

STRATEGIC SCHOOL PROFILE 2012-13**Enfield School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 45,212

1990-2000 Population Growth: -0.7%

Number of Public Schools: 10

Per Capita Income in 2000: \$21,967

Percent of Adults without a High School Diploma in 2000*: 16.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated. Student Population: 92.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 5,447
 5-Year Enrollment Change -14.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,926	35.4	30.5	36.7
K-12 Students Who Are Not Fluent in English	101	1.9	2.0	5.8
Students Identified as Gifted and/or Talented*	3	0.1	2.2	3.8
PK-12 Students Receiving Special Education Services in District	722	13.3	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	258	65.0	72.5	79.3
Homeless	29	0.5	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	142	17.2	15.1	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.4
Asian American	121	2.2
Black	314	5.8
Hispanic	551	10.1
Pacific Islander	9	0.2
White	4,181	76.8
Two or more races	250	4.6
Total Minority	1,266	23.2

Percent of Minority Professional Staff: 2.3%

Open Choice:

60 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

5.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 28.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Minority enrollment for Enfield Public Schools shows a persistent gradual increase from 10.3% in 2001-02 to present level of 22.5%. During 2009-10 our Board of Education adopted a new Board Policy #6130.1 "Reduction of Racial, Ethnic and Economic Isolation" to reduce racial, ethnic and economic isolation. Consistent with this policy Enfield reorganized the PK-8 schools which remedied by reutilization our only racially imbalanced elementary school. In the area of staff recruitment, our Board of Education in 1999 adopted a new policy entitled Minority Staff Recruitment. This new policy reflects the heightened sensitivity of our school system and staff toward minority recruitment and fully commits the Board of Education to continue its practice of advertising and searching for qualified minority candidates. The district also takes part in a series of minority recruitment efforts. The District continues working with its Safe School Climate Committee comprised of school staff and parents; continuously monitors and improves our Safe School Climate Plan; Bullying Prevention and Intervention Policy; School climate surveys were completed by students and parents and the secondary schools partnered with Enfield Youth Services administering a school climate survey. The district, in partnership with the entire Enfield Community took part in the Rachel's Challenge Program, which teaches students that they have the power to make permanent and positive cultural change. The program places an emphasis on starting a chain reaction of kindness, compassion, and tolerance throughout each individual school which can then be brought to the entire community. The assembly program was presented at each of the three intermediate schools. An assembly program was also presented at each of the three secondary schools in addition to a half day training workshop for students and staff. The secondary schools also formed Friends of Rachel Clubs that carried out a variety of school and community events during the school year. Two of these events (The Day of Kindness and the Kindness Carnival) were attended by several thousand students, staff, parents, and community members and included such things as a free pancake breakfast for the entire community, 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 conducting weekly activities reminding students and staff of the importance of a positive school and community climate. Participation in the Choice Program continued and our involvement in the full-day kindergarten program resulted in enrolling additional students from Hartford. The district infuses academic programs with opportunities for students to experience the richness of diversity to promote greater understanding and appreciation for the people of our world.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.8	56.9	48.8
Writing	58.6	60.0	35.4
Mathematics	72.7	61.4	57.1
Grade 4 Reading	63.3	62.6	34.2
Writing	61.1	63.0	32.9
Mathematics	77.9	65.1	64.6
Grade 5 Reading	77.3	66.9	56.5
Writing	70.6	65.6	46.0
Mathematics	81.7	69.2	61.5
Science	69.7	62.3	42.2
Grade 6 Reading	73.3	73.3	32.9
Writing	60.5	65.1	27.6
Mathematics	72.6	67	44.0
Grade 7 Reading	83.3	78.9	43.0
Writing	68.8	64.9	43.7
Mathematics	67.9	65.4	40.5
Grade 8 Reading	81.5	76.2	45.6
Writing	72.0	67.2	41.5
Mathematics	58.5	65.0	22.6
Science	56.8	60.4	25.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	47.5	48.5	37.1
Writing Across the Disciplines	58.3	62.1	28.8
Mathematics	55.9	52.4	42.4
Science	43.6	48.8	34.6

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	58.3	51.1	66.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		58.6	78.5	
Average Score	Mathematics	492	503	37.6
	Critical Reading	483	499	30.8
	Writing	490	504	28.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	85.2	84.8	30.9
2011-12 Annual Dropout Rate for Grade 9 through 12	1.7	2.1	19.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	82.6
% Employed (Civilian Employment and in Armed Services)	11.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	373.00
Paraprofessional Instructional Assistants	30.00
Special Education	
Teachers and Instructors	53.80
Paraprofessional Instructional Assistants	94.00
Library/Media Specialists and/or Assistants	13.50
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	31.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	30.80
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	190.10

