

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



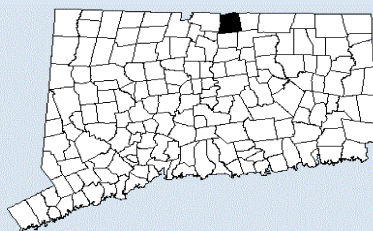
## Enfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	5,206
Per Pupil Expenditures <sup>1</sup>	\$14,841
Total Expenditures <sup>1</sup>	\$83,034,967

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,520	48.4	48.4
Male	2,686	51.6	51.6
American Indian or Alaska Native	14	0.3	0.3
Asian	181	3.5	5.1
Black or African American	296	5.7	12.8
Hispanic or Latino	780	15.0	24.8
Pacific Islander	10	0.2	0.1
Two or More Races	238	4.6	3.3
White	3,687	70.8	53.6
English Learners	101	1.9	7.2
Eligible for Free or Reduced-Price Meals	2,034	39.1	36.7
Students with Disabilities <sup>1</sup>	834	16.0	14.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	265	11.1	116	4.6
Male	290	11.5	274	10.1
Black or African American	52	18.3	47	15.1
Hispanic or Latino	131	17.5	75	9.4
White	316	9.1	231	6.3
English Learners	21	18.9	9	8.0
Eligible for Free or Reduced-Price Meals	393	18.3	236	9.9
Students with Disabilities	169	21.0	127	13.4
District	555	11.3	390	7.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 9

Number of school-based arrests: 27

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2017-18

## Enfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	352.7
Paraprofessional Instructional Assistants	65.5
<b>Special Education</b>	
Teachers and Instructors	56.0
Paraprofessional Instructional Assistants	106.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	22.4
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	25.2
Counselors, Social Workers and School Psychologists	32.0
School Nurses	15.1
Other Staff Providing Non-Instructional Services/Support	161.5

<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	4	0.8	1.1
Black or African American	4	0.8	3.7
Hispanic or Latino	9	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	493	96.7	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

### 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	6	*	*	*
Hispanic or Latino	23	67.6	27	60.0
White	137	55.9	220	72.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	51.0	69	62.7
Students with Disabilities	18	45.0	21	36.2
District	180	56.4	279	70.5
State		69.3		80.1

<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	45	50.0
Emotional Disturbance	29	35.4
Intellectual Disability	6	25.0
Learning Disability	239	84.5
Other Health Impairment	120	80.0
Other Disabilities	15	34.1
Speech/Language Impairment	100	86.2
District	554	70.2
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Enfield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	96	1.8	1.8
Emotional Disturbance	83	1.6	1.1
Intellectual Disability	24	0.4	0.5
Learning Disability	283	5.3	5.2
Other Health Impairment	154	2.9	3.1
Other Disabilities	62	1.2	1.1
Speech/Language Impairment	142	2.7	1.8
All Disabilities	844	15.8	14.5

<sup>1</sup>Grades K-12

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	58	6.9	8.3
Private Schools or Other Settings	38	4.5	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	48,996,063	9,374	9,847
Instructional Supplies and Equipment	1,839,917	352	287
Improvement of Instruction and Educational Media Services	2,106,644	403	589
Student Support Services	946,904	181	1,120
Administration and Support Services	10,042,847	1,921	1,905
Plant Operation and Maintenance	7,956,166	1,522	1,648
Transportation	4,889,882	865	904
Costs of Students Tuitioned Out	5,051,660	N/A	N/A
Other	1,204,884	231	208
Total	83,034,967	14,841	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	6,275,528	1,201	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,596,401	36.0	33.8
Noncertified Personnel	2,770,564	15.1	14.5
Purchased Services	536,726	2.9	5.5
Tuition to Other Schools	3,610,842	19.7	23.4
Special Ed. Transportation	2,213,684	12.1	8.7
Other Expenditures	2,605,418	14.2	14.1
Total Expenditures	18,333,635	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.1	58.3
State	39.7	37.2
Federal	3.5	3.8
Tuition & Other	0.7	0.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*
Asian	71	71.8	71	69.2
Black or African American	125	56.5	125	49.2
Hispanic or Latino	373	60.6	373	54.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	119	62.0	117	53.9
White	1778	67.1	1774	61.3
English Learners	120	58.3	120	53.3
Non-English Learners	2356	65.8	2350	59.8
Eligible for Free or Reduced-Price Meals	1102	61.3	1099	55.6
Not Eligible for Free or Reduced-Price Meals	1374	68.7	1371	62.5
Students with Disabilities	379	46.7	379	43.0
Students without Disabilities	2097	68.8	2091	62.4
High Needs	1251	60.2	1248	54.6
Non-High Needs	1225	70.7	1222	64.4
District	2476	65.4	2470	59.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	66.2	91.2	91.9	80.9	1,268	81.5
Curl Up	82.4	95.2	92.8	88.3	1,268	89.3
Push Up	67.9	96.4	91.9	73.7	1,268	81.4
Mile Run/PACER	84.4	87.3	77.1	40.9	1,268	71.8
All Tests - District	42.3	81.5	70.8	36.6	1,268	56.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Enfield School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	34	85.3
Hispanic or Latino	42	85.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	161	74.5
Students with Disabilities	61	70.5
District	389	84.8
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.0	126	34.6
Male	95.4	117	33.3
Black or African American	90.6	*	*
Hispanic or Latino	96.2	18	22.8
White	94.7	203	37.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.3	48	23.3
Students with Disabilities	67.3	*	*
District	94.7	243	34.0
State	96.3		44.8

