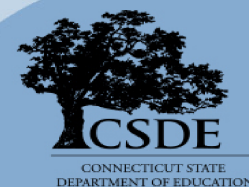


# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



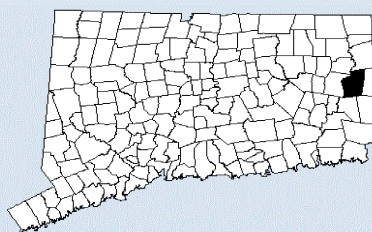
### Plainfield School District

Mr. Paul Brenton, Superintendent • 860-564-6403 • <http://www.painfieldschools.org>

#### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,991
Per Pupil Expenditures <sup>1</sup>	\$17,837
Total Expenditures <sup>1</sup>	\$38,117,638

<sup>1</sup> Expenditure data reflect the 2020-21 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2021-22 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 <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2021 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,022	51.3	48.5
Male	969	48.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	14	0.7	0.3
Asian	32	1.6	5.1
Black or African American	73	3.7	12.6
Hispanic or Latino of any race	165	8.3	29.0
Native Hawaiian or Other Pacific Islander	11	0.6	0.1
Two or More Races	37	1.9	4.3
White	1,659	83.3	48.6
English Learners/Multilingual Learners	33	1.7	8.8
Eligible for Free or Reduced-Price Meals	1,148	57.7	40.6
Students with Disabilities <sup>3</sup>	378	19.0	16.7

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

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

##### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	230	24.0	57	5.3
Male	209	23.2	104	10.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	16	24.2	7	9.0
Hispanic or Latino of any race	45	25.9	17	8.5
White	344	22.5	131	7.6
English Learners/Multilingual Learners	10	29.4	*	*
Eligible for Free or Reduced-Price Meals	321	31.0	120	9.8
Students with Disabilities	117	34.4	55	12.5
District	439	23.6	161	7.7
State		23.7		6.5

**Number of students qualified as truant under state statute: 639**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the 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 2021-22

## Plainfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	142.7
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	31.5
Paraprofessional Instructional Assistants	52.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	17.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	99.0

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

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	1	0.5	4.3
Hispanic or Latino of any race	0	0.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	212	99.5	89.2

#### Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	6	*	*	*
White	90	78.3	84	72.4
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	48	70.6	36	69.2
Students with Disabilities	11	*	21	60.0
District	104	75.9	97	71.9
State		81.7		87.7

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	20	48.8
Emotional Disturbance	9	25.7
Intellectual Disability	*	*
Learning Disability	111	89.5
Other Health Impairment	50	76.9
Other Disabilities	*	*
Speech/Language Impairment	28	96.6
District	221	70.2
State		68.4

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	2.4	2.3
Emotional Disturbance	35	1.8	1.1
Intellectual Disability	6	0.3	0.6
Learning Disability	125	6.5	6.1
Other Health Impairment	66	3.4	3.3
Other Disabilities	30	1.6	1.1
Speech/Language Impairment	36	1.9	1.9
All Disabilities	344	17.8	16.3

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	7.3	8.2
Private Schools or Other Settings	10	2.9	4.6

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$21,724,194	\$10,166	\$12,000
Support services - students	\$2,958,578	\$1,483	\$1,468
Support services - instruction	\$1,968,104	\$987	\$780
Support services - general administration	\$515,462	\$258	\$472
Support services - school based administration	\$2,283,625	\$1,145	\$1,103
Central and other support services	\$2,218,772	\$1,112	\$703
Operation and maintenance of plant	\$3,485,669	\$1,747	\$1,910
Student transportation services	\$2,491,084	\$1,249	\$1,287
Food services	.	.	\$28
Enterprise operations	\$472,152	\$237	\$170
Total	\$38,117,638	\$17,837	\$19,134

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

### Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,202,404	24.0	29.7
Instructional Aide Salaries	.	.	10.8
Other Salaries	\$2,327,139	25.4	9.8
Employee Benefits	\$1,404,257	15.3	13.8
Purchased Services Other Than Transportation	\$282,443	3.1	5.7
Special Education Tuition	\$2,120,649	23.2	22.6
Supplies	\$212,831	2.3	0.6
Property Services	\$1,842	0.0	0.4
Purchased Services For Transportation	\$606,483	6.6	6.3
Equipment	.	.	0.2
All Other Expenditures	\$817	0.0	0.1
Total	\$9,158,866	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.5

