

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Plymouth School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,244
Per Pupil Expenditures	\$20,751
Total Expenditures	\$29,238,454

Expenditure data reflect the 2023-24 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>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	590	47.4	48.4
Male	654	52.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	24	1.9	12.4
Hispanic or Latino of any race	220	17.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	72	5.8	4.8
White	907	72.9	45.1
English Learners/Multilingual Learners	52	4.2	11.3
Eligible for Free or Reduced-Price Meals	637	51.2	44.8
Students with Disabilities	318	25.6	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	112	20.1	25	4.1
Male	125	20.4	70	10.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	52	23.2	16	6.6
White	158	18.7	68	7.3
English Learners/Multilingual Learners	13	23.2	*	*
Eligible for Free or Reduced-Price Meals	153	26.4	64	9.3
Students with Disabilities	80	26.7	34	9.6
All Students - District	237	20.2	95	7.3
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 675
Number of school-based arrests: 7

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	95.5
General Education Paraprofessionals	9.0
Special Education Teachers and Instructors	21.0
Special Education Paraprofessionals	61.0
District Central Office Administrators	5.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	82.8

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	0.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	147	99.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	20	13.5	6.8
Teachers	15	12.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	*	19	95.0
White	70	100.0	53	100.0
English Learners/Multilingual Learners	0	*	7	*
Eligible for Free or Reduced-Price Meals	31	96.9	42	100.0
Students with Disabilities	12	*	23	95.8
All Students - District	87	98.9	76	98.7
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	16.7
Emotional Disability	13	65.0
Intellectual Disability	0	0
Learning Disability	88	71.5
Other Health Impairment	41	62.1
Other Disabilities	0	0
Speech/Language Impairment	19	*
All Disabilities - District	168	58.3
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	45	3.5	2.9
Emotional Disability	21	1.6	1.1
Intellectual Disability	7	0.5	0.6
Learning Disability	123	9.6	6.5
Other Health Impairment	68	5.3	3.6
Other Disabilities	20	1.6	1.1
Speech/Language Impairment	25	1.9	2.0
All Disabilities	309	24.0	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	18	5.8	8.2
Private Schools or Other Settings	6	1.9	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$16,841,619	\$11,953	\$13,471
Support services - students	\$2,143,275	\$1,685	\$1,826
Support services - instruction	\$849,438	\$668	\$972
Support services - general administration	\$1,156,916	\$910	\$568
Support services - school based administration	\$1,466,362	\$1,153	\$1,274
Central and other support services	\$1,234,073	\$970	\$761
Operation and maintenance of plant	\$3,468,155	\$2,727	\$2,125
Student transportation services	\$2,078,617	\$1,382	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$29,238,454	\$20,751	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,858,522	37.1	26.4
Instructional Aide Salaries	\$1,058,449	13.8	10.1
Other Salaries	\$644,508	8.4	10.5
Employee Benefits	\$984,230	12.8	13.3
Purchased Services Other Than Transportation	\$346,744	4.5	6.8
Special Education Tuition	\$1,233,678	16.0	22.8
Supplies	\$8,590	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$560,131	7.3	8.7
Equipment	.	.	0.2
All Other Expenditures	\$538	0.0	0.1
Total	\$7,695,390	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	26.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	59.2
State	36.4
Federal	4.3
Tuition & Other	0.1

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	8	*	8	*	*	*
Black or African American	13	*	13	*	*	*
Hispanic or Latino of any race	111	57.8	110	54.7	45	50.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	62.8	37	63.2	12	*
White	463	63.6	464	59.0	193	59.6
English Learners/Multilingual Learners	24	54.6	24	50.5	6	*
Non-English Learners/Non-Multilingual Learners	608	62.9	608	58.8	250	58.1
Eligible for Free or Reduced-Price Meals	275	58.8	275	54.1	102	52.6
Not Eligible for Free or Reduced-Price Meals	357	65.5	357	61.8	154	61.4
Students with Disabilities	155	47.0	155	41.5	53	41.4
Students without Disabilities	477	67.7	477	64.0	203	62.2
High Needs	346	57.3	346	52.5	130	51.6
Non-High Needs	286	69.0	286	65.7	126	64.4
All Students - District	632	62.6	632	58.5	256	57.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	95.2	65.4	79.5	97.6	326	84.7
Curl Up	89.2	76.9	69.2	100.0	347	83.6
Push Up	51.2	66.3	61.5	74.1	347	63.4
Mile Run/PACER	77.4	74.0	76.9	50.7	341	70.4
All Tests - District	44.6	49.4	48.7	43.2	316	46.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	15	*
White	83	95.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61	96.7
Students with Disabilities	21	85.7
All Students - District	107	94.4
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	47	56.0
Male	24	29.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	9	28.1
White	56	45.5
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	25	33.8
Students with Disabilities	*	*
All Students - District	71	43.0
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	65.0	86.1
Male	45.7	76.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	52.4	82.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	46.0	*
Students with Disabilities	28.0	*
All Students - District	52.7	82.0
All Students - State	67.0	88.2

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.

