

STRATEGIC SCHOOL PROFILE 2012-13**Plainville School District**

Jeffrey C. Kitching, Superintendent

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Plainville,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 17,328

1990-2000 Population Growth: -0.4%

Number of Public Schools: 6

Per Capita Income in 2000: \$23,257

Percent of Adults without a High School Diploma in 2000*: 16.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.7%

District Enrollment as % of Estimated. Student Population: 96.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,355
5-Year Enrollment Change -9.5%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	623	26.5	30.5	36.7
K-12 Students Who Are Not Fluent in English	97	4.2	2.0	5.8
Students Identified as Gifted and/or Talented*	25	1.1	2.2	3.8
PK-12 Students Receiving Special Education Services in District	315	13.4	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	137	87.8	72.5	79.3
Homeless	0	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	39	15.0	15.1	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	56	2.4
Black	124	5.3
Hispanic	308	13.1
Pacific Islander	0	0.0
White	1,785	75.8
Two or more races	77	3.3
Total Minority	570	24.2

Percent of Minority Professional Staff: 1.6%

Open Choice:

98 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

12.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 25.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

1. Efforts to Reduce Racial, Ethnic, and Economic Isolation As a community, Plainville is not substantially diverse in terms of race, economics, or ethnicity. Although our population of English Language Learners is increasing, over 80% of our students are Caucasian, and 90% of our students come from homes where English is the primary language. Thus it becomes even more important for us to foster understanding of various groups in our society and in the world at large while promoting equity and respect for all people. We continue to increase our support of the Open Choice program, inviting over 100 Hartford students into our community schools. A variety of programs and curricula promote global understanding. Children in all three elementary schools explore world cultures through our reading, writing, and social studies curricula. We continue to participate in Interdistrict Grant Programs, such as "Improving Thinking and Language Arts Skills through Multicultural Arts and Technology," which bring together students from Farmington, New Britain and Plainville to explore multi-cultural art and literature. Our Positive Behavioral Interventions and Support (PBIS) programs at all schools promote positive interactions, understanding, and acceptance of differences as students learn to work and play together. Our RAMP (Reading and Math Power) summer program provides opportunities for our special education students and struggling readers and mathematicians to come together for targeted instruction in deficit areas. Financial barriers are removed by providing transportation, and a partnership with the YMCA provides after-school care at a reduced cost. Plainville is proud of the support we offer to our growing population of English Language Learners. Families are welcomed into the community through an active partnership between the Adult Education Program, The Plainville Family Resource Network, and our neighborhood schools. Language acquisition and literacy programs are offered for pre-school children as well as for their parents. Major obstacles to reducing racial, ethnic, and economic isolation are the lack of minority teaching candidates and the financial support to sustain new initiatives. As a state, we must continue to address the need to attract highly qualified teachers and administrators, including minorities, into the profession.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	53.7	56.9	27.5
Writing	65.6	60.0	46.0
Mathematics	70.8	61.4	51.6
Grade 4 Reading	69.5	62.6	48.7
Writing	65.6	63.0	43.7
Mathematics	73.7	65.1	51.9
Grade 5 Reading	67.1	66.9	35.4
Writing	69.4	65.6	44.1
Mathematics	68.2	69.2	32.9
Science	61.1	62.3	29.8
Grade 6 Reading	82.0	73.3	51.5
Writing	77.7	65.1	62.4
Mathematics	67.8	67	34.5
Grade 7 Reading	80.7	78.9	34.8
Writing	76.8	64.9	63.9
Mathematics	75.3	65.4	55.1
Grade 8 Reading	78.1	76.2	36.1
Writing	65.2	67.2	28.9
Mathematics	78.0	65.0	61.0
Science	77.5	60.4	65.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	50.6	48.5	39.4
Writing Across the Disciplines	64.2	62.1	34.8
Mathematics	58.6	52.4	47.0
Science	57.7	48.8	52.6

