

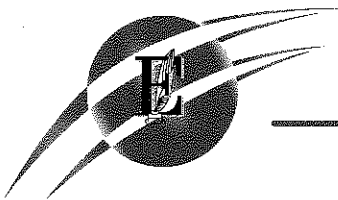
**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Time-Place:

**Council Chambers
820 Enfield Street
Enfield, CT
7:00 PM Regular Meeting**

Date: 08/26/14

- 1. Call to Order – 7:00 PM**
- 2. Invocation or Moment of Silence – Peter Jonaitis**
- 3. Pledge of Allegiance – Peter Jonaitis**
- 4. Fire Evacuation Announcement**
- 5. Roll Call**
- 6. Board Guest(s)**
- 7. Superintendent's Report**
 - a. Staff Convocation & Professional Learning**
 - b. EHS Construction Update**
 - c. First Day of School**
 - d. Strategic School Profiles**
 - e. Grants Report**
 - f. Personnel Report**
- 8. Audiences**
- 9. Board Members' Comments**
- 10. Unfinished Business**
- 11. New Business**
 - a. Discussion & Action if any, Regarding the November 11, 2014 BOE Regular Meeting Conflict**
 - b. Discussion Regarding Sports Consolidation**
 - c. Discussion & Action if any, Regarding Education Evaluation Plan**
- 12. Board Committee Reports**
 - a. Finance Committee**
 - b. Future Use of Fermi**
- 13. Approval of Minutes: Regular Meeting Minutes – July 8, 2014; Special Meeting Minutes – July 16, 2014 & Special Meeting Minutes – July 23, 2014**
- 14. Approval of Accounts and Payroll**
 - a. For the Month of June FY2014**
 - b. For the Month of July FY2015**
 - c. Line Item Transfers, if any**
- 15. Correspondence and Communications**
- 16. Audiences**
- 17. Executive Session**
 - a. Confidential Matter(s) Related to the Superintendent's Evaluation & Contract**
- 18. Adjournment**



ENFIELD PUBLIC SCHOOLS

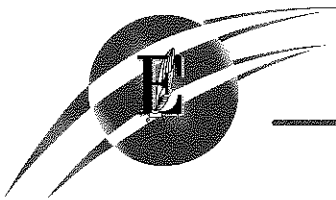
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: August 26, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Superintendent's Report

- a. **Staff Convocation & Professional Learning:** Early today, staff attended a convocation welcoming them back. Students performed before and during the convocation. Several elected officials addressed faculty. I delivered my third back-to-school greeting and message. At the conclusion of the convocation, principals and their staff returned to their schools for building level meetings.

On August 27th and 28th, staff will participate in a variety of professional learning activities in all schools across the district. Enclosed in your packet is a letter from Ms. McKernan, our Chief Academic Officer regarding the two-day professional learning activities.

- b. **EHS Construction Update:** At this time, I will update the Board regarding the on-going construction at Enfield High School.
- c. **First Day of School:** The first day of school for the FY2014-15 School year is Tuesday, September 2nd. All staff has settled into their classrooms and their new positions. They are ready to welcome back students to their schools and classrooms. We wish everyone a successful school year.
- d. **Strategic School Profiles:** Enclosed in your packets are the 2012-13 Strategic School Profiles. Parents and community members can access this information by going to our school website under District Information. You will then be redirected to the State of Connecticut website where you can access reports.
- e. **Grants Update:** Enclosed in your packets is the August 2014 Grants Report for your review.
- f. **Personnel Report:** The Personnel Report through August 2014 is also enclosed for your review.



ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: August 26, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Discussion & Action if any, Regarding the November 11, 2014 BOE Regular Meeting Conflict

The Tuesday, November 11, 2014 Board of Education meeting falls on Veteran's Day. All Schools and Town offices will be closed on November 11th which will cause a conflict with the Board's regular meeting calendar. The Board will also meet on the Tuesday before Thanksgiving, November 25th for their second regular meeting of the month.

The Board may consider several options:

1. Cancel the November 11th meeting;
2. Schedule a special meeting on November 18th and cancel both the November 11th and November 25th meetings; or
3. Schedule a special Board meeting on November 18th and cancel the November 11th meeting.

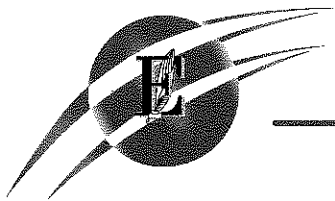
Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding the November 11, 2014 Regular Meeting Conflict.



ENFIELD PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: August 26, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Discussion Regarding Sports Consolidation

This item has been placed on the agenda for Board members to continue their discussion regarding consolidating high school athletic sports.



ENFIELD PUBLIC SCHOOLS

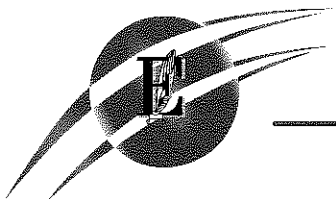
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: August 26, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Discussion & Action if any, Regarding Education Evaluation Plan

Board members were presented information regarding the Education Evaluation Plan on May 27, 2014. The plan was submitted to the State and was approved as presented. The next step will require the Board to adopt the Education Evaluation Plan.

EHS Interim Principal Andy Longey is present and will introduce members of the Teacher Evaluation Committee. He will also update the Board on our Education Evaluation Plan and will answer any Board member questions. Enclosed in your packets is a summary of the Education Evaluation Plan changes.

Therefore, the Enfield Board of Education may take any action(s) deemed appropriate regarding adopting the Education Evaluation Plan as presented.



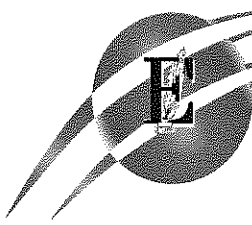
ENFIELD PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Date: August 26, 2014
To: Enfield Board of Education
From: Dr. Jeffrey A. Schumann
Re: Executive Session

The Board of Education needs to discuss the following item:

- Matter(s) Related to the Superintendent's Evaluation & Contract

Therefore, I recommend that the Enfield Board of Education enter into executive session, with the appropriate personnel invited, for the reasons described above. An affirmative vote of two-thirds of the members present and voting is required. Board members will relocate to the Enfield Room for the Executive Session.



ENFIELD PUBLIC SCHOOLS

Anne McKernan; Chief Academic Officer; amckernan@enfieldschools.org

27 SHAKER ROAD • ENFIELD, CONNECTICUT 06082
TEL: 860.253.6549 • FAX: 860.253.6515 • WWW.ENFIELDSCHOOLS.ORG

August 15, 2014

Dear Colleagues;

Every new year brings the promise of fresh starts, new experiences and exciting opportunities. As our new school year is just two weeks away, it is with great pleasure we welcome you back. I look forward to partnering with you for a productive and exciting year of learning together.

Our school year will start on August 26th with Convocation 2014 at the JFK Middle School. On August 27th and 28th a variety of activities are planned. Elementary staff and any newly hired staff member will have a concentrated focus on the new teacher evaluation plan, while a variety of programs are planned for secondary school staff. Please see the chart below to determine the professional learning activities you should attend.

Enfield Public Schools maintains a record of all professional learning activities of its staff members. Teacher must register for the activities on August 27th and 28th and sign in at each training. To register, please go to <https://enfield.munisservice.com/default.aspx>. If you are able to register by Thursday, August 21st, it would be very helpful. If you are not able to register before the first day, please register for your professional learning sessions no later than 3:00 on Tuesday, August 26th. If you are a new staff member and need a login, please contact Guy Bourassa at gbourassa@enfieldschools.org.

Wednesday, August 27

Audience	Event	Location	Time
K-12 Nurses	CPR Recertification	Fermi/D202	8:00-11:15
All Elementary School Staff and All Newly Hired Staff	Educator Evaluation Overview	JFK M.S./ Auditorium	8:00-3:15
JFK Social Studies	CCSS and Social Studies	Alcorn/207	8:00-3:15
All JFK (not including Social Studies)	NEASC Update, CCSS Modules Update, Digital Library	JFK Library/ Classrooms	8:00-11:15
All JFK (not including Social Studies)	Introduction to e-School 3.0	JFK Library	12:15-3:15
All EHS/FHS Teachers and Staff	CCSS Module Updates, Digital Library Introduction, Department Collaboration	Fermi Auditorium/ Classrooms	8:00-11:15
All EHS/FHS Teachers and Staff	Introduction to e-School 3.0	Fermi Auditorium	12:15-3:15

Thursday, August 28

Audience	Event	Location	Time
All Memorial Teachers/Staff	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Memorial School	8:00-3:15
All Enfield Street School	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Enfield Street School	8:00-3:15
All Hale Teachers	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Hale School	8:00-3:15
All Barnard Staff	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Barnard School	8:00-3:15
All Crandall Staff	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Crandall School	8:00-3:15
All Whitney Staff	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Whitney School	8:00-3:15
All Parkman Staff	Student Outcomes Review/ Drafting and Revising the School Improvement Plan	Parkman School	8:00-3:15
Physical Education Teachers Gr. 6-12	PE/Health Curriculum Review	Alcorn/207	8:00-11:15
Physical Education Teachers Gr. 6-8	JFK PE/Health Department Collaboration and Goal Setting Session	JFK MS Classroom	12:15-3:15
JFK Staff	JFK Curriculum, Instruction and Assessment Updates, Department Collaboration and Goal Setting Sessions	JFK MS Classrooms	8:00-3:15
Enfield and Fermi High School Teachers and Staff	High School Student Outcomes Review/Department Goal Setting and Collaboration Session	Fermi HS Classrooms	8:00-11:15
Enfield High School Staff	Enfield HS Teacher Preparation and Collaboration Session	Enfield HS Classrooms	12:15-3:15
Fermi High School Staff	Fermi HS Teacher Preparation and Collaboration Session	Fermi HS Classrooms	12:15-3:15

We look forward to working with you to fulfill the vision of the Enfield Public Schools. It is an honor to work alongside of you to serve the children and families of Enfield.

