

STRATEGIC SCHOOL PROFILE 2010-11**Enfield School District**

JOHN GALLACHER, Superintendent

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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: 12

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: 93.4%

*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, 2010

5,880

5-Year Enrollment Change

-10.7%

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	1,790	30.4	27.3	34.1
K-12 Students Who Are Not Fluent in English	84	1.5	1.9	5.6
Students Identified as Gifted and/or Talented*	4	0.1	2.9	4.0
PK-12 Students Receiving Special Education Services in District	754	12.8	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	283	64.6	73.3	80.2
Homeless	10	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	169	19.1	13.4	13.2

*20.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	25	0.4
Asian American	119	2.0
Black	361	6.1
Hispanic	480	8.2
Pacific Islander	8	0.1
White	4,653	79.1
Two or more races	234	4.0
Total Minority	1,227	20.9

Percent of Minority Professional Staff: 2.5%

Open Choice:

56 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:

3.9% 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 29.

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.

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 20.8% in 2010-11. During the 2009-10 school year our Board of Education adopted a new Board Policy #6130.1 "Reduction of Racial, Ethnic and Economic Isolation" in order to reduce racial, ethnic and economic isolation. Consistent with this policy the Enfield Board of Education finalized plans to reorganize PK through 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. This year we added 1 non-certified and 1 certified minority employees to our staff. Fermi H.S. for the seventh 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. Enfield H.S. through its active student diversity club offered numerous programs celebrating the culture and diversity of Black, Latino, Asian, Middle Eastern, Polish and Irish people and countries. The 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: assembly program entitled "African Story Teller", the "Don't Laugh at Me" character education program, a 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. 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 7 students from Hartford, our participation in the Capital Region Choice Program increased from 47 students in 2001-02 to 60 in 2010-11. 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. One elementary school offered a program "Soaring Eagles" and "Be the Best You Can Be" that emphasizes respect and values the individuality and worth of each student. The district 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.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	60.9	58.4	38.1	
Writing	56.2	61.1	22.4	
Mathematics	75.3	63.0	68.9	
Grade 4 Reading	64.8	62.5	38.0	
Writing	58.1	65.5	17.1	
Mathematics	76.5	67.0	57.9	
Grade 5 Reading	63.3	61.4	36.8	
Writing	66.1	66.8	33.1	
Mathematics	77.1	72.5	42.3	
Science	58.9	59.9	30.7	
Grade 6 Reading	84.8	76.0	55.4	
Writing	70.1	65.2	51.2	
Mathematics	81.3	71.3	57.1	
Grade 7 Reading	80.9	77.8	35.7	
Writing	57.4	58.9	34.2	
Mathematics	73.1	68.4	41.0	
Grade 8 Reading	81.1	74.7	43.9	
Writing	65.2	64.8	36.3	
Mathematics	71.6	66.6	40.8	
Science	61.5	63.1	27.4	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	35.4	44.7	28.8	
Writing Across the Disciplines	51.0	61.2	21.8	
Mathematics	38.5	49.5	29.3	
Science	41.2	47.0	33.1	

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
	57.3	51.0	60.8

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		59.1	70.6	
Average Score	Mathematics	508	510	47.3
	Critical Reading	490	505	29.0
	Writing	491	510	29.0

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 2010	86.0	81.8	36.6
2009-10 Annual Dropout Rate for Grade 9 through 12	2.0	2.8	23.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.7	84.8
% Employed (Civilian Employment and in Armed Services)	10.2	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	392.90
Paraprofessional Instructional Assistants	16.00
Special Education	
Teachers and Instructors	52.80
Paraprofessional Instructional Assistants	93.50
Library/Media Specialists and/or Assistants	10.50
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.30
School Level	26.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	28.80
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	185.40

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	14.3	13.9
% with Master's Degree or Above	80.7	76.3	79.0

Average Class Size	District	DRG	State
Grade K	16.9	16.3	18.4
Grade 2	18.0	18.8	19.9
Grade 5	20.7	19.5	21.2
Grade 7	23.0	19.8	20.6
High School	20.5	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	1,002	992
Middle School	1,017	1,019	1,017
High School	999	1,010	1,010

*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*	4.3	3.0	3.1
Middle School	4.0	2.4	2.4
High School	3.0	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$45,920	\$7,532	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$1,215	\$199	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$1,217	\$200	\$477	\$265	\$463
Student Support Services	\$5,450	\$894	\$875	\$744	\$872
Administration and Support Services	\$6,860	\$1,125	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$7,891	\$1,294	\$1,421	\$1,434	\$1,410
Transportation	\$3,040	\$489	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$2,804	N/A	N/A	N/A	N/A
Other	\$1,229	\$202	\$161	\$168	\$159
Total	\$75,626	\$12,147	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,745	\$286	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,737,048	19.5	20.0	21.5