### Expenditures by Revenue Source<sup>4</sup>: 2020-21

	Percent of Total (%) Excluding School Construction
Local	48.6
State	42.3
Federal	5.0
Tuition & Other	4.0

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### 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	15	*	15	*	*	*
Black or African American	38	62.4	38	52.2	23	55.8
Hispanic or Latino of any race	85	57.7	85	51.5	28	56.7
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	10	*	10	*	*	*
White	810	62.6	810	55.4	342	58.6
English Learners/Multilingual Learners	38	55.1	38	50.1	18	*
Non-English Learners/Non-Multilingual Learners	936	62.4	936	55.1	389	58.9
Eligible for Free or Reduced-Price Meals	544	59.2	544	51.4	218	56.5
Not Eligible for Free or Reduced-Price Meals	430	65.9	430	59.4	189	61.4
Students with Disabilities	151	44.2	151	36.1	60	42.6
Students without Disabilities	823	65.4	823	58.4	347	61.6
High Needs	592	58.1	592	50.5	238	55.3
Non-High Needs	382	68.3	382	61.9	169	63.7
District	974	62.1	974	54.9	407	58.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.1	58.9	58.3	87.7	581	72.1
Curl Up	78.6	87.0	90.7	86.2	581	85.5
Push Up	72.7	68.5	58.3	80.8	581	69.7
Mile Run/PACER	77.9	36.3	25.2	28.5	581	42.7
All Tests - District	57.1	28.1	21.9	28.5	581	34.3
All Tests - State	48.9	46.7	44.3	43.3		45.8

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2020-21	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	141	90.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	81	85.2
Students with Disabilities	26	61.5
District	152	88.2
State		89.6

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	46	30.3
Male	90.0	27	22.5
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	95.2	0	0.0
White	94.4	*	*
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.8	13	10.8
Students with Disabilities	76.9	0	0.0
District	94.1	73	26.8
State	95.0		43.5

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</sup> 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 percentage.

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.

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

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### College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	69.2	79.2
Male	35.6	54.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	68.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	45.8	60.5
Students with Disabilities	*	*
District	54.7	68.2
State	66.1	84.9

<sup>5</sup> 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.

<sup>6</sup> 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

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.1	75	41.4	50	82.8	64.2
	High Needs Students	58.1	75	38.8	50	77.5	54.2
Math Performance Index	All Students	54.9	75	36.6	50	73.3	58.6
	High Needs Students	50.5	75	33.7	50	67.3	47.7
Science Performance Index	All Students	58.8	75	39.2	50	78.4	61.4
	High Needs Students	55.3	75	36.9	50	73.8	51.3
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	60.4%
	High Needs Students	60.0%	100%	60.0	100	60.0	56.2%
Math Academic Growth	All Students	62.5%	100%	62.5	100	62.5	65.2%
	High Needs Students	63.0%	100%	63.0	100	63.0	59.1%
Progress Toward English Proficiency	Literacy	56.3%	100%	28.2	50	56.3	64.9%
	Oral	54.4%	100%	27.2	50	54.4	57.4%
Chronic Absenteeism	All Students	23.6%	<=5%	12.8	50	25.6	23.7%
	High Needs Students	29.9%	<=5%	0.2	50	0.3	34.0%
Preparation for CCR	% Taking Courses	73.9%	75%	49.3	50	98.5	84.8%
	% Meeting Benchmark	26.8%	75%	17.9	50	35.8	43.5%
On-track to High School Graduation		84.3%	94%	44.9	50	89.7	82.7%
4-year Graduation All Students (2021 Cohort)		88.2%	94%	93.8	100	93.8	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		75.0%	94%	79.8	100	79.8	85.2%
Postsecondary Entrance (Class of 2021)		54.7%	75%	72.9	100	72.9	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		93.9%   34.3%	75%	22.8	50	45.7	94.0%   45.8%
Arts Access		49.4%	60%	41.2	50	82.4	52.4%
<b>Accountability Index</b>				<b>963.2</b>	<b>1450</b>	<b>66.4</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.3	58.1	10.2	16.6	
Math Performance Index Gap	61.9	50.5	11.4	18.2	
Science Performance Index Gap	63.7	55.3	8.3	17.4	
Graduation Rate Gap	92.6%	75.0%	17.6%	10.2%	Y

