

STRATEGIC SCHOOL PROFILE 2009-10**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: 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: 93.5%

*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, 2009 6,097
 5-Year Enrollment Change -7.4%

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	1,799	29.6	25.7	32.6
K-12 Students Who Are Not Fluent in English	82	1.4	2.0	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.1	4.1
PK-12 Students Receiving Special Education Services in District	819	13.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	320	73.4	77.7	80.5
Homeless	6	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	211	22.1	15.5	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.2
Asian American	137	2.2
Black	516	8.5
Hispanic	379	6.3
White	5,050	82.7
Total Minority	1,047	17.2

Percent of Minority Professional Staff: 2.4%

Open Choice:

69 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:

3.7% 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 27.

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 16.4% in the 2009-10 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. 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. 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 sixth 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 69 in 2009-10. 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 Enfield School 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
Grade 3 Reading	60.0	57.0	38.0
Writing	53.4	58.3	25.2
Mathematics	76.9	62.4	70.6
Grade 4 Reading	58.8	59.9	32.7
Writing	63.0	63.6	33.1
Mathematics	72.9	67.0	46.5
Grade 5 Reading	59.2	61.8	27.9
Writing	69.2	68.2	34.3
Mathematics	78.1	72.4	48.2
Science	59.2	59.4	28.9
Grade 6 Reading	82.8	74.9	54.0
Writing	71.7	65.9	51.2
Mathematics	84.9	70.7	66.3
Grade 7 Reading	86.0	77.4	52.6
Writing	66.9	61.2	46.1
Mathematics	77.6	68.5	53.2
Grade 8 Reading	74.8	73.3	35.0
Writing	59.6	62.6	28.0
Mathematics	70.0	67.3	38.9
Science	62.9	62.8	29.3

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	43.7	45.9	38.6
Writing Across the Disciplines	52.8	59.6	29.3
Mathematics	46.0	48.7	37.9
Science	37.2	45.3	30.3

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
	53.6	50.7	53.9

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		59.5	68.5	
Average Score	Mathematics	512	508	50.4
	Critical Reading	495	503	35.7
	Writing	495	506	33.3

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, Class of 2009	91.1	91.3	28.5
2008-09 Annual Dropout Rate for Grade 9 through 12	2.4	3.0	25.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.4	84.5
% Employed (Civilian Employment and in Armed Services)	7.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	410.90
Paraprofessional Instructional Assistants	18.50
Special Education	
Teachers and Instructors	54.80
Paraprofessional Instructional Assistants	94.50
Library/Media Specialists and/or Assistants	17.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.30
School Level	28.00
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	264.90

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	13.0	14.0	13.8
% with Master's Degree or Above	81.3	76.3	77.8

Average Class Size	District	DRG	State
Grade K	16.7	16.0	18.5
Grade 2	18.7	18.5	19.7
Grade 5	20.8	20.5	21.1
Grade 7	22.8	19.5	20.8
High School	20.4	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	1,003	992
Middle School	1,023	1,033	1,018
High School	999	1,005	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*	4.7	3.2	3.2
Middle School	7.9	2.2	2.5
High School	3.0	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$45,534	\$7,232	\$7,819	\$7,280	\$7,829
Instructional Supplies and Equipment	\$791	\$126	\$274	\$278	\$279
Improvement of Instruction and Educational Media Services	\$1,798	\$285	\$474	\$290	\$459
Student Support Services	\$5,660	\$899	\$863	\$723	\$859
Administration and Support Services	\$8,648	\$1,374	\$1,405	\$1,415	\$1,426
Plant Operation and Maintenance	\$7,731	\$1,228	\$1,469	\$1,463	\$1,462
Transportation	\$3,539	\$535	\$701	\$705	\$694
Costs for Students Tuitioned Out	\$2,305	N/A	N/A	N/A	N/A
Other	\$1,399	\$222	\$163	\$182	\$162
Total	\$77,403	\$12,089	\$13,458	\$12,570	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,469	\$551	\$1,864	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,797,513	17.8	19.5	20.7

