

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



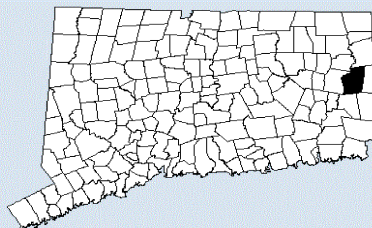
## Plainfield School District

Mr. Kenneth Dipietro, Superintendent • 860-564-6403 • <http://www.plainfieldschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,330
Per Pupil Expenditures <sup>1</sup>	\$14,661
Total Expenditures <sup>1</sup>	\$35,538,189

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 [edsight.ct.gov](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,146	49.2	48.3
Male	1,184	50.8	51.6
American Indian or Alaska Native	21	0.9	0.2
Asian	53	2.3	4.9
Black or African American	88	3.8	12.8
Hispanic or Latino	71	3.0	23.0
Pacific Islander	8	0.3	0.0
Two or More Races	18	0.8	2.7
White	2,071	88.9	55.9
English Learners	31	1.3	6.4
Eligible for Free or Reduced-Price Meals	1,155	49.6	38.0
Students with Disabilities <sup>1</sup>	318	13.6	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	113	10.5	53	4.6
Male	150	13.4	162	13.5
Black or African American	10	11.5	*	*
Hispanic or Latino	9	15.0	13	17.1
White	229	11.7	191	9.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	180	17.2	149	12.5
Students with Disabilities	69	22.5	63	17.0
District	263	12.0	215	9.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 267

Number of school-based arrests: Fewer than 6

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	141.6
Paraprofessional Instructional Assistants	22.0
<b>Special Education</b>	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	66.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	116.8

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	207	99.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	74	50.7	131	74.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	33	45.8	45	73.8
Students with Disabilities	9	39.1	18	58.1
District	83	50.0	141	73.4
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	17	47.2
Emotional Disturbance	13	34.2
Intellectual Disability	*	*
Learning Disability	74	81.3
Other Health Impairment	48	77.4
Other Disabilities	*	*
Speech/Language Impairment	24	100.0
District	189	67.0
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	43	2.0	1.6
Emotional Disturbance	38	1.7	1.0
Intellectual Disability	15	0.7	0.5
Learning Disability	91	4.2	4.6
Other Health Impairment	62	2.8	2.8
Other Disabilities	22	1.0	1.0
Speech/Language Impairment	30	1.4	1.9
All Disabilities	301	13.7	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,825,456	8,055	9,387
Instructional Supplies and Equipment	476,252	204	318
Improvement of Instruction and Educational Media Services	705,456	302	541
Student Support Services	2,655,236	1,136	1,048
Administration and Support Services	3,665,488	1,568	1,790
Plant Operation and Maintenance	3,479,379	1,489	1,608
Transportation	3,232,283	1,308	845
Costs of Students Tuitioned Out	2,163,174	N/A	N/A
Other	335,465	144	194
Total	35,538,189	14,661	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	786,317	336	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,545,319	30.3	35.1
Noncertified Personnel	1,775,391	21.1	14.5
Purchased Services	338,622	4.0	5.5
Tuition to Other Schools	1,753,408	20.9	21.6
Special Ed. Transportation	914,826	10.9	8.3
Other Expenditures	1,072,778	12.8	15.0
Total Expenditures	8,400,344	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	46.9	45.7
State	45.5	46.5
Federal	2.6	2.7
Tuition & Other	5.0	5.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	9	*	9	*	6	*
Asian	23	66.4	23	59.4	9	*
Black or African American	55	62.3	55	57.4	18	*
Hispanic or Latino	20	60.7	20	50.1	7	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1021	68.1	1021	61.5	452	53.4
English Learners	13	*	13	*	6	*
Non-English Learners	1126	67.8	1126	61.3	489	53.1
Eligible for Free or Reduced-Price Meals	587	64.3	587	58.1	243	50.1
Not Eligible for Free or Reduced-Price Meals	552	71.3	552	64.4	252	55.5
Students with Disabilities	174	50.4	174	46.8	76	35.3
Students without Disabilities	965	70.8	965	63.8	419	56.1
High Needs	645	63.3	645	57.3	272	48.3
Non-High Needs	494	73.4	494	66.2	223	58.4
District	1139	67.7	1139	61.2	495	52.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.0	84.0	85.5	80.2	587	83.5
Curl Up	71.4	94.7	96.1	86.5	587	87.7
Push Up	85.0	72.0	77.1	67.6	587	76.0
Mile Run/PACER	91.8	74.7	65.4	34.2	587	68.5
All Tests - District	58.5	60.0	59.8	28.8	587	53.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	87	71.3	77.7	No	79.7
Students with Disabilities	28	53.6	78.7	No	80.6
District	168	81.5	88.4	No	89.1
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.7	51	28.7
Male	94.4	42	23.3
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	93.8	88	27.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.7	21	15.8
Students with Disabilities	*	0	*
District	93.6	93	26.0
State	95.6		40.7

