

STRATEGIC SCHOOL PROFILE 2010-11**Plymouth School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 11,634

1990-2000 Population Growth: -1.6%

Number of Public Schools: 4

Per Capita Income in 2000: \$23,244

Percent of Adults without a High School Diploma in 2000*: 18.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

District Enrollment as % of Estimated. Student Population: 96.5%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 1,727
5-Year Enrollment Change -10.8%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	453	26.2	27.3	34.1
K-12 Students Who Are Not Fluent in English	12	0.7	1.9	5.6
Students Identified as Gifted and/or Talented	0	0.0	2.9	4.0
PK-12 Students Receiving Special Education Services in District	223	12.9	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	88	87.1	73.3	80.2
Homeless	0	0.0	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	27	12.4	13.4	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.4
Asian American	22	1.3
Black	34	2.0
Hispanic	25	1.4
Pacific Islander	0	0.0
White	1,639	94.9
Two or more races	0	0.0
Total Minority	88	5.1

Percent of Minority Professional Staff: 1.9%

Non-English Home Language:

1.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Plymouth School District is involved with a variety of programs and projects designed to reduce racial, ethnic, and economic isolation. With our involvement in learning and recreational activities, those cooperative-based programs teach children about the importance of living in a global economy, tolerance of diverse cultures, and making good decisions. At the high school, students are involved in a variety of clubs and activities to support the district mission to reduce racial, ethnic, and economic isolation. We are participating with the Hartford School District cooperating with the Opportunity High School, which provided our high school students with the opportunity to learn and explore life, earth, and physical sciences through various workshops and scientific educational travel field trips. The LEO Club at Terryville High School (Youth Lion's Club) is the largest student club in the school. The LEO Club works with other LEO Clubs in the state on a variety of civic activities. The Plymouth Public Schools is also involved in the Maloney, Rotella, and Performing Arts Magnet Schools in Waterbury. Over 100 of our students attend the magnet schools in Waterbury. Through the Plymouth School-to-Career Program, our students participate in the Conference for the United Way Youth Forum, Youth and Government Day, and the Diversity Club. Students at our high school are involved with IT Academy, which helps connect our students with students in a variety of rural and urban environments. Two students were again sent to RYLA (Rotary Youth Leadership Award) training at Springfield College. These students met with other students from Massachusetts and Connecticut in Team Building and Leadership training. At the middle school, students are involved in the Kids in the Middle (KIM) Program sponsored by the United Way of West Central Connecticut. They partner with 3 other United Way communities of Bristol, Burlington, and Plainville. They work on community and civic initiatives in Plymouth. This past year, students in the middle school partnered with students in Hartford on several field trips and academic experiences. This grant sponsored program provided our students with the opportunity to relate with urban-based students over the past school year. Our elementary school students continued to participate in Project Discovery partnering with students in the Bristol School District. This program provided students in both districts the opportunity to interact over the past school year. The aforementioned programs are just a sample of the programs that involve our students in cooperative activities with students from abroad. This student-to-student interaction is helpful to our children in developing an understanding of diverse cultures from other communities.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	62.3	58.4	41.9
Writing	69.4	61.1	57.1
Mathematics	56.6	63.0	21.1
Grade 4 Reading	67.2	62.5	45.4
Writing	71.8	65.5	47.6
Mathematics	62.7	67.0	23.2
Grade 5 Reading	62.3	61.4	34.4
Writing	73.6	66.8	46.0
Mathematics	69.6	72.5	30.1
Science	66.4	59.9	39.9
Grade 6 Reading	71.3	76.0	22.0
Writing	62.0	65.2	29.2
Mathematics	67.3	71.3	28.0
Grade 7 Reading	72.0	77.8	20.4
Writing	57.9	58.9	37.3
Mathematics	74.0	68.4	44.2
Grade 8 Reading	64.7	74.7	16.6
Writing	49.7	64.8	13.4
Mathematics	65.4	66.6	33.8
Science	64.1	63.1	31.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	41.0	44.7	38.6
Writing Across the Disciplines	66.9	61.2	45.9
Mathematics	48.7	49.5	39.1
Science	42.7	47.0	36.1

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	58.6	51.0	63.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		61.6	70.6	
Average Score	Mathematics	505	510	40.5
	Critical Reading	480	505	24.4
	Writing	488	510	28.2

