

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



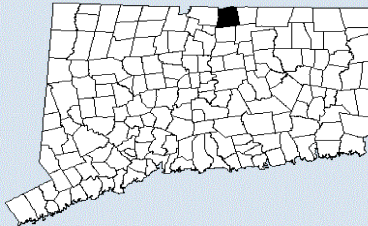
## Enfield School District

Dr. Jeffrey Schumann, Superintendent • 860-253-6500 • www.enfieldschools.org

### District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	5,174
Per Pupil Expenditures <sup>1</sup>	\$14,033
Total Expenditures <sup>1</sup>	\$78,754,210

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,539	49.1	48.3
Male	2,635	50.9	51.6
American Indian or Alaska Native	19	0.4	0.2
Asian	145	2.8	4.7
Black or African American	285	5.5	12.9
Hispanic or Latino	604	11.7	22.1
Pacific Islander	8	0.2	0.0
Two or More Races	243	4.7	2.5
White	3,870	74.8	57.2
English Language Learners	95	1.8	6.3
Eligible for Free or Reduced-Price Meals	1,998	38.6	37.6
Students with Disabilities <sup>1</sup>	750	14.5	13.3

<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	290	11.8	118	4.6
Male	306	12.1	305	11.4
Black or African American	41	14.4	50	16.5
Hispanic or Latino	89	15.2	59	9.4
White	416	11.2	284	7.3
English Language Learners	7	10.3	*	*
Eligible for Free or Reduced-Price Meals	341	18.4	263	12.4
Students with Disabilities	164	23.1	132	15.5
District	596	12.0	423	8.1
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 23**

<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 2014-15

## Enfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	356.7
Paraprofessional Instructional Assistants	37.5
<b>Special Education</b>	
Teachers and Instructors	53.2
Paraprofessional Instructional Assistants	89.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.0
School Level	27.8
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	12.0
Instructional Specialists Who Support Teachers	15.1
Counselors, Social Workers and School Psychologists	29.6
School Nurses	16.1
Other Staff Providing Non-Instructional Services/Support	195.2

<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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	6	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	484	97.6	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	15	55.6
Hispanic or Latino	7	20.0	13	59.1
White	122	37.8	235	76.1
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	33	26.0	71	74.0
Students with Disabilities	15	25.4	39	69.6
District	140	34.3	275	73.3
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	50	64.9
Emotional Disturbance	33	42.9
Intellectual Disability	9	33.3
Learning Disability	226	90.0
Other Health Impairment	85	81.0
Other Disabilities	15	33.3
Speech/Language Impairment	115	89.8
District	533	75.1
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Enfield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	92	1.7	1.5
Emotional Disturbance	77	1.4	1.0
Intellectual Disability	27	0.5	0.5
Learning Disability	251	4.6	4.4
Other Health Impairment	107	2.0	2.6
Other Disabilities	61	1.1	1.0
Speech/Language Impairment	147	2.7	1.9
All Disabilities	762	14.1	13.0

<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	57	7.5	8.1
Private Schools or Other Settings	41	5.4	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	48,535,866	9,323	9,134
Instructional Supplies and Equipment	954,661	183	334
Improvement of Instruction and Educational Media Services	1,134,708	218	498
Student Support Services	1,111,376	213	1,001
Administration and Support Services	10,089,270	1,938	1,694
Plant Operation and Maintenance	7,427,724	1,427	1,572
Transportation	4,310,074	769	813
Costs of Students Tuitioned Out	4,157,838	N/A	N/A
Other	1,032,693	198	186
<b>Total</b>	<b>78,754,210</b>	<b>14,033</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	1,919,060	369	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,872,744	41.4	35.1
Noncertified Personnel	2,387,550	14.4	14.2
Purchased Services	255,801	1.5	5.2
Tuition to Other Schools	2,813,244	16.9	22.0
Special Ed. Transportation	1,891,535	11.4	8.6
Other Expenditures	2,376,934	14.3	14.9
<b>Total Expenditures</b>	<b>16,597,808</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.9	55.8
State	39.8	39.7
Federal	3.7	3.8
Tuition & Other	0.6	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 2014-15

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	14	*	14	*	*	*
Asian	58	70.2	58	62.8	17	*
Black or African American	135	58.9	134	48.3	66	49.8
Hispanic or Latino	285	63.0	283	53.8	111	54.2
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	141	68.3	141	58.1	53	56.0
White	1899	69.8	1890	61.2	816	59.5
English Language Learners	73	56.8	73	52.1	16	*
Non-English Language Learners	2465	68.7	2453	59.7	1053	58.4
Eligible for Free or Reduced-Price Meals	920	63.1	910	55.0	364	54.0
Not Eligible for Free or Reduced-Price Meals	1618	71.4	1616	62.0	705	60.3
Students with Disabilities	433	52.7	428	46.4	193	46.2
Students without Disabilities	2105	71.6	2098	62.2	876	60.8
High Needs	1145	61.8	1134	53.9	469	52.7
Non-High Needs	1393	73.8	1392	64.1	600	62.5
District	2538	68.4	2526	59.5	1069	58.2

