

**STRATEGIC SCHOOL PROFILE 2007-08****Plainfield School District**

MARY P. CONWAY, Superintendent  
Telephone: (860) 564-6403

Location: 651 Norwich Road  
Plainfield,  
Connecticut

Website: [www.plainfieldschools.org](http://www.plainfieldschools.org)

---

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).

---

**COMMUNITY DATA**

|                                   |  |
|-----------------------------------|--|
| County: Windham                   | Per Capita Income in 2000: \$18,706                              |
| Town Population in 2000: 14,619   | Percent of Adults without a High School Diploma in 2000*: 24.4%  |
| 1990-2000 Population Growth: 1.8% | Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%  |
| Number of Public Schools: 6       | District Enrollment as % of Estimated. Student Population: 93.8% |

\*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.

---

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.

---

**STUDENT ENROLLMENT**

|                               |       |
|-------------------------------|-------|
| Enrollment on October 1, 2007 | 2,761 |
| 5-Year Enrollment Change      | 3.6%  |

**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                            | 788                | 28.5     | 31.0 | 28.7  |
| K-12 Students Who Are Not Fluent in English                               | 21                 | 0.8      | 3.1  | 5.4   |
| Students Identified as Gifted and/or Talented*                            | 69                 | 2.5      | 3.3  | 4.0   |
| PK-12 Students Receiving Special Education Services in District           | 309                | 11.2     | 11.8 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 132                | 78.1     | 74.1 | 79.2  |
| Homeless  | 0                  | 0.0      | 0.2  | 0.2   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 80                 | 27.1     | 24.8 | 20.2  |

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

## SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 42     | 1.5     |
| Asian American         | 52     | 1.9     |
| Black                  | 83     | 3.0     |
| Hispanic               | 126    | 4.6     |
| White                  | 2,458  | 89.0    |
| Total Minority         | 303    | 11.0    |

**Percent of Minority Professional Staff:** 0.0%

**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.

---

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

---

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.

The total minority population in the Plainfield Public Schools has nearly doubled in the last six years. However, nearly 90% of our student population is Caucasian. At the same time, only 2% of our students speak a language other than English at home. Therefore, in order to ensure a well-rounded education for all our students that exposes our students to different cultures and ethnicities, the district must provide opportunities to experience a rich diverse world. Each school provides school-wide, grade-wide or classroom programs to all students in the school. The programs range from African drumming to Appreciation of Diversity, a day where disabilities are explored and celebrated as what makes each of us different.

Plainfield sends students to three area fulltime magnet schools, ACT – Arts at the Capitol Theater, the Science and Technology Magnet School, and the Quinnebaug Valley Middle College High School (QVMCHS). QVMCHS, which is housed on the campus of Quinnebaug Valley Community College, partners with the towns of Windham, Killingly, Thompson, Putnam, and Plainfield. This magnet school addresses the needs of our bright but disaffected and non-achieving high school students and will provide students with opportunity to work and learn with student with other ethnic backgrounds.

In addition, Plainfield held a courageous community conversation about race in March 2008. The conversation explored the answers to the question, “What should our approach be to promoting tolerance?” from three perspectives that of the community, the schools, and the individual. Two follow-up meetings have been held and plans have been made that will be implemented in the schools system and the community.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading            | 49.5     | 52.0  | 31.3   |
| Writing                    | 65.7     | 63.4  | 36.2   |
| Mathematics                | 54.2     | 60.0  | 22.1   |
| Grade 4 Reading            | 47.4     | 55.9  | 19.6   |
| Writing                    | 59.8     | 62.9  | 27.0   |
| Mathematics                | 66.3     | 60.3  | 50.3   |
| Grade 5 Reading            | 65.4     | 62.2  | 38.9   |
| Writing                    | 59.6     | 64.5  | 24.1   |
| Mathematics                | 75.8     | 65.9  | 56.2   |
| Science                    | 44.5     | 54.9  | 16.7   |
| Grade 6 Reading            | 70.7     | 66.3  | 39.9   |
| Writing                    | 67.0     | 61.9  | 50.0   |
| Mathematics                | 63.8     | 66.4  | 27.4   |
| Grade 7 Reading            | 73.7     | 71.1  | 34.8   |
| Writing                    | 54.5     | 62.0  | 23.2   |
| Mathematics                | 63.2     | 63.0  | 34.8   |
| Grade 8 Reading            | 68.2     | 64.8  | 40.3   |
| Writing                    | 66.0     | 63.4  | 42.1   |
| Mathematics                | 59.1     | 60.8  | 28.9   |
| Science                    | 61.1     | 58.6  | 35.2   |

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.

