

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



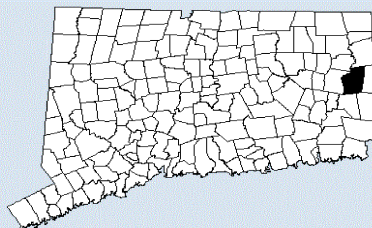
## Plainfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,292
Per Pupil Expenditures <sup>1</sup>	\$15,210
Total Expenditures <sup>1</sup>	\$36,808,889

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,135	49.5	48.4
Male	1,157	50.5	51.6
American Indian or Alaska Native	22	1.0	0.3
Asian	45	2.0	5.1
Black or African American	94	4.1	12.9
Hispanic or Latino	80	3.5	24.0
Pacific Islander	13	0.6	0.1
Two or More Races	14	0.6	2.9
White	2,024	88.3	54.8
English Learners	29	1.3	6.8
Eligible for Free or Reduced-Price Meals	1,129	49.3	35.9
Students with Disabilities <sup>1</sup>	320	14.0	14.3

<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	124	11.6	39	3.4
Male	137	12.6	136	11.5
Black or African American	9	9.7	7	7.1
Hispanic or Latino	21	25.6	6	5.7
White	221	11.7	154	7.6
English Learners	8	28.6	*	*
Eligible for Free or Reduced-Price Meals	167	17.3	118	10.2
Students with Disabilities	64	20.1	54	14.0
District	261	12.1	175	7.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 348

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 2016-17

## Plainfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	145.0
Paraprofessional Instructional Assistants	20.5
<b>Special Education</b>	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	72.5
<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	4.0
Counselors, Social Workers and School Psychologists	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	113.8

<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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	210	99.5	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.6

### 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	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	85	56.7	107	67.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	25	44.6	31	50.0
Students with Disabilities	11	45.8	16	53.3
District	90	54.5	119	66.5
State		63.6		77.5

<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	19	51.4
Emotional Disturbance	12	31.6
Intellectual Disability	6	*
Learning Disability	76	84.4
Other Health Impairment	48	76.2
Other Disabilities	9	*
Speech/Language Impairment	24	92.3
District	194	68.3
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Plainfield School District

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

	District	State
	Count	Rate (%)
Autism	39	1.8
Emotional Disturbance	38	1.8
Intellectual Disability	13	0.6
Learning Disability	90	4.2
Other Health Impairment	63	2.9
Other Disabilities	27	1.3
Speech/Language Impairment	29	1.3
All Disabilities	299	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,064,798	8,246	9,663
Instructional Supplies and Equipment	643,037	278	321
Improvement of Instruction and Educational Media Services	789,601	342	578
Student Support Services	2,763,614	1,195	1,103
Administration and Support Services	3,734,949	1,615	1,861
Plant Operation and Maintenance	3,915,968	1,694	1,637
Transportation	2,949,519	1,214	877
Costs of Students Tuitioned Out	2,504,004	N/A	N/A
Other	443,399	192	201
Total	36,808,889	15,210	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,567,535	678	1,749

<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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,423,793	28.1
Noncertified Personnel	2,058,111	23.8
Purchased Services	312,226	3.6
Tuition to Other Schools	1,954,976	22.6
Special Ed. Transportation	898,097	10.4
Other Expenditures	993,560	11.5
Total Expenditures	8,640,763	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	45.4	44.8
State	45.7	45.9
Federal	2.8	2.9
Tuition & Other	6.1	6.4

<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 2016-17

## 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	*	*	*
Asian	19	*	19	*	10	*
Black or African American	48	67.2	48	61.6	15	*
Hispanic or Latino	21	69.4	21	62.1	11	*
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	*	*	*	*	*	*
White	1010	67.7	1011	61.8	446	53.5
English Learners	15	*	15	*	*	*
Non-English Learners	1103	67.8	1104	61.9	485	53.4
Eligible for Free or Reduced-Price Meals	494	64.2	494	58.1	222	50.9
Not Eligible for Free or Reduced-Price Meals	624	70.5	625	65.0	268	55.2
Students with Disabilities	145	47.0	146	42.3	77	37.6
Students without Disabilities	973	70.8	973	64.9	413	56.2
High Needs	558	61.9	559	56.2	259	48.7
Non-High Needs	560	73.5	560	67.7	231	58.4
District	1118	67.7	1119	61.9	490	53.3

#### 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	79.7	76.6	82.0	88.6	647	81.6
Curl Up	73.3	91.6	94.2	89.3	647	86.9
Push Up	57.6	67.5	68.0	83.2	647	68.6
Mile Run/PACER	79.7	66.9	59.3	58.4	647	66.3
All Tests - District	51.7	51.3	51.7	58.4	647	53.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Plainfield School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	97	73.2
Students with Disabilities	38	52.6
District	197	82.2
State		87.4

<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 2015-16 school year.

