

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



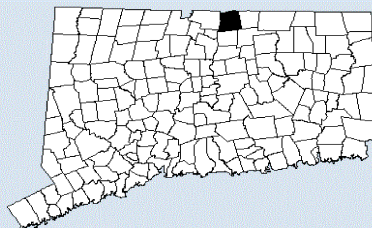
Enfield School District

Dr. Jeffrey Schumann, Superintendent • 860-253-6500 • www.enfieldschools.org

District Information

Grade Range	PK-12
Number of Schools	22
Enrollment	5,225
Per Pupil Expenditures ¹	\$13,310
Total Expenditures ¹	\$76,960,523

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)

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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	2,523	48.3	48.3
Male	2,702	51.7	51.6
American Indian	20	0.4	0.2
Asian	138	2.6	4.6
Black or African American	290	5.6	12.9
Hispanic or Latino	571	10.9	21.2
Pacific Islander	8	0.2	0.0
White	3,966	75.9	58.4
Two or More Races	232	4.4	2.3
English Language Learners	102	2.0	5.7
Eligible for Free or Reduced-Price Meals	1,891	36.2	37.3
Students with Disabilities ¹	740	14.2	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	289	11.8	105	4.1
Male	313	12.1	349	12.8
Black or African American	39	14.0	49	17.0
Hispanic or Latino	81	14.9	66	11.1
White	435	11.4	308	7.7
English Language Learners	9	10.5	*	*
Eligible for Free or Reduced-Price Meals	332	18.9	249	12.6
Students with Disabilities	149	21.6	120	14.2
District	602	12.0	454	8.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 23

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	371.5
Paraprofessional Instructional Assistants	34.0
Special Education	
Teachers and Instructors	53.8
Paraprofessional Instructional Assistants	80.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	28.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	12.0
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	29.8
School Nurses	17.5
Other Staff Providing Non-Instructional Services/Support	184.2

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	3	0.6	1.0
Black or African American	4	0.8	3.5
Hispanic	5	1.0	3.6
Native American	0	0	0.1
White	499	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
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	8.2	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	*	*	*	*
Hispanic or Latino	*	*	0	0
White	46	14.6	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	6	5.5	*	*
Students with Disabilities	0	0	0	0
District	56	14.4	42	10.3
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	54	70.1
Emotional Disturbance	30	42.3
Intellectual Disability	11	40.7
Learning Disability	202	87.4
Other Health Impairment	90	87.4
Other Disabilities	18	36.7
Speech/Language Impairment	137	93.2
District	542	76.9
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	85	1.6	1.4
Emotional Disturbance	71	1.3	1.0
Intellectual Disability	27	0.5	0.4
Learning Disability	231	4.3	4.2
Other Health Impairment	103	1.9	2.5
Other Disabilities	61	1.1	1.0
Speech/Language Impairment	172	3.2	1.9
All Disabilities	750	13.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	32	4.2	2.8
Private Schools or Other Settings	51	6.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	49,363,612	9,043	8,769
Instructional Supplies and Equipment	636,865	117	275
Improvement of Instruction and Educational Media Services	826,405	151	487
Student Support Services	1,007,982	185	965
Administration and Support Services	8,993,734	1,648	1,600
Plant Operation and Maintenance	7,052,631	1,292	1,472
Transportation	4,183,146	725	786
Costs of Students Tuitioned Out	3,962,132	N/A	N/A
Other	934,016	171	178
Total	76,960,523	13,310	14,642

Additional Expenditures

Land, Buildings, and Debt Service	810,253	148	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,861,551	41.9	35.6
Noncertified Personnel	2,383,834	14.6	14.5
Purchased Services	324,504	2.0	5.0
Tuition to Other Schools	2,784,926	17.0	21.4
Special Ed. Transportation	1,729,286	10.6	8.5
Other Expenditures	2,288,775	14.0	14.9
Total Expenditures	16,372,876	100.0	100.0
PK-12 Expenditures Used for Special Education		21.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	55.6	55.2
State	40.1	40.5
Federal	4.2	4.3
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

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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	74.8	75.6	74.0	73.0	.	.	.	.
Hispanic or Latino	71.6	73.1	72.8	78.5	.	.	.	.
English Language Learners	55.9	58.0	55.8	66.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	75.3	76.2	75.7	76.8	.	.	.	.
Students with Disabilities	55.3	57.3	56.8	57.1	.	.	.	.
High Needs	71.3	72.6	73.3	74.0	.	.	.	.
District	83.6	83.9	84.2	83.7	.	.	.	.

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	62.3	63.4	54.4	76.1	.	.	.	.
Hispanic or Latino	.	.	63.5	66.9	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	64.9	62.5	63.8	66.6	.	.	.	.
Students with Disabilities	44.7	46.9	45.1	51.1	.	.	.	.
High Needs	58.8	60.2	61.1	64.5	.	.	.	.
District	74.3	74.5	74.3	77.8	.	.	.	.

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	84.8	89.6	97.4	84.5	1,078	87.2
Curl Up	91.7	86.5	90.8	93.0	1,078	91.3
Push Up	73.3	87.1	91.5	80.7	1,078	80.8
Mile Run/PACER	81.3	88.3	80.4	62.6	1,078	75.0
All Tests - District	56.3	79.1	66.0	52.9	1,078	59.8
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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	31	80.6	76.7	Yes	78.5
Hispanic or Latino	20	85	60.8	Yes	64.1
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	134	75.4	66.8	Yes	69.5
Students with Disabilities	66	65.2	60.4	Yes	63.7
District	445	87.4	83.4	Yes	84.5
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	66.7	116	29.7
Male	53.8	104	25.7
Black or African American	56.0	9	18.0
Hispanic or Latino	44.2	11	21.2
White	61.8	195	29.4
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	39.7	26	13.1
Students with Disabilities	*	0	0.0
District	60.1	220	27.7
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.

