

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



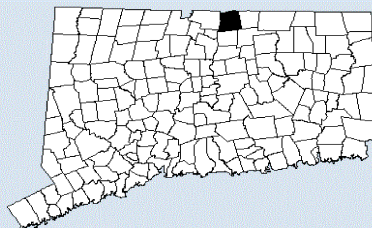
## Enfield School District

Mr. Christopher Drezek, Superintendent • 860-253-6500 • <http://www.enfieldschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	5,045
Per Pupil Expenditures <sup>1</sup>	\$15,819
Total Expenditures <sup>1</sup>	\$87,176,395

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,412	47.8	48.4
Male	2,633	52.2	51.6
American Indian or Alaska Native	11	0.2	0.3
Asian	162	3.2	5.2
Black or African American	342	6.8	12.7
Hispanic or Latino of any race	868	17.2	26.9
Native Hawaiian or Other Pacific Islander	7	0.1	0.1
Two or More Races	235	4.7	3.8
White	3,420	67.8	51.1
English Learners	129	2.6	8.3
Eligible for Free or Reduced-Price Meals	2,452	48.6	43.3
Students with Disabilities <sup>3</sup>	888	17.6	16.0

NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	304	13.2	112	4.5
Male	*	*	244	8.9
Black or African American	69	21.0	44	12.1
Hispanic or Latino of any race	167	20.5	82	8.9
White	386	11.9	199	5.7
English Learners	28	21.7	9	6.4
Eligible for Free or Reduced-Price Meals	466	20.8	254	9.7
Students with Disabilities	188	23.0	111	11.1
District	678	14.2	356	6.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 101

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	355.1
Paraprofessional Instructional Assistants	49.0
<b>Special Education</b>	
Teachers and Instructors	69.0
Paraprofessional Instructional Assistants	132.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	20.0
School Level	23.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	33.0
School Nurses	18.0
Other Staff Providing Non-Instructional Services/Support	177.5

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.0	1.2
Black or African American	7	1.3	4.0
Hispanic or Latino of any race	12	2.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	505	95.5	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	15	*	15	68.2
Hispanic or Latino of any race	46	92.0	48	92.3
White	217	88.6	246	87.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	98	88.3	117	84.2
Students with Disabilities	40	81.6	52	68.4
District	312	89.4	330	86.6
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	44	47.3
Emotional Disturbance	36	38.3
Intellectual Disability	8	25.8
Learning Disability	265	79.8
Other Health Impairment	115	78.8
Other Disabilities	16	44.4
Speech/Language Impairment	94	87.0
District	578	68.8
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	105	2.0	2.0
Emotional Disturbance	94	1.8	1.1
Intellectual Disability	31	0.6	0.5
Learning Disability	332	6.4	5.7
Other Health Impairment	150	2.9	3.3
Other Disabilities	56	1.1	1.1
Speech/Language Impairment	144	2.8	1.8
All Disabilities	912	17.7	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	60	6.6	8.2
Private Schools or Other Settings	55	6.0	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$58,214,990	\$10,563	\$10,923
Support services - students	\$952,622	\$188	\$1,277
Support services - instruction	\$2,593,627	\$512	\$682
Support services - general administration	\$2,970,829	\$586	\$467
Support services - school based administration	\$3,585,307	\$707	\$1,021
Central and other support services	\$2,602,475	\$513	\$679
Operation and maintenance of plant	\$10,030,894	\$1,978	\$1,718
Student transportation services	\$5,164,365	\$1,981	\$1,288
Food services	\$209,651	\$41	\$12
Enterprise operations	\$851,634	\$168	\$163
Minor school construction	.	.	\$59
Total	\$87,176,395	\$15,819	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,385,248	30.9	28.5
Instructional Aide Salaries	\$2,194,578	10.6	10.1
Other Salaries	\$1,149,316	5.6	11.1
Employee Benefits	\$2,148,992	10.4	13.0
Purchased Services Other Than Transportation	\$2,226,578	10.8	5.7
Special Education Tuition	\$4,164,543	20.2	22.5
Supplies	\$200,813	1.0	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$2,169,192	10.5	8.0
Equipment	\$18,189	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$20,657,448	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.7	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	58.8
State	35.9
Federal	3.9
Tuition & Other	1.4

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	24	91.7
Hispanic or Latino of any race	47	83.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	154	79.2
Students with Disabilities	65	66.2
District	369	87.8
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	72.8	86.4
Male	58.0	83.0
Black or African American	50.0	*
Hispanic or Latino of any race	63.2	76.0
White	66.7	85.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.3	79.8
Students with Disabilities	51.0	*
District	65.4	85.0
State	71.5	87.5