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	56.8	39.0	3.9	0.3
Excluding School Construction	56.1	39.5	4.1	0.3

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 2009-2010 school year our budget was reduced by 8 million dollars due to the school facilities responsibilities and accounts being transferred to the Town side of the budget. 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	822
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.5%

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	64	1.1	0.9	1.0
Learning Disability	297	4.9	3.6	3.9
Intellectual Disability	41	0.7	0.5	0.5
Emotional Disturbance	81	1.3	1.1	1.0
Speech Impairment	207	3.4	2.3	2.2
Other Health Impairment*	83	1.4	1.9	2.1
Other Disabilities**	49	0.8	0.8	0.9
Total	822	13.5	11.1	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 2008-09 with a Standard Diploma	80.4	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.8	4.1

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	24.3	31.6	70.3	67.5
	Writing	20.0	19.6	64.0	63.3
	Mathematics	40.4	32.9	76.7	68.1
	Science	29.2	23.7	61.1	61.1
CAPT	Reading Across the Disciplines	6.0	13.8	43.7	45.9
	Writing Across the Disciplines	8.5	16.8	52.8	59.6
	Mathematics	15.4	16.7	46.0	48.7
	Science	13.6	13.0	37.2	45.3

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	28.4
	% With Accommodations	71.6
CAPT	% Without Accommodations	16.1
	% With Accommodations	83.9
% Assessed Using Skills Checklist		12.9

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	13	1.6
Private Schools or Other Settings	42	5.1

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	642	78.1	75.9	73.4
40.1 to 79.0 Percent of Time	123	15.0	14.0	15.3
0.0 to 40.0 Percent of Time	57	6.9	10.1	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2009-10 school year, the district focused on several targeted areas in order to improve educational programs and services for students with disabilities. Special education teachers completed training for the administration and scoring of the Developmental Reading Assessment 2. In addition, special education teachers completed training specific to the district's newly purchased instructional materials: Wilson Reading Program, Lexia Reading Program, and Triumphs Math Intervention Program. Special education teachers are actively collaborating with general education teachers to review student assessment data in order to plan for IEP development and specific instruction in the least restrictive environment. All school psychologists participated in professional development provided by CREC pertaining to SRBI and the LD Guidelines to prepare for the utilization of the revised LD Guidelines for the 2010-11 school year. Speech and language therapists attended a variety of professional development workshops including PECS training; Social Thinking training; Kaufman training; and autism workshops regarding language strategies, goal writing, and utilizing the ABLLS to guide instruction. In addition, speech and language therapists actively consulted with a renowned researcher in apraxia and attended assistive technology workshops to develop skill in supporting IEP goals with technology that includes: Boardmaker Plus, SpeakQ and WordQ, and Pix Writer. Speech and language therapists received training on using computer assisted instruction through resources that support vocabulary and written language, literacy, and curriculum-based instruction. Special education teachers and speech and language therapists collaborated to provide training for Lively Letters for preschool and Kindergarten teachers. Pupil Services staff consulted throughout the year with autism and behavioral specialists to develop and implement individualized strategies to promote student progress. Special education paraprofessionals at the elementary level attended training provided by CREC to enhance their support of students' learning behaviors and promote student achievement. The first year of the district's elementary program for students with Autism Spectrum Disorders was a tremendous success as students demonstrated significant progress toward their goals and became active members of the learning community at Parkman School. The Enfield Transitional Learning Academy (ETLA) for students ages 18-21 completed its fourth successful year. Students at the ETLA continue to participate with Springfield College in the PE/Health program twice monthly and enjoy increased job opportunities each year. 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. This committee provides opportunities for parents to become informed on the curriculum and ways they can partner with the schools. Events such as Family Day, homework workshops, and speakers on timely topics are held throughout the year. As many events as possible are taped and aired on our local cable access channel to accommodate those who do not attend. 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. Upon graduation, parents become members of the Parent Leadership Association. 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. K.I.T.E. 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. This year at the request of parents an additional evening was added for parents whose children are transitioning to first grade.
