Connecticut State Department of Education

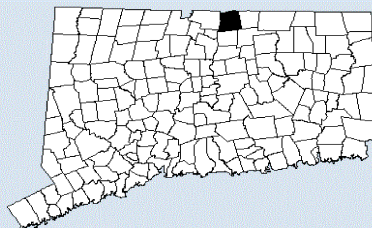# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Enfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	5,189
Per Pupil Expenditures[1]	$14,177
Total Expenditures[1]	$79,034,542

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,533	48.8	48.3
Male	2,656	51.2	51.6
American Indian or Alaska Native	26	0.5	0.2
Asian	159	3.1	4.9
Black or African American	306	5.9	12.8
Hispanic or Latino	665	12.8	23.0
Pacific Islander	11	0.2	0.0
Two or More Races	240	4.6	2.7
White	3,782	72.9	55.9
English Learners	107	2.1	6.4
Eligible for Free or Reduced-Price Meals	2,066	39.8	38.0
Students with Disabilities[1]	765	14.7	13.7

[1]Students 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	291	11.9	110	4.3
Male	304	11.9	313	11.5
Black or African American	49	16.4	52	15.9
Hispanic or Latino	101	15.7	68	9.9
White	393	10.8	269	7.0
English Learners	7	6.0	*	*
Eligible for Free or Reduced-Price Meals	350	18.7	241	11.0
Students with Disabilities	160	21.9	113	12.9
District	595	11.9	423	8.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 16

Number of school-based arrests: 15

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	350.7
Paraprofessional Instructional Assistants	40.5
Special Education	
Teachers and Instructors	55.5
Paraprofessional Instructional Assistants	97.0
Administrators, Coordinators and Department Chairs	
District Central Office	22.4
School Level	17.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	10.5
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	27.0
School Nurses	17.1
Other Staff Providing Non-Instructional Services/Support	178.1

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.6	1.0
Black or African American	3	0.6	3.5
Hispanic or Latino	9	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	476	97.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	97.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	11	33.3	11	52.4
Hispanic or Latino	8	19.5	23	60.5
White	88	32.6	221	68.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	33	29.2	62	56.4
Students with Disabilities	21	38.2	30	46.9
District	116	31.4	268	64.7
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	50	57.5
Emotional Disturbance	31	41.3
Intellectual Disability	7	29.2
Learning Disability	240	88.9
Other Health Impairment	86	80.4
Other Disabilities	16	34.8
Speech/Language Impairment	106	93.0
District	536	74.1
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	96	1.8	1.6
Emotional Disturbance	77	1.4	1.0
Intellectual Disability	24	0.4	0.5
Learning Disability	270	5.0	4.6
Other Health Impairment	108	2.0	2.8
Other Disabilities	61	1.1	1.0
Speech/Language Impairment	143	2.7	1.9
All Disabilities	779	14.5	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	47,687,462	9,251	9,387
Instructional Supplies and Equipment	953,255	185	318
Improvement of Instruction and Educational Media Services	1,368,309	265	541
Student Support Services	1,066,039	207	1,048
Administration and Support Services	10,525,057	2,042	1,790
Plant Operation and Maintenance	7,309,869	1,418	1,608
Transportation	4,526,038	807	845
Costs of Students Tuitioned Out	4,417,519	N/A	N/A
Other	1,180,994	229	194
Total	79,034,542	14,177	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	29,187,249	5,662	1,524

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

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,793,892	41.4	35.1
Noncertified Personnel	2,473,857	15.1	14.5
Purchased Services	372,677	2.3	5.5
Tuition to Other Schools	2,896,184	17.7	21.6
Special Ed. Transportation	1,926,969	11.7	8.3
Other Expenditures	1,942,179	11.8	15.0
Total Expenditures	16,405,758	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	42.4	56.5
State	54.5	39.4
Federal	2.8	3.9
Tuition & Other	0.2	0.3

[4]Revenue 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).

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	69	72.9	69	66.3	36	61.7
Black or African American	141	58.5	140	50.5	57	49.9
Hispanic or Latino	318	62.3	315	54.9	125	53.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	136	66.7	136	58.3	47	59.6
White	1830	69.3	1829	62.4	812	60.2
English Learners	60	56.3	60	51.2	24	45.3
Non-English Learners	2452	68.0	2447	60.9	1067	59.3
Eligible for Free or Reduced-Price Meals	998	62.7	994	56.4	393	54.9
Not Eligible for Free or Reduced-Price Meals	1514	71.1	1513	63.4	698	61.3
Students with Disabilities	416	52.6	411	47.1	174	47.9
Students without Disabilities	2096	70.7	2096	63.3	917	61.1
High Needs	1186	61.5	1181	55.4	475	53.6
Non-High Needs	1326	73.3	1326	65.4	616	63.2
District	2512	67.7	2507	60.7	1091	59.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.9	94.2	95.7	85.1	1,359	89.8
Curl Up	89.6	92.9	90.2	91.3	1,359	91.0
Push Up	81.7	89.7	92.8	78.7	1,359	84.9
Mile Run/PACER	84.7	89.1	83.7	52.2	1,359	75.9
All Tests - District	62.9	83.3	76.1	44.8	1,359	64.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	29	89.7	80.2	Yes	81.9
Hispanic or Latino	25	76.0	67.4	Yes	70.7
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	145	79.3	72.3	Yes	75.0
Students with Disabilities	54	66.7	67.1	No	70.4
District	392	86.7	85.5	Yes	86.6
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	129	33.4
Male	95.0	132	33.2
Black or African American	98.1	*	*
Hispanic or Latino	93.7	17	21.5
White	94.9	220	37.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.7	44	19.7
Students with Disabilities	65.6	*	*
District	95.0	261	33.3
State	95.6		40.7

[5]College 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

[6]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 percent.

