Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Plymouth School District

Dr. Martin Semmel, Superintendent • 860-314-8005 • http://plymouth.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,429
Per Pupil Expenditures[1]	$15,249
Total Expenditures[1]	$24,688,923

[1]Expenditure data reflect the 2017-18 school year.
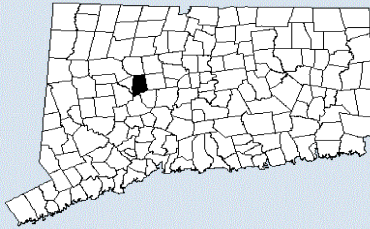
Community Information

[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 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	675	47.2	48.4
Male	754	52.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	1.6	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	145	10.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	44	3.1	3.6
White	1,202	84.1	52.4
English Learners	24	1.7	7.6
Eligible for Free or Reduced-Price Meals	621	43.5	42.1
Students with Disabilities[3]	249	17.4	15.4

[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.

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	54	8.5	22	3.1
Male	60	8.5	92	11.8
Black or African American	*	*	0	*
Hispanic or Latino of any race	27	18.0	18	10.5
White	79	7.1	89	7.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	74	12.3	71	10.0
Students with Disabilities	39	16.1	40	13.3
District	114	8.5	114	7.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 98

Number of school-based arrests: Fewer than 6

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	89.6
Paraprofessional Instructional Assistants	8.5
Special Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	39.3
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.3
Counselors, Social Workers and School Psychologists	9.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	99.0

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	139	98.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	11	*
White	58	67.4	99	91.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	20	60.6	51	92.7
Students with Disabilities	*	*	20	95.2
District	63	65.6	115	90.6
State		74.5		85.2

[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 Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	12	50.0
Intellectual Disability	0	0
Learning Disability	67	89.3
Other Health Impairment	42	66.7
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	149	66.2
State		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	35	2.3	1.9
Emotional Disturbance	24	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	75	5.0	5.5
Other Health Impairment	64	4.3	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	1.4	1.8
All Disabilities	243	16.2	15.0

[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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	12	4.9	8.2
Private Schools or Other Settings	10	4.1	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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$15,105,364	$9,330	$10,545
Support services - students	$1,691,335	$1,165	$1,373
Support services - instruction	$348,566	$240	$644
Support services - general administration	$835,436	$575	$462
Support services - school based administration	$1,425,990	$982	$1,007
Central and other support services	$643,009	$443	$671
Operation and maintenance of plant	$2,419,813	$1,667	$1,629
Student transportation services	$1,866,916	$1,429	$1,231
Food services	.	.	$13
Enterprise operations	$352,495	$243	$157
Minor school construction	.	.	$65
Total	$24,688,923	$15,249	$17,153

[3]Expenditures 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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,137,407	31.5	29.7
Instructional Aide Salaries	$530,041	7.8	9.6
Other Salaries	$625,126	9.2	10.4
Employee Benefits	$869,867	12.8	13.0
Purchased Services Other Than Transportation	$353,393	5.2	5.5
Special Education Tuition	$1,649,966	24.3	22.6
Supplies	$29,744	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$595,403	8.8	8.0
Equipment	$3,500	0.1	0.2
All Other Expenditures	$180	0.0	0.1
Total	$6,794,628	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.5	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	58.1
State	38.2
Federal	2.8
Tuition & Other	0.9

[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).

