Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

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	4,921
Per Pupil Expenditures[1]	$16,061
Total Expenditures[1]	$87,113,347

[1] *Expenditure data reflect the 2019-20 school year.*
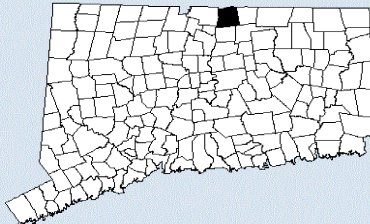
Community Information

[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 2020-21 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 https://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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,565	52.1	51.5
American Indian or Alaska Native	10	0.2	0.3
Asian	154	3.1	5.2
Black or African American	336	6.8	12.7
Hispanic or Latino of any race	908	18.5	27.8
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	251	5.1	4.0
White	3,256	66.2	49.9
English Learners	144	2.9	8.3
Eligible for Free or Reduced-Price Meals	2,373	48.2	42.7
Students with Disabilities[3]	883	17.9	16.3

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

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

[3] 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[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	227	10.0	16	0.7
Male	306	12.5	36	1.3
Black or African American	88	27.0	6	1.7
Hispanic or Latino of any race	178	20.6	13	1.3
White	220	7.0	33	1.0
English Learners	45	29.0	*	*
Eligible for Free or Reduced-Price Meals	411	19.1	36	1.4
Students with Disabilities	185	22.1	21	2.1
District	533	11.3	52	1.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 61

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	340.1
Paraprofessional Instructional Assistants	45.0
Special Education	
Teachers and Instructors	68.0
Paraprofessional Instructional Assistants	135.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.0
School Level	26.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	21.5
Counselors, Social Workers and School Psychologists	32.0
School Nurses	17.5
Other Staff Providing Non-Instructional Services/Support	148.5

[1] 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	4	0.8	1.3
Black or African American	6	1.2	4.1
Hispanic or Latino of any race	14	2.7	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	487	95.3	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	*	24	88.9
Hispanic or Latino of any race	43	82.7	52	88.1
White	203	88.3	250	89.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	112	89.6	119	82.1
Students with Disabilities	38	70.4	55	75.3
District	284	87.1	364	88.6
State		75.9		85.6

[2] 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[3]

	Count	Rate (%)
Autism	48	45.7
Emotional Disturbance	33	36.3
Intellectual Disability	7	20.6
Learning Disability	238	76.3
Other Health Impairment	105	76.6
Other Disabilities	11	33.3
Speech/Language Impairment	94	87.0
District	536	65.4
State		67.9

[3] 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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	112	2.2	2.1
Emotional Disturbance	91	1.8	1.1
Intellectual Disability	34	0.7	0.5
Learning Disability	312	6.2	5.8
Other Health Impairment	137	2.7	3.3
Other Disabilities	51	1.0	1.2
Speech/Language Impairment	141	2.8	1.9
All Disabilities	878	17.4	15.9

[1] 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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	50	5.7	8.3
Private Schools or Other Settings	36	4.1	4.8

[2] 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[3]: 2019-20

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$58,699,096	$10,822	$11,205
Support services - students	$926,241	$185	$1,346
Support services - instruction	$2,049,919	$409	$698
Support services - general administration	$2,724,036	$543	$464
Support services - school based administration	$4,293,037	$856	$1,037
Central and other support services	$3,203,336	$639	$691
Operation and maintenance of plant	$9,653,580	$1,925	$1,692
Student transportation services	$4,784,548	$1,847	$1,159
Food services	$157,906	$31	$21
Enterprise operations	$621,648	$124	$151
Total	$87,113,347	$16,061	$17,838

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$7,242,372	35.4	29.6
Instructional Aide Salaries	$2,198,323	10.7	11.1
Other Salaries	$1,316,923	6.4	9.5
Employee Benefits	$2,041,139	10.0	13.5
Purchased Services Other Than Transportation	$1,451,546	7.1	5.4
Special Education Tuition	$4,125,772	20.2	22.5
Supplies	$178,827	0.9	0.5
Property Services	$7,016	0.0	0.3
Purchased Services For Transportation	$1,875,408	9.2	7.2
Equipment	$30,979	0.2	0.2
All Other Expenditures	.	.	0.1
Total	$20,468,304	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	58.1
State	36.5
Federal	3.8
Tuition & Other	1.5

[4] 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).