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	97.2
Math	All Students	97.9
	High Needs Students	97.0
Science	All Students	94.6
	High Needs Students	93.5

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Plainfield Public Schools strives to provide an inclusive environment for all students every day. We currently have multiple specialized programs within our schools to address students communication, adaptive, behavioral and cognitive challenges while providing wrap-around services for all students in and out of the classroom.

We have an integrated PreK program that is universal and open to the entire community, as well as a Family Resource Center and Head Start program, where we provide small class sizes in comparison to surrounding districts. All of our PreK classrooms have one dual-certified teacher and at least one para-educator.

Plainfield has five specialized programs in grades K-5 to support students adaptive, behavioral and cognitive needs. These programs are all staffed with a certified special education teacher and at least 2-3 para-educators. We strive to maintain small class sizes in these programs, around 1 staff for every 2 students. Students receive direct instruction, specialized instruction focused on their unique needs, as well as social-emotional support and programming, related services, such as OT, PT and Speech services. Students have opportunities to participate with the same age, general education peers throughout the day.

Plainfield has six specialized programs in grades 6-12. We have two programs within our Middle Schools and four programs located at Plainfield High School. We partner with United Services to support our STEP Program, which provides transitional services for students in Grades 10-Post Graduates. Students work on daily living skills, academic skills as well as job site and career coaching throughout the day.

Plainfield Public Schools currently has PT, OT, Speech, Social Work, Guidance Counseling and BCBA services located in every building. We have three school psychologist to support the evaluations and counseling needs of our students.

Plainfield has one Family Support Specialist. This position works collaboratively with the district to identify ways to provide outreach to families and to provide consultation to families around issues relating to Special Education, Interventions and other related issues. Plainfield Public Schools has provided and will continue to provide multiple avenues for parent input and collaboration through social media, surveys, webinars, parent training opportunities and parent virtual and in-person collaborative meetings. Plainfield Public Schools partnered with Peace at Home to provide free parent resources for our families. We have collaborated with community health agencies in order to provide in district therapy and services for our students in collaboration with families. We continue to partner with multiple community agencies, such as; NECHEAR, NEAT, CHR, TEEG, United Services and others in order to provide a community whole child approach to our students needs.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Plainfield over the past 10 years has seen a rising number of students being eligible for Free and Reduced Lunch as well as transient within the community, as well as a changing racial demographic.

Plainfield currently does not have charter or magnet schools located in its district, however, we actively partner with local magnet schools in the surrounding communities but providing continuous transportation and special education support for students who elect to attend a magnet school.

Plainfield has a curriculum committee that consistently evaluates curriculum to ensure it does not directly or indirectly isolate students from access and foster racial or economic isolation. Plainfield partners with social-emotional agencies to foster strong staff and student, as well as student to student relationships through Institute for Restorative Practices, Shri Mindfulness, Yale Center for Emotional Intelligence as well as special consultants to work with staff, students and parents around social justice and race related issues.

# District Profile and Performance Report for School Year 2021-22

## Plainfield School District

### **Equitable Allocation of Resources among District Schools**

Plainfield Public Schools budgets for students on a need based allocation. Plainfield uses student data around enrollment, special education, and academic/behavioral data to align and re-align resources within the district.

Plainfield has utilized grant funding when necessary to expand teaching staff, programs, professional development and curriculum in order to provide equitable allocation and access to resources.

Plainfield strives to maximize the local and state allocations to the best of our ability, while consistently making student-centered decisions. Plainfield has added programs and services for students while be responsible with local and state funds, utilizing grants, excess aid and the reallocation of resources.

Plainfield begins the budget process in late December and collaborative builds the budget with district and building leaders, union leadership and parent leaders (PTO). The district begins to publicly discuss and display the budget in January/February to collect additional stakeholder input while working collaborative with local government and leadership. Plainfield utilizes enrollment and DRG data to ensure allocations are meeting state requirement