<sup>5</sup>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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>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 percent.

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

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	63.8	80.0
Male	60.0	71.4
Black or African American	*	*
Hispanic or Latino	*	*
White	62.7	74.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47.0	63.2
Students with Disabilities	*	*
District	61.8	76.5
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.7	75	45.1	50	90.3	67.7
	High Needs Students	63.3	75	42.2	50	84.4	56.7
Math Performance Index	All Students	61.2	75	40.8	50	81.6	61.4
	High Needs Students	57.3	75	38.2	50	76.4	49.9
Science Performance Index	All Students	52.9	75	35.3	50	70.5	57.5
	High Needs Students	48.3	75	32.2	50	64.5	47.0
ELA Academic Growth	All Students	70.8%	100%	70.8	100	70.8	63.8%
	High Needs Students	70.2%	100%	70.2	100	70.2	58.3%
Math Academic Growth	All Students	79.6%	100%	79.6	100	79.6	65.0%
	High Needs Students	78.5%	100%	78.5	100	78.5	57.4%
Chronic Absenteeism	All Students	12.0%	<=5%	36.0	50	72.1	9.6%
	High Needs Students	16.7%	<=5%	26.6	50	53.3	15.6%
Preparation for CCR	% Taking Courses	62.6%	75%	41.7	50	83.4	67.6%
	% Passing Exams	26.0%	75%	17.3	50	34.6	40.7%
On-track to High School Graduation		88.0%	94%	46.8	50	93.6	85.1%
4-year Graduation All Students (2015 Cohort)		81.5%	94%	86.8	100	86.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		83.2%	94%	88.5	100	88.5	78.6%
Postsecondary Entrance (Class of 2015)		61.8%	75%	82.4	100	82.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.6%   53.7%	75%	17.9	50	35.8	89.2%   50.5%
Arts Access		47.1%	60%	39.3	50	78.5	47.5%
<b>Accountability Index</b>				<b>1016.3</b>	<b>1350</b>	<b>75.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.4	63.3	10.0	16.5	
Math Performance Index Gap	66.2	57.3	8.9	18.9	
Science Performance Index Gap	58.4	48.3	10.1	17.2	
Graduation Rate Gap	94.0%	83.2%	10.8%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	97.8
Math	All Students	98.7
	High Needs Students	97.8
Science	All Students	97.7
	High Needs Students	96.6

