

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



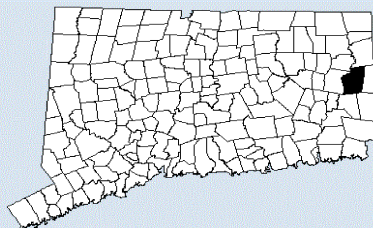
Plainfield School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 6 |
| Enrollment | 2,180 |
| Per Pupil Expenditures ¹ | \$15,926 |
| Total Expenditures ¹ | \$36,868,376 |

¹ Expenditure data reflect the 2018-19 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 2019-20 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.

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, 2019 Enrollment²

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,082 | 49.6 | 48.4 |
| Male | 1,098 | 50.4 | 51.6 |
| American Indian or Alaska Native | 20 | 0.9 | 0.3 |
| Asian | 32 | 1.5 | 5.2 |
| Black or African American | 92 | 4.2 | 12.7 |
| Hispanic or Latino of any race | 137 | 6.3 | 26.9 |
| Native Hawaiian or Other Pacific Islander | 15 | 0.7 | 0.1 |
| Two or More Races | 27 | 1.2 | 3.8 |
| White | 1,857 | 85.2 | 51.1 |
| English Learners | 35 | 1.6 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 1,214 | 55.7 | 43.3 |
| Students with Disabilities ³ | 368 | 16.9 | 16.0 |

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 171 | 17.0 | 40 | 3.6 |
| Male | 158 | 15.6 | 109 | 9.6 |
| Black or African American | 12 | 13.8 | * | * |
| Hispanic or Latino of any race | 24 | 18.6 | 8 | 5.3 |
| White | 282 | 16.4 | 131 | 6.9 |
| English Learners | 9 | 24.3 | * | * |
| Eligible for Free or Reduced-Price Meals | 253 | 21.6 | 114 | 8.7 |
| Students with Disabilities | 81 | 23.5 | 47 | 10.9 |
| District | 329 | 16.3 | 149 | 6.6 |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: 530

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 136.2 |
| Paraprofessional Instructional Assistants | 26.2 |
| Special Education | |
| Teachers and Instructors | 26.5 |
| Paraprofessional Instructional Assistants | 60.4 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 5.0 |
| School Level | 7.0 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 5.0 |
| Instructional Specialists Who Support Teachers | 2.8 |
| Counselors, Social Workers and School Psychologists | 17.0 |
| School Nurses | 5.5 |
| Other Staff Providing Non-Instructional Services/Support | 123.5 |

¹ 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 | 0 | 0.0 | 1.2 |
| Black or African American | 1 | 0.5 | 4.0 |
| Hispanic or Latino of any race | 0 | 0.0 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 199 | 99.5 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.9 | 10.4 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | 8 | * |
| Hispanic or Latino of any race | * | * | * | * |
| White | 98 | 71.0 | 132 | 83.0 |
| English Learners | 0 | * | * | * |
| Eligible for Free or Reduced-Price Meals | 49 | 69.0 | 74 | 80.4 |
| Students with Disabilities | 13 | 61.9 | 30 | 76.9 |
| District | 104 | 69.8 | 149 | 83.2 |
| State | | 75.8 | | 84.8 |

² 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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 25 | 45.5 |
| Emotional Disturbance | 18 | 45.0 |
| Intellectual Disability | * | * |
| Learning Disability | 106 | 87.6 |
| Other Health Impairment | 48 | 76.2 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 17 | * |
| District | 219 | 68.4 |
| State | | 67.8 |

³ 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).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 59 | 2.9 | 2.0 |
| Emotional Disturbance | 40 | 2.0 | 1.1 |
| Intellectual Disability | 9 | 0.4 | 0.5 |
| Learning Disability | 121 | 5.9 | 5.7 |
| Other Health Impairment | 64 | 3.1 | 3.3 |
| Other Disabilities | 26 | 1.3 | 1.1 |
| Speech/Language Impairment | 28 | 1.4 | 1.8 |
| All Disabilities | 347 | 17.0 | 15.6 |

¹ 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 District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 23 | 6.6 | 8.2 |
| Private Schools or Other Settings | 20 | 5.8 | 5.0 |

