

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



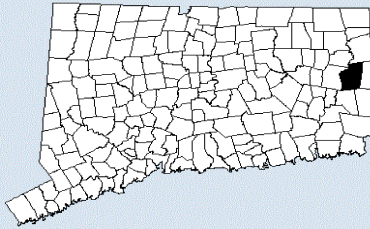
Plainfield School District

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

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	2,462
Per Pupil Expenditures ¹	\$13,293
Total Expenditures ¹	\$33,696,664

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,229	49.9	48.3
Male	1,233	50.1	51.6
American Indian	27	1.1	0.2
Asian	66	2.7	4.6
Black or African American	112	4.5	12.9
Hispanic or Latino	21	0.9	21.2
Pacific Islander	*	*	0.0
White	2,230	90.6	58.4
Two or More Races	*	*	2.3
English Language Learners	29	1.2	5.7
Eligible for Free or Reduced-Price Meals	1,116	45.3	37.3
Students with Disabilities ¹	302	12.3	12.8

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	12.1	33	2.6
Male	148	12.6	141	11.3
Black or African American	18	17.6	7	6.6
Hispanic or Latino	*	*	*	*
White	245	11.6	161	7.2
English Language Learners	8	30.8	*	*
Eligible for Free or Reduced-Price Meals	189	17.8	110	9.4
Students with Disabilities	57	19.4	55	15.8
District	290	12.4	174	7.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 305

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.

District Profile and Performance Report for School Year 2013-14

Plainfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	142.5
Paraprofessional Instructional Assistants	18.8
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	62.0
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	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	122.3

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 (%)
Asian	1	0.5	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	209	99.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	*	*	24	15.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	*	*	27	15.9
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	16	50.0
Emotional Disturbance	13	31.0
Intellectual Disability	*	*
Learning Disability	60	88.2
Other Health Impairment	44	73.3
Other Disabilities	*	*
Speech/Language Impairment	24	85.7
District	170	65.4
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Plainfield School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	1.5	1.4
Emotional Disturbance	42	1.8	1.0
Intellectual Disability	12	0.5	0.4
Learning Disability	68	2.9	4.2
Other Health Impairment	60	2.6	2.5
Other Disabilities	25	1.1	1.0
Speech/Language Impairment	34	1.5	1.9
All Disabilities	276	11.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	2.5	2.8
Private Schools or Other Settings	28	10.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,368,675	7,371	8,769
Instructional Supplies and Equipment	438,020	176	275
Improvement of Instruction and Educational Media Services	599,427	241	487
Student Support Services	2,586,286	1,038	965
Administration and Support Services	3,411,430	1,369	1,600
Plant Operation and Maintenance	3,106,289	1,247	1,472
Transportation	2,527,504	1,008	786
Costs of Students Tuitioned Out	2,328,943	N/A	N/A
Other	330,090	132	178
Total	33,696,664	13,293	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,049,212	421	1,434
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,471,244	29.9	35.6
Noncertified Personnel	1,652,623	20.0	14.5
Purchased Services	248,929	3.0	5.0
Tuition to Other Schools	1,972,443	23.8	21.4
Special Ed. Transportation	576,434	7.0	8.5
Other Expenditures	1,354,277	16.4	14.9
Total Expenditures	8,275,950	100.0	100.0

PK-12 Expenditures Used for Special Education	24.6	21.9
---	------	------

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	48.9	47.3
State	48.5	50.0
Federal	2.6	2.7
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

Plainfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	69.0	69.3	68.9	66.2	.	.	.	.
Hispanic or Latino	76.1	75.6	70.6	75.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	73.4	73.0	73.0	71.2	.	.	.	.
Students with Disabilities	43.3	39.7	40.9	40.8	.	.	.	.
High Needs	70.3	70.0	69.8	68.9	.	.	.	.
District	79.0	78.5	78.7	77.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	.	
Hispanic or Latino	.	.	.	.	<20	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	49.2	50.0	52.4	62.8	66	59.7	56.5	Yes	
Students with Disabilities	33.0	25.7	24.4	41.0	24	34.0	33.7	Yes	
High Needs	45.2	47.1	48.0	61.3	75	57.3	52.7	Yes	
District	64.8	64.5	64.4	73.9	174	69.6	68.4	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.2	77.1	82.8	70.8	628	82.5
Curl Up	71.5	92.7	97.9	76.9	628	86.6
Push Up	84.4	67.2	71.9	72.3	628	74.0
Mile Run/PACER	88.8	68.8	69.3	52.3	628	72.9
All Tests - District	59.2	51.6	58.9	29.2	628	53.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

