Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

Plainville School District

Mr. Steven Lepage, Superintendent • 860-793-3200 • http://www.plainvilleschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,265
Per Pupil Expenditures[1]	$16,910
Total Expenditures[1]	$41,142,711

[1] Expenditure data reflect the 2019-20 school year.
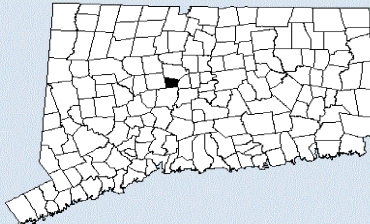
Community Information

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 2020-21 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 https://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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,066	47.1	48.4
Male	1,199	52.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	58	2.6	5.2
Black or African American	112	4.9	12.7
Hispanic or Latino of any race	497	21.9	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	103	4.5	4.0
White	1,486	65.6	49.9
English Learners	175	7.7	8.3
Eligible for Free or Reduced-Price Meals	935	41.3	42.7
Students with Disabilities[3]	321	14.2	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	8	0.7
Male	220	19.3	43	3.5
Black or African American	32	30.5	*	*
Hispanic or Latino of any race	147	31.3	13	2.5
White	212	14.9	24	1.6
English Learners	45	26.2	*	*
Eligible for Free or Reduced-Price Meals	241	28.1	32	3.1
Students with Disabilities	88	28.6	14	3.8
District	423	19.5	51	2.2
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 43

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[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	156.8
Paraprofessional Instructional Assistants	42.2
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	53.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	161.7

[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	1	0.4	0.1
Asian	0	0.0	1.3
Black or African American	3	1.3	4.1
Hispanic or Latino of any race	2	0.9	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	222	97.4	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	7.3

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	*	*	11	*
Hispanic or Latino of any race	10	41.7	23	69.7
White	68	55.7	92	77.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	23	44.2	41	71.9
Students with Disabilities	*	*	19	65.5
District	89	53.6	134	75.3
State		75.9		85.6

[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	18	40.9
Emotional Disturbance	17	56.7
Intellectual Disability	*	*
Learning Disability	60	76.9
Other Health Impairment	52	73.2
Other Disabilities	*	*
Speech/Language Impairment	27	90.0
District	187	66.3
State		67.9

[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	47	2.1	2.1
Emotional Disturbance	30	1.3	1.1
Intellectual Disability	10	0.4	0.5
Learning Disability	78	3.5	5.8
Other Health Impairment	72	3.2	3.3
Other Disabilities	26	1.2	1.2
Speech/Language Impairment	40	1.8	1.9
All Disabilities	303	13.5	15.9

[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	11	3.6	8.3
Private Schools or Other Settings	17	5.6	4.8

[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]: 2019-20

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$26,677,117	$10,965	$11,205
Support services - students	$1,406,564	$600	$1,346
Support services - instruction	$5,450,245	$2,324	$698
Support services - general administration	$152,030	$65	$464
Support services - school based administration	$2,070,147	$883	$1,037
Central and other support services	$515,480	$220	$691
Operation and maintenance of plant	$3,055,894	$1,303	$1,692
Student transportation services	$1,815,235	$1,237	$1,159
Food services	.	.	$21
Enterprise operations	.	.	$151
Total	$41,142,711	$16,910	$17,838

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,805,905	32.8	29.6
Instructional Aide Salaries	$1,313,072	15.4	11.1
Other Salaries	$840,994	9.8	9.5
Employee Benefits	$1,432,948	16.8	13.5
Purchased Services Other Than Transportation	$220,985	2.6	5.4
Special Education Tuition	$1,223,137	14.3	22.5
Supplies	$56,428	0.7	0.5
Property Services	$974	0.0	0.3
Purchased Services For Transportation	$648,128	7.6	7.2
Equipment	$338	0.0	0.2
All Other Expenditures	$500	0.0	0.1
Total	$8,543,409	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	65.6
State	32.2
Federal	2.2
Tuition & Other	.

[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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	23	95.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57	91.2
Students with Disabilities	22	63.6
District	160	94.4
State		88.8

[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 2019-20 school year.

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

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.9	54	36.2
Male	77.4	63	32.3
Black or African American	72.7	*	*
Hispanic or Latino	73.7	14	24.6
White	83.0	89	36.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	71.6	30	27.5
Students with Disabilities	55.3	*	*
District	81.1	117	34.0
State	85.0		36.0

[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.
Copyright © 2021 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2021 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	88.2	87.8
Male	62.0	75.0
Black or African American	*	*
Hispanic or Latino of any race	52.2	77.3
White	79.7	83.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.4	78.7
Students with Disabilities	*	*
District	74.8	82.3
State	67.4	84.9

[3] 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.

