

**STRATEGIC SCHOOL PROFILE 2011-12****Enfield School District**

JOHN GALLACHER, Superintendent

Location: 27 Shaker Road

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Enfield,  
ConnecticutWebsite: [www.enfieldschools.org](http://www.enfieldschools.org)

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).

**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: 92.7%

\*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.

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, 2011      5,647  
5-Year Enrollment Change      -13.0%

**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	1,920	34.0	29.9	35.2
K-12 Students Who Are Not Fluent in English	101	1.8	2.1	5.6
Students Identified as Gifted and/or Talented*	4	0.1	2.4	4.0
PK-12 Students Receiving Special Education Services in District	734	13.0	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	273	71.5	76.5	79.8
Homeless	11	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	185	22.8	15.2	13.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	20	0.4
Asian American	117	2.1
Black	352	6.2
Hispanic	518	9.2
Pacific Islander	9	0.2
White	4,386	77.7
Two or more races	245	4.3
Total Minority	1,261	22.3

**Percent of Minority Professional Staff:** 2.9%

**Open Choice:**

58 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:**

4.5% 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 30.

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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.

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 created a Safe School Climate Committee comprised of school staff and parents; developed a Safe School Climate Plan; Bullying Prevention and Intervention Policy; attended Governor's Prevention Workshops and Professional Development Workshops were presented to certified and non-certified staff. School climate surveys were completed by students and parents. Enfield H.S. students' focused on creating a Safe School Climate, worked collaboratively with the Governor's Counsel creating commercials that aired on local radio stations aimed at combating bullying, and participated in an exchange program with Valledolid Spain. The district initiated a Suicide Awareness and Prevention Committee. Subcommittees included Students Helping Students and Parent Involvement and identifying students/families at risk. Fermi H.S. in cooperation with the Anti-Defamation League presented "Names Can Really Hurt Us" to 400 students to promote kindness, acceptance, and tolerance. Nine Fermi H.S. teachers attended a program titled Capturing Kids Hearts to promote positive relationships with students and foster mutual respect. 8th grade students studied the Holocaust and participated in a question/answer presentation with a Holocaust survivor/rescuer. JFK World Language staff held meetings of the "Spench Club" focusing on Hispanic and French culture. Elementary programs focused on the daily celebration and acknowledgement of all students' diversity, character education, and awareness of prejudice. Student programs included: Multicultural Assemblies, Black History month recognizing African-American achievers/leaders, Names Can Really Hurt Us, What Does a Safe School Look Like Poster Contest, Food Shelf Drives, Physical Education Buddy Program for Peers with Disabilities; Hat/Mitten Collections, Connecticut Childrens' Medical Center Book Collection, Classroom Partnership with a Nursing Home, and Pen Pals with Magnet Schools. Parents and community were invited to share their cultural heritage. Participation in the Choice Program increased from 47 students in 2001-02 to 62 in 2011-12 and our involvement in the full-day kindergarten program resulted in enrolling 7 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.

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	63.2	59.2	46.3	
Writing	60.7	62.7	33.1	
Mathematics	79.8	66.5	66.3	
Grade 4 Reading	71.4	64.1	48.1	
Writing	70.2	65.3	43.1	
Mathematics	78.7	68.0	54.4	
Grade 5 Reading	71.8	67.6	39.8	
Writing	71.0	68.1	42.3	
Mathematics	80.5	71.6	52.4	
Science	68.1	63.9	33.3	
Grade 6 Reading	71.6	74.1	28.3	
Writing	62.5	67.4	26.5	
Mathematics	72.1	69.3	41.0	
Grade 7 Reading	78.7	79.8	27.0	
Writing	66.0	65.6	35.4	
Mathematics	70.9	68.1	41.3	
Grade 8 Reading	77.1	76.8	29.6	
Writing	67.7	68.3	33.8	
Mathematics	71.7	67.2	39.6	
Science	56.1	61.9	25.0	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	40.0	47.5	32.3	
Writing Across the Disciplines	52.7	63.0	24.6	
Mathematics	43.5	49.2	34.6	
Science	37.7	47.1	29.9	

**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
	60.8	50.6	78.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.3	77.3	
Average Score	Mathematics	497	505	38.9
	Critical Reading	488	502	32.1
	Writing	482	506	23.7

**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 2011	81.3	82.7	24.8
2010-11 Annual Dropout Rate for Grade 9 through 12	1.4	2.6	37.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.4	84.5
% Employed (Civilian Employment and in Armed Services)	13.0	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	376.10
Paraprofessional Instructional Assistants	21.00
Special Education	
Teachers and Instructors	52.80
Paraprofessional Instructional Assistants	98.50
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	29.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	28.80
School Nurses	17.00
Other Staff Providing Non-Instructional Services and Support	177.60

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	15.0	14.4	13.9
% with Master's Degree or Above	88.0	79.1	79.6

Average Class Size	District	DRG	State
Grade K	15.9	16.0	18.5
Grade 2	18.1	17.9	19.7
Grade 5	23.4	21.0	21.6
Grade 7	19.7	19.1	20.3
High School	21.3	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	989	993
Middle School	1,018	1,028	1,024
High School	1,007	1,012	1,024