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

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.6	75	41.7	50	83.5	64.7
ELA Performance Index	High Needs Students	57.3	75	38.2	50	76.4	54.9
Math Performance Index	All Students	58.5	75	39.0	50	77.9	61.1
Math Performance Index	High Needs Students	52.5	75	35.0	50	70.0	50.6
Science Performance Index	All Students	57.9	75	38.6	50	77.2	62.6
Science Performance Index	High Needs Students	51.6	75	34.4	50	68.8	52.1
ELA Academic Growth	All Students	56.2%	100%	56.2	100	56.2	60.6%
ELA Academic Growth	High Needs Students	55.8%	100%	55.8	100	55.8	55.7%
Math Academic Growth	All Students	49.6%	100%	49.6	100	49.6	62.3%
Math Academic Growth	High Needs Students	47.2%	100%	47.2	100	47.2	55.9%
Progress Toward English Proficiency	Literacy	53.1%	100%	26.5	50	53.1	58.7%
Progress Toward English Proficiency	Oral	61.3%	100%	30.7	50	61.3	55.7%
Chronic Absenteeism	All Students	20.2%	<=5%	19.5	50	39.0	17.2%
Chronic Absenteeism	High Needs Students	25.5%	<=5%	8.9	50	17.9	24.8%
% Taking CCR Courses	All Students	98.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.0%	75%	28.7	50	57.4	47.2%
On-track to High School Graduation	All Students	90.4%	94%	48.1	50	96.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	85.0%	94%	90.4	100	90.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	52.7%	75%	70.3	100	70.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	46.5%	75%	15.5	50	31.0	49.0%
Arts Access	All Students	59.2%	60%	49.3	50	98.6	55.1%
Accountability Index				973.6	1450	67.1	

Physical Fitness Estimated Participation Rate - District: 88.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.0	57.3	11.7	16.9	N
Math Performance Index Gap	65.7	52.5	13.2	18.4	N
Science Performance Index Gap	64.4	51.6	12.7	18.2	N
Graduation Rate Gap	94.0%	85.0%	9.0%	8.6%	Y

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.9
ELA	High Needs Students	95.2
Math	All Students	96.7
Math	High Needs Students	95.0
Science	All Students	96.7
Science	High Needs Students	94.4

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 50.7

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Plymouth Public Schools district has established four key goals: enhancing student academic achievement, increasing student engagement in learning, supporting student well-being, and ensuring responsible fiscal management. These priorities reflect a strong commitment to improving curriculum, fostering staff development, and elevating awareness around student well-being. Each of our four schools created a School Improvement Plan aligned with the District Improvement Plan, centering on these core goals. Teachers and administrators then used these frameworks to set individual, departmental, and grade-level objectives. The district will continue its focus on implementing effective Multi-Tiered System of Supports (MTSS) protocols across all grade levels. This initiative aims to reduce the number of special education referrals by better equipping teachers to support students who need additional help. Additionally, the district remains committed to aligning its work with the Portrait of the Graduate, ensuring that the goals and focus areas are consistently reflected across all schools. This alignment strengthens our efforts in academics, enhances the student learning experience, and contributes to building welcoming, inclusive environments for every student. In terms of communication, each school principal regularly shared updates and photos through social media, sent weekly email bulletins, and distributed monthly newsletters to families. The superintendent also provided timely updates to the school community as needed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

When the Board of Education transitioned from two traditional K–5 elementary schools to a pre-kindergarten through grade two school and a separate grade three through five school, this reconfiguration significantly reduced racial, ethnic, and economic isolation within our school community. Academically, our elementary curriculum includes age-appropriate opportunities that introduce students to the diverse world around them. At the middle and high school levels, social studies, world language, and language arts teachers expand this exposure by incorporating multicultural literature that highlights a range of cultures and traditions. In eighth grade, students study a dedicated unit on prejudice and human rights, fostering critical conversations about social justice. Our secondary students also participate in a variety of civic engagement activities and regional events that bring together students from neighboring towns, encouraging cross-community dialogue and collaboration. At Terryville High School, students benefit from partnerships with nearby high schools, providing further opportunities to connect and work with peers from diverse racial, ethnic, and economic backgrounds. While Plymouth Public Schools serve a student population with a higher percentage of children receiving free and reduced-price lunch, the district's strong community support and collaborative programs help ensure a nurturing and inclusive learning environment for all students.

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Equitable Allocation of Resources among District Schools

Plymouth Public Schools are dedicated to allocating resources equitably across the district. The Board of Education's goals serve as the foundation for both district and school improvement plans and guide the development of the district-wide budget. The budgeting process is collaborative, involving input from teachers, building administrators, district leadership teams, and the superintendent to ensure that every student receives a high-quality educational experience. This collaborative approach results in a fiscally responsible budget that aligns with district priorities and addresses the needs of all schools. As part of this process, the district leadership team analyzes data from each school to ensure resources are distributed equitably. The budget process also allows for the realignment of resources as needs evolve. Additionally, the district takes a multi-year budgeting approach to anticipate and plan for future needs at each school.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	1	6.7	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	6.7	2.2
Personal Reasons	3	20.0	6.7
Position Eliminated or Expired	1	6.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	26.7	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	5	33.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	15		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.