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	69.2	90.0
Male	58.3	79.5
Black or African American	45.2	*
Hispanic or Latino	73.5	95.7
White	64.7	84.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.4	85.4
Students with Disabilities	27.7	64.0
District	63.8	85.2
State	70.9	88.3

<sup>5</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>6</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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	43.6	50	87.2	67.6
	High Needs Students	60.2	75	40.1	50	80.2	57.5
Math Performance Index	All Students	59.4	75	39.6	50	79.3	62.7
	High Needs Students	54.6	75	36.4	50	72.8	52.0
ELA Academic Growth	All Students	55.0%	100%	55.0	100	55.0	60.7%
	High Needs Students	52.2%	100%	52.2	100	52.2	55.6%
Math Academic Growth	All Students	49.0%	100%	49.0	100	49.0	61.9%
	High Needs Students	48.3%	100%	48.3	100	48.3	55.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.5	50	74.9	10.7%
	High Needs Students	17.6%	<=5%	24.8	50	49.5	16.6%
Preparation for CCR	% Taking Courses	64.2%	75%	42.8	50	85.6	74.8%
	% Passing Exams	34.0%	75%	22.7	50	45.3	44.8%
On-track to High School Graduation		86.5%	94%	46.0	50	92.0	87.5%
4-year Graduation All Students (2017 Cohort)		84.8%	94%	90.2	100	90.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		81.3%	94%	86.5	100	86.5	81.8%
Postsecondary Entrance (Class of 2017)		63.8%	75%	85.1	100	85.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.4%   56.2%	75%	18.7	50	37.5	96.6%   50.1%
Arts Access		68.3%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>868.5</b>	<b>1250</b>	<b>69.5</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.7	60.2	10.6	15.9	
Math Performance Index Gap	64.4	54.6	9.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	81.3%	12.7%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	98.8
Math	All Students	99.1
	High Needs Students	98.7
Science	All Students	98.6
	High Needs Students	97.5

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 49.3**

**State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Enfield School District

### Narratives

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

Social-emotional learning, executive functioning, assistive technology, and IEP development were focal points for the Special Education and Pupil Services department for the 2017-18 school year. Integrated preschool teachers implemented the Second Step curriculum to promote social-emotional and behavioral skills. The district's BCBA collaborated with school teams and families to develop individualized plans to support student needs and promote learning. Specialists attended conferences and workshops relating to the use of assistive technology and Accessible Educational Materials to support student learning and to further explore the use of devices, applications, and materials across the curriculum. Social workers and counselors collaborated with teachers, families, and community agencies to ensure a cohesive approach to supporting students at school, home, and community settings. Paraprofessionals participated in professional learning regarding strategies and supports to address students' sensory and behavioral needs. Speech and language pathologists were trained in LAMP, PROMPT, and apraxia-specific diagnostic tools. Middle School and High School counselors developed career-readiness activities, facilitated transition visits for incoming sixth and ninth graders, and utilized the Naviance program to support and implement Student Success Plans. The Enfield Transition Learning Academy expanded social and vocational opportunities to develop functional, daily living, and career readiness skills in both school and community settings. Special Education and Pupil Services providers participated in CREC's Blueprint training for IEP development. The Rachel's Challenge Clubs continued with their work hosting events such as the Pancake Breakfast and Kindness Carnival to promote school community. Both EHS and JFK created an 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 were also developed 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. Student Success Academy sessions were offered after school at the intermediate and middle school levels once a week offering assistance in English Language Arts, Math, and Science. Events were held like Transition to Kindergarten, Enfield Gets Ready for Kindergarten, Family Day, Learning through Play, school-based literacy and math nights, and Invention Convention giving 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.

#### 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, a Kindness Carnival for elementary students at the end of the year, 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. The Heritage Fair was held, a day-long celebration, focused on all the cultures that make up our community.

# District Profile and Performance Report for School Year 2017-18

## 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.