

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



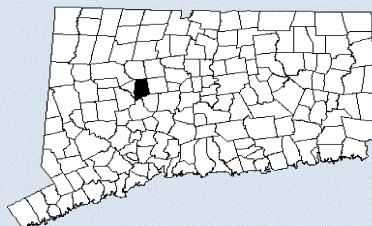
Plymouth School District

Ms. Eleanor Cruz, Superintendent • 860-314-8005 • <http://plymouth.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	1,577
Per Pupil Expenditures ¹	\$13,618
Total Expenditures ¹	\$24,662,729

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	735	46.6	48.3
Male	842	53.4	51.6
American Indian	*	*	0.2
Asian	21	1.3	4.6
Black or African American	26	1.6	12.9
Hispanic or Latino	68	4.3	21.2
Pacific Islander	0	0.0	0.0
White	1,450	91.9	58.4
Two or More Races	*	*	2.3
English Language Learners	7	0.4	5.7
Eligible for Free or Reduced-Price Meals	369	23.4	37.3
Students with Disabilities ¹	238	15.1	12.8

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	65	9.0	14	1.8
Male	84	10.5	45	5.2
Black or African American	*	*	*	*
Hispanic or Latino	12	16.7	*	*
White	131	9.4	51	3.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	73	17.4	29	6.6
Students with Disabilities	32	15.4	27	10.4
District	149	9.8	59	3.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 27

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	112.7
Paraprofessional Instructional Assistants	15.4
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	25.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	7.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	8.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	122.7

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 (%)
Asian	1	0.6	1.0
Black or African American	0	0	3.5
Hispanic	2	1.3	3.6
Native American	0	0	0.1
White	155	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	*	*	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	*	*	21	14.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	10	37.0
Emotional Disturbance	13	44.8
Intellectual Disability	*	*
Learning Disability	62	89.9
Other Health Impairment	48	88.9
Other Disabilities	*	*
Speech/Language Impairment	26	100.0
District	163	73.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.7	1.4
Emotional Disturbance	29	1.7	1.0
Intellectual Disability	6	0.4	0.4
Learning Disability	69	4.1	4.2
Other Health Impairment	56	3.3	2.5
Other Disabilities	14	0.8	1.0
Speech/Language Impairment	31	1.8	1.9
All Disabilities	233	13.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	14	6.0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,875,683	8,656	8,769
Instructional Supplies and Equipment	778,907	486	275
Improvement of Instruction and Educational Media Services	458,817	286	487
Student Support Services	566,730	354	965
Administration and Support Services	2,085,489	1,301	1,600
Plant Operation and Maintenance	2,966,083	1,850	1,472
Transportation	2,164,871	1,171	786
Costs of Students Tuitioned Out	1,322,176	N/A	N/A
Other	443,973	277	178
Total	24,662,729	13,618	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,212,490	756	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,825,333	34.8	35.6
Noncertified Personnel	588,755	11.2	14.5
Purchased Services	224,619	4.3	5.0
Tuition to Other Schools	1,121,050	21.4	21.4
Special Ed. Transportation	586,007	11.2	8.5
Other Expenditures	892,666	17.0	14.9
Total Expenditures	5,238,430	100.0	100.0
PK-12 Expenditures Used for Special Education		21.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.6	52.5
State	42.7	44.7
Federal	2.6	2.7
Tuition & Other	0.1	0.1

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	70.9	.	65.6	66.5	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.1	67.9	68.7	70.1	.	.	.	.
Students with Disabilities	36.3	38.9	38.5	39.5	.	.	.	.
High Needs	61.6	62.8	62.7	63.4	.	.	.	.
District	78.6	78.9	79.3	78.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	57.9	63.3	57.0	63.3	.	.	.	.
Students with Disabilities	.	.	27.9	.	.	.	.	.
High Needs	50.2	56.4	51.0	55.4	.	.	.	.
District	67.6	74.6	72.6	75.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.5	81.6	74.6	81.6	430	81.9
Curl Up	71.7	74.8	81.3	90.8	430	79.3
Push Up	62.3	64.1	67.2	81.6	430	68.1
Mile Run/PACER	74.5	75.7	60.4	67.8	430	69.1
All Tests - District	37.7	52.4	50.7	64.4	430	50.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	39	74.4	.		.
Students with Disabilities	*	*	.		.
District	128	85.2	90.6	No	91.0
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	75.9	30	25.9
Male	64.2	39	28.5
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	69.9	*	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	60.8	11	21.6
Students with Disabilities	*	0	*
District	69.6	69	27.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	63.0	86.4
Male	57.4	87.5
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	60.7	86.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	42.9	*
Students with Disabilities	*	*
District	60.0	86.8
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2013-2014, there was a continued focus on updating the school curricula to align to the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The district also adopted a district-wide instructional framework, the Gradual Release of Responsibility (GRR) model, and aligned the teacher evaluation model with the framework. In all schools, teachers did a book study on the model and instructional coaches and principals led collaborative learning sessions on the GRR model which provides a framework for all teachers.