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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

[1] 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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	23	78.3
Hispanic or Latino of any race	62	82.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	184	85.9
Students with Disabilities	68	79.4
District	381	92.1
State		88.8

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

[2] Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	88.2	115	30.8
Male	80.8	114	31.3
Black or African American	76.2	*	*
Hispanic or Latino	80.2	24	21.6
White	85.7	180	35.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	79.6	50	18.5
Students with Disabilities	63.8	*	*
District	84.5	229	31.1
State	85.0		36.0

[3]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

[4]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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.
Copyright © 2021 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2021 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	68.8	81.3
Male	50.8	75.0
Black or African American	60.0	*
Hispanic or Latino of any race	53.8	70.8
White	59.9	79.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.1	65.7
Students with Disabilities	32.3	61.5
District	59.6	78.5
State	67.4	84.9

[3] 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.

[4] 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

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	11.3%	<=5%	19.0%
	High Needs Students	18.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	87.9%	75%	80.6%
	% Passing Exams	31.1%	75%	36.0%
On-track to High School Graduation		88.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		92.1%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		86.4%	94%	85.2%
Postsecondary Entrance (Class of 2020)		59.5%	75%	67.4%
Arts Access		69.3%	60%	50.7%

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[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	86.4%	7.6%	9.8%	N

[1] 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.
[2] 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Narratives

School District Improvement Plans and Parental Outreach Activities

Communication with students and families, social and emotional learning and support, and tools for remote learning were among the focal points for the Special Education-Pupil Services Department. Eagle Academy, our specialized program for students in Gr K-12 with social, emotional, and behavioral needs, completed its 2nd successful year with its first 2 students graduating and expanding enrollment from surrounding districts. In-person learning was provided 4 days per week in all specialized programs. All Sped teachers and service providers completed additional training in Microsoft TEAMS for the provision of remote instruction. Eagle Academy transition programming was enhanced through connections with BRS. CHC on-site services enhanced opportunities for care and well-being for students and families. Special education teachers and related service providers actively engaged in communication and instruction via Microsoft TEAMS, phone calls, emails, and in-person lessons. SLPs developed skills in using technology to support learning and were provided with complete access to a digital library that presents language based on developmentally appropriate lessons directly aligned with IEP objectives. Remote sessions enabled parents of young learners to be actively involved in sessions and better equipped to reinforce carry-over strategies. School counselors participated in professional learning to facilitate virtual coping groups and provided 4 live events for parents: Program of Studies Night, College Financial Aid Seminar, Junior Planning Night, and Scholarships and Awards Night. Counselors partnered with Enfield Youth Services to host: Supporting the Mental Health and Well-being of Children and Teens During a Pandemic. Counselors utilized robo calls, school website, school newsletters, and emails to reach families. The Rachel's Challenge Clubs continued to promote school community, held virtual events and handed out self-care bags to each high school student upon return to in-person learning. Attendance intervention teams met at all levels to reach our most at-risk students, especially fully remote learners. Elementary schools continued implementing the PBIS (Positive Behavior and Intervention Supports) program. Many events were virtual. EPS partnered with our town's Early Education Collaborative KITE, to create a book for each primary school that provided a virtual tour of the school, introduced staff, described a kindergarten day, and an informational Zoom meeting and Q&A. Work continued on Social-Emotional Learning and the effects of trauma with the Executive Director of Gesell Institute at Yale. Virtual Professional Development was given to PK-2 teachers and evening events for parents. For PK""1, packets of curriculum materials were sent home to support remote learning including playful activities. Due to Covid-19, changes were made to the kindergarten orientation since kindergarten registration for 2021-22 could not include in-person events. Enfield Public Schools partnered with KITE to develop a virtual plan. Families were notified of a drive-through date to pick up a packet of registration information and materials. A virtual model of the program was posted on our website for 3 weeks that included speakers and a Zoom Q&A. Elementary schools held events such as virtual BINGO and Stowe Early Learning Center held a series of music nights.

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 continued its work with the Rachel's Challenge Program, which teaches students they have the power to make permanent and positive cultural change, even though some of their efforts were modified to meet the pandemic restrictions. 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. One example this year was to give self-care bags to each high school student upon their return to full-time, in-person learning. High school students were unable this year to travel to elementary schools as mentors to teach the Rachel's Challenge curriculum and begin forming lasting bonds with younger students but look to start that up again next year. 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. 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 building.

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.