.6
Students with Disabilities	148	49.1	148	41.1	62	39.7
Students without Disabilities	1047	70.8	1046	65.0	462	57.0
High Needs	497	61.2	496	54.6	210	49.6
Non-High Needs	698	72.9	698	67.3	314	58.6
District	1195	68.1	1194	62.0	524	55.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	77.4	86.1	93.5	66.5	678	80.7
Curl Up	92.1	81.3	80.5	84.9	678	84.7
Push Up	78.7	72.9	79.3	70.9	678	75.4
Mile Run/PACER	56.7	65.1	69.2	69.3	678	65.2
All Tests - District	47.6	60.2	63.3	46.9	678	54.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2016-17

Plainville School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	25	88.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59	78.0
Students with Disabilities	28	60.7
District	201	91.0
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	72	44.7
Male	94.6	78	42.2
Black or African American	*	*	*
Hispanic or Latino	94.7	19	33.3
White	96.9	119	46.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.9	35	35.7
Students with Disabilities	77.1	*	*
District	96.5	150	43.4
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2017 The College Board. www.collegeboard.org

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

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.4	78.9
Male	64.8	82.3
Black or African American	*	*
Hispanic or Latino	65.0	*
White	76.2	78.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	58.3	71.8
Students with Disabilities	*	*
District	73.5	80.7
State	72.0	88.5

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

District Profile and Performance Report for School Year 2016-17

Plainville School District

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	68.1	75	45.4	50	90.8	67.1
	High Needs Students	61.2	75	40.8	50	81.6	55.9
Math Performance Index	All Students	62.0	75	41.3	50	82.7	62.2
	High Needs Students	54.6	75	36.4	50	72.9	50.5
Science Performance	All Students	55.0	75	36.7	50	73.3	55.3
	High Needs Students	49.6	75	33.1	50	66.1	45.2
ELA Academic Growth	All Students	56.0%	100%	56.0	100	56.0	55.4%
	High Needs Students	55.9%	100%	55.9	100	55.9	49.8%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	61.7%
	High Needs Students	51.3%	100%	51.3	100	51.3	53.7%
Chronic Absenteeism	All Students	10.3%	<=5%	39.4	50	78.8	9.9%
	High Needs Students	16.7%	<=5%	26.6	50	53.2	15.8%
Preparation for CCR	% Taking Courses	70.8%	75%	47.2	50	94.4	70.7%
	% Passing Exams	43.4%	75%	28.9	50	57.8	43.5%
On-track to High School Graduation		86.7%	94%	46.1	50	92.2	87.8%
4-year Graduation All Students (2016 Cohort)		91.0%	94%	96.9	100	96.9	87.4%
6-year Graduation - High Needs Students (2014)		84.9%	94%	90.3	100	90.3	82.0%
Postsecondary Entrance (Class of 2016)		73.5%	75%	98.0	100	98.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.8% 54.4%	75%	36.3	50	72.6	92.0% 51.6%
Arts Access		64.8%	60%	50.0	50	100.0	50.5%
Accountability Index				1014.7	1350	75.2	

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	72.9	61.2	11.7	16.7	
Math Performance Index Gap	67.3	54.6	12.6	18.7	
Science Performance Index Gap	58.6	49.6	9.0	16.6	
Graduation Rate Gap	94.0%	84.9%	9.1%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	99.2
Math	All Students	99.2
	High Needs Students	99.0
Science	All Students	97.6
	High Needs Students	96.0

³Minimum 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: 50.2

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Plainville School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Plainville has a long history of working toward continuous improvement through individual school improvement plans and district-wide program improvement. After a comprehensive program evaluation of our special education services, the district decided to decentralize programs and return children to their neighborhood schools to receive the same services. We expanded our special education pre-kindergarten program to include all four-year-old children in their neighborhood schools.

We provide a strong program of professional learning for certified staff to improve their skills in the development and implementation of individualized education plans (IEPs) aligned to the goals of the Connecticut Core Standards (CCS).

We use a Universal Design for Learning approach to curriculum and lesson design to ensure access for all students. We have shifted special education service delivery from a self-contained setting to the general education classroom whenever possible and increased the number of tutors to provide remediation and support for all students. We use SRBI for both behavior modification as well as academics, and we continue to implement instructional and assistive technology strategies to ensure that students with disabilities can access the curriculum.

Each school embraces a proactive approach to truancy prevention by routinely examining attendance data and reaching out to parents through letters, phone calls, emails, and home visits. When necessary, we partner with local agencies, including DCF, juvenile court, community-based mental health service providers, as well as school and town-wide social workers to support students and families in resolving attendance issues. Providing numerous opportunities for students to become engaged in school and after school helps to prevent truancy. We have a strong program of after-school clubs, activities, and sports that promote attendance in school. The Plainville Family Resource Network is another resource offering parent learning programs that provide valuable information on parenting and discipline.

There are parent-teacher organizations at each school, and administrators and teachers use regular newsletters and/or “e-blasts” through School-Messenger to keep parents informed about what is happening in the classroom and school. In addition, teachers, utilize folders, planners, web pages, Google applications, blogs, progress reports, phone calls and emails to keep parents informed between report cards. Parent conferences are offered at each school, and teachers are encouraged to contact parents regularly to provide positive feedback as well as to express concerns over declining grades, attendance, or behavior. Parents of middle and high school students have access to their children's grades through the PowerSchool Parent Portal. Annual Back-to-School nights and the high school's annual “Curriculum and Activities Showcase” increase parent understanding of the curriculum and course offerings that are geared to student interests.

Parents, faculty, staff and community members participated in the development of the district's strategic plan and helped to draft the district and individual school 21st-century learning expectations. The annual Community Showcase provides information on district-wide initiatives. Communication is monitored through regular surveys.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. Over 5% of our students are Open Choice students, and we continue to increase the number of Open Choice students in our school. In 2016-17, 116 students from the Open Choice program were integrated into our schools. Students are encouraged to participate in summer school offerings, freshman orientation program 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 homework club is staffed daily after school to provide homework support.

In addition to Open Choice, we have increased our magnet school participation from 40 in 2011-12 to 116 students in 2015-16. Hartford Magnet attendance increased from 10 students in 2011-12 to 39 students in 2015-16. In addition, we have 28 students who participated of the CREC and Learn magnet schools in 2015-16.

Plainville actively recruits minority educators and has added two administrators representing minority groups over the last five years. Educators take part in book studies on “Culturally Responsive Teaching” and participate in professional learning about diversity considerations in the classroom & school environment presentations.

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 and college and career fair days to promote student knowledge about colleges that match their career plans. Finally, our one-to-one Chromebook initiative is designed to level the playing field. All students, in grades 3 through 12 have access.

District Profile and Performance Report for School Year 2016-17

Plainville School District

Equitable Allocation of Resources among District Schools

The budgeting process used in Plainville begins with the district strategic plan goals. Each building principal assesses the needs of the school as it relates to the strategic plan. 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 elementary schools and the middle school receive Title I support. Therefore, students most in need of services are receiving the benefits afforded by the grant. Administrators make decisions about allocation of resources collaboratively across the district. This team approach to allocation of resources ensures equity and organizational coherence.