

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



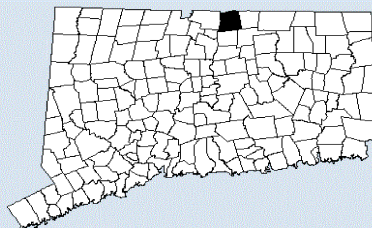
Enfield School District

Dr. Jeffrey Schumann, Superintendent • 860-253-6500 • <http://www.enfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	5,249
Per Pupil Expenditures ¹	\$14,371
Total Expenditures ¹	\$79,977,017

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,558	48.7	48.4
Male	2,691	51.3	51.6
American Indian or Alaska Native	20	0.4	0.3
Asian	169	3.2	5.1
Black or African American	330	6.3	12.9
Hispanic or Latino	721	13.7	24.0
Pacific Islander	10	0.2	0.1
Two or More Races	243	4.6	2.9
White	3,756	71.6	54.8
English Learners	107	2.0	6.8
Eligible for Free or Reduced-Price Meals	2,106	40.1	35.9
Students with Disabilities ¹	787	15.0	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	253	10.3	113	4.4
Male	250	9.8	289	10.6
Black or African American	47	15.8	53	16.6
Hispanic or Latino	102	14.6	77	10.3
White	304	8.5	230	6.1
English Learners	14	11.6	6	5.0
Eligible for Free or Reduced-Price Meals	297	16.1	247	11.3
Students with Disabilities	150	18.8	116	12.4
District	503	10.0	402	7.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 10

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	339.1
Paraprofessional Instructional Assistants	63.0
Special Education	
Teachers and Instructors	53.0
Paraprofessional Instructional Assistants	98.0
Administrators, Coordinators and Department Chairs	
District Central Office	23.4
School Level	19.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	23.2
Counselors, Social Workers and School Psychologists	31.0
School Nurses	16.6
Other Staff Providing Non-Instructional Services/Support	167.5

¹In 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	3	0.6	1.0
Black or African American	3	0.6	3.6
Hispanic or Latino	10	2.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	479	96.8	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	34.4
Hispanic or Latino	10	34.5	16	44.4
White	98	35.5	131	47.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	28	33.7	43	51.2
Students with Disabilities	*	*	17	26.6
District	121	34.1	172	46.7
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	53	56.4
Emotional Disturbance	32	42.1
Intellectual Disability	8	34.8
Learning Disability	235	87.4
Other Health Impairment	91	77.1
Other Disabilities	14	29.2
Speech/Language Impairment	109	93.2
District	542	72.8
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	106	2.0	1.7
Emotional Disturbance	76	1.4	1.0
Intellectual Disability	24	0.4	0.5
Learning Disability	271	5.0	4.9
Other Health Impairment	120	2.2	2.9
Other Disabilities	62	1.1	1.1
Speech/Language Impairment	150	2.8	1.8
All Disabilities	809	15.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	48,136,440	9,313	9,663
Instructional Supplies and Equipment	1,286,878	249	321
Improvement of Instruction and Educational Media Services	1,623,764	314	578
Student Support Services	954,163	185	1,103
Administration and Support Services	9,867,381	1,909	1,861
Plant Operation and Maintenance	7,630,004	1,476	1,637
Transportation	4,609,782	813	877
Costs of Students Tuitioned Out	4,618,464	N/A	N/A
Other	1,250,141	242	201
Total	79,977,017	14,371	16,236

Additional Expenditures

Land, Buildings, and Debt Service	33,744,793	6,528	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,708,833	38.2	34.6
Noncertified Personnel	2,695,727	15.3	14.6
Purchased Services	405,552	2.3	5.8
Tuition to Other Schools	3,178,337	18.1	21.8
Special Ed. Transportation	2,018,947	11.5	8.5
Other Expenditures	2,561,833	14.6	14.7
Total Expenditures	17,569,229	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	40.3	55.8
State	56.2	39.3
Federal	2.9	4.0
Tuition & Other	0.6	0.9

