

STRATEGIC SCHOOL PROFILE 2008-09**Enfield School District**

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Location: 27 Shaker Road
Enfield,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$21,967
Town Population in 2000: 45,212	Percent of Adults without a High School Diploma in 2000*: 16.6%
1990-2000 Population Growth: -0.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 93.1%

*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, 2008 6,296
5-Year Enrollment Change -6.8%

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	1,657	26.3	22.6	30.3
K-12 Students Who Are Not Fluent in English	83	1.4	2.0	5.2
Students Identified as Gifted and/or Talented	0	0.0	2.7	4.0
PK-12 Students Receiving Special Education Services in District	825	13.1	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	325	73.7	79.7	79.7
Homeless	14	0.2	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	252	25.9	20.0	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.2
Asian American	154	2.4
Black	496	7.9
Hispanic	368	5.8
White	5,263	83.6
Total Minority	1,033	16.4

Percent of Minority Professional Staff: 2.5%

Open Choice: 75 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: 3.5% 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 23.

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 2008-2009 school year. Our school system and staff continue to increase efforts to offer activities and programs that promote the reduction of racial, ethnic and economic isolation. In the area of staff recruitment, our Board of Education in 1999 adopted a new policy entitled Minority Staff Recruitment. The new policy reflects the heightened sensitivity of our school system and staff toward minority recruitment and fully commits the Board of Education to continue its practice of advertising and searching for qualified minority candidates. This year we added 1 non-certified and 1 certified minority employees to our staff. Fermi H.S. for the fourth consecutive year, in cooperation with the Anti-Defamation League, promoted a full day assembly program for all sophomores titled, "Names Can Really Hurt Us" anti-bullying program. Enfield H.S. developed an active student diversity club during the past year and offered numerous programs celebrating the culture and diversity of Black, Latino, Asian, Middle Eastern, Polish and Irish people and countries. Our entire 8th grade took part in an assembly on the Holocaust. The elementary programs consistently focus on the daily celebration and acknowledgement of all students' diversity, character education, and awareness of prejudice. Specific student programs included: an assembly program entitled "The Underground Railroad", the "Don't Laugh at Me" character education program, a physical education "Around the World" multicultural studies unit, "Teaching Children to Get Along," Black History studies, visits to Indian Museums, a Sister School Project, cultural theme days, and a "Children Around the World" evening for parents and students. The H.O.T. (Higher Order Thinking) School unified arts program celebrated diversity through a variety of activities involving ethnic songs, games, study of composers and artists from the U.S. and Europe. Two of our elementary schools participated in the Discovery Center Camp Program involving a number of days/nights and provided numerous educational opportunities for diversity awareness. During Black History Month assembly programs recognized African-American achievers and leaders. Monthly assemblies promoted character development by celebrating each child's diversity. Parents and community were invited to our schools to share their cultural heritage. Due to our involvement in a full-day kindergarten program which resulted in enrolling an additional 10 students from Hartford, our participation in the Capital Region Choice Program increased from 47 students in 2001-02 to 75 in 2008-09. Cultural assemblies and music programs at the elementary and secondary levels featured contributions from Russian, African, Indian, Israeli, Mexican, Italian, Spanish, Jamaican and other World cultures. Because of the emphasis on reducing racial, ethnic and economic isolation in the Enfield School District, our staff has become increasingly aware of the need to infuse academic programs with opportunities for students to experience the richness of diversity in order to promote a greater understanding and appreciation for the peoples of our world.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	56.2	54.6	37.1
Writing	57.4	62.5	25.8
Mathematics	69.9	62.8	48.4
Grade 4 Reading	58.5	60.7	30.7
Writing	61.9	64.2	28.5
Mathematics	68.4	63.6	46.3
Grade 5 Reading	71.8	66.0	46.6
Writing	68.8	66.5	40.7
Mathematics	75.9	68.8	51.9
Science	62.8	58.1	41.4
Grade 6 Reading	77.6	68.9	46.6
Writing	69.4	62.2	49.1
Mathematics	83.0	68.8	65.0
Grade 7 Reading	76.4	74.9	38.2
Writing	57.7	62.9	26.8
Mathematics	67.6	66.0	38.9
Grade 8 Reading	68.4	68.4	33.5
Writing	68.8	66.5	34.2
Mathematics	63.2	64.5	31.6
Science	51.4	60.6	23.2

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 scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	43.0	47.4	37.9
Writing Across the Disciplines	48.6	55.0	26.7
Mathematics	44.5	47.8	36.6
Science	35.0	42.8	28.2

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
	43.8	36.2	68.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.3	74.5	
Average Score	Mathematics	500	507	38.0
	Critical Reading	496	503	36.4
	Writing	496	506	37.2

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 2008	89.5	92.1	19.8
Cumulative Four-Year Dropout Rate for Class of 2008	9.5	6.6	15.3
2007-08 Annual Dropout Rate for Grade 9 through 12	2.5	2.5	18.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.1	84.1
% Employed (Civilian Employment and in Armed Services)	14.3	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	424.70
Paraprofessional Instructional Assistants	32.00
Special Education	
Teachers and Instructors	53.80
Paraprofessional Instructional Assistants	87.00
Library/Media Specialists and/or Assistants	17.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.30
School Level	28.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	34.80
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	235.90

