

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



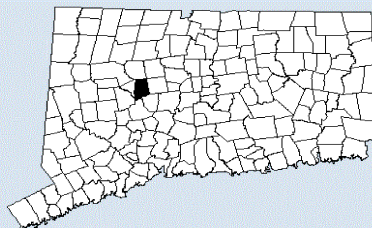
Plymouth School District

Mr. Mark Winzler, Superintendent • 860-314-8005 • <http://plymouth.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,556
Per Pupil Expenditures ¹	\$14,035
Total Expenditures ¹	\$24,757,770

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	739	47.5	48.3
Male	817	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	18	1.2	4.7
Black or African American	21	1.3	12.9
Hispanic or Latino	90	5.8	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	1,409	90.6	57.2
English Language Learners	12	0.8	6.3
Eligible for Free or Reduced-Price Meals	416	26.7	37.6
Students with Disabilities ¹	226	14.5	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	88	12.4	14	1.8
Male	100	12.7	50	5.9
Black or African American	*	*	*	*
Hispanic or Latino	14	15.6	*	*
White	170	12.5	56	3.9
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	100	21.8	36	7.6
Students with Disabilities	54	24.3	21	8.2
District	188	12.5	64	4.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 84

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	95.3
Paraprofessional Instructional Assistants	21.1
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	16.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.3
School Level	5.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	13.2
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	119.9

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.7	1.0
Black or African American	1	0.7	3.5
Hispanic or Latino	3	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	144	96.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	87	87.0	96	85.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	83.8	17	73.9
Students with Disabilities	13	*	12	*
District	94	87.0	100	85.5
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	10	37.0
Intellectual Disability	0	0
Learning Disability	53	88.3
Other Health Impairment	51	83.6
Other Disabilities	*	*
Speech/Language Impairment	24	100.0
District	151	70.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	27	1.6	1.5
Emotional Disturbance	27	1.6	1.0
Intellectual Disability	*	*	0.5
Learning Disability	61	3.7	4.4
Other Health Impairment	62	3.7	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	37	2.2	1.9
All Disabilities	234	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	17	7.3	8.1
Private Schools or Other Settings	14	6.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,206,466	9,089	9,134
Instructional Supplies and Equipment	756,252	484	334
Improvement of Instruction and Educational Media Services	516,713	331	498
Student Support Services	715,607	458	1,001
Administration and Support Services	2,104,610	1,347	1,694
Plant Operation and Maintenance	2,601,258	1,664	1,572
Transportation	2,053,003	1,136	813
Costs of Students Tuitioned Out	1,435,159	N/A	N/A
Other	368,702	236	186
Total	24,757,770	14,035	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,489,571	953	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,998,267	35.1	35.1
Noncertified Personnel	576,033	10.1	14.2
Purchased Services	324,073	5.7	5.2
Tuition to Other Schools	1,288,621	22.6	22.0
Special Ed. Transportation	603,265	10.6	8.6
Other Expenditures	909,192	16.0	14.9
Total Expenditures	5,699,451	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.9	53.3
State	41.3	43.8
Federal	2.6	2.8
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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13	*	13	*	*	*
Black or African American	9	*	9	*	7	*
Hispanic or Latino	42	60.1	40	47.1	22	47.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	687	67.4	687	58.4	329	54.9
English Language Learners	8	*	8	*	*	*
Non-English Language Learners	751	66.8	750	57.6	*	*
Eligible for Free or Reduced-Price Meals	242	60.3	241	52.2	119	47.6
Not Eligible for Free or Reduced-Price Meals	517	69.5	517	59.8	246	57.5
Students with Disabilities	135	46.5	135	39.7	57	39.1
Students without Disabilities	624	70.9	623	61.2	308	57.1
High Needs	315	57.6	314	49.7	141	46.7
Non-High Needs	444	72.9	444	62.9	224	59.0
District	759	66.6	758	57.4	365	54.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.7	83.6	85.7	99.1	440	88.6
Curl Up	87.8	84.5	85.7	92.9	440	87.7
Push Up	61.2	70.0	75.6	88.5	440	74.3
Mile Run/PACER	64.3	81.8	63.0	86.7	440	74.1
All Tests - District	39.8	53.6	44.5	84.1	440	55.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	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	79.5	.		.
Students with Disabilities	22	54.5	.		.
District	139	87.1	91.0	No	91.3
State ⁴		87.0			

