

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Plymouth Center School**Plymouth School District**

CHRYSTAL COLLINS, Principal
Telephone: (860) 283-6321

Location: 107 North Street
Plymouth,
Connecticut

Website: plymouth.k12.ct.us/pcs/

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 412
5-Year Enrollment Change: -19.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	70	17.0	21.5	36.7
K-12 Students Who Are Not Fluent in English	3	0.8	0.7	7.4
Students with Disabilities	69	16.7	14.4	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	48	85.7	88.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	308	94.8	92.5	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	999	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.0	13.3	18.5
Grade 2	20.0	17.7	19.7
Grade 5	21.0	19.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education **	15	18
English Language Arts	450	422
Family and Consumer Science	0	1
Health **	48	22
Library Media Skills	0	19
Mathematics **	192	199
Music	36	33
Physical Education	48	41
Science **	90	97
Social Studies **	90	88
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	0.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.2	87.9	80.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	3.9	3.2
% of Computers with Internet Access	100.0	99.0	99.1
% of Computers that are High or Moderate Power	100.0	94.7	89.9
# of Print Volumes Per Student*	25.4	21.9	28.9
# of Print Periodical Subscriptions	12	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	25.30
Paraprofessional Instructional Assistants	4.10
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	9.50
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.30

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.5	13.0	13.6
% with Master's Degree or Above	96.8	93.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.4	4.6	8.2
% Assigned to Same School the Previous Year	90.3	90.0	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Plymouth Center School, we are committed to supporting the family's role in the education of our students. Our Strategic Planning Committee, Teachers as Readers Committee, Character Counts Committee and Parent-Teacher Association help guide our efforts. With input from these groups, numerous activities are designed annually to promote and support parent involvement in students' learning. These events include a fall Curriculum Night, in which grade level teams from Pre-K to grade five introduce curriculum and learning expectations for the school year. In addition, individual and formal parent conferences are held in the fall and winter. We also have implemented other unique and highly successful family events to promote student learning. These include a Family Literacy Night that is held biannually for families of students in grades Pre-K and kindergarten. These evenings, incredibly well attended, offer families insight into the many stress-free, engaging, and simple ways that parents can help support their children's early literacy development. For the intermediate grades, we offer an annual "Prime Time Reading Night", in which students in grades 3 - 5, along with parents and staff, enjoy a Friday evening curling up with a good book. A second Prime Time Reading Night has been introduced to students in grades kindergarten through second grade. At this event, students, along with a number of parent helpers, participate in a number of literacy based adventures developed by staff members. Ongoing parent communication has been an area of focus at Plymouth center School. During this time, we have implemented several tools to increase our ability to reach all parents. Technology has been an invaluable resource in this process. We have the ability to communicate with parents through the use of the Alert Now System, through broadcasts on our local cable access channel, and through our classroom, school and district websites. Teachers have designed classroom websites and newsletters to share pertinent and specific information with parents. Several teachers have established ongoing e-mail communication with parents. One of our annual school improvement goals is based on communication. During the 2009 - 2010 school year, teachers at Plymouth Center School again created a goal focused on positive telephone communication to parents. The various parent communication tools are part of a focused effort to engage parents in the education process for their children.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	1	0.2
Black	7	1.7
Hispanic	10	2.4
White	394	95.6
Total Minority	18	4.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

0.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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.