Plainfield School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	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	76	77.6	73.6	Yes	75.6
Students with Disabilities	33	60.6	74.8	No	76.7
District	203	84.7	87.0	No	87.7
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.6	46	28.4
Male	78.5	40	25.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	82.0	82	28.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	76.9	14	12.0
Students with Disabilities	*	0	*
District	81.6	86	26.9
State	72.9		37.6

⁵College 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

⁶Participation 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 © 2014 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 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	51.6	84.3
Male	43.0	64.4
Black or African American	*	*
Hispanic or Latino	*	*
White	47.8	78.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	36.0	53.3
Students with Disabilities	22.2	*
District	47.5	75.0
State	72.7	88.5

⁷College 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.

⁸College 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

District Profile and Performance Report for School Year 2013-14

Plainfield School District

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 in 2010 lead to six core strategies to improve our schools: Ensuring that 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. Plainfield establishes annual targets to fulfill these goals. During the 2013/2014 school year Plainfield established universal access to Pre-K and provided all PHS students with PSAT and SAT testing within the school day. In addition, curriculum upgrades are in process with the most notable change being the shift to Common Core. A change in the sequencing of courses at PHS resulted in increases in student achievement meeting goal in Math and E/LA by 18% and 23% respectively. The school year is dominated by district implementation of a state required growth-based educator evaluation and support system. Following an audit of our special education services, Plainfield worked with EASTCONN to establish a within-district program returning ten students to a quality responsive program. Other improvements include establishing wireless technology access at all schools; initiating a new student information system (SIS), home messaging system and new website; strengthening a parent advocacy team (PACT) and adopting a collaborative self-insurance program (ECHIP) for cost efficiencies. Project 20/20, a long range facilities study resulted in Town approval of a \$4 million capital improvement referendum. The district improvement plan has also lead to State grant awards in the areas of technology and security improvements. Each school, through its improvement plan, aligned to the district's strategic plan establishes annual goals for student growth and school improvement. Strategic planning in Plainfield is an on-going activity which includes an annual retreat for administrators to review goal setting; 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. The district defines and monitors its improvement efforts through audits and councils. Audits in the areas of transportation, special education, technology and curriculum provided direction for optimization and improvements. A curriculum council monitors the progress of a five-year renewal cycle as well as efforts in professional development and assessment. Plainfield schools are realizing a vision of excellence measured by progress toward goals and results of student achievement.

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 four years student poverty as defined by free and reduced lunch counts has risen from 26% to 45%. Therefore, in order to ensure a well-rounded education for all our students that exposes them to different cultures and ethnicities, the district must provide opportunities to experience a diverse world. Each school provides programs 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 Quinebaug Valley Middle College High School (QVMCHS), housed at Quinebaug Valley Community College with ten partner towns participating. These magnet schools address the needs of many of our students who are looking for alternative educational experiences and 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 Eastconn. 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. All 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.

District Profile and Performance Report for School Year 2013-14

Plainfield School District

Equitable Allocation of Resources among District Schools

Plainfield Public Schools include the following: 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. This configuration aids in the equitable allocation of resources in that all students, district-wide attend PMS, PCS and PHS. Although SHE houses the district-wide pre-kindergarten program, both SHE and MES are comparable in enrollment and staffing. The budgeting process assigns costs to schools by district the necessary allocations for staffing, utilities and fixed costs. The budget provides individual school expenditures so that the Board of Education can see the comparative school costs, enrollments and staffing. Additionally, the district provides an annual comparability report as part of its Title I funding. Strategically, the district developed a long range Capital Improvement Plan which identifies by school the enrollments, program needs maintenance and renovation plans to ensure that each school has optimized its learning environment to promote student learning.