

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



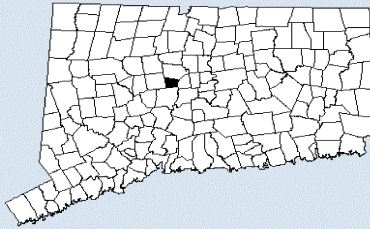
Plainville School District

Mr. Jeffrey Kitching, Superintendent • 860-793-3200 • www.plainvilleschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,412
Per Pupil Expenditures ¹	\$15,212
Total Expenditures ¹	\$37,040,728

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,153	47.8	48.3
Male	1,259	52.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	54	2.2	4.7
Black or African American	114	4.7	12.9
Hispanic or Latino	358	14.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	89	3.7	2.5
White	1,792	74.3	57.2
English Language Learners	105	4.4	6.3
Eligible for Free or Reduced-Price Meals	770	31.9	37.6
Students with Disabilities ¹	340	14.1	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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	78	7.1	30	2.5
Male	105	8.8	84	6.6
Black or African American	16	13.9	*	*
Hispanic or Latino	55	15.9	30	8.0
White	103	6.1	69	3.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	110	14.6	63	7.5
Students with Disabilities	53	17.9	26	7.0
District	183	8.0	114	4.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

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	165.5
Paraprofessional Instructional Assistants	32.4
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	61.3
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	15.4
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	140.7

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

	District		State
	Count	Percent of Total (%)	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	5	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	242	97.2	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	*	*	*	*
Hispanic or Latino	9	37.5	14	66.7
White	88	60.3	114	83.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	42.2	39	81.3
Students with Disabilities	7	*	8	32.0
District	109	56.5	142	81.1
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	22	64.7
Emotional Disturbance	19	59.4
Intellectual Disability	*	*
Learning Disability	61	93.8
Other Health Impairment	72	91.1
Other Disabilities	*	*
Speech/Language Impairment	37	97.4
District	220	77.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	1.6	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	65	2.7	4.4
Other Health Impairment	80	3.4	2.6
Other Disabilities	45	1.9	1.0
Speech/Language Impairment	49	2.1	1.9
All Disabilities	315	13.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.1	8.1
Private Schools or Other Settings	16	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,374,045	9,648	9,134
Instructional Supplies and Equipment	641,830	277	334
Improvement of Instruction and Educational Media Services	1,215,904	524	498
Student Support Services	1,702,298	734	1,001
Administration and Support Services	3,963,353	1,709	1,694
Plant Operation and Maintenance	3,693,201	1,593	1,572
Transportation	1,843,041	761	813
Costs of Students Tuitioned Out	1,607,056	N/A	N/A
Other	0	0	186
Total	37,040,728	15,212	15,289

Additional Expenditures			
Land, Buildings, and Debt Service	3,245,544	1,400	1,272

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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,023,325	40.8	35.1
Noncertified Personnel	1,253,745	16.9	14.2
Purchased Services	205,769	2.8	5.2
Tuition to Other Schools	1,441,696	19.4	22.0
Special Ed. Transportation	415,453	5.6	8.6
Other Expenditures	1,075,666	14.5	14.9
Total Expenditures	7,415,654	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.8	62.1
State	35.9	34.3
Federal	2.6	2.8
Tuition & Other	0.7	0.8

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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	10	*
Black or African American	60	62.3	60	50.6	35	50.4
Hispanic or Latino	177	62.6	177	53.7	79	53.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	40	68.4	40	58.8	16	*
White	924	69.6	924	59.8	417	59.1
English Language Learners	70	65.2	70	58.9	21	40.4
Non-English Language Learners	1161	68.6	1161	58.6	536	58.3
Eligible for Free or Reduced-Price Meals	415	62.7	415	54.1	198	53.5
Not Eligible for Free or Reduced-Price Meals	816	71.2	816	61.0	359	59.9
Students with Disabilities	195	49.9	195	40.3	83	41.5
Students without Disabilities	1036	71.8	1036	62.1	474	60.5
High Needs	555	61.2	555	52.2	252	51.5
Non-High Needs	676	74.2	676	63.9	305	62.7
District	1231	68.4	1231	58.6	557	57.7

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			
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	75.5	94.2	87.8	56.0	691	78.4
Curl Up	88.3	89.0	91.2	86.3	691	88.7
Push Up	65.6	81.4	72.9	68.6	691	72.2
Mile Run/PACER	51.5	87.2	69.1	54.3	691	65.7
All Tests - District	38.7	68.6	57.5	41.1	691	51.7
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	67	82.1	80.3	Yes	81.9
Students with Disabilities	25	60.0	80.3	No	81.9
District	176	88.6	89.5	No	90.0
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	74.9	64	37.4
Male	55.3	61	31.0
Black or African American	*	*	*
Hispanic or Latino	53.3	7	15.6
White	66.4	106	37.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	50.5	18	19.4
Students with Disabilities	*	*	*
District	64.4	125	34.0
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.