[4] 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	19.5%	<=5%	19.0%
	High Needs Students	26.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	64.8%	75%	80.6%
	% Passing Exams	34.0%	75%	36.0%
On-track to High School Graduation		84.3%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		94.4%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		88.7%	94%	85.2%
Postsecondary Entrance (Class of 2020)		74.8%	75%	67.4%
Arts Access		52.8%	60%	50.7%

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]
Graduation Rate Gap	94.0%	88.7%	5.3%	9.8%	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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Narratives

School District Improvement Plans and Parental Outreach Activities

Plainville prides itself on working toward continuous improvement through coherent and aligned school and district improvement plans, all driven by a community-created vision for educational success. Our improvement plans guide all initiatives, strategies and decisions within our schools and district, with a focus on equitable learning opportunities and experiences for all students in order to provide the greatest chance for mastery of skills and content.

We implement a Universal Design for Learning approach to curriculum and lesson design, to allow all students access to meaningful and challenging learning opportunities. We also have robust, multi-tiered systems of support for both behavior and academics so we can provide the necessary support for students to access their learning. For students with disabilities who require more intensive support to access curriculum and instruction, our special education programming balances specialized instruction with inclusion to ensure our students continue to receive the necessary peer and general education classroom exposure they deserve.

Each school embraces a proactive approach to truancy prevention by routinely examining attendance data through their respective attendance teams to determine the impact of their engagement strategies. District level administrator meetings assist in analyzing this school level attendance data and serve to facilitate discussions regarding best practices. Some of the strategies utilized to improve student attendance are parent letters, phone calls, emails, home visits, partnerships with local agencies such as DCF, juvenile court and mental health providers, utilization of social workers and attendance rewards, celebrations and incentives. Creating stronger connections to school for both parents and students through outreach, programming and surveying are also strategies utilized to improve attendance through both engagement and an increased sense of belonging.

Family engagement is a critical component in improving each student's learning experience and sense of belonging. We include parents in various committees and organizations, and also communicate regularly through newsletters, "e-blasts", Google Classrooms, progress reports and text messages in addition to traditional emails and phone calls. Parent conferences are offered at each school throughout the year, and various family events are offered to inform, entertain and/or involve parents in the educational process. We also provide translation services for our families who are non-English speakers. To ensure our families feel connected and supported in Plainville, our registration welcoming center provides families with resources to immediately embrace them as part of the Plainville Community Schools family.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainville has a long-standing partnership with the Connecticut Regional Education Consortium. More than 5% of our students are Open Choice students, and we continue to increase the number of Open Choice students in our schools, such as through increased spaces within our universal pre-K program. In order to further support and reduce any feelings of isolation among our Open Choice students and families, we have increased our efforts to provide more culturally relevant literature and experiences into our curriculum, instruction and school events and programs. In addition to accepting Open Choice applications, we also support Plainville students attending out of district magnet schools in Hartford and surrounding areas.

In order to enhance our efforts to reduce racial, ethnic and economic isolation, we created the district position of EL, Equity and Student Support Specialist before the 2020-2021 school year. This position has led to embedded professional learning opportunities for all staff regarding instructional practices to support English learners, cultural sensitivity, and identifying barriers to access and opportunity within our district. We continually strive to attract, hire and retain minority staff so we can better reflect the student population we serve through grant funding and targeted initiatives. We have also engaged staff, students and the community in our equity efforts through our district Equity Team, student-led social justice clubs, and our community-based Anti-Racism Task Force. All schools have implemented various activities to honor student differences, cultures and experiences such as cultural celebrations, equity read-alouds with CREC, inviting families to teach about their native language and customs, cultural ambassador programs, curriculum projects and piloting the course on Black and Latino Studies.

In addition, we provide access and opportunity through free, universal preschool, college and career fairs, financial assistance or waivers for advanced placement testing and dual enrollment cost, targeted assistance for the FAFSA, improved systems and processes to support and identify students with economic needs, one-to-one devices for all students and internet connectivity assistance when needed.

Equitable Allocation of Resources among District Schools

The budgeting process in Plainville is based on the district's strategic plan goals and theories of action. Each building principal assesses the needs of the school as it relates to these documents. The budget is then constructed during Administrative Council meetings and individual meetings with school, district and central office administrators. This ensures the allocation of resources is accomplished collaboratively across the district and maintains equity and organizational coherence.

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 schools receive Title I support, and therefore students in most need of services are receiving the benefits afforded by the grant.