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	13.9	13.7	13.6
% with Master's Degree or Above	81.4	74.0	76.1

Average Class Size	District	DRG	State
Grade K	16.9	16.3	18.3
Grade 2	20.0	18.4	19.3
Grade 5	20.3	20.6	21.0
Grade 7	21.6	19.6	20.5
High School	21.3	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	999	988
Middle School	1,023	1,032	1,016
High School	999	999	1,007

*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	3.5	3.3
Middle School	4.4	2.5	2.6
High School	2.8	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$45,654	\$7,183	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$1,184	\$186	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$1,727	\$272	\$461	\$273	\$446
Student Support Services	\$5,344	\$841	\$808	\$695	\$806
Administration and Support Services	\$7,265	\$1,143	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$7,516	\$1,183	\$1,382	\$1,310	\$1,377
Transportation	\$3,325	\$496	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$2,305	N/A	N/A	N/A	N/A
Other	\$1,564	\$246	\$152	\$184	\$151
Total	\$75,884	\$11,712	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,901	\$299	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13462092	17.7	19.8	20.5

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	58.3	37.7	3.8	0.2
Excluding School Construction	57.2	38.7	3.9	0.2

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. Two budget feedback sessions with the community were also held by the Board of Education in order to help ascertain community priorities for budget preparation. All administrators and department chairpersons are included in the budget preparation process and each has an equal opportunity to present school and program needs to be considered for inclusion in the annual budget request. Supplies and textbooks are allocated on a per-pupil basis and new programs and new textbook adoptions receive separate line item recognition in the budget. New staffing positions are determined by analyzing pupil/teacher ratios, classroom enrollments and school matrix reports. School buildings and facilities share budgeted funds for maintenance, repair and renovation. Larger facility projects like new roofs, major renovations, etc. are included in the five year Capital Improvements Budget Plan. During the 2007-2008 school year architectural plans to renovate the athletic field facilities of both high schools were activated. Renovations of the Enrico Fermi H.S. facilities have been completed and renovations of the Enfield H.S. athletic and interior facilities were completed in August, 2008. 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	808
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.9%

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	51	0.8	0.8	0.8
Learning Disability	279	4.5	3.7	3.9
Intellectual Disability	47	0.8	0.5	0.5
Emotional Disturbance	73	1.2	1.1	1.0
Speech Impairment	215	3.4	2.3	2.3
Other Health Impairment*	82	1.3	1.9	2.1
Other Disabilities**	61	1.0	0.9	0.9
Total	808	12.9	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 2007-08 with a Standard Diploma	83.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	5.5	3.5

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	20.4	30.2	68.1	65.7
	Writing	14.7	19.5	64.0	64.1
	Mathematics	29.7	30.7	71.2	65.7
	Science	17.0	23.8	57.1	59.4
CAPT	Reading Across the Disciplines	11.9	14.1	43.0	47.4
	Writing Across the Disciplines	13.0	13.6	48.6	55.0
	Mathematics	16.3	15.4	44.5	47.8
	Science	8.7	10.6	35.0	42.8

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	23.3
	% With Accommodations	76.7
CAPT	% Without Accommodations	57.1
	% With Accommodations	42.9
% Assessed Using Skills Checklist		13.4

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	4	0.5
Private Schools or Other Settings	42	5.2

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	636	78.7	74.5	72.7
40.1 to 79.0 Percent of Time	106	13.1	15.3	16.1
0.0 to 40.0 Percent of Time	66	8.2	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2008- 2009 school year, the district focused on the following areas in order to improve special education programs and services for students with disabilities:

The preschool special education teachers, along with the special education coordinator, participated in Training Wheels II: The Cycle of Intentional Teaching Using CT's Preschool Curriculum and Assessment Frameworks. Our elementary special education teachers were provided professional development in reading and math to help them to better service struggling learners and to prepare for the implementation of our SRBI initiative. They participated in the following seminars: Grade 2 Math Curriculum Review, K-6 Small Group Explicit Reading Instruction, Best Practices in Reading Instruction and Lively Letters.

The Pupil Services Administrators attended professional development training on SRBI in order to assist the district in the implementation of the SRBI model. One of the Pupil Services Administrators serves as a co-chairperson for the District SRBI Committee and another serves on the District SRBI Planning Group.

Pupil Services Administrators, along with a school psychologist and a special education teacher, attended professional development on the Revised Guidelines for Identifying Children with Learning Disabilities in order to begin the implementation of the new process for the identification of students with learning disabilities in our school system.

All pupil services staff worked collaboratively with the general education staff in each building to implement AYP intervention sessions as indicated in the District School Improvement Plan.

The Pupil Services Department created an elementary Autism Spectrum Disorders program, which will provide intensive programming in the areas of communication, social skills, behavior, self help, and academics. The district will be able to centralize services and therapies for our ASD students.

The district has 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.

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.
