Connecticut State Department of Education

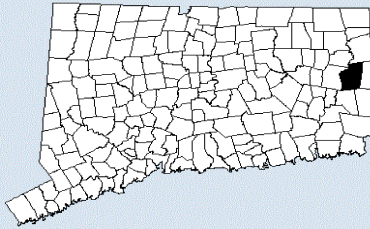# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

Plainfield School District

Mr. Kenneth Dipietro, Superintendent • 860-564-6403 • www.plainfieldschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,351
Per Pupil Expenditures[1]	$13,951
Total Expenditures[1]	$34,975,604

[1]*Expenditure data reflect the 2013-14 year.*

Community Information

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

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,158	49.3	48.3
Male	1,193	50.7	51.6
American Indian or Alaska Native	22	0.9	0.2
Asian	61	2.6	4.7
Black or African American	97	4.1	12.9
Hispanic or Latino	41	1.7	22.1
Pacific Islander	7	0.3	0.0
Two or More Races	16	0.7	2.5
White	2,107	89.6	57.2
English Language Learners	23	1.0	6.3
Eligible for Free or Reduced-Price Meals	1,124	47.8	37.6
Students with Disabilities[1]	329	14.0	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	94	8.6	44	3.8
Male	121	10.6	153	12.6
Black or African American	11	11.7	*	*
Hispanic or Latino	8	20.0	*	*
White	188	9.4	180	8.5
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	157	14.9	140	12.0
Students with Disabilities	56	18.3	67	17.6
District	215	9.6	197	8.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 203

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	146.2
Paraprofessional Instructional Assistants	17.3
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	67.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	110.8

[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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	213	99.5	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino	0	0.0	0	0.0
White	85	49.4	101	70.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	44.6	45	70.3
Students with Disabilities	13	50.0	16	48.5
District	92	49.7	114	69.1
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	15	48.4
Emotional Disturbance	11	28.9
Intellectual Disability	*	*
Learning Disability	64	71.9
Other Health Impairment	48	76.2
Other Disabilities	*	*
Speech/Language Impairment	26	74.3
District	178	61.2
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	1.5	1.5
Emotional Disturbance	38	1.7	1.0
Intellectual Disability	16	0.7	0.5
Learning Disability	89	4.0	4.4
Other Health Impairment	64	2.9	2.6
Other Disabilities	26	1.2	1.0
Speech/Language Impairment	42	1.9	1.9
All Disabilities	308	13.9	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	7.5	8.1
Private Schools or Other Settings	16	5.2	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	18,776,209	7,661	9,134
Instructional Supplies and Equipment	890,097	363	334
Improvement of Instruction and Educational Media Services	695,787	284	498
Student Support Services	2,602,007	1,062	1,001
Administration and Support Services	3,813,279	1,556	1,694
Plant Operation and Maintenance	3,436,583	1,402	1,572
Transportation	2,509,633	990	813
Costs of Students Tuitioned Out	1,915,934	N/A	N/A
Other	336,075	137	186
Total	34,975,604	13,951	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	1,173,265	479	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,480,768	32.0	35.1
Noncertified Personnel	1,700,833	22.0	14.2
Purchased Services	403,120	5.2	5.2
Tuition to Other Schools	1,501,681	19.4	22.0
Special Ed. Transportation	639,982	8.3	8.6
Other Expenditures	1,020,033	13.2	14.9
Total Expenditures	7,746,417	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	45.5	43.7
State	46.7	48.2
Federal	2.7	2.8
Tuition & Other	5.1	5.3

[4]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).