Warmest Regards,

Anne T. McKernan

Anne T. McKernan

STRATEGIC SCHOOL PROFILE 2012-13**Enfield School District**

Jeffrey Schumann, Superintendent

Location: 27 Shaker Road
Enfield,
Connecticut

Telephone: (860) 253-6531

Website: www.enfieldschools.org

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

Town Population in 2000: 45,212

1990-2000 Population Growth: -0.7%

Number of Public Schools: 10

Per Capita Income in 2000: \$21,967

Percent of Adults without a High School Diploma in 2000*: 16.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated Student Population: 92.4%

*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, 2012 5,447
5-Year Enrollment Change -14.3%

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	1,926	35.4	30.5	36.7
K-12 Students Who Are Not Fluent in English	101	1.9	2.0	5.8
Students Identified as Gifted and/or Talented*	3	0.1	2.2	3.8
PK-12 Students Receiving Special Education Services in District	722	13.3	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	258	65.0	72.5	79.3
Homeless	29	0.5	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	142	17.2	15.1	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.4
Asian American	121	2.2
Black	314	5.8
Hispanic	551	10.1
Pacific Islander	9	0.2
White	4,181	76.8
Two or more races	250	4.6
Total Minority	1,266	23.2

Percent of Minority Professional Staff: 2.3%

Open Choice:

60 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:

5.1% 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 28.

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.

Minority enrollment for Enfield Public Schools shows a persistent gradual increase from 10.3% in 2001-02 to present level of 22.5%. During 2009-10 our Board of Education adopted a new Board Policy #6130.1 "Reduction of Racial, Ethnic and Economic Isolation" to reduce racial, ethnic and economic isolation. Consistent with this policy Enfield reorganized the PK-8 schools which remedied by reutilization our only racially imbalanced elementary school. In the area of staff recruitment, our Board of Education in 1999 adopted a new policy entitled Minority Staff Recruitment. This 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. The district also takes part in a series of minority recruitment efforts. The District continues working with its Safe School Climate Committee comprised of school staff and parents; continuously monitors and improves our Safe School Climate Plan; Bullying Prevention and Intervention Policy; School climate surveys were completed by students and parents and the secondary schools partnered with Enfield Youth Services administering a school climate survey. The district, in partnership with the entire Enfield Community took part in the Rachel's Challenge Program, which teaches students that they have the power to make permanent and positive cultural change. The program places an emphasis on starting a chain reaction of kindness, compassion, and tolerance throughout each individual school which can then be brought to the entire community. The assembly program was presented at each of the three intermediate schools. An assembly program was also presented at each of the three secondary schools in addition to a half day training workshop for students and staff. The secondary schools also formed Friends of Rachel Clubs that carried out a variety of school and community events during the school year. Two of these events (The Day of Kindness and the Kindness Carnival) were attended by several thousand students, staff, parents, and community members and included such things as a free pancake breakfast for the entire community, 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 conducting weekly activities reminding students and staff of the importance of a positive school and community climate. Participation in the Choice Program continued and our involvement in the full-day kindergarten program resulted in enrolling additional students from Hartford. The district infuses academic programs with opportunities for students to experience the richness of diversity to promote greater understanding and appreciation for the people of our world.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	64.8	56.9	48.8
Writing	58.6	60.0	35.4
Mathematics	72.7	61.4	57.1
Grade 4 Reading	63.3	62.6	34.2
Writing	61.1	63.0	32.9
Mathematics	77.9	65.1	64.6
Grade 5 Reading	77.3	66.9	56.5
Writing	70.6	65.6	46.0
Mathematics	81.7	69.2	61.5
Science	69.7	62.3	42.2
Grade 6 Reading	73.3	73.3	32.9
Writing	60.5	65.1	27.6
Mathematics	72.6	67	44.0
Grade 7 Reading	83.3	78.9	43.0
Writing	68.8	64.9	43.7
Mathematics	67.9	65.4	40.5
Grade 8 Reading	81.5	76.2	45.6
Writing	72.0	67.2	41.5
Mathematics	58.5	65.0	22.6
Science	56.8	60.4	25.8

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 scorable 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	47.5	48.5	37.1
Writing Across the Disciplines	58.3	62.1	28.8
Mathematics	55.9	52.4	42.4
Science	43.6	48.8	34.6

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
	58.3	51.1	66.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		58.6	78.5	
Average Score	Mathematics	492	503	37.6
	Critical Reading	483	499	30.8
	Writing	490	504	28.6

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, Adjusted Cohort Rate 2012	85.2	84.8	30.9
2011-12 Annual Dropout Rate for Grade 9 through 12	1.7	2.1	19.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	82.6
% Employed (Civilian Employment and in Armed Services)	11.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	373.00
Paraprofessional Instructional Assistants	30.00
Special Education	
Teachers and Instructors	53.80
Paraprofessional Instructional Assistants	94.00
Library/Media Specialists and/or Assistants	13.50
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	31.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	30.80
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	190.10

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	14.0	14.4	13.9
% with Master's Degree or Above	90.0	81.1	79.8

Average Class Size	District	DRG	State
Grade K	17.0	16.7	18.9
Grade 2	18.3	18.3	19.8
Grade 5	22.8	20.8	21.3
Grade 7	15.9	18.3	20.2
High School	18.0	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	988	999
Middle School	1,018	1,037	1,029
High School	1,006	1,035	1,027

*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*	3.7	2.4	2.7
Middle School	7.0	2.5	2.1
High School	2.9	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$45,115	\$7,981	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$1,102	\$195	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$768	\$136	\$475	\$275	\$471
Student Support Services	\$5,095	\$901	\$949	\$775	\$950
Administration and Support Services	\$8,563	\$1,515	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$6,827	\$1,208	\$1,466	\$1,488	\$1,459
Transportation	\$3,910	\$665	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$2,956	N/A	N/A	N/A	N/A
Other	\$1,131	\$200	\$170	\$175	\$170
Total	\$75,466	\$12,754	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,630	\$288	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,799,108	19.6	20.6	21.8

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	54.3	39.8	5.9	0.0
Excluding School Construction	53.3	40.7	6.0	0.0

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. A joint budget feedback session with the community was held by the Town Council and Board of Education in order to help ascertain community priorities for budget preparation. Also, 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 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	746
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

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	69	1.2	1.3	1.3
Learning Disability	232	4.1	3.8	4.0
Intellectual Disability	34	0.6	0.5	0.4
Emotional Disturbance	81	1.4	1.3	1.0
Speech Impairment	174	3.1	2.1	2.0
Other Health Impairment*	101	1.8	2.3	2.4
Other Disabilities**	55	1.0	0.9	1.0
Total	746	13.3	12.1	12.1

*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 2011-12 with a Standard Diploma	60.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	5.7	3.2

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	37.4	34.5	74.0	69.2
Writing	22.2	19.9	65.4	64.4
Mathematics	31.6	29.0	72.1	65.5
Science	23.0	21.3	63.5	61.3
CAPT Reading Across the Disciplines	10.8	15.7	47.5	48.5
Writing Across the Disciplines	7.3	16.7	58.3	62.1
Mathematics	18.2	16.8	55.9	52.4
Science	20.0	14.6	43.6	48.8

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	27.6
	% With Accommodations	72.4
CAPT	% Without Accommodations	57.1
	% With Accommodations	42.9
% Assessed Using Skills Checklist		12.5

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	27	3.6
Private Schools or Other Settings	42	5.6

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	585	78.4	73.7	72.0
40.1 to 79.0 Percent of Time	101	13.5	15.9	16.4
0.0 to 40.0 Percent of Time	60	8.0	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student achievement, Common Core State Standards, inclusion, and social-emotional well-being were major points of focus for the Special Education and Pupil Services department during the 2012-13 school year. Teachers and specialists at the preschool through secondary and post-graduate levels invested in professional learning and engaged in school activities to promote best practices across the district. The integrated preschool team developed SMART goals in the areas of ELA and mathematics to align with Kindergarten CCSS. Through monthly data team work, the teachers developed instructional strategies and differentiated learning activities, including implementation of instruction based on the principles of ABA, to promote student progress. Student performance data was monitored to inform instruction so that the preschool students were successful in achieving their goals. The preschool teachers participated in a professional development session during which draft sections of the CT Early Learning and Development Standards were reviewed. Teachers developed a sense of the new standards and are confident as they increase the rigor associated with the preschool SMART goals for the 2013-14 school year. School psychologists successfully met all evaluation timelines. The SRBI process was diligently adhered to with an emphasis on intervention fidelity and documentation. Through professional development and meetings with administrators, teachers, and parents, the psychologists ensured team understanding of the academic and behavioral components of the eligibility process. In addition, school psychologists participated in professional learning for the administration of the ADOS. Speech and language pathologists mentored undergraduate and graduate level students from The Elms College. Through on-going membership with NEAT, SLP's and OT's received training on using the iPad to support instruction across grade levels for all learners. Other professional learning for SLP's included webinars focusing on Apraxia and Social Thinking Skills. The Speech and Language Department Chair met the requirements for certification as an Assistive Technology Professional (ATP) specializing in education and communication. All SLP's and special education teachers participated in professional learning for writing educationally relevant IEP's referencing the CCSS standards. The elementary counselors created and implemented a transition plan for students as they move from grade two to three. Counselors and social workers participated in professional learning for: responding to tragedy in the community, school safety, suicidal ideation, and self-injurious behaviors. At the 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. In addition, counselors implemented advisories to promote student success at the secondary level. High School special education teachers implemented the Ten Marks program to provide intervention strategies to students who struggle in math. In addition, Lexia and Wilson Reading were used for reading intervention. Teachers included iPad applications to support students across the curriculum. The Enfield Transitional Learning Academy continues to thrive as it successfully prepares students for independent living in the community.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Henry Barnard School**Enfield School District**