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	*	*	*	*	0	N/A
Asian	14	*	14	*	9	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	61	66.9	61	61.3	25	58.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	*	*
White	631	69.7	631	67.0	274	64.4
English Learners	17	*	17	*	7	*
Non-English Learners	714	69.3	714	66.3	311	63.7
Eligible for Free or Reduced-Price Meals	308	65.5	308	61.8	119	59.6
Not Eligible for Free or Reduced-Price Meals	423	71.6	423	69.1	199	66.0
Students with Disabilities	134	50.4	134	45.7	54	48.2
Students without Disabilities	597	73.2	597	70.6	264	66.8
High Needs	359	63.6	359	60.0	144	58.2
Non-High Needs	372	74.3	372	71.9	174	68.0
District	731	69.0	731	66.0	318	63.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.5	77.8	90.5	87.7	379	86.8
Curl Up	94.7	94.9	96.2	92.6	379	94.7
Push Up	70.2	71.7	78.1	87.7	379	76.5
Mile Run/PACER	74.5	85.9	82.9	72.8	379	79.4
All Tests - District	59.6	67.7	72.4	69.1	379	67.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The 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.
[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40	82.5
Students with Disabilities	23	69.6
District	132	92.4
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	45	42.1
Male	95.7	41	35.3
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	95.4	78	40.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.3	27	30.7
Students with Disabilities	77.8	*	*
District	96.0	86	38.6
State	95.9		42.6

[3]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

[4]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 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	69.5	79.4
Male	54.5	73.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	61.1	75.3
English Learners	61.1	*
Eligible for Free or Reduced-Price Meals	45.2	*
Students with Disabilities	28.0	*
District	61.6	76.3
State	71.0	87.8

[5]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.

[6]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

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	69.0	75	46.0	50	92.0	67.7
	High Needs Students	63.6	75	42.4	50	84.8	58.1
Math Performance Index	All Students	66.0	75	44.0	50	88.1	63.1
	High Needs Students	60.0	75	40.0	50	80.0	52.7
Science Performance Index	All Students	63.6	75	42.4	50	84.8	63.8
	High Needs Students	58.2	75	38.8	50	77.7	54.2
ELA Academic Growth	All Students	69.1%	100%	69.1	100	69.1	59.9%
	High Needs Students	69.5%	100%	69.5	100	69.5	55.1%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	62.5%
	High Needs Students	61.3%	100%	61.3	100	61.3	55.2%
Progress Toward English Proficiency	Literacy	59.1%	100%	29.6	50	59.1	60.0%
	Oral	56.8%	100%	28.4	50	56.8	52.1%
Chronic Absenteeism	All Students	8.5%	<=5%	43.0	50	86.0	10.4%
	High Needs Students	12.7%	<=5%	34.7	50	69.4	16.1%
Preparation for CCR	% Taking Courses	79.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	38.6%	75%	25.7	50	51.4	42.6%
On-track to High School Graduation		89.8%	94%	47.8	50	95.5	88.0%
4-year Graduation All Students (2018 Cohort)		92.4%	94%	98.3	100	98.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.2%	94%	96.0	100	96.0	83.3%
Postsecondary Entrance (Class of 2018)		61.6%	75%	82.1	100	82.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% | 67.3%	75%	44.9	50	89.7	96.4% | 52.9%
Arts Access		43.4%	60%	36.2	50	72.4	51.9%
Accountability Index				**1136.6**	**1450**	**78.4**	

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	74.3	63.6	10.7	15.4	
Math Performance Index Gap	71.9	60.0	11.9	17.6	
Science Performance Index Gap	68.0	58.2	9.8	16.1	
Graduation Rate Gap	94.0%	90.2%	3.8%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.8
	High Needs Students	98.2
Math	All Students	98.8
	High Needs Students	98.2
Science	All Students	98.8
	High Needs Students	98.0

[3]Minimum 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: *   State: 51.5

