

**STRATEGIC SCHOOL PROFILE 2007-08****Enfield School District**

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Enfield,  
Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: \$21,967
Town Population in 2000: 45,212	Percent of Adults without a High School Diploma in 2000*: 16.6%
1990-2000 Population Growth: -0.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 93.0%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 6,356  
5-Year Enrollment Change -7.2%

**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	1,512	23.8	20.0	28.7
K-12 Students Who Are Not Fluent in English	83	1.3	1.9	5.4
Students Identified as Gifted and/or Talented	0	0.0	2.5	4.0
PK-12 Students Receiving Special Education Services in District	818	12.9	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	296	68.2	78.3	79.2
Homeless	1	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	281	29.0	22.7	20.2

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.3
Asian American	144	2.3
Black	524	8.2
Hispanic	337	5.3
White	5,330	83.9
Total Minority	1,026	16.1

**Percent of Minority Professional Staff:** 2.6%

**Open Choice:** 73 students 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:** 3.3% 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 26.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

The minority student enrollment for Enfield Public Schools is showing a persistent gradual increase from 10.3% in 2001-02 to its present level of 16.1% in the 2007-2008 school year. Our school system and staff continue to increase efforts to offer activities and programs that promote the reduction of racial, ethnic and economic isolation. In the area of staff recruitment, our Board of Education in 1999 adopted a new policy entitled Minority Staff Recruitment. The 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. This year we added 3 non-certified and 1 certified minority employees to our staff. Fermi H.S. for the fourth consecutive year, in cooperation with the Anti-Defamation League, promoted a full day assembly program for all sophomores titled, "Names Can Really Hurt Us" anti-bullying program. At Enfield H.S. a Mentoring and Coaching Program was continued for a third year with all students and staff with an agenda that cut across race, ethnicity and economic status. Our entire 8th grade took part in an assembly on the Holocaust. The elementary programs consistently focus on the daily celebration and acknowledgement of all students' diversity, character education, and awareness of prejudice. Specific student programs included: an assembly program entitled "The Underground Railroad", the "Don't Laugh at Me" character education program, a physical education "Around the World" multicultural studies unit, "Teaching Children to Get Along," Black History studies, visits to Indian Museums, a Sister School Project, cultural theme days, and a "Children Around the World" evening for parents and students. The H.O.T. (Higher Order Thinking) School unified arts program celebrated diversity through a variety of activities involving ethnic songs, games, study of composers and artists from the U.S. and Europe. Two of our elementary schools participated in the Discovery Center Camp Program involving a number of days/nights and provided numerous educational opportunities for diversity awareness. During Black History Month assembly programs recognized African-American achievers and leaders. Monthly assemblies promoted character development by celebrating each child's diversity. Parents and community were invited to our schools to share their cultural heritage. Due to our involvement in a full-day kindergarten program which resulted in enrolling an additional 10 students from Hartford, our participation in the Capital Region Choice Program increased from 47 students in 2001-02 to 73 in 2007-08. Cultural assemblies and music programs at the elementary and secondary levels featured contributions from Russian, African, Indian, Israeli, Mexican, Italian, Spanish, Jamaican and other World cultures. Because of the emphasis on reducing racial, ethnic and economic isolation in the Enfield School District, our staff has become increasingly aware of the need to infuse academic programs with opportunities for students to experience the richness of diversity in order to promote a greater understanding and appreciation for the peoples of our world.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	43.9	52.0	19.0
Writing	47.2	63.4	8.0
Mathematics	57.3	60.0	27.0
Grade 4 Reading	56.9	55.9	38.6
Writing	54.7	62.9	19.5
Mathematics	62.7	60.3	42.8
Grade 5 Reading	70.4	62.2	46.3
Writing	70.2	64.5	45.1
Mathematics	75.9	65.9	57.4
Science	62.5	54.9	43.8
Grade 6 Reading	74.4	66.3	48.8
Writing	53.9	61.9	21.4
Mathematics	75.2	66.4	53.6
Grade 7 Reading	73.4	71.1	34.2
Writing	70.6	62.0	52.3
Mathematics	61.6	63.0	31.6
Grade 8 Reading	61.9	64.8	28.9
Writing	65.9	63.4	41.5
Mathematics	59.3	60.8	31.4
Science	54.1	58.6	28.9

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	34.0	45.5	26.2
Writing Across the Disciplines	48.9	57.9	23.8
Mathematics	40.5	50.1	26.2
Science	33.2	46.3	22.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	32.3	36.1	32.6

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.3	77.6	
Average Score	Mathematics	499	504	39.2
	Critical Reading	501	502	45.4
	Writing	498	503	38.5

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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, Class of 2007	92.2	92.6	23.8
Cumulative Four-Year Dropout Rate for Class of 2007	7.0	6.2	19.5
2006-07 Annual Dropout Rate for Grade 9 through 12	2.6	1.7	13.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.8	83.4
% Employed (Civilian Employment and in Armed Services)	13.8	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	431.05
Paraprofessional Instructional Assistants	34.20
Special Education	
Teachers and Instructors	53.80
Paraprofessional Instructional Assistants	81.00
Library/Media Specialists and Assistants	17.50
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	28.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	34.80
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	273.90

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	13.5	13.5	13.6
% with Master's Degree or Above	78.1	71.0	75.6

Average Class Size	District	DRG	State
Grade K	16.7	16.0	18.1
Grade 2	18.4	17.8	19.3
Grade 5	18.9	19.7	20.9
Grade 7	19.1	19.7	20.5
High School	20.4	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	996	987
Middle School	1,023	1,025	1,017
High School	1,005	1,004	1,006