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	53.8%	100%	60.4%
	Oral	54.5%	100%	57.6%
Chronic Absenteeism	All Students	14.2%	<=5%	12.2%
	High Needs Students	20.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.9%	75%	80.4%
On-track to High School Graduation		91.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		65.3%	75%	71.5%
Arts Access		68.6%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	83.2%	10.8%	10.9%	N

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Expanded Structured Literacy, Social and Emotional Learning, Applied Behavioral Analysis, FBA and BIP development, Transition Planning and tools for remote learning were among the focal points for the Special Education and Pupil Services Department for the 2019-20 school year. The Eagle Academy was created to offer individualized learning opportunities and social-emotional supports for students in grades K-12. Eagle Academy staff completed training in PBIS, Safety Care, functions of behavior, FBAs, and EIPs. Integrated preschool teachers participated in training for the CT Early Learning and Development Standards. All primary and intermediate counselors implemented building-wide PBIS initiatives. Intermediate counselors continued their partnership with CAS by participating in the annual leadership conference. Middle school counselors provided an after-school Mindfulness Club. Following a tragic event, the EHS counseling department enacted crisis team protocols and provided support to over 200 students who attended stabilization and coping group sessions. All counselors completed training in PowerSchool for 504 documentation. Paraprofessionals participated in professional learning regarding strategies and supports to address students' communication, social, emotional, and behavioral needs. Speech and language pathologists were trained in Proloquo 2 Go. The Enfield Transition Learning Academy provided exciting learning and socialization opportunities for an increasing number of students in both school and community settings across the region. The Rachel's Challenge Clubs continued with their work hosting events, such as the Pancake Breakfast, to promote school community. Both EHS and JFK continued their alternate program to in-school suspension, Wednesday and Thursday night school, providing academics, counseling, physical activity, and relationship building with our at-risk students. Transition classrooms also continued at each primary school to help our most dysregulated students acquire the necessary skills for learning in a small group setting. Students then transition back to their original classroom once ready. All elementary schools are implementing the PBIS (Positive Behavior and Intervention Supports) program. Events were held like Family Day, Transition to Kindergarten, Learning through Play, open play lab nights, workshops for parents on social-emotional topics, and school-based literacy and math nights to give parents insight and resources to support learning at home and to prepare children for school. The Parent Leadership Academy and Spanish speaking People Empowering People held leadership trainings that empower parents with the skills needed to work effectively with the schools. EPS partnered with Enfield's Early Education Collaborative, KITE (Key Initiatives to Early Education) to provide all PK-2 grade teachers and counselors with a series of trainings on Trauma Informed Practice. The presenter was the Executive Director of the Gesell Institute at Yale.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The District Safe School Climate Committee continuously monitors and improves our Safe School Climate Plan, Bullying Prevention, and Intervention Policy. The district took part in the Rachel's Challenge Program which teaches students they have the power to make permanent and positive cultural change. This program places emphasis on starting a chain reaction of kindness, compassion, and tolerance throughout each school, which can then be brought to the entire community. At the high school level, the student run organization carried out multiple activities aimed at building relationships both in the school and community, i.e. a free community breakfast in December, volunteering at local food and homeless shelters, completing many fundraising activities for the Sisters of the Poor, Enfield Food Shelf, Enfield Loaves and Fishes, and weekly activities. High school students traveled to elementary schools as mentors to teach the Rachel's Challenge curriculum and formed lasting bonds with younger students. High School Teen Leadership courses taught hundreds of students' valuable social skills such as respect, kindness, acceptance, tolerance, relationship building, positive decision making, and effective communication. The elementary schools implemented the PBIS (Positive Behavior Interventions and Supports) program to create welcoming and positive school climate throughout the district. The district infuses academic programs with opportunities for students to experience diversity through a variety of cultural programs that promote understanding and appreciation for the people of our world through classroom curricular projects, cultural performances, school-wide assemblies, the school-wide respect bucket-filler program and field trips. Parents and community members are encouraged to visit our schools to share their different cultures. Afterschool and Youth Service Programs were offered providing homework and reading assistance, tutoring and clubs with a variety of teachers-students of racial, ethnic and economic backgrounds. Participation in the Open Choice Program continued to grow. Enfield High School worked with an outside facilitator on the topics of diversity and equity. Enfield High School's newly formed Equity Team is moving this work forward within the buildi

# District Profile and Performance Report for School Year 2019-20

## Enfield School District

### **Equitable Allocation of Resources among District Schools**

The Enfield Board of Education equally distributes all available funds so that each school in the district receives its fair share of allocated resources 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 ascertain community priorities for budget preparation. Administrators, teachers and department chairperson are included in the budget preparation process and each has an equal opportunity to present school and program needs considered in the annual budget request. Supplies and textbooks are allocated on a per pupil basis. 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.