

**STRATEGIC SCHOOL PROFILE 2010-11****Plainfield School District**

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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).

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**COMMUNITY DATA**

County: Windham

Town Population in 2000: 14,619

1990-2000 Population Growth: 1.8%

Number of Public Schools: 5

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: 95.9%

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\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      2,620  
 5-Year Enrollment Change      0.1%

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**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	982	37.5	40.3	34.1
K-12 Students Who Are Not Fluent in English	19	0.7	3.8	5.6
Students Identified as Gifted and/or Talented*	85	3.2	4.0	4.0
PK-12 Students Receiving Special Education Services in District	292	11.1	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	129	78.7	77.1	80.2
Homeless	7	0.3	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	52	18.6	13.3	13.2

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

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	35	1.3
Asian American	56	2.1
Black	92	3.5
Hispanic	132	5.0
Pacific Islander	3	0.1
White	2,302	87.9
Two or more races	0	0.0
Total Minority	318	12.1

**Percent of Minority Professional Staff:** 0.9%

**Non-English Home Language:**

2.0% 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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 Plainfield Public Schools has a predominantly white population with less than 12% minority, Plainfield does have a significant population of students whose families face economic hardships. To reduce racial, ethnic and economic isolation, the district established a number of practices to improve awareness and appreciation for diverse cultures and has instituted a number of programs to address economic isolation. Most programs, including Pre-K programs, are offered on a sliding scale to ensure that participation is not a factor of economic status. In addition, the middle school is focusing part of its professional development for staff on research-based practices addressing the instruction of children of poverty. Active PTO's provide supplemental support to all schools with defined priorities to ensure equal access to all students. In addition, Plainfield provides a summer breakfast and lunch program in a targeted area of highest need. Plainfield also hosts Head Start and readiness programs at its Family Resource Center which also provides support to families in Plainfield. One of the goals in the Strategic Plan identifies the need to promote wider advocacy for post secondary programs identifying the need to help families understand and value continued educational training to break the cycle of poverty. Relative to improving racial and ethnic isolation, Plainfield Schools hosts a variety of awareness programs. During the 2010/11 school year, Plainfield High hosted a Holocaust Awareness Day engaging all students in experiencing personal testimonials. Students are also allowed to participate in various programs such as the Middle College at QVCC and an Arts Magnet program which provide more diversity in their population. Plainfield participates in a number of regional grant projects which engage Plainfield students with students from other communities. A district-wide climate initiative supports students developing appreciation, tolerance and respect for diversity.

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## 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	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	46.0	58.4	14.4	
Writing	58.7	61.1	29.8	
Mathematics	51.4	63.0	15.5	
Grade 4 Reading	50.8	62.5	14.1	
Writing	58.5	65.5	18.3	
Mathematics	58.5	67.0	17.1	
Grade 5 Reading	55.1	61.4	22.7	
Writing	64.5	66.8	30.7	
Mathematics	75.4	72.5	39.3	
Science	52.3	59.9	22.1	
Grade 6 Reading	82.2	76.0	47.0	
Writing	66.0	65.2	39.9	
Mathematics	75.1	71.3	43.5	
Grade 7 Reading	76.7	77.8	29.3	
Writing	50.3	58.9	20.9	
Mathematics	53.3	68.4	13.5	
Grade 8 Reading	77.5	74.7	36.9	
Writing	58.1	64.8	24.2	
Mathematics	55.6	66.6	19.7	
Science	62.7	63.1	29.3	

**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	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	27.0	44.7	17.4	
Writing Across the Disciplines	43.2	61.2	16.5	
Mathematics	27.4	49.5	18.0	
Science	33.7	47.0	22.6	

**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
	43.0	51.0	30.7

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		45.8	70.6	
Average Score	Mathematics	467	510	18.3
	Critical Reading	487	505	26.0
	Writing	481	510	21.4

**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 2010	71.7	81.8	11.5
2009-10 Annual Dropout Rate for Grade 9 through 12	4.3	2.8	10.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	65.0	84.8
% Employed (Civilian Employment and in Armed Services)	10.8	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	149.10
Paraprofessional Instructional Assistants	28.40
Special Education	
Teachers and Instructors	33.00
Paraprofessional Instructional Assistants	60.50
Library/Media Specialists and/or Assistants	4.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	21.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	130.52

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	14.8	13.9
% with Master's Degree or Above	87.6	79.6	79.0

Average Class Size	District	DRG	State
Grade K	19.8	18.3	18.4
Grade 2	20.5	19.5	19.9
Grade 5	24.9	21.7	21.2
Grade 7	23.6	19.3	20.6
High School	17.2	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	985	992
Middle School	975	1,007	1,017
High School	997	1,011	1,010