For more detailed CMT 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.”

**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 scoreable 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 |
|--------------------------------|----------|-------|--|
| Reading Across the Disciplines | 26.7     | 45.5  | 14.6   |
| Writing Across the Disciplines | 47.5     | 57.9  | 21.5   |
| Mathematics                    | 29.7     | 50.1  | 13.8   |
| Science                        | 27.4     | 46.3  | 13.8   |

For more detailed 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.”

**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 |
|--|----------|-------|---|
|  | 35.1     | 36.1  | 41.2  |

| SAT® I: Reasoning Test<br>Class of 2007 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 48.2     | 77.6  |  |
| Average Score                           | Mathematics      | 475      | 504   | 23.8   |
|   | Critical Reading | 473      | 502   | 20.0   |
|   | Writing          | 468      | 503   | 15.4   |

**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<br>Equal or Less Desirable Rates |
|---|----------|-------|---|
| Graduation Rate, Class of 2007                      | 81.6     | 92.6  | 6.9   |
| Cumulative Four-Year Dropout Rate for Class of 2007 | 17.1     | 6.2   | 3.0   |
| 2006-07 Annual Dropout Rate for Grade 9 through 12  | 3.8      | 1.7   | 8.1   |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 58.5     | 83.4  |
| % Employed (Civilian Employment and in Armed Services)       | 18.3     | 12.3  |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of District Staff                                    |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 156.20 |
| Paraprofessional Instructional Assistants                                       | 40.00  |
| Special Education   |        |
| Teachers and Instructors  | 37.00  |
| Paraprofessional Instructional Assistants                                       | 62.50  |
| Library/Media Specialists and Assistants  | 5.20   |
| Staff Devoted to Adult Education  | 0.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 4.00   |
| School Level  | 9.00   |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00   |
| Counselors, Social Workers, and School Psychologists                            | 21.00  |
| School Nurses   | 7.00   |
| Other Staff Providing Non-Instructional Services and Support                    | 142.85 |

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     | 14.6 | 13.6  |
| % with Master's Degree or Above          | 77.6     | 76.5 | 75.6  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 14.1     | 17.1 | 18.1  |
| Grade 2            | 19.8     | 18.2 | 19.3  |
| Grade 5            | 21.0     | 19.9 | 20.9  |
| Grade 7            | 24.2     | 19.7 | 20.5  |
| High School        | 19.7     | 20.4 | 18.6  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 946   | 983   | 987   |
| Middle School                  | 987   | 1,006 | 1,017 |
| High School                    | 1,030 | 997   | 1,006 |

\*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*             | 4.8  | 4.3 | 3.4   |
| Middle School                  | 2.7  | 3.0 | 2.7   |
| High School                    | 2.3  | 3.0 | 2.7   |

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$17,334            | \$6,186                | \$7,153            | \$7,108         | \$7,159         |
| Instructional Supplies and Equipment                      | \$561               | \$200                  | \$262              | \$235           | \$266           |
| Improvement of Instruction and Educational Media Services | \$1,024             | \$365                  | \$443              | \$365           | \$429           |
| Student Support Services                                  | \$2,223             | \$793                  | \$764              | \$785           | \$761           |
| Administration and Support Services                       | \$3,095             | \$1,105                | \$1,256            | \$1,216         | \$1,271         |
| Plant Operation and Maintenance                           | \$3,334             | \$1,190                | \$1,329            | \$1,287         | \$1,322         |
| Transportation  | \$2,307             | \$752                  | \$605              | \$613           | \$601           |
| Costs for Students Tuitioned Out                          | \$1,758             | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$280               | \$100                  | \$147              | \$147           | \$145           |
| <b>Total</b>  | <b>\$31,917</b>     | <b>\$11,485</b>        | <b>\$12,203</b>    | <b>\$12,064</b> | <b>\$12,151</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$3,209             | \$1,145                | \$1,875            | \$2,074         | \$1,882         |

| Special Education Expenditures                                 |             |
|--|-------------|
| Total Expenditures   | \$7,909,453 |
| Percent of Total PK-12 Expenditures Used for Special Education | 24.8%       |

**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 | 37.9          | 53.1          | 4.2             | 4.7             |
| Excluding School Construction | 43.0          | 47.1          | 4.6             | 5.2             |

---

### 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.

The Plainfield Public Schools has configured the schools as follows: Early Childhood Center PK-K, Moosup Elementary School 1-3, Shepard Hill Elementary School 1-3, Plainfield Memorial School 4-5, Plainfield Central School 6-8, and Plainfield High School 9-12. This configuration aids in the equitable allocation of resources. In the budgeting process, all resources are displayed as per pupil resources (e.g. supplies, textbooks) by school. Therefore it is evident to the public and the Board of Education where the resources are being spent and why. The budget is built systemically with the needs of all schools taken into consideration and resources allocated not equally but equitably.