⁴Revenue 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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	14	*	14	*	*	*
Asian	79	70.7	79	66.1	33	60.3
Black or African American	126	57.6	126	49.6	51	49.1
Hispanic or Latino	335	62.6	336	56.9	137	50.9
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	128	63.3	128	57.6	59	55.3
White	1840	66.6	1841	61.8	826	58.7
English Learners	122	61.3	122	54.3	36	47.5
Non-English Learners	2406	65.7	2408	60.7	1078	57.4
Eligible for Free or Reduced-Price Meals	918	61.3	920	56.7	341	52.5
Not Eligible for Free or Reduced-Price Meals	1610	67.9	1610	62.6	773	59.1
Students with Disabilities	370	48.5	371	44.5	142	42.8
Students without Disabilities	2158	68.4	2159	63.1	972	59.2
High Needs	1120	59.3	1122	54.5	427	51.2
Non-High Needs	1408	70.4	1408	65.1	687	60.8
District	2528	65.5	2530	60.4	1114	57.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.1	89.7	93.4	90.1	1,410	91.0
Curl Up	91.8	93.0	93.4	86.8	1,410	91.2
Push Up	67.9	95.5	92.1	85.9	1,410	84.9
Mile Run/PACER	82.6	89.1	76.6	47.9	1,410	74.2
All Tests - District	52.9	81.3	70.3	43.4	1,410	61.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	26	73.1
Hispanic or Latino	41	82.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	187	73.8
Students with Disabilities	80	63.7
District	447	84.6
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.6	124	33.1
Male	93.4	138	39.7
Black or African American	93.8	*	*
Hispanic or Latino	93.8	18	27.7
White	93.5	215	38.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.2	43	25.7
Students with Disabilities	65.3	6	6.1
District	93.5	262	36.2
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	77.7	89.6
Male	65.8	84.2
Black or African American	70.0	*
Hispanic or Latino	65.7	*
White	72.5	86.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.2	80.6
Students with Disabilities	46.3	65.0
District	71.8	87.3
State	72.0	88.5

⁵College 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.

⁶College 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.5	75	43.7	50	87.3	67.1
	High Needs Students	59.3	75	39.5	50	79.1	55.9
Math Performance Index	All Students	60.4	75	40.3	50	80.6	62.2
	High Needs Students	54.5	75	36.3	50	72.7	50.5
Science Performance	All Students	57.1	75	38.1	50	76.1	55.3
	High Needs Students	51.2	75	34.1	50	68.2	45.2
ELA Academic Growth	All Students	46.5%	100%	46.5	100	46.5	55.4%
	High Needs Students	44.0%	100%	44.0	100	44.0	49.8%
Math Academic Growth	All Students	50.6%	100%	50.6	100	50.6	61.7%
	High Needs Students	50.4%	100%	50.4	100	50.4	53.7%
Chronic Absenteeism	All Students	10.0%	<=5%	39.9	50	79.8	9.9%
	High Needs Students	15.6%	<=5%	28.7	50	57.4	15.8%
Preparation for CCR	% Taking Courses	40.5%	75%	27.0	50	54.0	70.7%
	% Passing Exams	36.2%	75%	24.2	50	48.3	43.5%
On-track to High School Graduation		88.7%	94%	47.2	50	94.3	87.8%
4-year Graduation All Students (2016 Cohort)		84.6%	94%	90.0	100	90.0	87.4%
6-year Graduation - High Needs Students (2014)		79.8%	94%	84.9	100	84.9	82.0%
Postsecondary Entrance (Class of 2016)		71.8%	75%	95.7	100	95.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.3% 61.6%	75%	41.1	50	82.2	92.0% 51.6%
Arts Access		72.1%	60%	50.0	50	100.0	50.5%
Accountability Index				952.1	1350	70.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.4	59.3	11.1	16.7	
Math Performance Index Gap	65.1	54.5	10.6	18.7	
Science Performance Index Gap	60.8	51.2	9.6	16.6	
Graduation Rate Gap	94.0%	79.8%	14.2%	12.0%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.9
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	98.5
	High Needs Students	97.9

³Minimum 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: 51.9

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools