

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



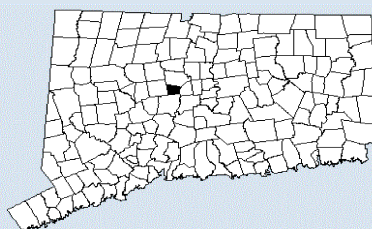
## Plainville School District

Dr. Maureen Brummett, Superintendent • 860-793-3200 • [www.plainvilleschools.org/](http://www.plainvilleschools.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,409
Per Pupil Expenditures <sup>1</sup>	\$15,034
Total Expenditures <sup>1</sup>	\$37,615,065

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,157	48.0	48.3
Male	1,252	52.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	55	2.3	4.9
Black or African American	124	5.1	12.8
Hispanic or Latino	383	15.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	92	3.8	2.7
White	1,750	72.6	55.9
English Learners	104	4.3	6.4
Eligible for Free or Reduced-Price Meals	791	32.8	38.0
Students with Disabilities <sup>1</sup>	319	13.2	13.7

<sup>1</sup>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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	94	8.4	44	3.8
Male	93	7.9	87	6.9
Black or African American	17	14.7	19	15.3
Hispanic or Latino	40	10.9	31	7.9
White	122	7.3	75	4.2
English Learners	12	11.9	*	*
Eligible for Free or Reduced-Price Meals	111	15.2	82	9.9
Students with Disabilities	39	13.4	33	9.0
District	187	8.2	131	5.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 52

Number of school-based arrests: 19

<sup>2</sup>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.

<sup>3</sup>The 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 2015-16

## Plainville School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	160.5
Paraprofessional Instructional Assistants	41.6
<b>Special Education</b>	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	57.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	13.2
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	140.6

<sup>1</sup>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	1.0
Black or African American	2	0.8	3.5
Hispanic or Latino	4	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	237	97.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino	13	56.5	12	50.0
White	85	59.9	119	81.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	30	57.7	32	76.2
Students with Disabilities	6	27.3	13	61.9
District	111	60.0	153	78.5
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	29	76.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	61	91.0
Other Health Impairment	65	85.5
Other Disabilities	14	48.3
Speech/Language Impairment	35	92.1
District	219	77.1
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Plainville School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.8	1.6
Emotional Disturbance	29	1.2	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	67	2.8	4.6
Other Health Impairment	77	3.2	2.8
Other Disabilities	38	1.6	1.0
Speech/Language Impairment	44	1.8	1.9
All Disabilities	304	12.8	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,794,513	9,569	9,387
Instructional Supplies and Equipment	853,189	358	318
Improvement of Instruction and Educational Media Services	1,252,550	526	541
Student Support Services	1,727,799	725	1,048
Administration and Support Services	3,589,548	1,507	1,790
Plant Operation and Maintenance	3,321,424	1,394	1,608
Transportation	2,269,899	758	845
Costs of Students Tuitioned Out	1,806,143	N/A	N/A
Other	0	0	194
Total	37,615,065	15,034	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	3,311,194	1,390	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,958,328	37.7	35.1
Noncertified Personnel	1,662,452	21.2	14.5
Purchased Services	142,851	1.8	5.5
Tuition to Other Schools	1,610,793	20.5	21.6
Special Ed. Transportation	411,238	5.2	8.3
Other Expenditures	1,065,178	13.6	15.0
Total Expenditures	7,850,840	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.8	61.7
State	31.9	34.7
Federal	2.2	2.3
Tuition & Other	1.1	1.2

