

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



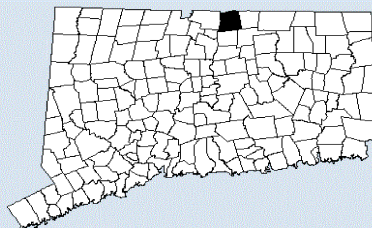
Enfield School District

Mr. Christopher Drezek, Superintendent • 860-253-6500 • <http://www.enfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	5,100
Per Pupil Expenditures ¹	\$14,911
Total Expenditures ¹	\$83,487,131

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,447	48.0	48.4
Male	2,653	52.0	51.6
American Indian or Alaska Native	12	0.2	0.3
Asian	171	3.4	5.2
Black or African American	345	6.8	12.8
Hispanic or Latino of any race	825	16.2	25.8
Native Hawaiian or Other Pacific Islander	8	0.2	0.1
Two or More Races	203	4.0	3.6
White	3,536	69.3	52.4
English Learners	107	2.1	7.6
Eligible for Free or Reduced-Price Meals	2,343	45.9	42.1
Students with Disabilities ³	879	17.2	15.4

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

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	229	9.8	129	5.1
Male	253	10.1	316	11.4
Black or African American	59	17.8	67	17.4
Hispanic or Latino of any race	123	16.1	100	11.3
White	263	7.8	243	6.7
English Learners	15	12.5	8	6.2
Eligible for Free or Reduced-Price Meals	351	15.7	300	11.7
Students with Disabilities	139	17.1	125	12.3
District	482	10.0	445	8.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 384

Number of school-based arrests: 14

⁴A 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.

⁵This column displays the 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	348.8
Paraprofessional Instructional Assistants	52.5
Special Education	
Teachers and Instructors	62.0
Paraprofessional Instructional Assistants	120.5
Administrators, Coordinators and Department Chairs	
District Central Office	22.0
School Level	17.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	26.1
Counselors, Social Workers and School Psychologists	33.0
School Nurses	16.5
Other Staff Providing Non-Instructional Services/Support	163.5

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	4	0.8	1.1
Black or African American	3	0.6	3.8
Hispanic or Latino of any race	10	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	495	96.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	10.0

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	17	*	23	92.0
Hispanic or Latino of any race	35	89.7	34	87.2
White	216	86.1	253	89.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	101	89.4	110	88.0
Students with Disabilities	43	78.2	54	85.7
District	285	86.9	330	89.7
State		74.5		85.2

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	45	51.1
Emotional Disturbance	34	37.4
Intellectual Disability	8	34.8
Learning Disability	276	86.5
Other Health Impairment	134	83.2
Other Disabilities	19	45.2
Speech/Language Impairment	101	91.8
District	617	74.0
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	96	1.8	1.9
Emotional Disturbance	92	1.8	1.1
Intellectual Disability	23	0.4	0.5
Learning Disability	319	6.1	5.5
Other Health Impairment	162	3.1	3.2
Other Disabilities	62	1.2	1.1
Speech/Language Impairment	139	2.6	1.8
All Disabilities	893	17.0	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	58	6.5	8.2
Private Schools or Other Settings	53	5.9	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$55,838,508	\$9,973	\$10,545
Support services - students	\$909,022	\$175	\$1,373
Support services - instruction	\$2,625,799	\$507	\$644
Support services - general administration	\$2,724,443	\$526	\$462
Support services - school based administration	\$3,460,795	\$668	\$1,007
Central and other support services	\$2,912,596	\$562	\$671
Operation and maintenance of plant	\$8,917,352	\$1,721	\$1,629
Student transportation services	\$4,810,560	\$1,713	\$1,231
Food services	\$353,517	\$68	\$13
Enterprise operations	\$907,583	\$175	\$157
Minor school construction	\$26,955	\$5	\$65
Total	\$83,487,131	\$14,911	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,044,370	31.9	29.7
Instructional Aide Salaries	\$2,094,125	11.0	9.6
Other Salaries	\$1,094,253	5.8	10.4
Employee Benefits	\$2,254,128	11.9	13.0
Purchased Services Other Than Transportation	\$979,617	5.2	5.5
Special Education Tuition	\$4,373,685	23.1	22.6
Supplies	\$170,065	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,936,592	10.2	8.0
Equipment	\$14,908	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$18,961,744	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.7	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	62.7
State	32.3
Federal	4.0
Tuition & Other	1.0

⁴Revenue 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).

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	81	70.3	80	69.9	37	73.6
Black or African American	150	57.7	149	49.2	66	54.9
Hispanic or Latino of any race	409	58.7	405	52.8	172	58.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	92	62.9	93	55.8	31	67.2
White	1,782	66.4	1,780	61.4	752	68.8
English Learners	130	54.5	128	52.3	55	51.5
Non-English Learners	2,392	65.2	2,387	59.7	1,007	67.2
Eligible for Free or Reduced-Price Meals	1,186	60.3	1,183	54.9	469	61.0
Not Eligible for Free or Reduced-Price Meals	1,336	68.5	1,332	63.2	593	70.6
Students with Disabilities	405	45.0	406	39.7	175	49.9
Students without Disabilities	2,117	68.4	2,109	63.1	887	69.6
High Needs	1,356	58.7	1,352	53.5	547	59.7
Non-High Needs	1,166	71.5	1,163	66.1	515	73.4
District	2,522	64.6	2,515	59.3	1,062	66.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	83.8	91.2	91.9	87.8	1,354	88.2
Curl Up	86.0	95.2	92.8	83.0	1,354	88.6
Push Up	79.9	96.4	91.9	77.9	1,354	85.5
Mile Run/PACER	81.5	87.3	77.1	49.0	1,354	72.7
All Tests - District	63.7	81.5	70.8	39.3	1,354	62.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	46	89.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	116	81.9
Students with Disabilities	49	65.3
District	404	89.6
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.2	132	38.3
Male	91.7	115	32.8
Black or African American	88.6	*	*
Hispanic or Latino of any race	92.3	19	24.4
White	92.5	209	39.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	86.1	56	23.5
Students with Disabilities	72.9	*	*
District	92.0	247	35.5
State	95.9		42.6