Sources:
- SAT® and AP® statistics derived from data provided by the College Board.
- Copyright © 2016 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2016 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	79.5	81.2
Male	70.4	79.8
Black or African American	66.7	*
Hispanic or Latino	*	*
White	75.7	83.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.8	66.0
Students with Disabilities	44.4	50.0
District	75.4	80.5
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.7	75	45.2	50	90.3	67.7
	High Needs Students	61.5	75	41.0	50	82.0	56.7
Math Performance Index	All Students	60.7	75	40.4	50	80.9	61.4
	High Needs Students	55.4	75	36.9	50	73.9	49.9
Science Performance Index	All Students	59.0	75	39.3	50	78.7	57.5
	High Needs Students	53.6	75	35.7	50	71.4	47.0
ELA Academic Growth	All Students	66.8%	100%	66.8	100	66.8	63.8%
	High Needs Students	61.0%	100%	61.0	100	61.0	58.3%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	65.0%
	High Needs Students	56.8%	100%	56.8	100	56.8	57.4%
Chronic Absenteeism	All Students	11.9%	<=5%	36.3	50	72.5	9.6%
	High Needs Students	18.1%	<=5%	23.8	50	47.6	15.6%
Preparation for CCR	% Taking Courses	49.0%	75%	32.7	50	65.3	67.6%
	% Passing Exams	33.3%	75%	22.2	50	44.4	40.7%
On-track to High School Graduation		84.5%	94%	44.9	50	89.8	85.1%
4-year Graduation All Students (2015 Cohort)		86.7%	94%	92.3	100	92.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.8%	94%	87.0	100	87.0	78.6%
Postsecondary Entrance (Class of 2015)		75.4%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% | 64.9%	75%	43.3	50	86.5	89.2% | 50.5%
Arts Access		48.1%	60%	40.1	50	80.1	47.5%
Accountability Index				**1003.8**	**1350**	**74.4**	

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	73.3	61.5	11.8	16.5	
Math Performance Index Gap	65.4	55.4	9.9	18.9	
Science Performance Index Gap	63.2	53.6	9.6	17.2	
Graduation Rate Gap	94.0%	81.8%	12.2%	15.3%	N

[1]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.

[2]If 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	98.9
	High Needs Students	98.3
Math	All Students	98.8
	High Needs Students	98.0
Science	All Students	99.4
	High Needs Students	98.8

[3]Minimum 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: 55   State: 51.4

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Student achievement, social-emotional well-being, and assistive technology were focal points for the Special Education and Pupil Services department for the 2015-16 school year. Special education preschool teachers further developed rich instructional units aligned to the CT Early Learning and Development Standards and Creative Curriculum. Special education teachers and specialists across grade levels participated in professional learning for Dyslexia: evaluation, identification, and specialized instruction. The district's BCBA collaborated with school teams to develop functional behavioral assessments and behavior intervention plans, as well as develop individualized program books, create progress monitoring plans, collect and analyze data, and adjust instruction and programming as appropriate to students' needs. Specialists attended conferences and workshops relating to the use of assistive technology to support student learning and to further integrate the use of devices and applications across the curriculum. Counselors and social workers collaborated with families and community agencies to ensure a cohesive approach to supporting students at school, home, and community settings. Paraprofessionals participated in professional learning for Question Persuade Respond (QPR) and other health-related topics. Speech and language pathologists acquired new learning and skills in the area of social thinking and executive functioning. Counselors and social workers acquired and implemented strategies to promote mindfulness and self-regulation. Secondary level counselors developed career readiness activities, facilitated transition visits for incoming ninth graders, and utilized the Naviance program to support and implement Student Success Plans. The Enfield Transition Learning Academy offered students rich and diverse opportunities to develop functional, daily living, and career readiness skills in both school and community settings. 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. Student Success Academies sessions were offered after school at the intermediate and middle school levels once a week offering assistance in English Language Arts, Math, and Science. The Superintendent hosted community and staff Listen and Learn events throughout the year. Districtwide academic walkthroughs were held focusing on student engagement, classroom environment, and academic rigor. Events were held like Enfield Gets Ready for Kindergarten, Family Day, and Science Fair giving 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. Classroom teachers sent home "Good News from Your Child's School" post cards to each family to build relationships and communication.

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, the student run organization carried out multiple activities aimed at building relationships both in the school and 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. EHS students traveled to Spain to take part in a language and cultural immersion program at Collegio Delibes for two weeks. 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.

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 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.