\*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*	3.6	3.5	3.1
Middle School	2.5	2.4	2.4
High School	1.5	2.0	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$20,803	\$7,642	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$445	\$164	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$542	\$199	\$477	\$379	\$463
Student Support Services	\$2,574	\$946	\$875	\$945	\$872
Administration and Support Services	\$3,611	\$1,327	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$3,655	\$1,343	\$1,421	\$1,418	\$1,410
Transportation	\$2,576	\$959	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$2,115	N/A	N/A	N/A	N/A
Other	\$277	\$102	\$161	\$154	\$159
<b>Total</b>	<b>\$36,598</b>	<b>\$13,450</b>	<b>\$13,878</b>	<b>\$13,783</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,185	\$803	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,384,230	22.9	23.2	21.5

**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	46.4	39.0	10.0	4.7
Excluding School Construction	45.2	39.2	10.6	5.0

## 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 ensures not only equitable allocation of resources among school districts but also ensures that necessary resources are provided to promote equitable achievement among students within the schools. Equity in allocation is promoted by the budget process which allows each school leader to identify the necessary costs for sustaining or improving student performance. In matters such as the allocation of funds for technology applications, schools allocations align to enrollments and programs. Three elementary schools SHE, MES and PMS each enroll approximately 400 students. Allocations are commensurate with these enrollments. The district supports only one middle school and one high school. As such, all students receive equitable allocation of resources by sharing the common services and experiences at these grade levels. However, in addition to providing a very transparent budget process that identifies the allocations to each school, programs such as Title I and Special Education provide non-supplanting, additional funds to targeted programs in the various schools. Where a unique program responding to student on the autism spectrum may be housed in one of the two elementary schools, funds are directed to address the necessary costs to promote student achievement. Such costs are factored out when reviewing the allocation of resources since all students at a grade span level would have equal access to such services but in a more cost effective program at one school. Plainfield also benefits from its relationship to Sterling where students attend Plainfield High Schools requiring detailed analysis of costs per student.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	287
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	40	1.6	1.1	1.1
Learning Disability	75	3.0	3.8	3.9
Intellectual Disability	15	0.6	0.5	0.4
Emotional Disturbance	33	1.3	1.2	1.0
Speech Impairment	38	1.5	2.3	2.2
Other Health Impairment*	57	2.3	2.4	2.1
Other Disabilities**	29	1.2	1.2	0.9
<b>Total</b>	<b>287</b>	<b>11.5</b>	<b>12.5</b>	<b>11.6</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 2009-10 with a Standard Diploma	55.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

## 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	20.0	33.0	64.8	68.6
	Writing	4.5	19.3	59.4	63.7
	Mathematics	14.8	33.4	61.8	68.2
	Science	12.8	21.2	57.3	61.5
CAPT	Reading Across the Disciplines	5.3	14.1	27.0	44.7
	Writing Across the Disciplines	4.3	17.3	43.2	61.2
	Mathematics	5.0	15.8	27.4	49.5
	Science	4.3	13.1	33.7	47.0

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	22.4
	% With Accommodations	77.6
CAPT	% Without Accommodations	31.3
	% With Accommodations	68.8
% Assessed Using Skills Checklist		18.0

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	2	0.7
Private Schools or Other Settings	28	9.8

### 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	209	72.8	69.3	74.1
40.1 to 79.0 Percent of Time	28	9.8	15.9	14.9
0.0 to 40.0 Percent of Time	50	17.4	14.8	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Plainfield Board of Education engaged the public in a year-long effort to re-develop its Strategic Plan. Open ended surveys were provided in public workshops engaging educators, administrators, PTO families and business leaders and BOE members. The four group results identifying the priorities for improving Plainfield Schools were listed on a website and public meetings were held to identify the six (6) goals, the strategies to achieve the goals, and the annual expectations and indicators of success for the strategies. The six over-arching goals include: Establishing a system that ensures all students meet rigorous standards; Ensuring the highest quality staff; Improve personalization and responsiveness to diversity; Increase parental and community involvement in school improvement; promote safe, health and effective learning environments for student success; and Optimize resources to promote student achievement. Each of the goals has a set of strategies to achieve the goal. The Board of Education adopted the overall plan and the first year action plans identifying the efforts and indicators of success. The progress of the strategic plan is available for monitoring by the public at [plainfieldschools.org](http://plainfieldschools.org). Included among the actions planned in 2011/2012 are the implementation of Foundations in K and Grade 1 for improved phonics and Zaner Bloser handwriting in Grades 2-5; Re-designing evaluations for support staff; auditing the special education program for compliance and impact; strengthening academic support for clinical day treatment programs; improving RtI throughout the district; establishing an in-house, Plainfield Academy for Student Success (PASS) to engage students seeking a high school diploma through a integrated, experiential learning community; partnering with the regional readiness council to strengthen early childhood education; improving technology applications for teaching and learning and auditing transportation and fiscal programs to optimize resources for reform efforts.

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