

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



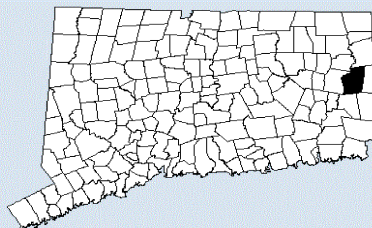
## Plainfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,205
Per Pupil Expenditures <sup>1</sup>	\$15,215
Total Expenditures <sup>1</sup>	\$36,211,199

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,094	49.6	48.4
Male	1,111	50.4	51.6
American Indian or Alaska Native	21	1.0	0.3
Asian	40	1.8	5.2
Black or African American	87	3.9	12.8
Hispanic or Latino of any race	129	5.9	25.8
Native Hawaiian or Other Pacific Islander	14	0.6	0.1
Two or More Races	18	0.8	3.6
White	1,896	86.0	52.4
English Learners	41	1.9	7.6
Eligible for Free or Reduced-Price Meals	1,244	56.4	42.1
Students with Disabilities <sup>3</sup>	353	16.0	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	141	13.6	66	5.8
Male	127	12.3	164	14.0
Black or African American	6	7.1	6	6.4
Hispanic or Latino of any race	20	18.3	10	6.9
White	229	12.8	204	10.3
English Learners	7	16.7	*	*
Eligible for Free or Reduced-Price Meals	200	16.9	170	12.1
Students with Disabilities	83	24.3	69	15.6
District	268	13.0	230	9.9
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 467**

**Number of school-based arrests: 6**

<sup>4</sup>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.

<sup>5</sup>This column displays 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 2018-19

## Plainfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	138.2
Paraprofessional Instructional Assistants	22.0
<b>Special Education</b>	
Teachers and Instructors	27.5
Paraprofessional Instructional Assistants	57.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	124.0

<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	1.1
Black or African American	1	0.5	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	200	99.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	105	67.3	114	80.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	52	59.8	54	73.0
Students with Disabilities	18	52.9	22	75.9
District	116	65.9	124	78.0
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	28	49.1
Emotional Disturbance	16	38.1
Intellectual Disability	*	*
Learning Disability	105	86.8
Other Health Impairment	46	83.6
Other Disabilities	*	*
Speech/Language Impairment	17	81.0
District	214	67.9
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Plainfield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	60	2.9	1.9
Emotional Disturbance	42	2.0	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	122	5.9	5.5
Other Health Impairment	55	2.7	3.2
Other Disabilities	16	0.8	1.1
Speech/Language Impairment	26	1.3	1.8
All Disabilities	329	15.9	15.0

<sup>1</sup>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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	5.5	8.2
Private Schools or Other Settings	17	5.2	5.0

<sup>2</sup>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:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$21,276,767	\$8,940	\$10,545
Support services - students	\$2,659,162	\$1,183	\$1,373
Support services - instruction	\$1,107,073	\$493	\$644
Support services - general administration	\$431,114	\$192	\$462
Support services - school based administration	\$2,092,023	\$931	\$1,007
Central and other support services	\$1,471,956	\$655	\$671
Operation and maintenance of plant	\$3,388,161	\$1,508	\$1,629
Student transportation services	\$3,417,009	\$1,727	\$1,231
Food services	.	.	\$13
Enterprise operations	\$367,936	\$164	\$157
Minor school construction	.	.	\$65
Total	\$36,211,199	\$15,215	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,032,692	22.0	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$2,126,724	23.0	10.4
Employee Benefits	\$1,163,225	12.6	13.0
Purchased Services Other Than Transportation	\$316,263	3.4	5.5
Special Education Tuition	\$2,465,908	26.7	22.6
Supplies	\$85,537	0.9	0.6
Property Services	\$1,826	0.0	0.4
Purchased Services For Transportation	\$1,059,088	11.4	8.0
Equipment	.	.	0.2
All Other Expenditures	\$20	0.0	0.1
Total	\$9,251,285	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.5	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	52.3
State	40.0
Federal	2.8
Tuition & Other	4.9

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## 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	16	*	16	*	6	*
Asian	17	*	17	*	6	*
Black or African American	54	65.9	54	58.1	21	53.5
Hispanic or Latino of any race	51	65.7	51	60.0	16	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	934	67.7	935	61.4	423	59.8
English Learners	30	64.0	30	58.2	12	*
Non-English Learners	1,053	67.5	1,054	61.3	464	59.3
Eligible for Free or Reduced-Price Meals	611	64.5	611	58.3	242	56.9
Not Eligible for Free or Reduced-Price Meals	472	71.1	473	64.9	234	61.8
Students with Disabilities	156	47.7	156	42.4	69	48.2
Students without Disabilities	927	70.7	928	64.3	407	61.2
High Needs	659	63.2	659	57.1	267	56.1
Non-High Needs	424	73.9	425	67.5	209	63.4
District	1,083	67.4	1,084	61.2	476	59.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	87.2	74.3	85.8	77.2	650	80.8
Curl Up	84.4	94.0	93.8	71.7	650	85.7
Push Up	78.7	64.1	68.5	71.1	650	70.3
Mile Run/PACER	95.0	51.5	52.5	33.3	650	56.2
All Tests - District	65.2	43.7	48.8	33.3	650	46.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2018-19

## Plainfield School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	81	75.3
Students with Disabilities	25	68.0
District	172	84.3
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	37	23.6
Male	93.8	41	23.0
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	95.6	72	24.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.2	24	14.9
Students with Disabilities	74.6	*	*
District	94.9	78	23.3
State	95.9		42.6