Nancy W. Hayes, Principal
Telephone: 860-253-6540

Location: 27 Shaker Rd.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 385
5-Year Enrollment Change: -10.3%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	153	39.7	37.3	41.3
K-12 Students Who Are Not Fluent in English	12	3.1	3.4	8.1
Students with Disabilities	36	9.4	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	85	63.4	65.0	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	239	95.2	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.6	17.0	18.9
Grade 2	17.9	18.3	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	32
Computer Education	0	16
English Language Arts	539	485
Health	19	17
Library Media Skills	12	20
Mathematics	190	200
Music	21	32
Physical Education	66	39
Science	60	74
Social Studies	60	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.1	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.4	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	3.7	2.7
% of Computers with Internet Access	70.6	90.7	98.1
% of Computers that are High or Moderate Power	39.2	76.9	93.5
# of Print Volumes Per Student*	40.1	44.6	29.7
# of Print Periodical Subscriptions	0	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	23.60	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	2.00	
	Paraprofessional Instructional Assistants	7.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.80	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00	
Counselors, Social Workers, and School Psychologists		1.50	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		8.10	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.3	14.0	13.7
% with Master's Degree or Above	93.3	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.5	9.4	9.1
% Assigned to Same School the Previous Year	93.3	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Henry Barnard, we provided many opportunities, both during the day and in the evening for parents to be involved in their child's education. These included curriculum nights, scholastic book fairs, winter festivals and "Fun Friday Events". Our PTO and Barnard Learning Center also worked closely together to plan school-wide events and dinners to encourage family participation. Our Barnard After-School Program ERfC included a homework component, literacy and numeracy activities. In addition students were involved with team sports, music, art and technology projects. Our dedicated PTO was instrumental in providing curriculum based cultural arts programs. These included: author visits, Instrumental Ensemble Assembly, summer reading kick-off and the African Dance Troupe. Parents are encouraged to browse our website at www.enfieldschools.org to access our events.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	1.0
Asian American	16	4.2
Black	25	6.5
Hispanic	53	13.8
Pacific Islander	1	0.3
White	268	69.6
Two or more races	18	4.7
Total Minority	117	30.4

Percent of Minority Professional Staff: 0.0%

Open Choice:

19 student(s) attended this school 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 :

8.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

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.

At Henry Barnard School, a growing number of students are from many different cultural backgrounds. To promote better understanding and appreciation of our unique qualities, the staff continue to practice the important tenets from the Responsive Classroom Model. Our school counselor visits classrooms and plans activities to encourage mutual respect, caring, responsibility, trustworthiness, and citizenship. We celebrate one another's successes and talents at monthly assemblies, morning meetings, and school-wide events. Our curriculum promotes cultural awareness in many ways. Library activities frequently focus on similarities and differences between cultures. In music and art classes, students study traditions and forms of expression of various customs and traits. Nine students from Hartford participated in the CHOICE full day Kindergarten Program. Our Hartford residents continue to attend this Kindergarten-Second Henry Barnard School and then transition to the intermediate school with their peers. Teachers attended workshops and summer institutes at CREC to empower and inform staff on how to best work with CHOICE students. This was an excellent opportunity for teachers in different districts to share best practices and help support the success of the students academically, socially, and emotionally.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.7	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a result of the district's reorganization, Henry Barnard is now a Kindergarten-Second Grade Primary School. Based on the school improvement plan, the focus on improving district benchmark scores in literacy were identified. SMART goals in grade level data teams were established and monthly meetings occurred to review on-going assessments, student work and teaching practices. Tiered academic support provided students with small group instruction with specific focus points for instruction.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Henry Barnard School Community takes pride in their collaborative approach with families focusing on the academic, social and emotional needs of children. Some of our accomplishments include organizing character education assemblies, literacy buddies, coordinating PTO events with the ERfC After-School program, and the mentoring program. Based on two school surveys; one for parents and one for students, we increased our efforts to communicate with families and build positive supportive relationships.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Prudence Crandall School**Enfield School District**

Altressa Cox-Blackwell, Principal
Telephone: 860-253-6464

Location: 150 Brainard Rd.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 426
5-Year Enrollment Change: 2.4%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	167	39.2	37.3	41.3
K-12 Students Who Are Not Fluent in English	7	1.6	3.4	8.1
Students with Disabilities	56	13.1	13.9	11.2
Students Identified as Gifted and/or Talented	2	0.5	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	278	97.2	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	24.7	22.8	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education	29	19
English Language Arts	437	429
Family and Consumer Science	0	0
Health	19	20
Library Media Skills	12	20
Mathematics	220	201
Music	21	35
Physical Education	41	43
Science	89	99
Social Studies	89	90
Technology Education	10	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.6	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.1	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.9	3.7	2.7
% of Computers with Internet Access	100.0	90.7	98.1
% of Computers that are High or Moderate Power	86.2	76.9	93.5
# of Print Volumes Per Student*	40.9	44.6	29.7
# of Print Periodical Subscriptions	5	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	24.50	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	5.50	
	Paraprofessional Instructional Assistants	10.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.40	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		2.25	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		4.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.4	14.0	13.7
% with Master's Degree or Above	87.9	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.4	9.4	9.1
% Assigned to Same School the Previous Year	87.9	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Families are viewed as our partners in their children's education. In support of this ideal, two Open Houses were scheduled. In the fall, parents were invited to a Curriculum Night to learn about the grade level curriculum and teacher expectations for their children. In the spring, families of the 2012-13 third grade visited our school to meet their new teachers and principal and tour their new school to assist with a smooth transition from a primary to intermediate school on opening day in September. Other events supporting our partnership with parents included inviting them to monthly Power of Positive Students assemblies, scheduling two evenings for report card conferences in addition to times offered during the day, offering a CMT Family Night with principal and teacher presentations as well as time provided for students and parents to work together on sample CMT items with follow-up discussion, offering day and evening concerts, and utilizing parent volunteers: in the classrooms, in the library, as room parents, and as educational trip chaperones. Parents were welcome to visit their children's classrooms and join them for lunch in the cafeteria. Every Friday a small dedicated group of parents worked together to prepare and distribute notices for each classroom teacher to send home with students in Friday Folders. Initiatives that supported parents working at home with their children on learning activities included the distribution of a monthly School and Home Connection newsletter and a list of reading and math intervention websites included on our school's website. In addition, literacy and numeracy summer review activities were provided for students to work on at home during July and August. Our Caring Professional Learning Community was committed to supporting the family's role in the education of our students. Our PTO was instrumental in providing enriching experiences for our students through funding cultural programs, educational trips, the Welcome Back to School Picnic for students, teachers, and families, and a well attended and chaperoned evening school dance for students. The PTO supported our focus on literacy by co-sponsoring the One School One Book Program, author visits, facilitating successful daytime and evening book fairs in the fall and spring, and publishing a yearbook which celebrated the plethora of learning experiences and school activities offered to their children throughout the year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	3.5
Black	16	3.8
Hispanic	51	12.0
Pacific Islander	0	0.0
White	313	73.5
Two or more races	31	7.3
Total Minority	113	26.5

Percent of Minority Professional Staff: 5.1%

Open Choice:

3 student(s) attended this school 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 :

5.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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.

For 2012-2013 Prudence Crandall enjoyed a second year as a reorganized intermediate school teaching students in grades 3-5 from a wider range of families throughout the town of Enfield. No longer a neighborhood school, our student population reflected a more diverse cultural and economic make up than prior years as a K-6 neighborhood school. In addition to the greater diversity of our families, our school participated in the Open CHOICE Program. Students with home residences in Harford were members of our school family. Enfield families were given the opportunity to form partnerships with our Hartford resident students and arrange for them to remain in Enfield after school to spend additional time with friends or remain in Enfield for evening activities. We also worked collaboratively with an intervention specialist from the Capitol Region Education Council (CREC) to provide late bus services, review academic progress, and help ensure student success. During cultural assemblies students learned about bully prevention strategies, as well as various countries and their culture while enjoying songs in foreign languages and native dances. Teachers recognized holidays around the world, planned activities fostering friendships and acceptance, incorporated reading material with diverse characters or written by culturally diverse authors in their lesson plans, and established a partnership with the Enfield Adult Day Care Center with several field trips allowing students to learn about this generation and form relationships. Our ongoing goal of promoting within our school community a greater knowledge and appreciation for the cultural diversity the world has to offer has been instilled in our students. It is the expectation of our teachers and school staff that this tolerance and appreciation for diversity will continue as the students move on to a higher grade level within our school or move on to a different institution of learning for their middle school experience.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	45.2	53.9	52.0	36.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.2	64.8	56.9	52.0
Writing	57.7	58.6	60.0	44.4
Mathematics	70.9	72.7	61.4	62.6
Grade 4 Reading	64.0	63.3	62.6	50.9
Writing	62.7	61.1	63.0	46.5
Mathematics	78.0	77.9	65.1	70.0
Grade 5 Reading	70.3	77.3	66.9	53.9
Writing	67.6	70.6	65.6	53.4
Mathematics	78.6	81.7	69.2	63.2
Science	69.0	69.7	62.3	59.0
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.7	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 29 students were responsible for these incidents. These students represent 6.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	3	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	3	1
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	9	6
Total	21	8