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
<b>MATH</b>				
Connecticut	41%	36%	32%	
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	75.3	95.1	91.5	87.6	1,066	85.0
Curl Up	95.2	95.7	79.1	83.6	1,066	88.9
Push Up	74.3	97.0	86.3	77.7	1,066	80.7
Mile Run/PACER	76.9	93.3	66.0	57.5	1,066	71.1
All Tests - District	54.6	87.2	58.2	44.1	1,066	56.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Enfield School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	22	81.8	78.5	Yes	80.2
Hispanic or Latino	29	86.2	64.1	Yes	67.4
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	138	73.9	69.5	Yes	72.3
Students with Disabilities	60	70.0	63.7	Yes	67.1
District	424	86.3	84.5	Yes	85.5
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	61.6	146	35.5
Male	50.5	117	31.5
Black or African American	55.3	12	25.5
Hispanic or Latino	43.9	15	26.3
White	57.9	224	35.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	36.8	44	19.7
Students with Disabilities	*	*	*
District	56.3	263	33.6
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	76.1	88.9
Male	64.2	78.6
Black or African American	60.0	*
Hispanic or Latino	71.4	*
White	70.7	84.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	52.0	74.6
Students with Disabilities	42.6	48.0
District	69.8	84.1
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Enfield School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.4	75	91.2	100	91.2	67.9
	High Needs Students	61.8	75	82.4	100	82.4	56.7
Math Performance Index	All Students	59.5	75	79.3	100	79.3	59.3
	High Needs Students	53.9	75	71.8	100	71.8	47.8
Science Performance Index	All Students	58.2	75	77.6	100	77.6	56.5
	High Needs Students	52.7	75	70.3	100	70.3	45.9
Chronic Absenteeism	All Students	12.0%	<=5%	36.1	50	72.2	10.6%
	High Needs Students	18.4%	<=5%	23.2	50	46.4	17.3%
Preparation for CCR	% Taking Courses	53.0%	75%	35.3	50	70.7	66.1%
	% Passing Exams	33.6%	75%	22.4	50	44.8	37.3%
On-track to High School Graduation		82.6%	94%	43.9	50	87.9	85.6%
4-year Graduation All Students (2014 Cohort)		86.3%	94%	91.8	100	91.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		74.1%	94%	78.8	100	78.8	77.6%
Postsecondary Entrance (Class of 2014)		70.1%	75%	93.4	100	93.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		70.6%   56.5%	75%	18.8	50	37.6	87.6%   51.0%
Arts Access		43.5%	60%	36.3	50	72.6	45.7%
<b>Accountability Index</b>				<b>952.6</b>	<b>1250</b>	<b>76.2</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	73.8	61.8	12.0	17.3	
Math Performance Index Gap	64.1	53.9	10.2	19.6	
Science Performance Index Gap	62.5	52.7	9.8	17.2	
Graduation Rate Gap	94.0%	74.1%	19.9%	15.2%	Y

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

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

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.7
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.1
Science	All Students	99.6
	High Needs Students	99.2

#### 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: 50.1**

#### 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 2014-15

## Enfield School District

### Narratives

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

Student achievement, inclusion and social-emotional well-being were focus points for the Special Education and Pupil Services Department for 2014-15. Teachers and Specialists across grade levels participated in professional learning for specialized instruction in the areas of reading, writing and mathematics to promote student learning. Special Education Teachers collaborated with the district's BDBA and participated in further professional learning in the area of Applied Behavioral Analysis. Preschool Teachers pursued professional learning opportunities that focused on the Connecticut Early Learning Standards and incorporated these standards into their planning and instruction. The district opened two Pre-K classes in the Stowe Early Learning Center. Teachers at all levels implemented specialized instruction using current technology such as iPads and applications to strengthen skills across the curriculum. School Psychologists, Speech and Language Pathologists actively participated in the Student Assistance Team process and worked to ensure that the SRBI process was adhered to with an emphasis on intervention fidelity and documentation. School Psychologists successfully met all evaluation timelines. Speech and Language Pathologists participated in webinars relative to executive functioning and treatment ideas and developing language in preverbal youngsters. In addition, Speech and language Therapists have pursued training for using Prologue as a speech-generating device for preverbal students. Elementary Counselors continued to refine transition planning for students and implemented strategies for promoting social, emotional, behavioral well-being among students. Counselors and Social Workers participated in professional learning for responding to tragedy in the community, school safety, suicidal ideation and self-injurious behaviors. Secondary level Counselors hosted a Career Day, facilitated transition visits for incoming ninth graders and utilized the Naviance program to support and implement Student Success Plans. Additional activities included: Question/Persuade/Respond training to help identify and support at-risk students and Rachel's Challenge Clubs and events such as the Pancake Breakfast and Kindness Carnival to promote school community. Enfield Transitional Learning Academy continued to thrive as students prepared for independent living through a variety of vocational experiences. After school session of the Student Success Academies at the intermediate and middle school levels were held once a week offering assistance in English Language Arts, Math and Science. The Superintendent hosted community and staff Listen and Learn events throughout the year. Districtwide Academic Walkthroughs were implemented focusing on student engagement, classroom environment and academic rigor. Events were held like Enfield Gets Ready for Kindergarten, Family Day, Heritage Fair and Science Fair giving parents insight and resources to support learning at home and to prepare children for school. The Parent Leadership Academy and People Empowering People held events for parents to build skills to work 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 that 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 in the 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 a number of fundraising activities for the Sisters of the Poor, Enfield Food Shelf, Enfield Loaves and Fishes and weekly activities reminding students and staff of the importance of a positive school and community climate. 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 make and effective communication. Enfield High School's CT/Spain partnership continues to provide students with the opportunity to live and study in Valladolid, Spain for three weeks sharing all aspects of each other's cultures. 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 are offered providing homework and reading assistance, tutoring and clubs with a variety of teachers-students of racial, ethnic and economic backgrounds. Participation in the Choice Program continued to grow.

# District Profile and Performance Report for School Year 2014-15

## 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 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 ascertain community priorities for budget preparation. Administrators, teachers 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 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.