\*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*	4.4	3.8	3.4
Middle School	4.7	2.9	2.7
High School	3.1	2.7	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$43,210	\$6,658	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$1,016	\$156	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$1,580	\$243	\$443	\$246	\$429
Student Support Services	\$5,034	\$776	\$764	\$662	\$761
Administration and Support Services	\$7,072	\$1,090	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$8,901	\$1,372	\$1,329	\$1,282	\$1,322
Transportation	\$3,179	\$468	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$2,273	N/A	N/A	N/A	N/A
Other	\$1,251	\$193	\$147	\$166	\$145
<b>Total</b>	<b>\$73,516</b>	<b>\$11,107</b>	<b>\$12,203</b>	<b>\$11,296</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,296	\$354	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$12,569,002
Percent of Total PK-12 Expenditures Used for Special Education	17.1%

**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	58.4	37.5	3.7	0.3
Excluding School Construction	59.4	36.5	3.9	0.3

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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. Two budget feedback sessions with the community were also held by the Board of Education in order to help ascertain community priorities for budget preparation. All administrators 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. During the 2007-2008 school year architectural plans to renovate the athletic field facilities of both high schools were activated. Renovation of the Enrico Fermi High School facilities have been completed and renovations of the Enfield High School facilities will be completed in August, 2008. There is a need for our school district to engage in Strategic Planning.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	804
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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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	44	0.7	0.6	0.7
Learning Disability	276	4.4	3.8	4.0
Intellectual Disability	48	0.8	0.5	0.5
Emotional Disturbance	85	1.3	1.2	1.0
Speech Impairment	222	3.5	2.3	2.4
Other Health Impairment*	84	1.3	2.0	2.1
Other Disabilities**	45	0.7	0.8	0.9
Total	804	12.7	11.2	11.5

\*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 2006-07 with a Standard Diploma	70.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.6	2.8

## 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	13.4	20.4	63.4	62.1
	Writing	13.4	19.3	60.5	63.0
	Mathematics	19.8	22.6	65.1	62.7
	Science	17.9	22.2	58.0	56.8
CAPT	Reading Across the Disciplines	4.4	11.4	34.0	45.5
	Writing Across the Disciplines	6.8	16.3	48.9	57.9
	Mathematics	11.1	14.7	40.5	50.1
	Science	4.8	14.4	33.2	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	28.5
	% With Accommodations	71.5
CAPT	% Without Accommodations	30.0
	% With Accommodations	70.0
% Assessed Using Skills Checklist		13.3

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	2	0.2
Private Schools or Other Settings	46	5.7

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	627	78.0	70.9	71.6
40.1 to 79.0 Percent of Time	106	13.2	18.2	16.6
0.0 to 40.0 Percent of Time	71	8.8	10.9	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

During the 2007-08 school year, the district focused on the following areas in order to improve special education programs and services for students with disabilities:

Paraprofessionals were provided with training in the area of Autism Spectrum Disorders. The school counseling department along with school social workers and school psychologists worked collaboratively with Community Health Resources, a local mental health agency to improve communication and develop a reporting system to share information that would lead to a unified system of care for children and families.

The Pupil Services Department created an Extended School Year program to enable students to receive additional services within the district and specific to their needs.

The Pupil Services Administration worked collaboratively with other Central Office Administrators to develop a prescriptive district improvement plan in response to No Child Left Behind. This plan provides structure and oversight to enable students with disabilities to achieve proficiency as measured by state assessments.

The Pupil Services Department created a primary program (PAL – Primary Adaptive Learning), which will provide students with multiple disabilities a highly structured setting where their IEP goals and objectives will be met. This is a change from the focus on disbanding similar programs in response to the P.J. et. al. settlement, but will enable these students to receive services in the Least Restrictive Environment.

The district has an active Partners In Education (P.I.E.) program that provides opportunities for parents in the planning and improvement of school programs. P.I.E. hosts a Parent Leadership Academy which is a 10 week program that empowers parents to bring about change and improvements in the schools and the community. The graduates of this academy typically join Board of Education committees, join local organizations and take on individual projects to benefit the schools.

P.I.E. also hosts Community Conversations two times a year. This forum brings together members of the community, elected officials both local and statewide, to discuss school issues in an informal setting. Topics have included NCLB, school budget, universal pre-school, full day kindergarten, curriculum and more. This forum allows parents and community members the opportunity to gather information and share their opinions and ideas with our elected officials.

K.I.T.E., Key Initiatives To Early Education, is a community wide committee that identifies and works on early education issues in Enfield. A parents committee has been formed offering parents an opportunity to take an active role in the development of an early education community plan.

KITE has also worked on issues surrounding transition to Kindergarten. An event is held each year to demonstrate ways parents can help prepare their children for kindergarten over the summer. Everyone leaves with a packet of materials to use at home.

The Thomas Alcorn School in Enfield hosts a Family Resource Center, FRC, which is funded by the State Department of Education. The FRC Advisory Board includes parents, teachers and community representatives. The FRC promotes comprehensive, integrated community based systems of family support and early childhood services to foster the optimal development of children and families. The FRC works with the school PTO, the building principal, and the Alcorn Learning Center After School Program to plan and coordinate family events. Meetings are held on a regular basis with the goal of increasing family participation through meaningful activities. The FRC helps provide families with supports, resources and guidance that will enhance learning opportunities for children. The FRC has collaborated with the Adult Education Department and Kindergarten teachers on a Family Learning Curriculum designed to foster and support family engagement in children's learning. The FRC also hosted several family nights around the topic of literacy skills. The FRC seeks parent input and feedback on their programs for improvement.

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