² 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 Expenditures³: 2018-19

| | Total (\$) | Per Pupil | |
|--|--------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$21,179,319 | \$9,149 | \$10,923 |
| Support services - students | \$2,887,519 | \$1,319 | \$1,277 |
| Support services - instruction | \$1,093,105 | \$499 | \$682 |
| Support services - general administration | \$446,795 | \$204 | \$467 |
| Support services - school based administration | \$2,139,635 | \$977 | \$1,021 |
| Central and other support services | \$1,618,039 | \$739 | \$679 |
| Operation and maintenance of plant | \$3,393,301 | \$1,550 | \$1,718 |
| Student transportation services | \$3,545,880 | \$1,796 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | \$564,784 | \$258 | \$163 |
| Minor school construction | . | . | \$59 |
| Total | \$36,868,376 | \$15,926 | \$17,629 |

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

| | District | | State |
|--|-------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$2,092,829 | 22.3 | 28.5 |
| Instructional Aide Salaries | . | . | 10.1 |
| Other Salaries | \$2,134,786 | 22.8 | 11.1 |
| Employee Benefits | \$1,334,557 | 14.2 | 13.0 |
| Purchased Services Other Than Transportation | \$249,790 | 2.7 | 5.7 |
| Special Education Tuition | \$2,278,953 | 24.3 | 22.5 |
| Supplies | \$129,676 | 1.4 | 0.6 |
| Property Services | \$1,103 | 0.0 | 0.3 |
| Purchased Services For Transportation | \$1,155,919 | 12.3 | 8.0 |
| Equipment | . | . | 0.2 |
| All Other Expenditures | \$200 | 0.0 | 0.1 |
| Total | \$9,377,813 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 25.4 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 48.6 |
| State | 44.2 |
| Federal | 2.8 |
| Tuition & Other | 4.4 |

⁴ 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40 | 41 | 50 |
| National Public | 34 | 32 | 36 |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45 | 39 | 32 |
| National Public | 40 | 33 | 25 |

¹ 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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

| | 2018-19 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 96 | 69.8 |
| Students with Disabilities | 33 | 57.6 |
| District | 171 | 79.5 |
| State | | 88.5 |

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

| | Class of 2019 | Class of 2018 |
|--|-----------------------|--------------------------|
| | Entrance ³ | Persistence ⁴ |
| | Rate (%) | Rate (%) |
| Female | 67.1 | 88.1 |
| Male | 50.0 | 55.3 |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| White | 57.0 | 71.6 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 48.6 | 71.4 |
| Students with Disabilities | * | * |
| District | 58.6 | 72.5 |
| State | 71.5 | 87.5 |

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

| Indicator | | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency | Literacy | 68.3% | 100% | 60.4% |
| | Oral | 64.8% | 100% | 57.6% |
| Chronic Absenteeism | All Students | 16.3% | <=5% | 12.2% |
| | High Needs Students | 21.1% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | 77.1% | 75% | 80.4% |
| On-track to High School Graduation | | 89.5% | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | 79.5% | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | 81.0% | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | 58.5% | 75% | 71.5% |
| Arts Access | | 48.7% | 60% | 51.8% |

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 ¹ | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev ² | Is Gap an Outlier? ² |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | 94.0% | 81.0% | 13.0% | 10.9% | Y |

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Following a mission statement of the BOE: "To prepare all students to lead safe and healthy lives with the skills to become productive members of the community and the workforce", the Plainfield Board of Education established six (6) core strategies to improve 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. In support of its strategic plan, Plainfield uses audits to make informed decisions and to define areas for targeted growth or improvement. Audits have been performed in areas of curriculum, special education, transportation, facilities and capital improvements. Following these audits, Plainfield Public Schools adopted the Connecticut Core Standards, universal access to Pre-K, world languages in grades 6-8, K-12 student access to technology and PSAT/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 (TEVAL) is fully operational and is based on student-growth. 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. The district established a Family Support Specialist to help families understand and access student support services.

Each school supports a Parent-Teacher Organization (PTO) and a governance or improvement council with parents and staff to advise on ways to improve teaching, learning and student success. An annual climate survey engages parents in reviewing school programs and services. School improvement plans follow and support the district strategic plan. Plainfield High School has been in preparation for a NEASC accreditation visit in 2021 and has engaged parents and community members from Plainfield and Sterling.

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. 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. 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 55%. 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. Plainfield also participates in a free regional adult education program to increase learning and career opportunities for residents and state subsidized Family Resources Center continues to provide programming and information resources to all families. Virtually all programs and services at cost to the community are placed on a sliding scale to ensure that no family and no child is denied access

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Equitable Allocation of Resources among District Schools

Plainfield Public Schools include: Early Childhood Center (ECC) Grade PK, Moosup Elementary (MES) Grades K-3, Shepard Hill Elementary (SHE) Grades K-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 PK and Grades 4-12 attending ECC, 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.