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	53.1	34.4	12.2	0.4
Excluding School Construction	52.0	35.1	12.4	0.4

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 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 2010-2011 school year our education budget was increased by approximately \$700,000. The school department also experienced reductions in staffing and salaries. There is a need for our school district to engage in community planning for the future.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	779
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.1%

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	71	1.2	1.1	1.1
Learning Disability	254	4.3	3.6	3.9
Intellectual Disability	36	0.6	0.5	0.4
Emotional Disturbance	80	1.3	1.1	1.0
Speech Impairment	187	3.2	2.2	2.2
Other Health Impairment*	84	1.4	2.0	2.1
Other Disabilities**	67	1.1	0.9	0.9
Total	779	13.1	11.4	11.6

*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 2009-10 with a Standard Diploma	67.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	2.9	3.9

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	33.0	33.0	72.3	68.6
	Writing	18.3	19.3	62.0	63.7
	Mathematics	36.8	33.4	75.7	68.2
	Science	25.0	21.2	60.1	61.5
CAPT	Reading Across the Disciplines	11.1	14.1	35.4	44.7
	Writing Across the Disciplines	8.7	17.3	51.0	61.2
	Mathematics	5.1	15.8	38.5	49.5
	Science	4.3	13.1	41.2	47.0

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	39.9
	% With Accommodations	60.1
CAPT	% Without Accommodations	48.2
	% With Accommodations	51.8
% Assessed Using Skills Checklist		13.1

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	15	1.9
Private Schools or Other Settings	43	5.5

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	612	78.6	76.5	74.1
40.1 to 79.0 Percent of Time	96	12.3	13.9	14.9
0.0 to 40.0 Percent of Time	71	9.1	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district focused on specific areas in order to improve educational programs, services, and outcomes for students with disabilities. To support continued improvement as measured by the Connecticut Mastery Test and district assessments, Pupil Services staff and their general education colleagues received professional development for AIMSweb progress monitoring, Lexia reading, and best practices in reading and math instruction. Pupil Services invested in additional professional development and materials for targeted intervention in mathematics, as well as purchasing iPads and professional development through CREC for the effective utilization of iPad applications to improve student engagement and learning for students with significant needs. Pupil Services staff and general education teachers continued to collaborate with the district's contracted behavioral consultant to complete Functional Behavioral Assessments and develop Behavioral Intervention Plans to ensure that all students are working and learning to their potential. The district's behavioral consultant collaborated with Pupil Services staff and general education teachers to design, implement, and assess the effectiveness of intensive instructional programs for students with special needs. The secondary special education teachers, guidance counselors, and school social workers at Enfield High School, Fermi High School and JFK Middle School were provided professional development through SERC on Benefits Training to assist in improving their skills in developing transition IEP's. Special education paraprofessionals at the secondary levels were provided with professional development through CREC to enhance their understanding and support of student learning at the middle and high schools. Special education teachers and general education teachers collaborated throughout the school year for the purposes of data review, instructional planning and IEP development. Special education teachers and speech and language pathologists provided in-service opportunities for community preschool and daycare providers for Lively Letters. Ongoing consultation with an AAC specialist was provided regarding the use of augmentative and assistive technology to support academic performance and communication. Specialized training was provided to speech and language pathologists working with students with highly unintelligible speech patterns and students with unresponsive articulation disorders. Continued training for speech and language pathologists was provided in regards to writing educationally relevant and compliant IEP's. Pupil Services staff served on the district's SRBI committees with a focus on Student Assistance Teams. The district continues to offer a continuum of supports and intervention through a variety of programming options including the Primary Adaptive Learning class, the Educational Counseling Program, and the Autism Spectrum Disorders program. The Enfield Transitional Learning Academy for students ages 18-21 completed its fifth successful year with partnerships with Springfield College and local community businesses. 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 and provides opportunities for parents to become informed on the curriculum and ways they can partner with schools. Events such as Family Day, homework workshops, and speakers on timely topics are held throughout the year. Many events are taped and aired on our local cable access channel. 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 community. Upon graduation, parents become members of the Parent Leadership Association and typically join Board of Education committees, local organizations and take on individual projects to benefit the schools. P.I.E. also hosts Community Conversations twice 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 is an important part of this work. Currently this collaborative is writing a community plan for early education and care. KITE has also worked on issues surrounding transition to Kindergarten and events are held each year to empower parents to prepare their children for kindergarten and 1st grade.
