

**STRATEGIC SCHOOL PROFILE 2012-13****Plainfield School District**

Kenneth R. Dipietro, Superintendent

Location: 651 Norwich Road

Telephone: (860) 564-6403

Plainfield,  
ConnecticutWebsite: [www.plainfieldschools.org](http://www.plainfieldschools.org)


---

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](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Windham

Town Population in 2000: 14,619

1990-2000 Population Growth: 1.8%

Number of Public Schools: 6

Per Capita Income in 2000: \$18,706

Percent of Adults without a High School Diploma in 2000\*: 24.4%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.9%

District Enrollment as % of Estimated. Student Population: 96.9%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): G 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, 2012      2,490  
 5-Year Enrollment Change      -9.8%

---

**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	1,110	44.6	43.3	36.7
K-12 Students Who Are Not Fluent in English	23	0.9	4.0	5.8
Students Identified as Gifted and/or Talented*	49	2.0	3.8	3.8
PK-12 Students Receiving Special Education Services in District	306	12.3	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	65.5	74.2	79.3
Homeless	5	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	54	16.9	13.9	12.7

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	32	1.3
Asian American	62	2.5
Black	105	4.2
Hispanic	134	5.4
Pacific Islander	4	0.2
White	2,146	86.2
Two or more races	7	0.3
Total Minority	344	13.8

**Percent of Minority Professional Staff:** 0.5%

**Non-English Home Language:**

2.1% 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 12.

---

### 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.

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. At the same time, only 2% of our students speak a language other than English at home. Therefore, in order to ensure a well-rounded education for all our students that exposes them to different cultures and ethnicities, the district must provide opportunities to experience a rich diverse world. Each school provides a school-wide, grade-wide or classroom program to all students in the school. The programs range from African drumming to appreciation of diversity, a day where disabilities are explored and celebrated as what make each of us different, and programs such as Holocaust Awareness and the Encountering Survivors program. Plainfield has begun to send students to three area full-time magnet schools, ACT – Arts at the Capitol Theater, the Science and Technology Magnet School, and the Quinnebaug Valley Middle College High School (QVMCHS), which is housed at Quinnebaug Valley Community College. It includes the partner towns of Windham, Killingly, Thompson, Putnam, and Plainfield. This magnet school addresses the needs of our bright but disaffected and non-achieving high school students and provides students with opportunity to work and learn with students with other ethnic backgrounds.

---

## 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	50.6	56.9	21.9
Writing	53.0	60.0	24.2
Mathematics	54.0	61.4	20.5
Grade 4 Reading	49.4	62.6	13.9
Writing	49.5	63.0	12.7
Mathematics	55.1	65.1	17.7
Grade 5 Reading	56.5	66.9	16.1
Writing	53.4	65.6	16.8
Mathematics	62.9	69.2	26.7
Science	57.5	62.3	24.2
Grade 6 Reading	67.4	73.3	20.4
Writing	57.0	65.1	24.1
Mathematics	55.7	67	16.7
Grade 7 Reading	82.4	78.9	39.2
Writing	56.1	64.9	19.6
Mathematics	52.7	65.4	18.4
Grade 8 Reading	80.5	76.2	40.5
Writing	68.8	67.2	35.2
Mathematics	61.1	65.0	28.9
Science	62.0	60.4	29.6

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	55.6	48.5	47.0
Writing Across the Disciplines	50.6	62.1	18.9
Mathematics	47.4	52.4	31.1
Science	40.7	48.8	29.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	47.0	51.1	36.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		52.7	78.5	
Average Score	Mathematics	457	503	15.8
	Critical Reading	469	499	19.5
	Writing	465	504	15.8

**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 2012	85.2	84.8	31.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.1	2.1	83.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	62.1	82.6
% Employed (Civilian Employment and in Armed Services)	12.1	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	146.00
Paraprofessional Instructional Assistants	22.50
Special Education	
Teachers and Instructors	32.00
Paraprofessional Instructional Assistants	62.40
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	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	16.50
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	132.15

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	16.0	14.5	13.9
% with Master's Degree or Above	86.1	81.1	79.8

Average Class Size	District	DRG	State
Grade K	17.2	18.4	18.9
Grade 2	18.4	19.1	19.8
Grade 5	22.0	20.8	21.3
Grade 7	23.5	19.5	20.2
High School	19.0	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	986	999
Middle School	942	1,019	1,029
High School	997	1,006	1,027