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	8	*	8	*	*	*
Asian	27	65.8	28	55.2	15	*
Black or African American	43	60.1	45	48.1	26	54.9
Hispanic or Latino	14	*	14	*	8	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1040	64.4	1063	55.2	470	53.4
English Language Learners	9	*	9	*	*	*
Non-English Language Learners	1131	64.3	1157	55.0	*	*
Eligible for Free or Reduced-Price Meals	532	60.1	540	51.0	248	50.7
Not Eligible for Free or Reduced-Price Meals	608	67.9	626	58.2	279	55.7
Students with Disabilities	148	44.4	148	40.8	82	38.7
Students without Disabilities	992	67.2	1018	56.9	445	56.0
High Needs	582	58.9	589	50.1	275	49.1
Non-High Needs	558	69.8	577	59.7	252	57.9
District	1140	64.3	1166	54.9	527	53.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.2	80.9	82.4	73.0	584	81.5
Curl Up	82.6	94.8	95.6	78.4	584	89.7
Push Up	72.9	64.2	64.3	87.8	584	69.5
Mile Run/PACER	82.6	64.7	53.8	47.3	584	63.9
All Tests - District	61.3	52.0	47.3	33.8	584	50.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	81	76.5	75.6	Yes	77.7
Students with Disabilities	25	40.0	76.7	No	78.7
District	174	83.3	87.7	No	88.4
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	55.3	47	29.2
Male	47.6	41	21.7
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	50.6	83	26.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	44.2	18	14.0
Students with Disabilities	*	0	*
District	51.1	88	25.1
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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.
Copyright © 2015 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	73.5	77.6
Male	59.4	73.0
Black or African American	*	*
Hispanic or Latino	*	*
White	66.7	76.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	55.3	81.5
Students with Disabilities	*	*
District	67.1	75.6
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.3	75	85.7	100	85.7	67.9
	High Needs Students	58.9	75	78.6	100	78.6	56.7
Math Performance Index	All Students	54.9	75	73.2	100	73.2	59.3
	High Needs Students	50.1	75	66.9	100	66.9	47.8
Science Performance Index	All Students	53.3	75	71.1	100	71.1	56.5
	High Needs Students	49.1	75	65.4	100	65.4	45.9
Chronic Absenteeism	All Students	9.6%	<=5%	40.7	50	81.4	10.6%
	High Needs Students	14.5%	<=5%	30.9	50	61.8	17.3%
Preparation for CCR	% Taking Courses	58.9%	75%	39.2	50	78.5	66.1%
	% Passing Exams	25.1%	75%	16.8	50	33.5	37.3%
On-track to High School Graduation		90.0%	94%	47.9	50	95.7	85.6%
4-year Graduation All Students (2014 Cohort)		83.3%	94%	88.7	100	88.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		83.2%	94%	88.5	100	88.5	77.6%
Postsecondary Entrance (Class of 2014)		67.8%	75%	90.4	100	90.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		82.4% | 50.7%	75%	16.9	50	33.8	87.6% | 51.0%
Arts Access		46.2%	60%	38.5	50	77.0	45.7%
Accountability Index				**939.2**	**1250**	**75.1**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	69.8	58.9	10.9	17.3	
Math Performance Index Gap	59.7	50.1	9.6	19.6	
Science Performance Index Gap	57.9	49.1	8.9	17.2	
Graduation Rate Gap	94.0%	83.2%	10.8%	15.2%	N

[1] If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2] If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	94.5
	High Needs Students	94.4
Math	All Students	96.6
	High Needs Students	95.5
Science	All Students	99.4
	High Needs Students	98.9

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: 46.9   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Plainfield Public Schools are engaged in a strategic process of transforming itself. A community planning process 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. District leaders and Board of Education members visited with each Parent-Teacher organization to engage the community in a process to identify strategic goals. As a result of the strategic plan Plainfield is improving teaching and learning at every grade level from providing universal Pre-K, adoption of the Connecticut Core, introduction of world languages in grades 6-8, increased access to technology (1:1) in Grades 3-12 and PSAT and SAT testing within the school day for all students at Plainfield High. Curriculum upgrades follow a schedule in a five-year cycle. A student-growth-based educator evaluation and support system is fully operational. Plainfield worked with EASTCONN to establish a within-district program returning students to a quality responsive 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 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 capital improvement referendum. The district has 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. Strategic planning is an on-going activity which includes an annual retreat for administrators to set annual targets; mid-year and annual reviews by the Board of Education of progress toward goals; 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 the 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. An annual climate survey engages parents in reviewing school programs and services. Plainfield established a mobile library "The Discovery Bus" which provides summer reading and storytelling opportunities for children. The increase of families with financial concerns prompted Plainfield to host a free summer learning program and a subsidized breakfast and lunch program.

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. Approximately 2% of our students speak a language other than English at home. Over the past five years student poverty as defined by free and reduced lunch counts has risen from 26% to 51%. In order 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 QVMCHS - Quinnebaug Valley Middle College High School with ten partner towns participating. 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. Plainfield participates in a free regional adult education program to increase learning and career opportunities for residents.

Equitable Allocation of Resources among District Schools

Plainfield Public Schools include: Early Childhood Center (ECC), Moosup Elementary School K-3 (MES), Shepard Hill Elementary School PK-3 (SHE), Plainfield Memorial School (PMS) 4-5, Plainfield Central School (PCS) 6-8, and Plainfield High School (PHS) 9-12. Equitable allocation of resources in supported by the fact that all students attend PMS, PCS and PHS. SHE 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 students and schools, resources to meet students' needs differ to achieve equitable results.