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

“Coming together is a beginning; keeping together is progress; working together is success.” This Henry Ford quotation represented the mantra for our second year as a grade 3-5 intermediate school, focusing on the keeping together is progress section. We transitioned from targeting Adequate Yearly Progress (AYP) in Reading and Math to the School Performance Indexes (SPI) in Reading, Math, Writing, and Science which became the goals for our 2012-13 School Improvement Plan (SIP) along with a school climate goal. The six teachers assigned to each grade level, with the assistance of the principal and reading and math consultants analyzed the 2012 CMT data as well as monthly student data and focused on SRBI Tier 1 instruction. These teams also made recommendations for how to best address the needs of students based on the resources available and the grade 3-5 curriculum. Each grade level team worked collaboratively to adjust instruction and plan lessons based on SMART goals for reading and math in order to improve student achievement. Facilitated by the principal, data teams met monthly to refine their data-driven decision making skills and monitor student progress in order to strive to meet or exceed the SPI. Special education services continued to improve by ensuring that IEP goals were more closely aligned to grade level and district curricula as well as the Common Core State Standards (CCSS). Student achievement meetings, focusing on students with learning disabilities, were introduced by the principal this year as another way to monitor the progress of this subgroup. Teachers transitioned from teaching the CMT Language Arts and Mathematics strands to the CCSS Units of Study. Teachers received training on how to roll out these units while focusing on higher standards or “rigor.” Collaborative and team teaching by regular and special education teachers or consultants continued. Reading software for use with special education students and students receiving Tier 2 or 3 instruction was offered for use at home during the school year and summer months. We continued to sustain and improve our positive school climate. A committee comprised of teachers and parents engaged in school activities focusing on creating a caring learning community, planning bully prevention assemblies and family oriented evening activities, and increasing parent involvement in the PTO. The Principal’s Advisory Committee met monthly in order to effectively communicate decisions and ideas to the school community. Near the end of the school year a school climate survey was distributed to parents and students. Results of this survey will impact the crafting of our 2013-14 SIP.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Nathan Hale School**Enfield School District**

Leann G. Beaulieu, Principal
Telephone: 860-763-8899

Location: 5 Taylor Rd.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 1 - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 222
5-Year Enrollment Change: -18.4%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	33	14.9	37.3	41.3
K-12 Students Who Are Not Fluent in English	6	2.7	3.4	8.1
Students with Disabilities	31	14.0	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	65.2	65.0	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	85	100.0	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	16.3	17.0	18.9
Grade 2	16.8	18.3	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	21	32
Computer Education	0	16
English Language Arts	539	485
Health	19	17
Library Media Skills	12	20
Mathematics	190	200
Music	27	32
Physical Education	66	39
Science	60	74
Social Studies	60	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.7	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	74.2	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	3.7	2.7
% of Computers with Internet Access	89.5	90.7	98.1
% of Computers that are High or Moderate Power	88.2	76.9	93.5
# of Print Volumes Per Student*	56.7	44.6	29.7
# of Print Periodical Subscriptions	0	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	16.40	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	11.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		0.85	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		7.90	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	18.4	14.0	13.7
% with Master's Degree or Above	85.7	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.8	9.4	9.1
% Assigned to Same School the Previous Year	95.2	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At the Nathan Hale School we believe that students learn best when the school and family work together to guide children's learning experiences. We are diligent in our communication with families and regularly distribute classroom newsletters, a school wide update and a bi-weekly bulletin to share information about policies and procedures as well as learning and social activities. We also offer a variety of opportunities for parents to engage in discussion with staff such as our Back to School Night, Conversations with the Principal, and Report Card Conferences. The building School Climate Committee includes parent representation and during the course of this school year, a district developed parent feedback survey was administered in the spring to capture parent concerns and ideas specific to the Nathan Hale School. The PTO sponsors school-family conversations on issues such as bullying, homework, and school climate; and each PTO agenda includes a time for parents to address questions or concerns with the school principal. Families are vital to a rich learning community, and at Nathan Hale they contribute their time to help with initiatives such as learning centers, small group instruction in reading and math, library support, and classroom volunteers as well as the myriad activities of an active PTO. Equally important, because families are essential to the social and cognitive growth of their children; parents and guardians are an integral part of the Student Assistance Team that meets monthly to plan support for students who demonstrate behaviors of concern related to any area of their educational experiences. Parents are also encouraged to communicate with teachers through home-school journals as well as through on site meetings or phone conversations.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.5
Asian American	2	0.9
Black	6	2.7
Hispanic	10	4.5
Pacific Islander	0	0.0
White	195	87.8
Two or more races	8	3.6
Total Minority	27	12.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

4.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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 Nathan Hale School is dedicated to helping all students recognize and appreciate their unique and vital contribution to our learning community. As a primary school, teachers utilize both fictional and informational text as well as the arts to provide students the opportunity to explore the traditions, music, art, and family life of the different cultures that make up our school, neighborhoods and country. Students' writings, song, dance and performances are showcased each month at a spirit assembly that brings the entire school together to celebrate the work that we all accomplish together. Equally important, The Nathan Hale School community and PTO actively support the Enfield Food Shelf and we engage in food collections throughout the school year as part of most of our family events as well as part of our students' community service. Underscoring all of our efforts to help students recognize and honor their diversity is our school wide respect program based on the children's book by Carol McCloud called Have You Filled a Bucket Today? Our approach helps our young students apply and practice essential social and communication skills in order to facilitate interactions that are tolerant, kind and respectful. Students and teachers come together as a classroom community and as a school to define respect and kindness and to demonstrate those qualities on a daily basis as they support and value each other

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 4 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	2

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our ongoing academic focus at Nathan Hale continues to be the reading, math and writing skills that children need in order to be successful learners, consumers, and members of a global community. All students receive at least 90 minutes of focused Language Arts and Math instruction each day. Because we are a school that fully includes students of all abilities, we work diligently to enhance our instructional practices in order to effectively differentiate and make the accommodations necessary to meet the needs and strengths of each student. Each grade level has incorporated tiered intervention in language arts and math at least 4 times each week for classroom teachers, special education staff and reading or math consultants to provide additional support to small, flexible groups of students at their instructional levels. As part of our intervention services, grade one students who may need extra support in reading participate in the TLC Program that provides students with a tutor for 45 minutes each day to practice both foundational and comprehension skills essential to early literacy development. Our teaching staff also develops their annual professional learning plans to explore new teaching practices in reading, math or writing and collects information and data directly related to student achievement. Grade level data teams meet monthly to share essential information, create short term academic goals, review data and make appropriate adjustments to learning experiences. This year, to support the implementation of the Common Core State Standards in our district, teachers have worked collaboratively at both a district and building level to incorporate instructional practices outlined in the CCSS that facilitate optimal student in growth in Math and English Language Arts. Instructional Rounds also bring educators from around the district into grade level classrooms to observe and provide feedback on pedagogy and its effect on student learning.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Nathan Hale is a caring and supportive primary school that honors the unique value and learning potential of each student. Family involvement is a priority to support student achievement and we work diligently to provide opportunities for our students to feel connected to their school, to learn and demonstrate leadership skills, and to develop healthy peer relationships. For example:• A strong and active PTO sponsors numerous events such as our Halloween Fun Night, Homework Help Night, Ice Cream Social, and other school wide events to bring students and families together. • Students in grade 2 meet monthly with our younger students as reading buddies. • Our strong focus on school climate includes a developmental guidance program for all grade levels. Our school counselor and grade level teachers work together to integrate lessons on social and behavioral skills into key content areas. • As part of our new K-2 structure, we work with our intermediate schools to provide essential information on student strengths and needs to ensure a smooth and effective transition for students going into the third grade. Equally important, Kindergarten students and their families participate in an Orientation Program during the weeks prior to the start of school to help students become familiar with their teachers, peers, classrooms and bus rides.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Enfield Street School**Enfield School District**

Deborah Berger, Principal
Telephone: 860-253-6565

Location: 1318 Enfield St.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 1 - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 302
5-Year Enrollment Change: -9.3%*
*Between 2002 and 2007, was redistricted,
grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	138	45.7	37.3	41.3
K-12 Students Who Are Not Fluent in English	16	5.3	3.4	8.1
Students with Disabilities	35	11.6	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	68.1	65.0	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	105	100.0	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	15.3	17.0	18.9
Grade 2	20.6	18.3	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	21	32
Computer Education	0	16
English Language Arts	539	485
Health	19	17
Library Media Skills	12	20
Mathematics	190	200
Music	27	32
Physical Education	66	39
Science	60	74
Social Studies	60	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.3	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.1	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.9	3.7	2.7
% of Computers with Internet Access	84.6	90.7	98.1
% of Computers that are High or Moderate Power	72.4	76.9	93.5
# of Print Volumes Per Student*	44.6	44.6	29.7
# of Print Periodical Subscriptions	0	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	20.80	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	5.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		0.85	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		7.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.1	14.0	13.7
% with Master's Degree or Above	100.0	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.2	9.4	9.1
% Assigned to Same School the Previous Year	84.0	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Enfield Street School, we are committed to supporting the family's role in the education of our students. Teachers send home weekly homework packets that are designed to support learning at home. Information about educational programs – including links to relevant educational websites – is included on our school and district websites. Monthly school newsletters are sent home, which include information on school programs and resources. Monthly assemblies are designed to celebrate academic achievements, and model the kinds of teaching and learning that happen daily in classrooms. Teachers share information about grade level curriculum during Open House, Curriculum Nights, and parent-teacher conferences, and information about learning and grade level expectations is shared with parents during monthly PTO meetings. Our Family Resource Center serves as an on-going resource for families in need, offering home visits, parenting classes and support groups, preschool play groups, and ELL classes for adults. Parents are always invited to school-based activities and events, such as author visits and storytellers. The school also supported reading at home through our One School, One Book program – which is supported by Title I funds.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	8	2.6
Black	9	3.0
Hispanic	38	12.6
Pacific Islander	2	0.7
White	224	74.2
Two or more races	20	6.6
Total Minority	78	25.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

8.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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.