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.0	51.1	55.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.1	78.5	
Average Score	Mathematics	493	503	39.1
	Critical Reading	482	499	28.6
	Writing	496	504	36.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.8	84.8	64.7
2011-12 Annual Dropout Rate for Grade 9 through 12	1.5	2.1	23.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.8	82.6
% Employed (Civilian Employment and in Armed Services)	10.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	174.40
Paraprofessional Instructional Assistants	33.19
Special Education	
Teachers and Instructors	29.00
Paraprofessional Instructional Assistants	64.16
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	9.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	14.20
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	123.95

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.4	13.9
% with Master's Degree or Above	80.1	81.1	79.8

Average Class Size	District	DRG	State
Grade K	14.1	16.7	18.9
Grade 2	14.9	18.3	19.8
Grade 5	22.1	20.8	21.3
Grade 7	15.1	18.3	20.2
High School	18.2	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	988	999
Middle School	1,074	1,037	1,029
High School	1,160	1,035	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.6	2.4	2.7
Middle School	2.1	2.5	2.1
High School	1.3	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,659	\$8,597	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$951	\$396	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$1,003	\$417	\$475	\$275	\$471
Student Support Services	\$1,458	\$607	\$949	\$775	\$950
Administration and Support Services	\$3,881	\$1,615	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$3,494	\$1,454	\$1,466	\$1,488	\$1,459
Transportation	\$1,710	\$681	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$2,515	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$170	\$175	\$170
Total	\$35,672	\$14,297	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,183	\$2,157	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,464,051	20.9	20.6	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	64.2	32.6	2.9	0.4
Excluding School Construction	62.8	33.5	3.3	0.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

2. Equitable Allocation of Resources among Schools The budgeting process used by the Plainville Community Schools begins with the district strategic plan goals and with each building principal assessing the needs of his or her 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. Each classroom in the district is equipped with an interactive white board, and equitable distribution of other technological and print resources is ensured. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	312
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	33	1.4	1.3	1.3
Learning Disability	80	3.3	3.8	4.0
Intellectual Disability	3	0.1	0.5	0.4
Emotional Disturbance	28	1.2	1.3	1.0
Speech Impairment	46	1.9	2.1	2.0
Other Health Impairment*	83	3.5	2.3	2.4
Other Disabilities**	39	1.6	0.9	1.0
Total	312	13.0	12.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	65.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	31.0	34.5	71.7	69.2
	Writing	20.7	19.9	69.9	64.4
	Mathematics	26.2	29.0	72.2	65.5
	Science	31.7	21.3	69.6	61.3
CAPT	Reading Across the Disciplines	25.0	15.7	50.6	48.5
	Writing Across the Disciplines	20.0	16.7	64.2	62.1
	Mathematics	7.7	16.8	58.6	52.4
	Science	5.0	14.6	57.7	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	12.9
	% With Accommodations	87.1
CAPT	% Without Accommodations	20.8
	% With Accommodations	79.2
% Assessed Using Skills Checklist		6.4

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	3	1.0
Private Schools or Other Settings	23	7.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	236	75.6	73.7	72.0
40.1 to 79.0 Percent of Time	46	14.7	15.9	16.4
0.0 to 40.0 Percent of Time	30	9.6	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

3. School District Improvement Plans and Activities While student achievement during the course of the current generation of state testing has increased significantly, the district continues to work to reduce the achievement gaps that exist in our subgroups – most notably our free and reduced lunch and our special education students. Our STARS reading intervention program provides daily tutoring at the elementary level, and math tutors have been hired at each elementary school to work intensively with students needing intervention in math. Our SRBI program at the middle and high school provides intensive interventions in both reading and mathematics for students in need. Curriculum improvement teams meet regularly to align curriculum with state frameworks and to provide pacing guides and model lessons for teachers. Recent involvement with Project Opening Doors has led to a significant increase in Advanced Placement course offerings and has nearly tripled the number of students taking AP courses. Data teams at all schools regularly set SMART goals and monitor progress on common formative assessments in order to make decisions about instruction as they work to do “whatever it takes” to improve student learning and achievement.
