

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



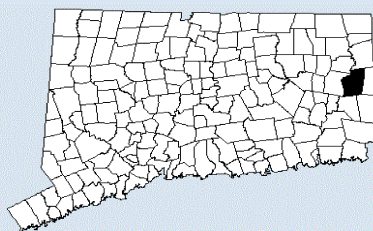
Plainfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,267
Per Pupil Expenditures ¹	\$15,578
Total Expenditures ¹	\$37,184,361

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,138	50.2	48.4
Male	1,129	49.8	51.6
American Indian or Alaska Native	22	1.0	0.3
Asian	44	1.9	5.1
Black or African American	92	4.1	12.8
Hispanic or Latino	114	5.0	24.8
Pacific Islander	14	0.6	0.1
Two or More Races	21	0.9	3.3
White	1,960	86.5	53.6
English Learners	38	1.7	7.2
Eligible for Free or Reduced-Price Meals	1,020	45.0	36.7
Students with Disabilities ¹	344	15.2	14.8

¹Students 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	142	13.3	50	4.4
Male	165	15.2	155	13.3
Black or African American	10	10.9	*	*
Hispanic or Latino	25	27.8	13	11.8
White	259	13.7	185	9.2
English Learners	13	35.1	*	*
Eligible for Free or Reduced-Price Meals	227	19.6	146	11.5
Students with Disabilities	74	22.2	66	16.3
District	307	14.3	205	8.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 381

Number of school-based arrests: Fewer than 6

²A 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.

³The 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	138.6
Paraprofessional Instructional Assistants	21.6
Special Education	
Teachers and Instructors	28.5
Paraprofessional Instructional Assistants	64.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	112.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	204	99.5	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.5

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	*	*	*	*
Hispanic or Latino	0	0.0	0	0.0
White	92	60.5	118	72.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	38	50.0	48	61.5
Students with Disabilities	10	34.5	22	64.7
District	96	58.5	123	69.9
State		69.3		80.1

²College-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	26	53.1
Emotional Disturbance	16	43.2
Intellectual Disability	*	*
Learning Disability	87	87.9
Other Health Impairment	46	71.9
Other Disabilities	*	*
Speech/Language Impairment	23	85.2
District	205	68.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	2.5	1.8
Emotional Disturbance	38	1.8	1.1
Intellectual Disability	10	0.5	0.5
Learning Disability	99	4.6	5.2
Other Health Impairment	66	3.1	3.1
Other Disabilities	21	1.0	1.1
Speech/Language Impairment	35	1.6	1.8
All Disabilities	322	15.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	7.1	8.3
Private Schools or Other Settings	20	6.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,098,146	8,402	9,847
Instructional Supplies and Equipment	542,855	239	287
Improvement of Instruction and Educational Media Services	742,092	326	589
Student Support Services	2,885,824	1,270	1,120
Administration and Support Services	3,774,675	1,661	1,905
Plant Operation and Maintenance	3,850,260	1,694	1,648
Transportation	3,174,989	1,331	904
Costs of Students Tuitioned Out	2,678,933	N/A	N/A
Other	436,587	192	208
Total	37,184,361	15,578	16,535

Additional Expenditures

Land, Buildings, and Debt Service	950,347	418	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,494,739	27.3	33.8
Noncertified Personnel	2,094,497	23.0	14.5
Purchased Services	352,796	3.9	5.5
Tuition to Other Schools	2,137,268	23.4	23.4
Special Ed. Transportation	1,073,696	11.8	8.7
Other Expenditures	972,221	10.7	14.1
Total Expenditures	9,125,217	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	47.9	48.2
State	44.6	44.1
Federal	3.0	3.0
Tuition & Other	4.5	4.6