As a Title I school, Enfield Street School is supported through state Consolidated Grant funds and the Family Resource Center Grant. These funds provide resources, staff, and instructional materials to support learning in K-2 classrooms, during after-school programs, and through parent outreach programs. Our school community's diversity is acknowledged and celebrated daily through morning meetings based on the Responsive Classroom program, during after school programming, and through classroom curricular projects and cultural performances and programs. We also celebrate our children's diversity, accomplishments, and learning during monthly school-wide assemblies where academic accomplishments are recognized and positive character traits are promoted. The entire school took part in a multicultural theme during the spring, which culminated in a Cultural Heritage Fair family evening, including a performance of multicultural tales. The Enfield Street Family Resource Center, located in our school, works closely with school administration to support our children and families by providing on-going opportunities and programs such as Grandparents Raising Grandchildren support group, Autism Support Group, STEP Parenting Classes, family literacy programs, Single Parent Groups, and preschool play groups.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.7	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 2 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	1

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school improvement plan is focused on improved student achievement in the areas of math, reading, and writing, the implementation of Common Core State Standards, and in supporting students and families through providing a positive and safe school environment. Differentiated classroom instruction and tiered math and reading intervention small group instruction addresses deficit skill areas in focused homogeneous group settings. The Great Books Program was introduced in two grade 2 classrooms to support close reading, use of complex text, and student-to-student dialogue.. Programs such as Curriculum Nights, parent conferences, parenting classes, and Open House – as well as programs offered through our Family Resource Center - provide families with information about classroom instruction, district and grade-level benchmarks, and ways in which to extend learning at home. Our school-based School Climate Committee, which includes both staff and parents, meets regularly to discuss ways in which we can continue to provide a safe, child-centered school environment that fosters our schools rules (be safe, kind, respectful, and responsible). Technology supports learning through the use of Smartboards and Eno boards and through technology-related supplemental programs such as Lexia Reading, Reading A-Z, RAZ Kids, and Discovery Learning. Enfield Street teachers met monthly in grade level data teams that included classroom teachers, special education teachers, math and reading consultants, and administrators to analyze student data, set SMART Goals, and develop instructional plans and groupings to achieve our focused monthly goals in math and reading.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Hazardville Memorial School**Enfield School District**

Bonnie S. Mazzoli, Principal
Telephone: 860-763-7500

Location: 68 North Maple St.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 371
5-Year Enrollment Change: -10.2%*
*Between 2002 and 2007, was redistricted,
grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	150	40.4	37.3	41.3
K-12 Students Who Are Not Fluent in English	22	7.5	3.4	8.1
Students with Disabilities	89	24.0	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	66	64.1	65.0	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	175	91.6	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	17.2	17.0	18.9
Grade 2	18.0	18.3	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	21	32
Computer Education	0	16
English Language Arts	539	485
Health	19	17
Library Media Skills	12	20
Mathematics	190	200
Music	27	32
Physical Education	66	39
Science	60	74
Social Studies	60	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.5	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.9	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.9	3.7	2.7
% of Computers with Internet Access	100.0	90.7	98.1
% of Computers that are High or Moderate Power	83.3	76.9	93.5
# of Print Volumes Per Student*	41.3	44.6	29.7
# of Print Periodical Subscriptions	0	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	23.10
	Paraprofessional Instructional Assistants	11.00
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	8.50
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		10.60

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.1	14.0	13.7
% with Master's Degree or Above	100.0	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.1	9.4	9.1
% Assigned to Same School the Previous Year	83.3	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Home and School Communication and SupportThe Hazardville Memorial School Community is committed to supporting the role and involvement of our families in the education of our students. Parents are provided with ongoing resources and information from the school , teacher, PTO, Family Resource Center, district/school websites, school newsletters and articles, student homework assignment books, open houses, parent conferences, and the ongoing Student Assistance and Pupil Planning Team Meetings. The school community encourages and provides regular teacher-parent home communications at the monthly Parent Teacher Organization meetings, as well as special sponsored events, speakers, conferences, phone and email communications, School Improvement Plan and Common Core State Standards Presentations, and Back to School Night. Additionally, the Family Resource Center, Enfield Youth Services, Enfield Central Libraries, KITE Program, and the PIE (Partners in Education, district-wide committee) provide programs that develop home school partnerships such as: Autism Support Group, Single Parent Support Group, Parent Training classes, Grandparents Raising Grandchildren, Guys and Kids Night, Sign Language classes, English speaking classes, Family Day, Community Conversations, Grade 1/K/2 Parent Nights, Barnes and Noble Reading Night, One School One Book Family Project, reading and math incentive programs. The Hazardville Memorial summer reading and math incentive programs provide skill development and reinforcement practice by providing home materials, to improve student learning and maintain academic skills. The PTO supports the academic and social needs of our students by financially funding resources, providing volunteer services (readers, tutors, mentors, library aides, field day support), as well as our school has acquired resources with community partnerships from the AW Hastings Company, 360 Federal Credit Union, Barnes and Noble Bookstore, Hazardville firefighters, and Red Robin Restaurant. Some of the programs/resources offered to our students were: book fairs/ice cream socials, assembly programs, nonfiction book donations, mentor partners, and book buddy programs. Our district/school improvement plans will continue to provide and seek out home school resources to improve student learning

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	11	3.0
Black	20	5.4
Hispanic	56	15.1
Pacific Islander	0	0.0
White	266	71.7
Two or more races	16	4.3
Total Minority	105	28.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

10.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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.

Efforts to Reduce Racial, Ethnic, and Economic Isolation The Hazardville Memorial School Community provides a variety of cultural programs and field trips that encourage diversity using economic resources from the PTO, Title One Grant, and four business partnerships. Some of these programs included storytellers that shared different cultural tales, four children's authors and illustrators visits, four Instrumental Jazz Quartet and String Concerts, African Drum and Dance Troupe, The Dancing Gauchos from Brazil, Irish music and dancing, Russian Dance Troupe, Math Youth Savings assembly with the bank, as well as field trips to the recycling center, community farms, and classroom plays and songs. Our students are provided with a variety of reading materials and resources that give an ongoing awareness of diversity with themes such as: Black History, Holiday Celebrations Around the World, Governor's Reading Challenge, Enfield resources, etc. The school minority population is 7.5% and 11% of our students come from homes where English is not the primary language. Our parents/community members are encouraged to come to school to share their different cultures and experiences with our students. The EFRC After School Program, and Enfield Youth Service Programs are offered to our students as an alternative after school care/activity. They provide homework/reading assistance, tutoring, and clubs with a variety of teachers/students of racial, ethnic, and economic backgrounds.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	100.0	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Hazardville Memorial School Community-grades Pre-K to 2 have been focusing on the district/school improvement plans, to improve student learning in the areas of language arts, math and positive school climate with a focus on parental involvement. The school improvement plan has focused on daily classroom instructional and assessment practices, to meet the needs of all learners, including flexible grouping opportunities, explicit small groups, 1 to 1 instruction, differentiation/BEST teaching practices, and ongoing benchmark data collections. In the area of language arts, our students will focus on the curricular units of study that align with the Common Core State Standards to address and focus on early intervention strategies and SRBI reading protocols, reading support services, computer resources and explicit small group instructional opportunities. In the area of math, our students continue to address core number sense with focus on the curricular units of study that align with the Common Core State Standards early intervention strategies such as: SRBI protocols, math support services, explicit small group instructional opportunities, computer resources, and inclusion math services. The positive school climate lessons and projects are implemented by the teachers, staff, and school counselor using monthly themes and student and parent school surveys. The parent involvement opportunities are provided through newsletters, phone calls, email/websites, daily communication logs, parent conferences, report cards/progress reports, PTO meetings/open houses, assemblies, and other resources for parents/families including our Family Resource Center, to help reinforce learning at home. Classroom teachers meet regularly and use progress monitoring, formative and benchmark assessments, to collaborate with their principal, grade level colleagues, consultants, and special education staff, to plan and implement appropriate instructional practices and assessments for all learners. Professional learning opportunities are provided for all staff. The staff works closely with the support of parents/guardians and community agencies to address the academic, attendance, and social needs of our students through ongoing intervention plans and referrals to the Student Assistance Team, Attendance Team, and Pupil Placement Team. District-wide software systems for IEP Plus and the Aimsweb Program have been implemented to manage the Individualized Education Programs for our special education students and progress monitoring for intervention students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Hazardville Memorial School focuses on character development/social skills, as well as learning skills. Our school community continues to be proud of the accomplishments of its students, staff, and families. The PTO and Family Resource Center resources, volunteers, community partnerships and parent involvement activities strengthen our school community and promote lifelong learning. Our school community encourages high academic expectations and strong character development. Monthly/weekly grade level planning teams review and monitor ongoing student progress using formal/informal data collections, progress monitoring and formative/benchmark assessments. Our school has 2.5 reading consultants and 1.5 math teachers that give additional services to the needs of at risk students that have not met the grade level benchmark assessments. The school counselor works closely with teachers and students to teach the Comprehensive Developmental Guidance Curriculum and positive school climate monthly theme lessons in grades PreK-2. The Hazardville Memorial teachers continue to reinforce the school safety goals: be kind, be respectful, and be responsible, everyday. The Positive School Climate Committee promotes monthly character themes to build social awareness skills. The School Attendance Team monitors daily attendance with the school attendance officer. This year, we gave out over 100 positive attendance awards to our students. The community supports and services at our school were evident throughout the year with the Enfield Womans Club Town-wide art contest, Enfield Food Shelf Projects, Pennies for Patients Project, Spring Art Show, Elementary Music Programs, Mentor Programs, Reading Programs, Bus Safety Programs, Community Police Programs, and Fire Safety Programs. Our school community will continue to improve student learning, school climate, build positive character/social skills, and celebrate the accomplishments of our students to ensure lifelong learning!