The district operates systemically in terms of academic programs. Recently, the district was awarded a federal Reading First grant. The district accepted that grant only after ensuring that the resources could be used equitably by the three schools that make up K-3. As a result, Plainfield is the only district in the state receiving this grant that has more than one school involved in the grant.

---

### SPECIAL EDUCATION

---

|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 286   |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 11.3% |

---

| 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   | 28    | 1.1              | 0.7         | 0.7           |
| Learning Disability  | 73    | 2.9              | 3.7         | 4.0           |
| Intellectual Disability  | 28    | 1.1              | 0.6         | 0.5           |
| Emotional Disturbance  | 42    | 1.7              | 1.2         | 1.0           |
| Speech Impairment  | 28    | 1.1              | 2.6         | 2.4           |
| Other Health Impairment*   | 64    | 2.5              | 2.2         | 2.1           |
| Other Disabilities**   | 23    | 0.9              | 1.0         | 0.9           |
| Total  | 286   | 11.3             | 12.1        | 11.5          |

\*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 2006-07 with a Standard Diploma  | 88.2     | 77.2  |
| 2006-07 Annual Dropout Rate for Students Aged 14 to 21  | 5.4      | 2.8   |

## 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                        | 16.0                       | 20.4  | 62.3         | 62.1  |
|                  | Writing                        | 9.6                        | 19.3  | 62.1         | 63.0  |
|                  | Mathematics                    | 17.3                       | 22.6  | 63.5         | 62.7  |
|                  | Science                        | 14.3                       | 22.2  | 53.2         | 56.8  |
| CAPT             | Reading Across the Disciplines | 5.4                        | 11.4  | 26.7         | 45.5  |
|                  | Writing Across the Disciplines | 8.1                        | 16.3  | 47.5         | 57.9  |
|                  | Mathematics                    | 8.1                        | 14.7  | 29.7         | 50.1  |
|                  | Science                        | 8.1                        | 14.4  | 27.4         | 46.3  |

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 | 24.2 |
|   | % With Accommodations    | 75.8 |
| CAPT  | % Without Accommodations | 8.3  |
|   | % With Accommodations    | 91.7 |
| % Assessed Using Skills Checklist   |                          | 10.8 |

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   | 0     | 0.0     |
| Private Schools or Other Settings   | 27    | 9.4     |

| 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  | 210               | 73.4                | 66.9 | 71.6  |
| 40.1 to 79.0 Percent of Time   | 28                | 9.8                 | 15.0 | 16.6  |
| 0.0 to 40.0 Percent of Time  | 48                | 16.8                | 18.1 | 11.8  |

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The Plainfield Board of Education set four goals for the 07/08 school year: all students will attain full literacy/numeracy as measured by local, state, and national standards; all students will use technology as a learning tool; Plainfield students will respect themselves and others; and, all students will graduate from high school. In order to reach those goals, a district steering committee, the Plainfield Instructional Improvement Program Committee, oversees the work of each School Leadership Team. Each School Leadership Team and grade level team determines what areas of focused improvement are needed at the school and classroom levels.

Keeping students in school was one focused strategy employed by the school district in the 2007/2008. Daily student attendance increased at all levels as a result of the efforts of the school administration and the school social workers and the percent of students attending less than 90% of the year decreased significantly at both the Early Childhood Center and the high school. The number of discipline incidents was reduced by 74% at the middle school and 15% at the high school. In addition, the number of out-of-school suspensions was reduced by 90% at the middle school and 21% at the high school.

Using a process whereby teams of teachers choose a common “slice of learning” upon which to focus increased the students achieving goal on those chosen indicators in mathematics by 15% in grade 6, 22% in grade 7, and 28% in grade 8. Grade 4 students at goal overall increased by 11% in mathematics and the students below proficient decreased by 10%. Grade 5 increased the percent of student performing at the advanced level to 42% while reducing the basic and below group to 8.8%. A K–12 focus on Strand C, Reader/Text Connections increased success at all grade levels by an average of 29% with some grade levels increasing by two and four times the percent of students previously scoring at goal. A daily writing initiative at the high school increased the percent of student performing at goal by 15%.

---