### 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	95.6	54	29.8
Male	96.3	49	30.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	95.8	96	31.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.9	21	17.8
Students with Disabilities	77.8	*	*
District	95.9	103	29.9
State	96.1		43.5

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	64.6	88.6
Male	47.7	73.3
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	54.5	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	39.2	74.2
Students with Disabilities	*	*
District	56.0	80.9
State	72.0	88.5

<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 2016-17

## 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	67.7	75	45.2	50	90.3	67.1
	High Needs Students	61.9	75	41.3	50	82.6	55.9
Math Performance Index	All Students	61.9	75	41.3	50	82.6	62.2
	High Needs Students	56.2	75	37.5	50	74.9	50.5
Science Performance	All Students	53.3	75	35.5	50	71.0	55.3
	High Needs Students	48.7	75	32.5	50	64.9	45.2
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	55.4%
	High Needs Students	54.4%	100%	54.4	100	54.4	49.8%
Math Academic Growth	All Students	61.1%	100%	61.1	100	61.1	61.7%
	High Needs Students	55.1%	100%	55.1	100	55.1	53.7%
Chronic Absenteeism	All Students	12.1%	<=5%	35.8	50	71.5	9.9%
	High Needs Students	17.4%	<=5%	25.3	50	50.6	15.8%
Preparation for CCR	% Taking Courses	60.8%	75%	40.5	50	81.0	70.7%
	% Passing Exams	29.9%	75%	20.0	50	39.9	43.5%
On-track to High School Graduation		89.9%	94%	47.8	50	95.6	87.8%
4-year Graduation All Students (2016 Cohort)		82.2%	94%	87.5	100	87.5	87.4%
6-year Graduation - High Needs Students (2014)		82.6%	94%	87.8	100	87.8	82.0%
Postsecondary Entrance (Class of 2016)		56.0%	75%	74.6	100	74.6	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.2%   53.2%	75%	35.4	50	70.9	92.0%   51.6%
Arts Access		49.6%	60%	41.4	50	82.7	50.5%
<b>Accountability Index</b>				<b>957.0</b>	<b>1350</b>	<b>70.9</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	73.5	61.9	11.6	16.7	
Math Performance Index Gap	67.7	56.2	11.5	18.7	
Science Performance Index Gap	58.4	48.7	9.7	16.6	
Graduation Rate Gap	94.0%	82.6%	11.4%	12.0%	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	97.7
	High Needs Students	96.3
Math	All Students	97.8
	High Needs Students	96.5
Science	All Students	97.9
	High Needs Students	96.9

<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: \***      **State: 50.2**

#### 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 2016-17

## Plainfield School District

### Narratives

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

Plainfield Public Schools re-engaged the community in a planning process which supported 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. The renewal process for the next five years engaged district leaders and Board of Education members with each (PTO) Parent-Teacher organization in a process to identify the strategic goals. 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 8-12 and provides PSAT and SAT testing within the school day for all students at Plainfield High. Curriculum upgrades follow a five-year cycle. The based educator evaluation and support system is fully operational and is based on student-growth. Plainfield engaged CREC consultants to audit the special education 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 referendum replacing roofs on all needed schools. 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. Annual strategic planning includes a retreat for administrators to set annual targets; mid-year and annual reviews by the Board of Education; 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 economically challenged families 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 48%. 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 QVMC - Quinnebaug 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 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. Data supports the fact that low SES students perform comparable to peers on state testing. 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 2016-17

## Plainfield School District

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

Plainfield Public Schools include: Early Childhood Center (ECC), Moosup Elementary School (MES) Grades K-3, Shepard Hill Elementary School (SHE) Grades PK-3, Plainfield Memorial School (PMS) Grades 4-5, Plainfield Central School (PCS) Grades 6-8, and Plainfield High School (PHS) Grades 9-12. Equitable allocation of resources is supported by the fact that all students in Grades 4-12 attend the same grade-level school PMS, PCS and PHS. Shepard Hill Elementary 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