<sup>3</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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	53.1	86.5
Male	51.4	81.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	52.5	83.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	43.6	73.7
Students with Disabilities	*	*
District	52.3	84.4
State	71.0	87.8

<sup>5</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>6</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 2018-19

## Plainfield School District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.4	75	44.9	50	89.8	67.7
	High Needs Students	63.2	75	42.1	50	84.2	58.1
Math Performance Index	All Students	61.2	75	40.8	50	81.6	63.1
	High Needs Students	57.1	75	38.1	50	76.2	52.7
Science Performance Index	All Students	59.3	75	39.5	50	79.1	63.8
	High Needs Students	56.1	75	37.4	50	74.8	54.2
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	59.9%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.1%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	62.5%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.2%
Progress Toward English Proficiency	Literacy	66.4%	100%	33.2	50	66.4	60.0%
	Oral	58.7%	100%	29.4	50	58.7	52.1%
Chronic Absenteeism	All Students	13.0%	<=5%	34.0	50	68.1	10.4%
	High Needs Students	16.7%	<=5%	26.5	50	53.1	16.1%
Preparation for CCR	% Taking Courses	71.6%	75%	47.8	50	95.5	80.0%
	% Passing Exams	23.3%	75%	15.5	50	31.0	42.6%
On-track to High School Graduation		91.9%	94%	48.9	50	97.7	88.0%
4-year Graduation All Students (2018 Cohort)		84.3%	94%	89.7	100	89.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		75.0%	94%	79.8	100	79.8	83.3%
Postsecondary Entrance (Class of 2018)		52.3%	75%	69.7	100	69.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.6%   46.8%	75%	31.2	50	62.4	96.4%   52.9%
Arts Access		50.8%	60%	42.3	50	84.7	51.9%
<b>Accountability Index</b>				<b>1030.1</b>	<b>1450</b>	<b>71.0</b>	

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 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	73.9	63.2	10.7	15.4	
Math Performance Index Gap	67.5	57.1	10.4	17.6	
Science Performance Index Gap	63.4	56.1	7.3	16.1	
Graduation Rate Gap	94.0%	75.0%	19.0%	11.1%	Y

<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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.9
	High Needs Students	97.0
Math	All Students	97.9
	High Needs Students	96.8
Science	All Students	97.5
	High Needs Students	96.3

<sup>3</sup>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: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Plainfield School District

### Narratives

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

Plainfield Board of Education engaged the community and faculty in a strategic 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. School improvement plans are aligned to the district's strategic plan. The district also engaged a diverse stakeholder group and developed a 5-year Capital Improvement Plan.

Plainfield Public Schools adopted the Connecticut Core Standards, universal Pre-K and world languages in grades 6-8, K-12 student access to technology and PSAT and SAT testing within the school day for all students at Plainfield High. Curriculum upgrades follow a five-year cycle. The educator evaluation and support system is fully operational and is based on student-growth. Plainfield engaged consultants to audit the special education program. One recent innovation in services to diverse learners is Plainfield Pathways - a program returning out of district placed students to a within-district program. Other improvements include wireless technology access at all schools; initiating a student information system (SIS) which includes a parent portal to follow student progress, a home messaging system and a new website. Recently, the district established a Family Support Specialist to help families understand and access student support services.

Plainfield targeted reduction in truancy and chronic absenteeism. School-based ADOPT teams (attendance, truancy, drop-out prevention) are represented on a district ADOPT team which has crafted a systemic response plan to reduce absence. While some benefits were realized, the district plans to increase efforts to significantly reduce absence. A teaching and learning council (TLC) monitors progress of a curriculum renewal, professional development and assessment. Plainfield schools are realizing a vision of excellence measured by progress toward goals and results of student achievement. Every school has a governance or school improvement council with parents to advise on ways to improve teaching, learning and student success. An annual climate survey engages parents in reviewing school programs and services. Responding to economically challenged families (54%), Plainfield establish "The Discovery Bus", a mobile library which provides summer reading and storytelling opportunities for children as well as offering universal Pre-K, All-Day-Kindergarten and free PSAT & SAT testing in response and support to family needs. The district preschool program recently received NAEYC accreditation.

#### 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. Student poverty as defined by free and reduced lunch counts is reported as 54%. Approximately 3% 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. Students from Plainfield attend three area full-time magnet schools, ACT - Arts at the Capitol Theater, the Science and Technology STEM Magnet School, and the QVMC - Quinebaug Valley Middle College High School with ten partner towns participating. As well, Plainfield students attend Ellis Tech and Norwich Tech. These magnet schools address the needs of many of our students who are looking for alternative educational experiences. 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. 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. District data supports the fact that low SES students perform comparable to peers on state testing but efforts are being made to. Plainfield also participates in a free regional adult education program to increase learning and career opportunities for residents.

# District Profile and Performance Report for School Year 2018-19

## Plainfield School District

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

Plainfield Public Schools include: Early Childhood Center (ECC), Moosup Elementary (MES) Grades K-3, Shepard Hill Elementary (SHE) Grades PK-3, Plainfield Memorial School (PMS) Grades 4-5, Plainfield Central School (PCS) Grades 6-8, and Plainfield High (PHS) Grades 9-12. Equitable allocation of resources is achieved by all students in Grades 4-12 attending PMS, PCS and PHS. SHE and MES are comparable in enrollment, staffing and state testing achievement. The budget identifies school expenditures so the Board of Education can compare school costs, enrollments and staffing. The district provides an annual comparability Title I report. 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. Plainfield responds to its socio-economic status by providing resources such as free preschool, free SAT/PSAT and All-Day-Kindergarten and other opportunities for families. All schools are ranked by the State in Categories 1, 2 or 3 - one school received distinction.