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

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 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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	70.0	90.8
Male	57.4	79.6
Black or African American	*	*
Hispanic or Latino of any race	56.8	70.8
White	63.6	88.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.0	76.6
Students with Disabilities	26.9	*
District	64.2	85.7
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.6	75	43.1	50	86.2	67.7
	High Needs Students	58.7	75	39.1	50	78.3	58.1
Math Performance Index	All Students	59.3	75	39.5	50	79.1	63.1
	High Needs Students	53.5	75	35.6	50	71.3	52.7
Science Performance Index	All Students	66.4	75	44.2	50	88.5	63.8
	High Needs Students	59.7	75	39.8	50	79.6	54.2
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	59.9%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.1%
Math Academic Growth	All Students	55.6%	100%	55.6	100	55.6	62.5%
	High Needs Students	53.4%	100%	53.4	100	53.4	55.2%
Progress Toward English Proficiency	Literacy	66.6%	100%	33.3	50	66.6	60.0%
	Oral	59.1%	100%	29.6	50	59.1	52.1%
Chronic Absenteeism	All Students	10.0%	<=5%	40.1	50	80.1	10.4%
	High Needs Students	15.1%	<=5%	29.8	50	59.6	16.1%
Preparation for CCR	% Taking Courses	88.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	35.5%	75%	23.7	50	47.3	42.6%
On-track to High School Graduation		88.2%	94%	46.9	50	93.9	88.0%
4-year Graduation All Students (2018 Cohort)		89.6%	94%	95.3	100	95.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		81.2%	94%	86.4	100	86.4	83.3%
Postsecondary Entrance (Class of 2018)		64.2%	75%	85.6	100	85.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.1% 62.2%	75%	20.7	50	41.5	96.4% 52.9%
Arts Access		70.2%	60%	50.0	50	100.0	51.9%
Accountability Index				1050.4	1450	72.4	

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 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	71.5	58.7	12.8	15.4	
Math Performance Index Gap	66.1	53.5	12.6	17.6	
Science Performance Index Gap	73.4	59.7	13.7	16.1	
Graduation Rate Gap	94.0%	81.2%	12.8%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.6
Math	All Students	99.6
	High Needs Students	99.7
Science	All Students	99.7
	High Needs Students	99.8

³Minimum 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: 46.9 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Structured Literacy, Social and Emotional Learning, Applied Behavioral Analysis, FBA and BIP development, and Transition Planning were among the focal points for the Special Education and Pupil Services Department for the 2018-19 school year. Integrated preschool teachers participated in training for the CT Early Learning and Development Standards. All primary and intermediate counselors implemented building-wide PBIS initiatives. Intermediate counselors continued their partnership with CAS by participating in the annual leadership conference. Middle school counselors provided an after-school Mindfulness Club. Following a tragic event, the EHS counseling department enacted crisis team protocols and provided support to over 200 students who attended stabilization and coping group sessions. All counselors completed training in PowerSchool for 504 documentation. Paraprofessionals participated in professional learning regarding strategies and supports to address students' communication, social, emotional, and behavioral needs. Speech and language pathologists were trained in Proloquo 2 Go. The Enfield Transition Learning Academy provided exciting learning and socialization opportunities for an increasing number of students in both school and community settings across the region. The Rachel's Challenge Clubs continued with their work hosting events such as the Pancake Breakfast and Kindness Carnival to promote school community. Both EHS and JFK continued their alternate program to in-school suspension, Wednesday and Thursday night school, providing academics, counseling, physical activity and relationship building with our at-risk students. Transition classrooms also continued at each primary school to help our most dysregulated students acquire the necessary skills for learning in a small group setting. Students then transition back to their original classroom once ready. All elementary schools are implementing the PBIS (Positive Behavior and Intervention Supports) program. Student Success Academy sessions were offered after school at the intermediate and middle school levels once a week offering assistance in English Language Arts, Math, and Science. Events were held like Transition to Kindergarten, Enfield Gets Ready for Kindergarten, Family Day, Learning through Play, school-based literacy and math nights, and Invention Convention give parents insight and resources to support learning at home and to prepare children for school. The Parent Leadership Academy and Spanish speaking People Empowering People held leadership trainings that empower parents with the skills needed to work effectively with the schools.

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 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, the student run organization carried out multiple activities aimed at building relationships both in the school and 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 many fundraising activities for the Sisters of the Poor, Enfield Food Shelf, Enfield Loaves and Fishes, and weekly activities. 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. The elementary schools implemented the PBIS (Positive Behavior Interventions and Supports) program to create welcoming and positive school climate throughout the district. 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. Afterschool and Youth Service Programs were offered providing homework and reading assistance, tutoring and clubs with a variety of teachers-students of racial, ethnic and economic backgrounds. Participation in the Open Choice Program continued to grow. Enfield High School worked with an outside facilitator on the topics of diversity and equity.

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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 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 ascertain community priorities for budget preparation. Administrators, teachers and department chairperson are included in the budget preparation process and each has an equal opportunity to present school and program needs considered in the annual budget request. Supplies and textbooks are allocated on a per pupil basis. 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 Capital Improvements Budget Plan.