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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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.6	89.4
Male	62.4	88.1
Black or African American	57.7	*
Hispanic or Latino	50.0	*
White	68.8	87.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	52.1	81.8
Students with Disabilities	44.8	70.0
District	67.0	88.9
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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Student achievement, inclusion, and social-emotional well-being were major points of focus for the Special Education and Pupil Services Department for 2013-14. Teachers and specialists across grade levels participated in professional learning for specialized instruction in the areas of reading, writing, and mathematics to promote student learning. Special education teachers collaborated with the district's BDBA and participated in further professional learning in the area of Applied Behavioral Analysis. Preschool teachers pursued professional learning opportunities focused on the Connecticut Early Learning Standards and incorporated the new standards into their planning and instruction. Teachers at all levels implemented specialized instruction incorporating current technology such as iPads and applications to strengthen skills across the curriculum. School psychologists actively participated in the Student Assistance Team process and worked to ensure that the SRBI process was diligently adhered to with an emphasis on intervention fidelity and documentation. School psychologists successfully met all evaluation timelines. Speech and Language Pathologists participated in webinars relative to executive functioning and treatment ideas, and developing language in preverbal youngsters. In addition, speech and language therapists have pursued training for using Proloquo as a speech-generating device for preverbal students. The elementary counselors continued to refine transition planning for students and implemented strategies for promoting social, emotional, behavioral well-being among students. Counselors and social workers participated in professional learning for: responding to tragedy in the community, school safety, suicidal ideation, and self-injurious behaviors. At the secondary level, counselors hosted a Career Day, facilitated transition visits for incoming ninth graders, and utilized the Naviance program to support and implement Student Success Plans. Additional activities included: Question/Persuade/Respond training to help identify and support at-risk students and Rachel's Challenge clubs and events such as the Pancake Breakfast and Kindness Carnival to promote school community. Enfield Transitional Academy continued to thrive as students prepared for independent living through a variety of vocational experiences. The district implemented the Common Core State Standards. After school sessions of the Student Success Academies at the intermediate and high school levels were held once week offering students assistance in English Language Arts, Math, and Science. The Superintendent hosted community and staff Listen and Learn events throughout the year. District wide Academic Walkthroughs were implemented focusing on student engagement, classroom environment, and academic rigor. School teams attended Welcoming School Atmosphere training and evaluated their school to implement positive changes. Events were held giving parents insight and resources to support learning at home: Family Day, Heritage Fair, and Science Fair. Enfield Gets Ready for Kindergarten was held for parents of incoming kindergarteners demonstrating at home activities for parents to prepare children for school. The Parent Leadership Academy and Spanish speaking People Empowering People were held for parents to build skills to work with schools and advocate for children.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The District Safe School Climate Committee continuously monitors and improves our Safe School Climate Plan; Bullying Prevention and Intervention Policy. The district took part in the Rachel's Challenge Program which teaches students that they have the power to make permanent and positive cultural change. This program places emphasis on starting a chain reaction of kindness, compassion, and tolerance throughout each school which can then be brought to the entire community. At the high school level, this student run organization carried out multiple activities aimed at building relationships both in the school and in the community i.e. a free community breakfast in December, a Kindness Carnival for elementary students at the end of the year, volunteering at local food and homeless shelters, completing a number of fundraising activities for the Sisters of the Poor, Enfield Food Shelf, Enfield Loaves and Fishes, and weekly activities reminding students and staff of the importance of a positive school and community climate. High school students traveled to elementary schools as mentors to teach the Rachel's Challenge curriculum and formed lasting bonds with younger students. High school Teen Leadership courses taught hundreds of students' valuable social skills such as: respect, kindness, acceptance, tolerance, relationship building, positive decision making, and effective communication. Enfield High School's CT/Spain partnership continues to provide students with the opportunity to live and study in Valladolid, Spain for three weeks sharing all aspects of each other's cultures. The district infuses academic programs with opportunities for students to experience diversity through a variety of cultural programs that promote understanding and appreciation for the people of our world through classroom curricular projects, cultural performances, school-wide assemblies, the school-wide respect bucket-filler program, and field trips. Parents and community members are encouraged to visit our schools to share their different cultures. After-School and Youth Service Programs are offered providing homework and reading assistance, tutoring, and clubs with a variety of teachers-students of racial, ethnic, and economic backgrounds. Participation in the Choice Program continued.

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Equitable Allocation of Resources among District Schools

The Enfield Board of Education equally distributes all available funds so that each school in the district receives its fair share of allocated resources in order to support present and proposed educational programs, staffing, supplies, materials, equipment, textbooks and athletics as per our TITLE IX Board Policy. A joint budget feedback session with the community was held by the Town Council and Board of Education in order to help ascertain community priorities for budget preparation. Also, administrators, teachers and department chairpersons are included in the budget preparation process and each has an equal opportunity to present school and program needs to be considered for inclusion in the annual budget request. Supplies and textbooks are allocated on a per pupil basis and new programs and new textbook adoptions receive separate line item recognition in the budget. New staffing positions are determined by analyzing pupil/teacher ratios, classroom enrollments and school matrix reports. School buildings and facilities share budgeted funds for maintenance, repair and renovation. Larger facility projects like new roofs, major renovations, etc. are included in the five year Capi