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 2013-14 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	66.7	34	31.5
Male	47.9	33	28.2
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	58.0	67	31.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	35.0	12	20.0
Students with Disabilities	*	0	*
District	56.9	67	29.8
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.8	82.9
Male	69.4	88.6
Black or African American	*	*
Hispanic or Latino	*	*
White	74.6	86.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	56.1	*
Students with Disabilities	*	*
District	74.8	85.7
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first 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	66.6	75	88.7	100	88.7	67.9
	High Needs Students	57.6	75	76.8	100	76.8	56.7
Math Performance Index	All Students	57.4	75	76.5	100	76.5	59.3
	High Needs Students	49.7	75	66.2	100	66.2	47.8
Science Performance Index	All Students	54.3	75	72.3	100	72.3	56.5
	High Needs Students	46.7	75	62.2	100	62.2	45.9
Chronic Absenteeism	All Students	12.5%	<=5%	34.9	50	69.9	10.6%
	High Needs Students	21.0%	<=5%	18.1	50	36.1	17.3%
Preparation for CCR	% Taking Courses	86.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	29.8%	75%	19.9	50	39.7	37.3%
On-track to High School Graduation		91.3%	94%	48.6	50	97.1	85.6%
4-year Graduation All Students (2014 Cohort)		87.1%	94%	92.6	100	92.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		77.2%	94%	82.1	100	82.1	77.6%
Postsecondary Entrance (Class of 2014)		74.8%	75%	99.7	100	99.7	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.5% 55.9%	75%	37.3	50	74.5	87.6% 51.0%
Arts Access		46.9%	60%	39.1	50	78.2	45.7%
Accountability Index				965.1	1250	77.2	

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	72.9	57.6	15.3	17.3	
Math Performance Index Gap	62.9	49.7	13.2	19.6	
Science Performance Index Gap	59.0	46.7	12.4	17.2	
Graduation Rate Gap	94.0%	77.2%	16.8%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.2
	High Needs Students	96.5
Math	All Students	96.8
	High Needs Students	95.9
Science	All Students	97.6
	High Needs Students	94.2

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: 50.0

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2014-2015, 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. By the end of the year the K-12 math program was completed and ready for implementation in the 2015-2016 school year. Writer's workshop continued to be implemented at both elementary schools in the district. A team of educators from the elementary school and central office met often to determine most effective way to implement the balanced literacy work in the district. They reviewed word-study programs, visited other school's balanced literacy programs as part of the learning process. The team developed a three-year plan identifying 2015-2016 as a pilot year for Reader's Workshop and incorporated significant training opportunities for teachers K-6. Literacy coaches attended full week training sessions at Columbia's Teacher College on the workshop model.

The schools remained heavily focused on their work in grade-level and school level data teams. Teachers were able to collect significant data through the use of formative and summative assessments and then use that data to provide flexible learning opportunities designed to help all students master identified skills. The SRBI process at each of the schools received a great deal of attention and improvements at each level were made in the process that continues in 2015-2016. The district also identified that it needed to take better advantage of its student management system "Inform" and started the process of making the data more usable for our teaching staff.

The school district did not have a full-time Special Education Director until May of the 2014-2015 school year, however, a complete review of all special education services and programs commenced immediately. We continue to enhance programs to meet the needs of our students and tailor programs to students' individual needs. Our 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's services are personalized and tailored to individual needs. We also take advantage of a co-teaching model at both the high school and middle school that provides appropriate support so that all students engage with a rigorous curriculum.

Our truancy prevention program continues in earnest. We continue to take advantage of our School Resource Officer, Social Workers and School Psychologists to intervene in difficult attendance situations. We implement a Second Step Curriculum at the elementary school and a "Family" model at the middle school to help engage students in all aspects of school life. Letters are sent to families when attendance issues arise which lead to parent meetings and eventually referral to the court when necessary.

Multiple parent learning opportunities were provided on topics connected to the CCSS. Additionally, our PTA's meet monthly to increase parent engagement and to find ways to support the school. Parents at the high school are connected to the athletic, music and arts booster clubs as well as an After Graduation Committee that all engage in meaningful work to aid their students.

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 34% of its 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. 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 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. Plymouth Public Schools is committed to helping our students develop understanding and greater 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

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. Additionally, a recently developed District Data Team will meet monthly to review progress on school improvement measures and ultimately decide on holistic professional development opportunities needed at each level or for the entire district. The District Data Team will also be able to identify where possible inequities lie and identify possible ways to remove those inequities.