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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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.5	90.6
Male	66.2	88.7
Black or African American	*	*
Hispanic or Latino	*	*
White	80.0	90.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	65.7	77.5
Students with Disabilities	50.0	*
District	76.3	89.8
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	68.4	75	91.2	100	91.2	67.9
	High Needs Students	61.2	75	81.6	100	81.6	56.7
Math Performance Index	All Students	58.6	75	78.2	100	78.2	59.3
	High Needs Students	52.2	75	69.6	100	69.6	47.8
Science Performance Index	All Students	57.7	75	76.9	100	76.9	56.5
	High Needs Students	51.5	75	68.7	100	68.7	45.9
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	88.1	10.6%
	High Needs Students	13.6%	<=5%	32.7	50	65.5	17.3%
Preparation for CCR	% Taking Courses	68.2%	75%	45.5	50	90.9	66.1%
	% Passing Exams	34.0%	75%	22.6	50	45.3	37.3%
On-track to High School Graduation		92.0%	94%	48.9	50	97.9	85.6%
4-year Graduation All Students (2014 Cohort)		88.6%	94%	94.3	100	94.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		87.2%	94%	92.7	100	92.7	77.6%
Postsecondary Entrance (Class of 2014)		76.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% 51.7%	75%	34.4	50	68.9	87.6% 51.0%
Arts Access		53.6%	60%	44.6	50	89.3	45.7%
Accountability Index				1026.1	1250	82.1	

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	74.2	61.2	13.0	17.3	
Math Performance Index Gap	63.9	52.2	11.7	19.6	
Science Performance Index Gap	62.7	51.5	11.2	17.2	
Graduation Rate Gap	94.0%	87.2%	6.8%	15.2%	N

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	99.3
	High Needs Students	99.0
Math	All Students	99.4
	High Needs Students	99.1
Science	All Students	99.8
	High Needs Students	99.6

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: 58.6 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

Plainville has a long history of working toward continuous improvement through individual school improvement plans and district-wide program improvement. After a comprehensive program evaluation of our special education services, the district decided to decentralize programs and return children to their neighborhood schools to receive the same services. We expanded our special education pre-kindergarten program to include all four-year-old children in their neighborhood schools.

We provide a strong program of professional learning for certified staff to improve their skills in the development and implementation of individualized education plans (IEPs) aligned to the goals of the Connecticut Core Standards (CCS).

We use a Universal Design for Learning approach to curriculum and lesson design to ensure access for all students. We have shifted special education service delivery from a self-contained setting to the general education classroom whenever possible and increased the number of tutors to provide remediation and support for all students. We use SRBI for both behavior modification as well as academics, and we continue to implement instructional and assistive technology strategies to ensure that students with disabilities can access the curriculum.

Each school embraces a proactive approach to truancy prevention by routinely examining attendance data and reaching out to parents through letters, phone calls, emails, and home visits. When necessary, we partner with local agencies, including DCF, juvenile court, community-based mental health service providers, as well as school and town-wide social workers to support students and families in resolving attendance issues. Providing numerous opportunities for students to become engaged in school and after school helps to prevent truancy. We have a strong program of after-school clubs, activities, and sports that promote attendance in school. The Plainville Family Resource Network is another resource offering parent learning programs that provide valuable information on parenting and discipline.

There are parent-teacher organizations at each school, and administrators and teachers use regular newsletters and/or “e-blasts” through School-Messenger to keep parents informed about what is happening in the classroom and school. Family Math and Family Science nights are offered throughout the year at each elementary school and provide parents with games and activities that they can do at home to increase learning for their children. Parent conferences are offered at each school, and teachers are encouraged to contact parents regularly to provide positive feedback as well as to express concerns over declining grades, attendance, or behavior. Parents of middle and high school students have access to their children’s grades through the PowerSchool Parent Portal. Annual Back-to-School nights and the high school’s annual “Curriculum and Activities Showcase” increase parent understanding of the curriculum and course offerings that are geared to student interests.

Parents participated in the development of the district’s strategic plan and helped to draft the district and individual school 21st century learning expectations. The annual Community Showcase provides information on district-wide initiatives to parents and community members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 2014-15, 118 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 for incoming elementary students and their families. Achievement 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 118 students in 2014-15. Hartford Magnet attendance increased from 10 students in 2011-12 to 44 students in 2014-15, and attendance at CREC magnet schools increased from 30 in 2011-12 to 53 in 2014-15.

Plainville actively recruits minority educators and has added two administrators representing minority groups over the last three years. Eleven educators recently took part in a book study on “Culturally Responsive Teaching.”

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.

Texts such as *Amazing Grace* by Mary Hoffman or *Families Are Different* by Nina Pelligrini are used in elementary schools to explore diversity of individuals and cultures. Eighth grade humanities emphasizes the theme of “tolerance” and explore the diversity inherent in our global society. 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 in grades 5 through 12 to have access to the technology they need to be successful in acquiring 21st century skills.

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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.