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

## 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	*	*	*	*	*	*
Black or African American	54	62.4	54	55.4	18	*
Hispanic or Latino	193	63.5	193	54.8	77	53.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	45	66.1	45	61.2	20	59.8
White	894	68.9	893	63.1	366	60.7
English Learners	87	67.1	87	62.0	22	53.9
Non-English Learners	1130	67.8	1129	61.6	472	59.3
Eligible for Free or Reduced-Price Meals	397	63.3	396	57.4	152	53.3
Not Eligible for Free or Reduced-Price Meals	820	70.0	820	63.6	342	61.6
Students with Disabilities	197	50.4	197	44.8	88	41.1
Students without Disabilities	1020	71.1	1019	64.8	406	62.9
High Needs	558	61.5	557	55.7	214	50.9
Non-High Needs	659	73.1	659	66.5	280	65.2
District	1217	67.8	1216	61.6	494	59.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.2	83.7	93.8	47.4	678	76.4
Curl Up	88.2	74.7	84.0	82.7	678	82.2
Push Up	66.5	78.4	84.6	70.5	678	75.1
Mile Run/PACER	57.6	82.1	80.9	56.4	678	69.8
All Tests - District	44.1	58.9	62.3	39.1	678	51.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Plainville School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	23	78.3	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	73	80.8	81.9	No	83.4
Students with Disabilities	27	66.7	81.9	No	83.4
District	182	89.0	90.0	No	90.5
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	73	38.8
Male	96.4	71	37.0
Black or African American	90.0	*	*
Hispanic or Latino	95.7	11	23.4
White	97.6	120	41.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.7	24	25.5
Students with Disabilities	*	*	*
District	97.1	144	37.9
State	95.6		40.7

<sup>5</sup>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

<sup>6</sup>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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.3	87.0
Male	68.9	82.4
Black or African American	*	*
Hispanic or Latino	*	*
White	75.0	85.3
English Learners	75.0	*
Eligible for Free or Reduced-Price Meals	69.6	73.7
Students with Disabilities	*	*
District	73.9	85.0
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Plainville School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.8	75	45.2	50	90.4	67.7
	High Needs Students	61.5	75	41.0	50	82.0	56.7
Math Performance Index	All Students	61.6	75	41.1	50	82.1	61.4
	High Needs Students	55.7	75	37.2	50	74.3	49.9
Science Performance Index	All Students	59.0	75	39.3	50	78.7	57.5
	High Needs Students	50.9	75	33.9	50	67.8	47.0
ELA Academic Growth	All Students	65.7%	100%	65.7	100	65.7	63.8%
	High Needs Students	61.4%	100%	61.4	100	61.4	58.3%
Math Academic Growth	All Students	63.7%	100%	63.7	100	63.7	65.0%
	High Needs Students	59.0%	100%	59.0	100	59.0	57.4%
Chronic Absenteeism	All Students	8.2%	<=5%	43.7	50	87.4	9.6%
	High Needs Students	13.9%	<=5%	32.1	50	64.3	15.6%
Preparation for CCR	% Taking Courses	69.5%	75%	46.3	50	92.6	67.6%
	% Passing Exams	37.9%	75%	25.3	50	50.5	40.7%
On-track to High School Graduation		88.7%	94%	47.2	50	94.4	85.1%
4-year Graduation All Students (2015 Cohort)		89.0%	94%	94.7	100	94.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		82.7%	94%	88.0	100	88.0	78.6%
Postsecondary Entrance (Class of 2015)		73.9%	75%	98.6	100	98.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   51.5%	75%	34.3	50	68.6	89.2%   50.5%
Arts Access		60.9%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>1047.6</b>	<b>1350</b>	<b>77.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.1	61.5	11.6	16.5	
Math Performance Index Gap	66.5	55.7	10.8	18.9	
Science Performance Index Gap	65.2	50.9	14.4	17.2	
Graduation Rate Gap	94.0%	82.7%	11.3%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.8
	High Needs Students	100.0
Math	All Students	99.8
	High Needs Students	99.8
Science	All Students	98.5
	High Needs Students	98.3

<sup>3</sup>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: 54.9**

**State: 51.4**

#### 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 2015-16

## Plainville School District

### Narratives

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Plainville has a long-standing partnership with the state dating back to Project Concern. Over 5% of our students are Open Choice students, and we continue to increase the number of Open Choice students in our school. In 2015-16, 116 students from the Open Choice program were integrated into our schools. Students participated in summer school offerings, an Open House and luncheon for incoming 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, and attendance at CREC magnet schools increased from 30 in 2011-12 to 43 in 2015-16.

Plainville actively recruits minority educators and has added two administrators representing minority groups over the last three 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 40 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 sponsored by the Anti-defamation League, participate in a cultural awareness fair and a career day that promotes student awareness of a variety of careers. Finally, our one-to-one Chromebook initiative is designed to level the playing field for all students, enabling each of our students

# District Profile and Performance Report for School Year 2015-16

## 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, with students most in need of services receiving them first. Administrators make decisions about allocation of resources collaboratively across the district. This team approach to allocation of resources ensures equity and organizational coherence.