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	84.8	81.8	31.3
2009-10 Annual Dropout Rate for Grade 9 through 12	1.3	2.8	38.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	72.0	84.8
% Employed (Civilian Employment and in Armed Services)	10.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	114.80
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	18.80
Paraprofessional Instructional Assistants	22.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	123.30

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.3	13.9
% with Master's Degree or Above	82.2	76.3	79.0

Average Class Size	District	DRG	State
Grade K	12.6	16.3	18.4
Grade 2	18.3	18.8	19.9
Grade 5	17.9	19.5	21.2
Grade 7	15.8	19.8	20.6
High School	17.7	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	999	1,002	992
Middle School	1,025	1,019	1,017
High School	1,032	1,010	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	3.0	3.1
Middle School	2.5	2.4	2.4
High School	1.6	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$13,017	\$7,329	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$678	\$382	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$416	\$234	\$477	\$265	\$463
Student Support Services	\$1,052	\$592	\$875	\$744	\$872
Administration and Support Services	\$1,994	\$1,123	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$2,854	\$1,607	\$1,421	\$1,434	\$1,410
Transportation	\$2,172	\$1,075	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$1,558	N/A	N/A	N/A	N/A
Other	\$378	\$213	\$161	\$168	\$159
Total	\$24,118	\$12,305	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,028	\$1,142	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$5,191,821	21.5	20.0

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	52.6	38.7	8.7	0.0
Excluding School Construction	50.5	40.1	9.5	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Resources in the Plymouth Public Schools are allocated to the students on an equitable basis. In Plymouth, we have two elementary schools serving pre-k through grade 5 students; one middle school serving grades 6 - 8 students, and a comprehensive high school serving 9 - 12 grade students. In our elementary, middle and high schools, allocation of resources are calculated on a per pupil expenditure rate which assures fair and equal distribution of resources. Special Education and Title I funds are equally distributed to each school, and both elementary schools have programs that are equitable.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 236
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 12.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	23	1.2	1.1	1.1
Learning Disability	62	3.4	3.6	3.9
Intellectual Disability	7	0.4	0.5	0.4
Emotional Disturbance	33	1.8	1.1	1.0
Speech Impairment	38	2.1	2.2	2.2
Other Health Impairment*	57	3.1	2.0	2.1
Other Disabilities**	16	0.9	0.9	0.9
Total	236	12.8	11.4	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	16.5	33.0	66.8	68.6
	Writing	11.7	19.3	63.4	63.7
	Mathematics	20.4	33.4	66.3	68.2
	Science	17.5	21.2	65.2	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	41.0	44.7
	Writing Across the Disciplines	N/A	N/A	66.9	61.2
	Mathematics	N/A	N/A	48.7	49.5
	Science	N/A	N/A	42.7	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	18.2
	% With Accommodations	81.8
CAPT	% Without Accommodations	7.1
	% With Accommodations	92.9
% Assessed Using Skills Checklist		11.9

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	18	7.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	177	75.0	76.5	74.1
40.1 to 79.0 Percent of Time	32	13.6	13.9	14.9
0.0 to 40.0 Percent of Time	27	11.4	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student assessments over the past 3 years have shown a positive trend throughout the district in reading and mathematics. Unfortunately, subgroup achievement has been showing a lack of progress. Writing scores continue to be strengthened across the district. We are addressing identified needs in several ways. District and school improvement plans address Connecticut Mastery Test objectives by targeting assessed areas of weakness. Individual teacher and grade level results are analyzed by each school and improvement goals are established for student improvement. The district in-house testing program, in conjunction with standardized assessments, establish student achievement targets for winter and spring mastery in reading comprehension, writing and mathematics. Our achievement targets align with the Connecticut State Department of Education mastery levels as identified by CMT and CAPT assessments. At the elementary level, we have maintained our reading specialists' work year, so they can become more involved in direct instructional support through teacher observation and consultation to improve classroom instruction. District-wide we have contracted with personnel from Education Connection to work with our teachers on aligning content curricula with the State Department of Education grade level expectations and the Common Core State Standards, including changing classroom instruction to elevate student achievement. We have also contracted with Education Connection to provide four instructional coaches to work with our staff on instructional improvement to increase academic performance for all students.
