Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Plymouth School District

Dr. Martin Semmel, Superintendent • 860-314-8005 • http://plymouth.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,368
Per Pupil Expenditures[1]	$15,885
Total Expenditures[1]	$25,209,079

[1] *Expenditure data reflect the 2018-19 school year.*
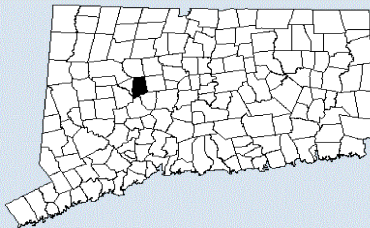
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	652	47.7	48.4
Male	716	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	1.7	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	164	12.0	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	55	4.0	3.8
White	1,112	81.3	51.1
English Learners	20	1.5	8.3
Eligible for Free or Reduced-Price Meals	589	43.1	43.3
Students with Disabilities[3]	250	18.3	16.0

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	78	12.7	26	3.8
Male	79	11.7	77	10.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	29	19.0	16	9.1
White	115	10.9	79	6.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	98	16.3	63	9.5
Students with Disabilities	55	23.6	34	11.9
District	157	12.1	103	7.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 97

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the 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	89.9
Paraprofessional Instructional Assistants	8.5
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	45.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	12.3
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	105.5

[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	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	146	98.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	10.4

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	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	51	63.0	82	91.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	60.7	37	88.1
Students with Disabilities	8	*	16	80.0
District	59	60.8	89	86.4
State		75.8		84.8

[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	10	28.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	83	94.3
Other Health Impairment	38	67.9
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	153	66.5
State		67.8

[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		State
	Count	Rate (%)	Rate (%)
Autism	36	2.5	2.0
Emotional Disturbance	22	1.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	88	6.2	5.7
Other Health Impairment	56	3.9	3.3
Other Disabilities	21	1.5	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	242	17.0	15.6

[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		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	3.3	8.2
Private Schools or Other Settings	10	4.1	5.0

[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]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$14,554,898	$9,171	$10,923
Support services - students	$2,336,188	$1,646	$1,277
Support services - instruction	$421,828	$297	$682
Support services - general administration	$885,730	$624	$467
Support services - school based administration	$1,353,407	$954	$1,021
Central and other support services	$731,682	$516	$679
Operation and maintenance of plant	$2,850,410	$2,009	$1,718
Student transportation services	$1,719,264	$1,328	$1,288
Food services	.	.	$12
Enterprise operations	$355,670	$251	$163
Minor school construction	.	.	$59
Total	$25,209,079	$15,885	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$2,353,915	35.4	28.5
Instructional Aide Salaries	$754,721	11.4	10.1
Other Salaries	$512,648	7.7	11.1
Employee Benefits	$936,965	14.1	13.0
Purchased Services Other Than Transportation	$335,610	5.0	5.7
Special Education Tuition	$1,232,670	18.5	22.5
Supplies	$36,667	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$482,869	7.3	8.0
Equipment	$2,421	0.0	0.2
All Other Expenditures	$150	0.0	0.1
Total	$6,648,635	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.4	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	55.5
State	42.1
Federal	2.1
Tuition & Other	0.4

[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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.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

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61	86.9
Students with Disabilities	18	*
District	125	92.0
State		88.5

[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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	71.9	95.1
Male	35.9	83.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	57.4	89.9
English Learners	*	N/A
Eligible for Free or Reduced-Price Meals	43.9	*
Students with Disabilities	*	*
District	52.9	89.6
State	71.8	87.6

[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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	12.1%	<=5%	12.2%
	High Needs Students	16.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	74.0%	75%	80.4%
On-track to High School Graduation		92.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		52.8%	75%	71.5%
Arts Access		53.5%	60%	51.8%

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%	87.1%	6.9%	10.9%	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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.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

The 2019-2020 school year saw continued improvements throughout the school year. Our improvement goals emphasized the following: increased safety for all, increased awareness of emotional intelligence skills; updating and enhancing curriculum, and developing the instructional capacity of all teaching staff. The District Improvement Team met four times throughout the year and paid close attention to student achievement results, as well as factors that are closely aligned with student achievement such as student attendance. Each school developed a School Improvement Plan that was closely aligned with the District Improvement Plan and teachers developed their individual goals from the school plan. Specifically, we created a crisis communications plan, developed our reunification plan, and conducted "tabletop" exercises dealing with safety issues. For our emotional intelligence work, teachers implemented the "Charter" and "Mood Meter" at all levels and teachers learned about "Meta Moment" and "Blue Print". We also updated our SRBI process for both academics and behaviors. For instruction, we completed our Instructional Framework, trained our staff on activating a lesson, and providing a well-structured mini-lesson. We also continued our Instructional Rounds but did not get to all buildings because of the school closures. On the curriculum side, an inclusive process was used to develop a Portrait of the Graduate that was unanimously supported by the BOE. We also provided an AP Computer Science course for students. Our work with Special Education improved as our Director for Curriculum and Instruction and Director of Pupil Personnel collaborated to review and refine our SRBI process ensuring that both academic and behavioral needs were being addressed well before the referral process. In terms of communication, each principal continued to send out weekly email blasts to all parents. The Superintendent of Schools provided a monthly update to all parents in the district. During the 2019-2020 school year, we continued to post our district and school improvement plans online and shared direct links to these plans in our communications with parents. Parents engaged in many of our committees including PTA's, District Data Team, School Safety Teams, and our Instructional Rounds Team. Most notably our staff were in constant communication with families during the school closure and required distance learning. Using Google as our platform our parents and students were able to communicate with staff frequently. These frequent communications in conjunction with long-established parent meetings provided significant opportunities for the schools to provide support to parents working at home with their children.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Plymouth Public Schools engage in many activities designed to reduce racial, ethnic, and economic isolation. The most significant work was a re-imagination of our elementary schools. Working with NESDEC, the BOE engaged in a thorough process to examine the options the district had with our current buildings. After repeated opportunities for parent, staff, and community feedback the BOE decided to go from a traditional K-5 program at each elementary school to a PK-2 and 3-5 building. This means that all students in town will learn together and will drastically reduce the racial, ethnic, and economic isolation that we were beginning to see. 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 a high percentage of 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 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 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 and participated in multiple events that brought students from surrounding towns together this year. 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. Through our SEL work, we connected with multiple area high schools to connect students and build coalitions towards a culture of caring and learning.

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. The District Data Team was instrumental in identifying budget priorities. Through an analysis of student outcomes, we were able to identify students and schools with additional needs and to identify opportunities to flexibly use our current resources. Specifically, we added a Dean of Students at our Title I school for 19-20. In addition, we completed an entire evaluation of our school buildings and will be moving to a PK-2 and 3-5 elementary model for 21-22 which means all students in the same grade will have the same opportunities no matter where they live in town.

Note: The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.