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Edgar H. Parkman School**Enfield School District**

Maureen S. Sampl, Principal
Telephone: 860-253-6570

Location: 165 Weymouth Rd.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 359
5-Year Enrollment Change: -1.1%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	122	34.0	37.3	41.3
K-12 Students Who Are Not Fluent in English	3	0.8	3.4	8.1
Students with Disabilities	39	10.9	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	253	100.0	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.8	22.8	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education	29	19
English Language Arts	437	429
Family and Consumer Science	0	0
Health	19	20
Library Media Skills	12	20
Mathematics	220	201
Music	21	35
Physical Education	41	43
Science	89	99
Social Studies	89	90
Technology Education	10	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.8	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.1	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.4	3.7	2.7
% of Computers with Internet Access	100.0	90.7	98.1
% of Computers that are High or Moderate Power	85.4	76.9	93.5
# of Print Volumes Per Student*	51.3	44.6	29.7
# of Print Periodical Subscriptions	5	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	25.50	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	10.50	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.65	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		3.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.6	14.0	13.7
% with Master's Degree or Above	93.9	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.1	9.4	9.1
% Assigned to Same School the Previous Year	93.9	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Edgar H. Parkman School is an intermediate school consisting of grades 3 – 5 and a goal of the Parkman staff is to help transition incoming grade 3 parents and students to Parkman prior to the new school year. A "Transition to 3rd Grade Open House" is held in the late spring for 2nd grade students (and their parents) entering 3rd grade at Parkman. At the open house, staff is introduced to the families, parents and their children visit classrooms and tour the school using a "Where in the World is...?" game developed by the grade 3 teachers. Parkman School maintains a website that includes pertinent information for parents and guardians. The Home Access Center (HAC) Parent Portal has been implemented for the intermediate schools and provides Internet access to current student information including attendance, grades and homework completion. All staff checks their emails and voicemails daily to ensure prompt communication with home. A newsletter from all staff members is sent home to parents 2 times a year which includes curriculum objectives that have/are being covered and areas of focus weekly events and activities. The principal writes a monthly column for the PTO newsletter. Students are provided agenda planners which are used as a source of communication for parents and teachers. "Good News" postcards are mailed to each student at least one time during the year. An annual "CMT Parent/Child Evening" is held to provide pertinent information regarding CMT administration. Parents have opportunities to interact with the staff on many occasions. "Back to School Night" for parents is held to give them an opportunity to learn about the grade level curriculum and teacher policies and procedures. The PTO sponsors a "Welcome Back Picnic" for families and staff the first week of September. A staff/family ice cream social is held each spring. Parent/teacher report card conferences are held in November. If parents are not able to attend, teachers make every effort to reschedule the conference. Student Assistance Team meetings provide the parent with instructional and behavioral strategies that can be used at home to help their child. Parkman's Parent Teacher Organization provides enriching cultural experiences for our students and their families. Evening programs are planned to accommodate working parents. Parents volunteer in the classrooms and library. Staff members regularly attend PTO meetings and support PTO family events.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	2	0.6
Black	24	6.7
Hispanic	31	8.6
Pacific Islander	1	0.3
White	284	79.1
Two or more races	16	4.5
Total Minority	75	20.9

Percent of Minority Professional Staff: 2.7%

Non-English Home Language :

5.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

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.

Edgar H. Parkman School services a predominantly white population. The total minority percentage has increased from 13% in 2011-2012 to 19% for the 2012-13 school year. The faculty and staff offer a wide range of opportunities for the students and parents to gain an increased awareness of diversity and more sensitivity to differences in people. As part of a District initiative, Parkman School has adopted the Rachel's Challenge program which is a national program that focuses on kindness and compassion. Students are encouraged to look for the best in others which, if successful, will help to eliminate prejudice. When students are seen doing an act of kindness, they are given a kindness link which are hooked together and hung throughout the school as a Kindness Chain. Each class also has a Black Panther Beanie Baby which is used in each classroom to indicate random acts of kindness by students in the classroom. Students participate in Black History Month and Women's History Month activities, and celebrate Read Across America Day by reading books and stories from various countries. Students are exposed to cultural diversity through the goals of the Visual and Performing Arts curriculum. Art and artists from various cultures and ethnic backgrounds are studied. Students learn spirituals, folk songs, traditional music and dance from countries around the world. Students participated in the collection of over 900 pounds of food and the donation of \$500 to the local food shelf. Dozens of new hats, gloves, mittens, and scarves for social service organizations were also collected. Throughout the year the school counselor worked with students in the classroom and individually, emphasizing positive character traits, academics and social skills. She emphasized friendship with the focus being acceptance and respect of differences in others.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	60.6	53.9	52.0	67.4
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.0	64.8	56.9	75.7
Writing	56.3	58.6	60.0	41.8
Mathematics	82.0	72.7	61.4	81.3
Grade 4 Reading	62.8	63.3	62.6	48.7
Writing	68.9	61.1	63.0	58.2
Mathematics	85.0	77.9	65.1	82.9
Grade 5 Reading	79.4	77.3	66.9	71.1
Writing	64.6	70.6	65.6	47.6
Mathematics	81.1	81.7	69.2	69.9
Science	65.4	69.7	62.3	54.4
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.7	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 25 students were responsible for these incidents. These students represent 6.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	0	2
Fighting/Battery	3	2
Property Damage	0	0
Weapons	1	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	13	1
Total	22	6

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Teachers focus on opportunities for improvement in literacy and numeracy as it relates to our district and school improvement plans. The Common Core State Standards (CCSS) have been adopted by CT and our District has been revising the Math and English/Language Arts curriculums. Teachers have been provided on-going professional development in best practices for English/Language Arts and Math using the CCSS as a guide. Classroom teachers, language arts and math consultants along with the special education staff, continue using the SRBI model with tiered instruction. This model provides support to small, flexible groups of students and targets specific areas of instruction, a minimum of 3 times per week in both English/Language Arts and Math. Classroom teachers provide 70 minutes of protected Math and 90 minutes of protected English/Language Arts instruction on a daily basis. Data team meetings, which include special education teachers, are held every 4 – 6 weeks to discuss and analyze student progress and plan instruction. Teachers collect and analyze district and state data to inform instruction and track student growth. Aimsweb, a computer based program, is used by all teachers to monitor student progress in tier 2 and 3. Teachers discuss student progress regularly with parents. Specialized programs such as Lexia, Wilson and Math Triumphs are used to support special education students' reading and math needs. Discovery Education and Learning A – Z are two webbed based programs that teachers use to support student learning. The Student Assistance Team (SAT), composed of members of the staff, parents and the principal, identifies and addresses behavioral, social and academic needs of students and provides classroom and parental support by providing alternative strategies and interventions. The School Improvement Plan includes school climate goals which focus on increased home/school communication and bully prevention. A School Climate committee includes parental representation and meets regularly. The Network Against Domestic Abuse, an agency that focuses on fostering healthy and violence-free relationships, has begun an outreach program at Parkman School that ties in perfectly with improving school climate. Three times a year, a representative from the agency conducts classes with each grade level with the following topics: healthy friendships, self-esteem and understanding emotions.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The administration, staff, parents, and community volunteers strongly believe that all students at Parkman School can and must learn regardless of social, cultural, racial, ethnic or economic circumstances. The commitment we have made to the Rachel's Challenge program is indicative of that belief. Our school motto is, "If you believe it, you can achieve it." We believe that family involvement and home/school connections are critical to the success of our students. Approximately 98% of the school community participated in our sixth annual "One School/One Book" project. Funds raised by the staff enabled us to purchase one book for every Parkman family. The Parkman community always encourages our students to do the best they can, believe in themselves and be proud of their accomplishments. Students and their artistic talents are acknowledged in our Panther Gallery of Art, located in the main hallway of the school. Twenty-five students received the President's Award for Educational Excellence. The CAS Celebration of the Arts Festival recognized one Parkman's student's achievement in the visual arts and one in the performing arts. Representatives of our fourth and fifth grades participated in the Enfield Junior Women's Club annual Town-wide Spelling Bee. The Parkman Elementary Chorus, under the leadership of our music teacher, sang the Star Spangled Banner at a home game for the New Britain Rock Cats. Two hundred family members participated. Fourth and fifth grade students participated in the annual Fire Prevention Poster Contest and winning student posters were framed and hung in the school. Parkman School was asked, for the second year in a row, to host the Wreaths Across America program which recognizes those who lost their lives serving our country in the armed forces.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Eli Whitney School**Enfield School District**

