

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



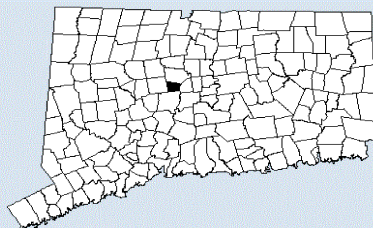
Plainville School District

Mr. Steven Lepage, Superintendent • 860-793-3200 • <http://www.plainvilleschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,356
Per Pupil Expenditures ¹	\$17,080
Total Expenditures ¹	\$41,469,567

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,117	47.4	48.4
Male	1,239	52.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	60	2.5	5.2
Black or African American	106	4.5	12.7
Hispanic or Latino of any race	470	19.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	109	4.6	3.8
White	1,603	68.0	51.1
English Learners	165	7.0	8.3
Eligible for Free or Reduced-Price Meals	929	39.4	43.3
Students with Disabilities ³	323	13.7	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	127	11.9	17	1.5
Male	117	9.9	56	4.4
Black or African American	17	16.7	*	*
Hispanic or Latino of any race	55	12.2	20	4.1
White	151	9.9	44	2.7
English Learners	10	6.0	*	*
Eligible for Free or Reduced-Price Meals	146	16.4	47	4.6
Students with Disabilities	50	16.6	24	6.6
District	244	10.8	73	3.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 20

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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	165.2
Paraprofessional Instructional Assistants	45.6
Special Education	
Teachers and Instructors	30.6
Paraprofessional Instructional Assistants	63.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	10.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	163.7

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	3	1.2	4.0
Hispanic or Latino of any race	4	1.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	232	96.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

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	7	*	*	*
Hispanic or Latino of any race	15	48.4	18	75.0
White	66	57.4	106	82.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	48.3	43	86.0
Students with Disabilities	6	25.0	15	68.2
District	93	55.0	135	80.8
State		75.8		84.8

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 Peers³

	Count	Rate (%)
Autism	21	47.7
Emotional Disturbance	20	62.5
Intellectual Disability	*	*
Learning Disability	59	81.9
Other Health Impairment	54	81.8
Other Disabilities	*	*
Speech/Language Impairment	31	91.2
District	198	70.5
State		67.8

³ This 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	47	2.0	2.0
Emotional Disturbance	33	1.4	1.1
Intellectual Disability	8	0.3	0.5
Learning Disability	72	3.1	5.7
Other Health Impairment	66	2.8	3.3
Other Disabilities	30	1.3	1.1
Speech/Language Impairment	44	1.9	1.8
All Disabilities	300	12.9	15.6

¹ This 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	10	3.3	8.2
Private Schools or Other Settings	11	3.7	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$26,215,788	\$10,797	\$10,923
Support services - students	\$1,417,749	\$607	\$1,277
Support services - instruction	\$5,395,516	\$2,309	\$682
Support services - general administration	\$219,752	\$94	\$467
Support services - school based administration	\$2,119,290	\$907	\$1,021
Central and other support services	\$530,938	\$227	\$679
Operation and maintenance of plant	\$3,285,504	\$1,406	\$1,718
Student transportation services	\$2,285,031	\$1,382	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$41,469,567	\$17,080	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,754,350	32.9	28.5
Instructional Aide Salaries	\$1,125,110	13.5	10.1
Other Salaries	\$812,781	9.7	11.1
Employee Benefits	\$1,344,168	16.1	13.0
Purchased Services Other Than Transportation	\$208,406	2.5	5.7
Special Education Tuition	\$1,408,109	16.8	22.5
Supplies	\$42,706	0.5	0.6
Property Services	\$1,191	0.0	0.3
Purchased Services For Transportation	\$660,538	7.9	8.0
Equipment	\$3,562	0.0	0.2
All Other Expenditures	\$575	0.0	0.1
Total	\$8,361,495	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.2	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	66.3
State	31.3
Federal	2.4
Tuition & Other	.

⁴ Revenue 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	13	*
Hispanic or Latino of any race	31	96.8
English Learners	6	*
Eligible for Free or Reduced-Price Meals	82	87.8
Students with Disabilities	21	66.7
District	186	92.5
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	82.2	89.7
Male	67.5	80.0
Black or African American	*	*
Hispanic or Latino of any race	68.8	*
White	74.8	87.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.3	84.2
Students with Disabilities	*	*
District	75.1	85.2
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	66.8%	100%	60.4%
	Oral	62.5%	100%	57.6%
Chronic Absenteeism	All Students	10.8%	<=5%	12.2%
	High Needs Students	15.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	67.9%	75%	80.4%
On-track to High School Graduation		92.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		75.1%	75%	71.5%
Arts Access		53.3%	60%	51.8%

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
Graduation Rate Gap	94.0%	87.8%	6.2%	10.9%	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.

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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Plainville has a long history of working toward continuous improvement through district and individual school improvement plans rooted in shared theories of action. These lead to a comprehensive program evaluation of our special education services. Prompting our district to decide to decentralize programs and return children to their neighborhood schools to receive special services. Additionally, we expanded our special education pre-kindergarten program to include a full day for all four-year-old children in their neighborhood schools.

We provide a strong program of professional learning for faculty and support staff to improve their skills in the development and implementation of individualized education plans (IEPs), curriculum, and teaching and learning that aligns to the goals of the Connecticut Core Standards (CCS).

We use a Universal Design for Learning approach to curriculum and lesson design, in the style of pacing guides, 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 in 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, webpages, 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 "Superintendent Curriculum and Activities Showcase" increase parent understanding of the curriculum and program offerings for all students.

The school community participates in developing and monitoring the district's strategic plan, 21st-century learning expectations and vision of the graduate. Surveys help us gather community opinions that lead to district improvements.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. 4.72% 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 112 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's 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.