\*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	2.8	2.8
Middle School	7.1	2.6	2.2
High School	2.8	1.8	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$46,355	\$7,874	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$1,126	\$191	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$694	\$118	\$487	\$242	\$482
Student Support Services	\$5,308	\$902	\$901	\$745	\$901
Administration and Support Services	\$8,472	\$1,439	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$5,936	\$1,008	\$1,471	\$1,466	\$1,463
Transportation	\$3,409	\$558	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$2,953	N/A	N/A	N/A	N/A
Other	\$987	\$168	\$165	\$168	\$165
<b>Total</b>	<b>\$75,239</b>	<b>\$12,381</b>	<b>\$14,238</b>	<b>\$13,431</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,382	\$235	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,989,717	19.9	20.0	21.7

**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	54.1	34.2	11.3	0.4
Excluding School Construction	53.4	34.7	11.5	0.4

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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. 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.

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## SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	751
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

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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	72	1.3	1.2	1.2
Learning Disability	229	4.0	3.7	3.9
Intellectual Disability	31	0.5	0.4	0.4
Emotional Disturbance	85	1.5	1.2	1.0
Speech Impairment	180	3.1	2.1	2.1
Other Health Impairment*	79	1.4	2.1	2.2
Other Disabilities**	75	1.3	0.9	1.0
<b>Total</b>	<b>751</b>	<b>13.0</b>	<b>11.6</b>	<b>11.7</b>

\*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 2010-11 with a Standard Diploma	53.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.7	5.1

## 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	37.0	36.0	72.2	70.4
	Writing	19.6	21.5	66.4	66.3
	Mathematics	34.2	31.8	75.7	68.4
	Science	24.5	23.0	62.0	62.9
CAPT	Reading Across the Disciplines	6.8	14.5	40.0	47.5
	Writing Across the Disciplines	16.7	18.2	52.7	63.0
	Mathematics	9.3	15.4	43.5	49.2
	Science	10.4	13.6	37.7	47.1

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	45.9
	% With Accommodations	54.1
CAPT	% Without Accommodations	26.3
	% With Accommodations	73.7
% Assessed Using Skills Checklist		9.5

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	22	2.9
Private Schools or Other Settings	33	4.4

### 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	574	76.4	74.3	72.1
40.1 to 79.0 Percent of Time	121	16.1	15.6	16.3
0.0 to 40.0 Percent of Time	56	7.5	10.0	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

A concerted effort was made during the 2011-12 school year to maintain the continuity and excellence of educational programs and services throughout the district as elementary and middle schools transitioned to a (PK)/K-2, 3-5, 6-8 configuration. At the high school level, consideration was given to the building and program essentials needed for the consolidation of the two schools. The Pupil Services Administrators participated in professional development opportunities regarding the Common Core State Standards (CCSS) and IEP development. Preschool teachers focused on developing their grade level data team process, concentrating on SMART goals that are in alignment with the school improvement plan. Special education teachers worked to design and implement instructional lessons utilizing technology such as the Mimio Teach. Occupational therapists pursued professional learning in regards to relevant topics such as sensory integration. Speech and language pathologists and school psychologists received training in regards to Assistive and Augmentative Communication for School age Children with Intellectual Disabilities and Executive Functioning in Schools. The Speech and Language Department Chair enrolled the district in Bookshare, an on-line service that provides books for students with learning and/or visual impairments. Other professional learning included: Power of the PACT, Lexia, ABA, IEP Plus, Making Meaning, Safe School Climate, and CCSS. Many of our secondary support staff worked on improving their knowledge base regarding the social and emotional stages of adolescents and promoting well-being in the school setting. An Alternative Learning Program for students with multiple disabilities was created at Enfield High School. Students worked on life skills through variety opportunities provided: They completed small jobs around the school such as filling the copy machines with paper, delivering mail, and more. In addition, students worked on academic life skills with the use of iPads and iPad applications, computer programs with the use of touch screens, and natural practice. The district continues to offer a continuum of supports and interventions through a variety of programming options including the Integrated Preschool Program, Primary Adaptive Learning Program, primary and intermediate Educational Counseling Programs, middle school Alternative Learning Program, and primary and intermediate Autism Spectrum Disorders Programs. Our program for 18-21 year-olds, The Enfield Transitional Learning Academy, continues to thrive and succeed in preparing students for independent living. The district has an active Partners in Education (P.I.E.) program that provides opportunities for parents in the planning and improvement of school programming. Parents are provided opportunities to become informed on curriculum and given opportunities to partner with the 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. PIE 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. PIE 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, school climate and more. These forums allow parents and community members the opportunity to gather information and share 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 has begun implementation of a community plan for early education and care. One of the three areas of concentration is Family Engagement. The school system is an active member of this collaborative with the primary school principals sitting on a 3 to 3 committee which is reaching out to Enfield parents of preschoolers. KITE works on issues surrounding transition to Kindergarten and events are held yearly to empower parents to prepare their children for kindergarten and 1st grade. Each school has an attendance committee that meets regularly to monitor student attendance to increase attendance and reduce truancy.

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