In an attempt to reduce racial, ethnic and economic isolation, Plymouth Center School participated in a school-wide Character Counts effort and implemented several components of Responsive Classroom. Through both approaches, students were able to engage in community-building activities and to learn to understand and respect differences among all people. Our school concerts and performances produced by music and classroom teachers afforded all students the opportunity to learn more about the music and dance of various cultures. Either through participation or audience attendance, students are exposed to the culture and arts of many people. Embedded in the curriculum are many opportunities to introduce students to our diverse world. Our classroom literature collections are rife with wonderful culturally diverse pieces. In addition, our kindergarten presents an annual performance in honor of Chinese New Year. In the second grade, each class participates in an in-depth unit of study on the culture of another country. This unit is interdisciplinary in nature and culminates in a performance and celebration of that culture. In the fourth grade, students spend additional time with two informative units on immigrants and Native Americans. Additional current information is reviewed through the use of "Scholastic News" and "Time for Kids", all of which address the concept of difference. We look forward to continuing to enrich our students' lives by building opportunities for them to learn about various cultures and to interact with others in the world around us.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	32.9	40.4	50.3	19.6
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	63.8	59.2	57.0	60.0
Writing	62.3	57.8	58.3	57.5
Mathematics	70.7	60.0	62.4	62.9
Grade 4 Reading	62.5	54.7	59.9	52.1
Writing	80.0	66.7	63.6	78.9
Mathematics	58.9	55.4	67.0	34.3
Grade 5 Reading	73.3	59.4	61.8	68.9
Writing	71.4	65.2	68.2	52.5
Mathematics	78.3	69.2	72.4	58.8
Science	71.4	62.0	59.4	68.2
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.6	96.7	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

On an annual basis, Plymouth Center School implements a School Improvement Plan linked to the District School Improvement Plan. These plans are directly related to Board of Education Goals. Our plan consists of two essential areas of focus - improvement in performance on the Connecticut Mastery Test and improvement in communication. At the beginning of each school year, the entire school staff participates in a review of CMT data to assist in the refinement and revision of the School Improvement Plan. Teachers analyze this data, along with district assessment data, to help them develop appropriate improvement targets. Teachers in grades K - 2 focus their components of the School Improvement Plan on district assessment data as it relates to future CMT performance. Teachers in grades 3 - 5 focus their components on actual CMT performance data. All of the targets are developed with the individual child in mind. Teachers' professional growth goals are specifically linked to the targets established on behalf of their individual students. The communication goal within our School Improvement Plan has been based on specific efforts to increase ongoing parent communication. During the 2009 - 2010 school year, teachers again implemented a plan for increasing positive parent telephone communications. It is our hope that positive parent communications will enable us to establish a strong working relationship with the parents of our students. The needs of special education students are embedded within the School Improvement Plan. Differentiated instruction and inclusion are becoming a way of life at our school. All staff have grown to understand the individual needs of all students and work to maximize the achievement of all. Our efforts to improve our knowledge and understanding of all students is aided by our bi-weekly Common Meetings for grade level teams, bi-weekly Vertical Team Meetings, weekly SRBI Team meetings, special education team meetings, and through the reflections of our Teachers as Readers Committee and Professional Videos Committee.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Plymouth Center School is a beautiful pre-k to five school housing approximately 425 students. The learning community is rich with diversity. The staff works together to identify specific needs of the learners and develops improvement plans to assist every individual in meeting success. In order to promote a positive school climate for all, we have introduced elements of the Responsive Classroom model. Each day in each classroom, Morning Meetings take place as a way of creating a supportive classroom environment. Teachers have been accessing several resources offered through the Northeast Foundation for Children, in order to implement effective management strategies that support student success. To support our school-wide efforts toward a positive climate, a Character Counts committee was formed during the 2007 - 2008 school year. Our monthly Character Counts school-wide celebrations are uplifting moments for our school community. The staff of Plymouth Center School is committed to the process of school improvement. As part of our commitment, we have several active staff committees that engage in reflection on Best Practices - particularly in the areas of curriculum development, instructional planning, effective assessment, differentiated instruction and inclusion. These discussions take place as part of our SRBI Team, Strategic Planning Committee, Common Grade Level, and vertical Team meetings, and our Teachers as Readers and Professional Videos committees. The Teachers as Readers committee, now numbering at 15, is a particular source of pride to our school. The reading and subsequent reflection has sparked incredible professional growth among staff.