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2018-2019 school year saw continued improvements throughout the school year. Our improvement goals emphasized the following: increased safety for all, increased awareness of emotional intelligence skills; science and social studies curriculum, and instructional capacity of all teaching staff. The District Improvement Team met four times throughout the year and paid close attention to student achievement results, as well as factors that are closely aligned with student achievement such as student attendance. Each school developed a School Improvement Plan that was closely aligned with the District Improvement Plan and teachers developed their individual goals from the school plan. This year we successfully implemented the first year of our plan to incorporate a data management system to help our district, schools, and teachers dig deeper and make better connections within the school data. This year we were also successful in engaging in "Instructional Rounds" at each school. In terms of our work with emotional intelligence, we teamed up this year with the Yale Center for Emotional Intelligence and trained all of our staff on two of their anchor tools, specifically the Emotional Intelligence Charter and the Mood Meter. Our district-wide Social Emotional Learning (SEL) committee used a pre and posttest model of inquiry to collect data from our students and staff. The committee will continue to use this data and our training to implement a three-year plan to further SEL. Furthermore, this is the first year that our teachers in grades K-5 taught the Second Step lessons, previously taught by our mental health staff. This has allowed our teachers to embed the learning from the Second Step curriculum seamlessly into their daily interactions with students and our mental health staff to engage in tier 2 and 3 interventions. In terms of curriculum, we made some progress implementing the Next Generation Science Standards but we faced multiple obstacles to implementing these standards with fidelity, most notably in terms of time and expertise. We were able to offer AP Government and Politics to our students for the first time this year. We also successfully brought Reader's Workshop into grade 7. Our Special Education programming continued to improve, most notably in our transition program. Our students have additional opportunities to improve their skills in a variety of locations. We hired a teacher for the hearing impaired this year and improved our programming to support students with hearing loss. In terms of communication, each principal continued to send out weekly email blasts to all parents. The Superintendent of Schools provided a monthly update to all parents in the district. During the 2018-2019 school year, we continued to post our district and school improvement plans online and shared direct links to these plans in our communications with parents. We successfully implemented our new standards based elementary report cards throughout the school year. Parents engaged in many of our committees including PTA's, District Data Team, School Safety Teams, and our Instructional Rounds Team. These frequent communications in conjunction with long established parent meetings provided significant opportunities for the schools to provide support to parents working at home with their children.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plymouth Public Schools engage in many activities designed to reduce racial, ethnic and economic isolation. Through intra-district collaborative programs or community-based efforts, the students that attend Plymouth schools are nurtured and cared for despite Plymouth being a community of moderate means and a high percentage of students on Free and Reduced lunch. Embedded in the curriculum for all elementary levels are many opportunities that expose students to our diverse world. For instance, students in grade three, four and five explore various authors of different ethnicity and spend time researching and presenting information on various influential figures of different races and cultures and their contributions to the world. Social Studies, Civics, World Language, and Language Arts teachers at the middle school level introduce students to a variety of cultures and traditions through the utilization of multicultural literature as a component of our students' literacy experience. The 8th grade curriculum contains a unit of study on prejudice and how it affects Human Rights. The Leo Club at Terryville High School continues to engage in a significant number of civic opportunities and participated in multiple events that brought students from surrounding towns together this year. We send more than 100 students to magnet schools in Waterbury, such as Maloney, Rotella and the Performing Arts Magnet School. Our students also participate in the Day of Caring for the United Way, Youth Government Day, and the Diversity club. Our Kids-in-the-Middle program also works on civic and philanthropic activities, this middle school program partners with the United Way in Bristol, Burlington, and Plainville. Through our SEL work we connected with multiple area high schools to connect students and build coalitions towards a culture of caring and learning. During the school year students travelled to Italy and Greece in an effort to gain exposure to other cultures. Our high school students also participated in a program in Washington D.C that connected them to students from around the country to better understand our political process. All of our 8th grade students attend a field trip to CCSU to see a college campus and see what their future could hold.

Equitable Allocation of Resources among District Schools

The Plymouth Public Schools is committed to allocating resources in an equitable manner. The Board of Education goals drive the district and school improvement plans. These plans drive the budget development process and ensure that student needs are the driving force in the process. Each cost center is required to use a zero-based budgeting process to develop and then defend their budget. The district leadership team reviews data from the schools to identify inequitable funding situations and uses the budget development process to realign resources. The District Data Team was instrumental in identifying budget priorities. Through an analysis of student outcomes, we were able to identify students and schools with additional needs and to identify opportunities to flexibly use our current resources.