\*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*	3.3	3.0	2.7
Middle School	2.6	2.2	2.1
High School	1.4	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$18,739	\$7,300	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$391	\$152	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$504	\$196	\$475	\$421	\$471
Student Support Services	\$2,611	\$1,017	\$949	\$1,097	\$950
Administration and Support Services	\$3,290	\$1,282	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$2,990	\$1,165	\$1,466	\$1,455	\$1,459
Transportation	\$2,524	\$942	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$2,523	N/A	N/A	N/A	N/A
Other	\$262	\$102	\$170	\$195	\$170
<b>Total</b>	<b>\$33,834</b>	<b>\$12,973</b>	<b>\$14,444</b>	<b>\$14,327</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,707	\$665	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,387,283	24.8	22.8	21.8

**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	48.8	47.2	4.0	0.0
Excluding School Construction	46.2	49.6	4.2	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.

Plainfield Public Schools include the following: Moosup Elementary School K-3, Shepard Hill Elementary School PK-3, Plainfield Memorial School (PMS) 4-5, Plainfield Central School (PCS) 6-8, and Plainfield High School (PHS) 9-12. This configuration aids in the equitable allocation of resources in that all students, district-wide attend PMS, PCS and PHS. The budgeting process assigns costs to schools by district the necessary allocations for staffing, utilities and fixed costs. The budget provides individual school expenditures so that the Board of Education can see the comparative school costs, enrollments and staffing. Additionally, the district provides an annual comparability report as part of its Title I funding. Strategically, the district developed a long range Capital Improvement Plan which identifies by school the enrollments, program needs maintenance and renovation plans to ensure that each school has optimized its learning environment to promote student learning.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	293
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.3%

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	39	1.6	1.5	1.3
Learning Disability	75	3.2	4.0	4.0
Intellectual Disability	15	0.6	0.5	0.4
Emotional Disturbance	42	1.8	1.2	1.0
Speech Impairment	40	1.7	2.2	2.0
Other Health Impairment*	54	2.3	2.5	2.4
Other Disabilities**	28	1.2	1.2	1.0
<b>Total</b>	<b>293</b>	<b>12.3</b>	<b>13.1</b>	<b>12.1</b>

\*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 2011-12 with a Standard Diploma	62.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	22.2	34.5	64.9	69.2
	Writing	8.1	19.9	56.3	64.4
	Mathematics	16.4	29.0	56.9	65.5
	Science	12.5	21.3	59.7	61.3
CAPT	Reading Across the Disciplines	21.4	15.7	55.6	48.5
	Writing Across the Disciplines	4.5	16.7	50.6	62.1
	Mathematics	13.3	16.8	47.4	52.4
	Science	8.3	14.6	40.7	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	23.8
	% With Accommodations	76.2
CAPT	% Without Accommodations	37.9
	% With Accommodations	62.1
% Assessed Using Skills Checklist		13.2

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	4	1.4
Private Schools or Other Settings	30	10.2

### 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	201	68.6	68.2	72.0
40.1 to 79.0 Percent of Time	37	12.6	16.0	16.4
0.0 to 40.0 Percent of Time	55	18.8	15.8	11.6

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

Plainfield Public Schools are engaged in a strategic process of transforming itself. A community planning process in 2010 lead to six core strategies to improve our schools: Ensuring that 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. Plainfield establishes annual targets to fulfill these goals. During the 2013/2014 school year Plainfield established universal access to Pre-K and provided all PHS students with PSAT and SAT testing within the school day. In addition, curriculum upgrades are in process with the most notable change being the shift to Common Core. A change in the sequencing of courses at PHS resulted in increases in student achievement meeting goal in Math and E/LA by 18% and 23% respectively. The school year is dominated by district implementation of a state required growth-based educator evaluation and support system. Following an audit of our special education services, Plainfield worked with EASTCONN to establish a within-district program returning ten students to a quality responsive program. Other improvements include establishing wireless technology access at PHS, PCS and PMS; initiating a new student information system (SIS), home messaging system and new website; strengthening a parent advocacy team (PACT) and adopting a collaborative self-insurance program (ECHIP) for cost efficiencies. A long range facilities study is leading to Town consideration of a \$4 million capital improvement referendum. Plainfield schools are realizing a vision of excellence.

---