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	90.0	81.1	79.8

Average Class Size	District	DRG	State
Grade K	17.0	16.7	18.9
Grade 2	18.3	18.3	19.8
Grade 5	22.8	20.8	21.3
Grade 7	15.9	18.3	20.2
High School	18.0	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	988	999
Middle School	1,018	1,037	1,029
High School	1,006	1,035	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.7	2.4	2.7
Middle School	7.0	2.5	2.1
High School	2.9	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$45,115	\$7,981	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$1,102	\$195	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$768	\$136	\$475	\$275	\$471
Student Support Services	\$5,095	\$901	\$949	\$775	\$950
Administration and Support Services	\$8,563	\$1,515	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$6,827	\$1,208	\$1,466	\$1,488	\$1,459
Transportation	\$3,910	\$665	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$2,956	N/A	N/A	N/A	N/A
Other	\$1,131	\$200	\$170	\$175	\$170
Total	\$75,466	\$12,754	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,630	\$288	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,799,108	19.6	20.6	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	54.3	39.8	5.9	0.0
Excluding School Construction	53.3	40.7	6.0	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 Capital Improvements Budget Plan.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	746
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	69	1.2	1.3	1.3
Learning Disability	232	4.1	3.8	4.0
Intellectual Disability	34	0.6	0.5	0.4
Emotional Disturbance	81	1.4	1.3	1.0
Speech Impairment	174	3.1	2.1	2.0
Other Health Impairment*	101	1.8	2.3	2.4
Other Disabilities**	55	1.0	0.9	1.0
Total	746	13.3	12.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	60.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	5.7	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	37.4	34.5	74.0	69.2
	Writing	22.2	19.9	65.4	64.4
	Mathematics	31.6	29.0	72.1	65.5
	Science	23.0	21.3	63.5	61.3
CAPT	Reading Across the Disciplines	10.8	15.7	47.5	48.5
	Writing Across the Disciplines	7.3	16.7	58.3	62.1
	Mathematics	18.2	16.8	55.9	52.4
	Science	20.0	14.6	43.6	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	27.6
	% With Accommodations	72.4
CAPT	% Without Accommodations	57.1
	% With Accommodations	42.9
% Assessed Using Skills Checklist		12.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	27	3.6
Private Schools or Other Settings	42	5.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	585	78.4	73.7	72.0
40.1 to 79.0 Percent of Time	101	13.5	15.9	16.4
0.0 to 40.0 Percent of Time	60	8.0	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student achievement, Common Core State Standards, inclusion, and social-emotional well-being were major points of focus for the Special Education and Pupil Services department during the 2012-13 school year. Teachers and specialists at the preschool through secondary and post-graduate levels invested in professional learning and engaged in school activities to promote best practices across the district. The integrated preschool team developed SMART goals in the areas of ELA and mathematics to align with Kindergarten CCSS. Through monthly data team work, the teachers developed instructional strategies and differentiated learning activities, including implementation of instruction based on the principles of ABA, to promote student progress. Student performance data was monitored to inform instruction so that the preschool students were successful in achieving their goals. The preschool teachers participated in a professional development session during which draft sections of the CT Early Learning and Development Standards were reviewed. Teachers developed a sense of the new standards and are confident as they increase the rigor associated with the preschool SMART goals for the 2013-14 school year. School psychologists successfully met all evaluation timelines. The SRBI process was diligently adhered to with an emphasis on intervention fidelity and documentation. Through professional development and meetings with administrators, teachers, and parents, the psychologists ensured team understanding of the academic and behavioral components of the eligibility process. In addition, school psychologists participated in professional learning for the administration of the ADOS. Speech and language pathologists mentored undergraduate and graduate level students from The Elms College. Through on-going membership with NEAT, SLP's and OT's received training on using the iPad to support instruction across grade levels for all learners. Other professional learning for SLP's included webinars focusing on Apraxia and Social Thinking Skills. The Speech and Language Department Chair met the requirements for certification as an Assistive Technology Professional (ATP) specializing in education and communication. All SLP's and special education teachers participated in professional learning for writing educationally relevant IEP's referencing the CCSS standards. The elementary counselors created and implemented a transition plan for students as they move from grade two to three. 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. In addition, counselors implemented advisories to promote student success at the secondary level. High School special education teachers implemented the Ten Marks program to provide intervention strategies to students who struggle in math. In addition, Lexia and Wilson Reading were used for reading intervention. Teachers included iPad applications to support students across the curriculum. The Enfield Transitional Learning Academy continues to thrive as it successfully prepares students for independent living in the community.