Sandra J. Ingalls, Principal
Telephone: 860-763-7540

Location: 94 Middle Rd.
Enfield,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 396
5-Year Enrollment Change: 2.3%*
*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	154	38.9	37.3	41.3
K-12 Students Who Are Not Fluent in English	14	3.5	3.4	8.1
Students with Disabilities	55	13.9	13.9	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	252	95.5	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.8	22.8	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education	29	19
English Language Arts	437	429
Family and Consumer Science	0	0
Health	19	20
Library Media Skills	12	20
Mathematics	220	201
Music	21	35
Physical Education	41	43
Science	89	99
Social Studies	89	90
Technology Education	10	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.5	3.4	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.3	82.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.8	3.7	2.7
% of Computers with Internet Access	100.0	90.7	98.1
% of Computers that are High or Moderate Power	100.0	76.9	93.5
# of Print Volumes Per Student*	42.9	44.6	29.7
# of Print Periodical Subscriptions	5	2	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	24.50	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	2.00	
	Paraprofessional Instructional Assistants	7.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.40	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		4.10	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.8	14.0	13.7
% with Master's Degree or Above	93.1	93.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.0	9.4	9.1
% Assigned to Same School the Previous Year	96.6	90.5	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Eli Whitney Elementary School strives to be a community of successful learners. We believe that parents and guardians play a pivotal role in the education of our students. We believe in a strong home/school partnership. To begin the academic year, we host our annual "Back to School Picnic" in conjunction with our PTO. This event is well attended and provides an opportunity for parents, teachers and students to meet in a relaxed atmosphere. Within the first two weeks of school we host a more formal "Curriculum Night". Teachers are able to present to parents their academic and social expectations. We also hold parent teacher conferences in the month of November. In March we hold our annual CMT Night to provide parents with the details and expectations for this state assessment. Our PTO also offers several family events throughout the year. We distribute a PTO Newsletter several times a year. This past year we hosted a Family Monster Mash in the fall, Family Volleyball in the winter and Family Bingo in the spring. We encourage parent volunteers and are extremely fortunate to have numerous parents who generously donate their time in the library. We also communicate with parents via our school website and hard copies of school newsletters. Each Friday we sent home a packet filled with notices. In addition, our music department provides a valuable link to our school families. Instrument lessons are provided weekly. Students perform at evening concerts as well as daytime performances for their peers and parents who work evenings. Here at Eli Whitney Elementary School, we pride ourselves on our commitment to building a sense of community and creating a welcoming environment.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	13	3.3
Black	28	7.1
Hispanic	49	12.4
Pacific Islander	0	0.0
White	282	71.2
Two or more races	21	5.3
Total Minority	114	28.8

Percent of Minority Professional Staff: 3.0%

Open Choice:

8 student(s) attended this school 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 :

6.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

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.

As part of our efforts to reduce, racial, ethnic, and economic isolation, Eli Whitney Elementary School continues to participate in the Capital Regional Education Council (CREC) Open Choice Program. This statewide program has been designed to provide students of urban districts the opportunity to attend schools in nearby suburban towns and to provide suburban students the opportunity to attend urban schools. By decreasing demographic isolation, the intent to improve academic achievement, cultural awareness and educational programming is attained. This year, eight students attended Eli Whitney through the Open Choice program. It is important to note that these students are viewed as members of our learning community, and the goal is for them to complete their entire K-12 experience within the Enfield Public Schools. Beyond the Open Choice program, diversity is acknowledged and celebrated throughout the academic year. Through cooperative learning experiences, classroom instruction, and classroom discussions, students are made aware of the unique perspective that every member of our learning community brings to the classroom. Additionally, cultural assemblies and holiday recognitions provide further opportunities for children to learn about the traditions and beliefs of other cultures. As an elementary school, we believe that it is imperative that we provide our students with the experiences necessary for them to become contributing members of our pluralistic society. Whitney promotes diversity and welcomes all individuals. Students participate in various activities to recognize Martin Luther King Day and Black History Month. All students participate in a school wide community service project entitled "Hugs for Haiti". In addition, the school counselor promotes acceptance of all individuals by delivering social skills lessons to classrooms.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	57.3	53.9	52.0	62.4
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.5	64.8	56.9	59.7
Writing	62.0	58.6	60.0	50.5
Mathematics	67.7	72.7	61.4	56.9
Grade 4 Reading	63.6	63.3	62.6	50.4
Writing	52.0	61.1	63.0	32.5
Mathematics	71.3	77.9	65.1	58.5
Grade 5 Reading	82.9	77.3	66.9	80.2
Writing	80.0	70.6	65.6	75.9
Mathematics	85.7	81.7	69.2	78.6
Science	75.4	69.7	62.3	69.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.2	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 49 students were responsible for these incidents. These students represent 11.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	5	1
Physical/Verbal Confrontation	2	3
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	31	12
Total	39	16

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff of Eli Whitney Elementary School is focused on opportunities for improvement in literacy and numeracy as it relates to our district and school improvement plans. Teachers (classroom, special education, language arts and math consultants) work together planning for instruction in intervention blocks where additional support is provided to small, flexible groups of students. Instruction targets specific areas of concern and groups meet at least three times per week. Grade level data teams meet monthly to review student progress and to share best practices for instruction. The Student Assistance Team also meets on a monthly basis to identify and address behavioral, social and academic needs of students. The team offers support to both the classroom teacher and to the parents/guardians by providing alternate strategies and interventions. Eli Whitney School fully includes students of all abilities. Teachers differentiate instruction and make accommodations to meet the needs of all of our students. We kicked off our Rachel's Challenge/Kindness Counts program this past fall. This program supports the school climate portion of our school improvement plan. Technology is playing an important role in the manner in which instruction is delivered. ENO boards are used in classrooms to provide a more interactive learning environment. Technology based programs such as LEXIA, Accelerated Math and Discovery Ed are used throughout the building. New this year are programs such as: Splash Math, Xtra Math, Reading A to Z and News 2 You.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Eli Whitney learning community has established itself as an intermediate school with student achievement as our top priority. Our focus on student learning and social growth is rooted in the well-rounded program we have devised. We have implemented many positive behavioral supports (e.g. kindness links) to cultivate an environment conducive to learning. In terms of student learning, our school improvement efforts are all encompassing. Our school schedule is designed to meet the developmental/cognitive needs of our student population. Beyond the structure and routine it provides, protected math and language arts blocks and built in intervention periods are all specially designed features of our school master schedule. Further, teachers coordinate tiered interventions in the realms of reading and math with our two language arts consultants and our 1.5 math consultants. At Eli Whitney, we also realize that for our students to be successful our teachers must be provided meaningful professional development. With this in mind, teachers remain current with best teaching practices through attending conferences, participating in workshops and collaborating with colleagues. As for character education, Eli Whitney provides opportunities where students learn how to be productive members of society. Further, students are recognized and rewarded for demonstrating positive aspects of character. Character education and Positive Behavioral Supports are implemented over the course of the school year with our school counselor serving as a key facilitator of these programs.

STRATEGIC SCHOOL PROFILE 2012-13

Middle and Junior High School Edition

John F. Kennedy Middle School
Enfield School District

Timothy M. Van Tasel, Principal
 Connell P. Clark, Asst. Principal
 Sarah E. Collins, Asst. Principal
 John F. Coleman, Asst. Principal
 Telephone: 860-763-8855

Location: 155 Raffia Rd.
 Enfield,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 1,148
 5-Year Enrollment Change: 15.7%*
 *Between 2003 and 2008, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	395	34.4	34.4	30.9
Students Who Are Not Fluent in English	11	1.0	1.0	3.4
Students with Disabilities	150	13.1	13.1	12.4
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	753	96.7	96.7	97.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,018	1,029

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	15.9	15.9	20.2	Mathematics	22.3	22.3	33.9
				World Language	31.9	31.9	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	37
Computer Education *	0	18
English Language Arts	146	231
Family and Consumer Science *	0	10
Health	18	24
Library Media Skills *	0	10
Mathematics	146	164
Music	2	36
Physical Education	73	58
Science	146	151
Social Studies	146	147
Technology Education *	0	23
World Languages	146	96

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 8 in this school. Statewide, 24.8% of elementary and middle schools that serve Grade 8 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	1.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	78.7	78.7	75.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	7.0	7.0	2.1
% of Computers with Internet Access	87.8	87.8	99.3
% of Computers that are High or Moderate Power	96.3	96.3	97.5
# of Print Volumes Per Student*	14.9	14.9	22.2
# of Print Periodical Subscriptions	56	56	19

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	85.40
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	11.60
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.75
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	16.50

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.6	15.0	14.3
% with Master's Degree or Above	87.1	87.1	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	3.3	3.3	9.3
% Assigned to Same School the Previous Year	88.1	88.1	87.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT**Teacher E-Mail Addresses:**

All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The staff and administration at John F. Kennedy Middle School have developed numerous ways to facilitate home-school communication and to solicit parents to support their children's education. A non-inclusive list follows: JFK gives every student an agenda annually, which provides a vehicle for students, parents and teachers to communicate daily on assignments and information on daily progress. The agenda also included the school handbook, mission and expectations along with phone numbers. We maintain a website with all pertinent information about JFK that is updated daily. All teachers have voicemail and e-mail addresses as well. Teachers maintain on-line gradebooks so parents can be up-to-date with their child's academic progress. A home newsletter is sent to every parent 4 times per year. Monthly updates are emailed to parents who have submitted email addresses to the school. We support an active PTO, which raises funds to support student activities and provides volunteers to the school. Additional meetings were scheduled for parents for open house, information nights, and parent-teacher conference nights. We also use SchoolMessenger when important messages need to be relayed quickly to all parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.5
Asian American	29	2.5
Black	73	6.4
Hispanic	111	9.7
Pacific Islander	4	0.3
White	870	75.8
Two or more races	55	4.8
Total Minority	278	24.2

Percent of Minority Professional Staff: 1.7%

Open Choice:

15 student(s) attended this school 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:

4.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

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.