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	11	*	11	*
Asian	20	72.9	20	69.8
Black or African American	54	67.4	54	59.3
Hispanic or Latino	38	63.0	38	57.7
Native Hawaiian or Other Pacific Islander	9	*	9	*
Two or More Races	*	*	*	*
White	949	68.0	949	62.1
English Learners	23	67.9	23	63.8
Non-English Learners	1063	67.9	1063	62.0
Eligible for Free or Reduced-Price Meals	561	64.6	561	59.3
Not Eligible for Free or Reduced-Price Meals	525	71.4	525	64.9
Students with Disabilities	146	46.0	146	41.5
Students without Disabilities	940	71.3	940	65.2
High Needs	612	63.3	612	58.0
Non-High Needs	474	73.8	474	67.2
District	1086	67.9	1086	62.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.3	84.4	81.3	86.9	639	85.0
Curl Up	74.5	97.6	94.2	92.5	639	89.8
Push Up	61.1	69.5	67.1	78.8	639	69.2
Mile Run/PACER	84.1	72.5	58.7	60.6	639	69.0
All Tests - District	51.0	56.9	48.4	60.6	639	54.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	95	76.8
Students with Disabilities	30	53.3
District	179	84.9
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	46	27.5
Male	96.5	47	27.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	95.9	89	28.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.8	22	14.3
Students with Disabilities	81.0	0	0.0
District	95.9	93	27.4
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	60.5	90.6
Male	54.3	78.0
Black or African American	*	*
Hispanic or Latino	*	*
White	58.8	85.1
English Learners	58.8	*
Eligible for Free or Reduced-Price Meals	50.7	82.8
Students with Disabilities	*	*
District	57.7	85.1
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.9	75	45.3	50	90.5	67.6
	High Needs Students	63.3	75	42.2	50	84.4	57.5
Math Performance Index	All Students	62.0	75	41.3	50	82.7	62.7
	High Needs Students	58.0	75	38.7	50	77.4	52.0
ELA Academic Growth	All Students	58.3%	100%	58.3	100	58.3	60.7%
	High Needs Students	57.2%	100%	57.2	100	57.2	55.6%
Math Academic Growth	All Students	57.6%	100%	57.6	100	57.6	61.9%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.4%
Chronic Absenteeism	All Students	14.3%	<=5%	31.4	50	62.8	10.7%
	High Needs Students	18.8%	<=5%	22.4	50	44.7	16.6%
Preparation for CCR	% Taking Courses	64.4%	75%	42.9	50	85.9	74.8%
	% Passing Exams	27.4%	75%	18.2	50	36.5	44.8%
On-track to High School Graduation		87.6%	94%	46.6	50	93.2	87.5%
4-year Graduation All Students (2017 Cohort)		84.9%	94%	90.3	100	90.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		75.0%	94%	79.8	100	79.8	81.8%
Postsecondary Entrance (Class of 2017)		57.7%	75%	76.9	100	76.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9% 54.3%	75%	36.2	50	72.4	96.6% 50.1%
Arts Access		47.8%	60%	39.8	50	79.6	51.2%
Accountability Index				882.9	1250	70.6	

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	73.8	63.3	10.5	15.9	
Math Performance Index Gap	67.2	58.0	9.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	75.0%	19.0%	12.7%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	96.9
Math	All Students	98.0
	High Needs Students	96.9
Science	All Students	94.6
	High Needs Students	92.3

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 49.3

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Plainfield Public Schools continues to strengthen its programs for the success of all learners. The district adopted Connecticut Core Standards, universal Pre-K, world languages in grades 6-8, PSAT and SAT testing within the school day for all students at Plainfield High and 1:1 student access to technology. Curriculum upgrades follow a five-year cycle. The educator evaluation and support system is fully operational and is based on student-growth.

Plainfield engaged CREC consultants to audit the special education program. One recent innovation in services to diverse learners is Plainfield Pathways "" a program returning out of district placed students to a within-district program. Other improvements include initiating a new student information system (SIS) which includes a parent portal to follow student progress, a home messaging system and a new website for improved communications; and strengthening parent support through an advocacy team.

Plainfield targeted a district improvement of 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. 2017/18 experienced the first year where no expulsions were required due to the use of alternative response systems.

Each school improvement plan is aligned to the district's strategic plan. The BOE engaged the community and faculty in a planning process which 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.

A teaching and learning council (TLC) monitors progress of curriculum renewal, professional development and assessment. Plainfield schools are realizing a vision of excellence measured by progress toward goals and results of student achievement. Every school has a governance or school improvement council to advise on ways to improve teaching, learning and student success. An annual climate survey engages parents in reviewing school programs and services. The increase of economically challenged families from 28% to 48% poverty prompted Plainfield establish a mobile library "The Discovery Bus" which provides summer reading and storytelling opportunities for children. The district also offers 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. Over the past five years student poverty as defined by free and reduced lunch counts has risen from 28% to 48%. 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. Plainfield sends students to 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 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. 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.

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Equitable Allocation of Resources among District Schools

Plainfield Public Schools include: Early Childhood Center (ECC), Moosup Elementary (MES) Grades K-3, Shepard Hill Elementary (SHE) Grades PK-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 the fact that all students in Grades 4-12 attend 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. As a result, three schools ranked Category 1 and the other two schools Category 2 & 3.