Data teams, both school-wide and instructional, have been implemented in all schools and data teams worked with a consultant from East Conn to improve teachers' ability to examine students' work collaboratively and implement high-quality instruction to address students' needs. District administrators were trained in Instructional Rounds and the rounds team conducted its first visit at Eli Terry Middle School (ETJMS). Prior to the visit, the school improvement team developed a problem of practice and the rounds team visited ETJMS to examine the problem of practice, collect relevant observation data, and offer support for the school's next level of work.

The elementary schools implemented Lucy Calkin's Writer's Workshop to enhance student's writing skills. As part of the CEA's 3C Grant, teachers worked in collaborative teams to examine student work using the new writing rubrics and teachers visited schools that have been using Writer's workshop in order to deepen their understanding.

In the area of Special Education, we continue to enhance programs to meet the needs of our students and tailor programs to students' individual needs. In most classrooms, an inclusion model is used so that students in special education programs have access to the regular classroom. Our self-contained Apple Program provides structured, intensive support for students with intense needs such as autism, intellectual disabilities, multiple disabilities, or other health impairments. In several cases, students in the Apple Program are partially mainstreamed so that student services are personalized and tailored to each student. Our SWAT alternative education program uses technology-based instruction with support from a certified Special Education Teacher to offer high-interest, individualized instruction to high school students.

To decrease truancy, our school social workers work closely with the School-Resource Officer (SRO) to work with families of truant students. After a prescribed number of absences, students will meet with the school social worker and the SRO will visit the student's home to work with families so that students attend school regularly. Our district continues to use the Juvenile Review Board. Rather than going to court, students and families with truancy issues come before and work with the Juvenile Review Board to resolve truancy issues.

In order to engage parents in school programs, our Parent Teacher Associations and PTA Council meet monthly. In addition, in the high school, parents work with the school to improve programs through the Booster Club and Friends of Music. Parents also served on the hiring committee for the new high school principal. In the summer of 2013, the district formed a district improvement team composed of stakeholders from the school and broader community.

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 with 30% of its students on free and reduced lunch. Embedded in the curriculum for all elementary levels are many opportunities that expose the students to our diverse world. For instance, students in grades 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 teacher 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 engages in many civic activities and fundraising for those less fortunate. We send more than 100 students to magnet schools in Waterbury, such as Maloney, Rotella and the Performing Arts Magnet School. Our School-to-Career program is heavily involved in community work; our students also participate in the Conference for the United Way Youth Forum, Youth and 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.

Plymouth Public Schools is committed to helping our students develop understandings and greater acceptance for diverse cultures. In order to prepare our students for a global economy and the 21st century experience, we strive to engage our students in as many authentic and real-life opportunities as possible.

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Equitable Allocation of Resources among District Schools

Plymouth Public Schools is committed to allocating resources equally across the district. The district and the community collaborated to develop a Strategic Plan and Board of Education Goals that raise expectations for all students. This framework provides the foundation for the development of district improvement plans and school improvement plans which will result in creating a through-line of instructional fidelity Pre - 12. This framework also becomes the underpinnings for budget planning. The Superintendent and Board of Education along with administration, staff, students and the community, are working shoulder to shoulder to provide equitable resources to all students through budget decisions and reallocation of staff. Special Education resources, as well as Title I funding has been redistributed according to the most demonstrated need. Team work has been emphasized district-wide so staff are working more effectively and efficiently with each other; work that will most certainly result in better outcomes for all students.