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 52.5**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Plainfield Public Schools engaged the community in a planning process which resulted in six core strategies to improve our schools: ensuring all students meet rigorous standards; ensuring the highest quality staff; improving personalization and response to diversity; increasing parental and community engagement; promoting safe, healthy and effective learning environments; and, optimizing resources to promote student achievement. District leaders and Board of Education members visited with each Parent-Teacher organization to engage the community in a process to identify the strategic goals. As a result of the strategic plan Plainfield provides universal Pre-K, has adopted the Connecticut Core, introduced world languages in grades 6-8, increased access to technology in Grades 3-12 with 1:1 student access in grades 8-10 and provides PSAT and SAT testing within the school day for all students at Plainfield High. Curriculum upgrades follow a schedule in a five-year cycle. A student-growth-based educator evaluation and support system is fully operational. Plainfield worked with EASTCONN to establish a within-district program returning students to a quality responsive program. Other improvements include establishing wireless technology access at all schools; initiating a new student information system (SIS) which includes a parent portal to follow student progress, a home messaging system and a new website; strengthening parent support through an advocacy team (PACT) and adopting a collaborative self-insurance program (ECHIP) for cost efficiencies. Project 2020, a long range facilities study resulted in Town approval of a \$4 million capital improvement referendum. The district received State grant awards in the areas of technology, security improvements and early childhood programs. Each school improvement plan is aligned to the district's strategic plan. Each school establishes annual goals for student growth and school improvement. Strategic planning is an on-going activity which includes an annual retreat for administrators to set annual targets; mid-year and annual reviews by the Board of Education of progress toward goals; and, school-based meetings with parents to identify priority areas for improvement. Audits in transportation, special education, technology and curriculum provide direction for optimization and improvements. A teaching and learning council (TLC) monitors progress of the curriculum renewal cycle as well as professional development and assessment. Plainfield schools are realizing a vision of excellence measured by progress toward goals and results of student achievement. One of the most important strategies used by the district for improvement is clear and open communication and engagement. All Board meetings are cable-cast and posted on the web. Every school has a governance or school improvement council to advise on ways to improve teaching, learning and student success. An annual climate survey engages parents in reviewing school programs and services. The increase of families with financial concerns prompted Plainfield to host a free summer learning program and a subsidized breakfast and lunch program. Plainfield established a mobile library "The Discovery Bus" which provides summer reading and storytelling opportunities for children.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Although 90% of our student population is Caucasian, the total minority population in the Plainfield Public Schools has nearly doubled in the last six years. Over the past five years student poverty as defined by free and reduced lunch counts has risen from 26% to 51%. Approximately 2% of our students speak a language other than English at home. To ensure a well-rounded education for all our students that exposes them to different cultures and ethnicities each school provides programs and lessons promoting the appreciation of diversity which range from African drumming, a day where disabilities are explored and celebrated, and programs such as Holocaust Awareness and the Encountering Survivors program. Plainfield sends students to three area full-time magnet schools, ACT – Arts at the Capitol Theater, the Science and Technology Magnet School, and the QVMCHS - Quinebaug Valley Middle College High School with ten partner towns participating. These magnet schools address the needs of many of our students who are looking for alternative educational experiences and they provide students with opportunities to work and learn with students from other ethnic backgrounds. Other opportunities are provided through a variety of inter-district grants administered by East Conn. In addition, our athletics and co-curricular programs engage many of our grade six through twelve students with a host of districts in our region. The programs allow our students to compete and meet diverse students in both an academic and athletic setting. Plainfield has initiated a number of programs and practices to address economic isolation. Programs and services provided through the school system are offered on a sliding scale to maximize participation equitably. Plainfield participates in a free regional adult education program to increase learning and career opportunities for residents.

# District Profile and Performance Report for School Year 2015-16

## Plainfield School District

### **Equitable Allocation of Resources among District Schools**

Plainfield Public Schools include: Early Childhood Center (ECC), Moosup Elementary School K-3 (MES), Shepard Hill Elementary School PK-3 (SHE), Plainfield Memorial School (PMS) 4-5, Plainfield Central School (PCS) 6-8, and Plainfield High School (PHS) 9-12. Equitable allocation of resources is supported by the fact that all students attend PMS, PCS and PHS. SHE houses all preschool programs and K-3 selective special services. SHE and MES are comparable in enrollment and staffing. The budget process assigns costs to schools for staff, utilities and fixed costs. The budget identifies school expenditures so the Board of Education can compare school costs, enrollments and staffing. The district provides an annual comparability report as part of its Title I funding. A district developed Capital Improvement Plan identifies school enrollments, program needs, maintenance and renovation plans to ensure that each school optimizes its learning environment to promote student learning. Plainfield measures allocation effectiveness through the achievement of students across the district – for some students and schools, resources to meet students' needs differ to achieve equitable results.