As in the past, there is an ongoing effort at John F. Kennedy Middle School to incorporate activities into our program that both enrich our students and provide them with opportunities that reduce racial, ethnic and economic isolation. For the 2012-13 school year we provided the following opportunities for JFK students: The entire 8th grade class studied the Holocaust, read the "Diary of Anne Frank," and participated in a presentation/question-answer session with a Holocaust survivor/rescuer. The library and the history department actively promoted Black History Awareness Month. We volunteered again as a school to participate in Project Choice for the 2012-13 school year. For the 15th year in a row, all our students and teaching teams participated in Make a different Day where students, staff, and parents collected coats and blankets for distribution to the Loaves and Fishes Soup Kitchen. Our Rachel's Challenge Club participated in numerous activities meant to better our community, such as Random Acts of Kindness Day, the Kindness Carnival, etc.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	75.4	75.4	50.6	94.2
Grade 8	66.2	66.2	50.6	78.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % 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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	73.3	73.3	73.3	49.4
Writing	60.5	60.5	65.1	45.3
Mathematics	72.6	72.6	67.0	59.7
Grade 7 Reading	83.3	83.3	78.9	55.6
Writing	68.8	68.8	64.9	58.0
Mathematics	67.9	67.9	65.4	56.0
Grade 8 Reading	81.7	81.5	76.2	60.8
Writing	72.2	72.0	67.2	57.6
Mathematics	58.6	58.5	65.0	39.1
Science	56.9	56.8	60.4	43.5

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	86.9	86.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 281 students were responsible for these incidents. These students represent 22.9% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 9 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	12	3
Theft	6	2
Physical/Verbal Confrontation	48	5
Fighting/Battery	41	15
Property Damage	1	2
Weapons	3	8
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	165	25
Total	279	60

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

JFK continues to demonstrate solid improving performance on the Connecticut Mastery Test. The CMT is administered to all students in grades 6, 7, and 8. At the beginning of the school year, our teachers gathered, analyzed, and synthesized our student performance data. From this date we are able to plan academic programs that will best meet the needs of our student population. Interdisciplinary teams identify trends of performance, and set goals that address areas of weakness as seen in math, reading, and writing. Instructional vehicles such as teacher materials, instructional practices, and student learning styles are all attended to in our school improvement efforts. As departments, our teachers identify vertical trends and set our school goals based on math, reading, and writing objectives that our students are struggling with. Our Specials teachers are also active participants in our data analysis. At JFK, all teachers view themselves as members of our global learning community. The faculty find ways of focusing their instruction on the school-wide goals we have set for our students. Our Improvement Plan is devised at the beginning of the school year with everyone playing a significant role. We view this as a working document that serves as our educational roadmap for the academic year. All decisions that we make, and the programming we provide is highlighted in our plan. Our leadership team of administrators and department chairs, special education teachers, classroom teachers, and elective teachers spend time analyzing individual student performance and, as a team, devise a school improvement plan that serves to inform our practices. Our school improvement plan addresses instruction, programming, and community involvement. Universal screening, benchmark assessments, daily formative assessments, intervention reading and math courses, and informational nights for parents are just a few of the many facets of our programming. There are many preventative measures that we do to assist our students who are not performing at levels commensurate with their peers.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At JFK, we share responsibility for the educational needs of our sixth, seventh, and eighth grade students. This was our second year as a 6-7-8 school. JFK is accredited by the NEAS&C. Our library book circulation is nearly 28,000 per year. All of our classrooms are wired for Internet access. Our wifi maintains access throughout the building. Our community service clubs continue to offer benefits to numerous town groups - Loaves and Fishes, Little Sisters of the Poor, Parkway Pavilion, Relay for Life, etc. Over 250 students from our student body participated in these clubs. We continue our collaboration with ERfC (Educational Resources for Children) to provide after school activities for our students. Rachel's Challenge was successfully implemented as a service club, and it has made a difference with our school climate. JFK was also selected as a Finalist for the National Middle School of the Year by the National Association of Middle School Principals. Our collaboration with Jay Bonstingal, to create a Teen Leadership program, was a success. We also implemented our Talented and Gifted program, serving 24 students who were able to create independent projects, participate in History Day, and the TAG open house.

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Enfield High School**Enfield School District**

Jill M. Krieger, Principal
 Andrew B. Longey, Asst. Principal
 Steven E. Sargalski, Asst. Principal
 Telephone: 860-253-5540

Location: 1264 Enfield St.
 Enfield,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 727
 5-Year Enrollment Change: -21.5%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	262	36.0	26.8	31.8
Students Who Are Not Fluent in English	5	0.7	0.7	3.8
Students Identified as Gifted and/or Talented	0	0.0	3.3	5.0
Students with Disabilities	86	11.8	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	60	17.4	15.1	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.1	16.6	17.6
Biology I	16.2	17.7	18.6
English, Grade 10	17.6	17.0	19.0
American History	19.9	18.1	19.8

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	992	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 26 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	28.6	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	22.0	22.9	27.0

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	91.2	92.0
Chemistry	70.2	73.8
4 or More Credits in Mathematics	58.0	67.0
3 or More Credits in Science	70.7	88.3
4 or More Credits in Social Studies	18.2	58.3
Credit for Level 3 or Higher in a World Language	57.5	61.1
2 or More Credits in Vocational Education	66.3	57.1
2 or More Credits in the Arts	30.4	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.7	3.6
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	65.1	70.9	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.2	1.7	2.1
% of Computers with Internet Access	100.0	99.6	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	23.7	23.3	16.0
# of Print Periodical Subscriptions	18	29	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	54.10
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	7.10
	Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants		1.50
Administrators, Coordinators, and Department Chairs		6.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.50
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		24.90

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.7	14.3	13.9
% with Master's Degree or Above	84.1	79.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.6	9.0	8.6
% Assigned to Same School the Previous Year	84.1	87.9	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Enfield High School prides itself on strong relationships with students and families. This year the district implemented the use of the automated School Messenger system. This system allows us to regularly send automated messages to families about upcoming events. The continued use of the Home Access Center was promoted. HAC allows parents to view teacher grade books, attendance, demographic information and student academic records. This year the Student Access Center (SAC) was implemented. Students have their own accounts and can access similar information. Enfield High School holds a variety of meetings, aimed at keeping parents informed, throughout the school year. These include New Student Orientation, Fall Open House, Fall and Spring Parent Teacher Conferences, Program of Studies night, Fall, Winter and Spring Sports nights, Parent Advisory Council meetings, Financial Aid Information night, and College Planning events. In addition, a number of important letters and communications are mailed home throughout the year. Each student receives a Parent-Student Handbook/Agenda book that contains the school's mission statement and learning expectations, as well as school and district policies. Parents receive academic information via four interim progress reports and four report cards throughout the school year. This year EHS began to report student performance on our school wide rubrics on these documents. Many teachers maintain individual websites to provide ongoing information on course expectations and assignments.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	6	0.8
Black	56	7.7
Hispanic	63	8.7
Pacific Islander	1	0.1
White	582	80.1
Two or more races	17	2.3
Total Minority	145	19.9

Percent of Minority Professional Staff :2.4

Open Choice:

10 student(s) attended this school 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:

3.6 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 10

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.

Enfield High School continues to have a positive and successful relationship with the Open Choice program. Eight students from diverse racial and socioeconomic backgrounds were enrolled at EHS. In addition, EHS students joined the Unity Program. EHS students from Hartford and Enfield joined together with students from throughout the state. Their focus was on developing activities aimed at bringing students together and building relationships. Enfield High School welcomed an exchange student from Germany. This student became an important member of the school community and shared his cultural experiences with his classmates. Additionally, students from varied backgrounds shared their customs and practices with the student body during a winter assembly. A highlight of the year, was the whole school involvement in the Rachel's Challenge program. The program focuses on relationships, kindness and acceptance. Throughout the year our students engaged in multiple activities aimed at building relationships in and out of the school. In collaboration with Enrico Fermi High School, students held a free community breakfast and a kindness carnival for elementary school students. At EHS there were high five Fridays, dance zone Fridays, When Life Gives you Lemons and other activities that brought students together. As a result of this program, a special bond was formed with special education students and their typical peers. The typical students regularly visited the special education classroom and participated in joint learning activities. Valuable friendships were developed. Our science department continued to collaborate with priority districts in the Metacomet Ridge Science Exploratory program. The afterschool/weekend program involved over 50 EHS students throughout the school year. This program focuses on the science strands, fitness and nutrition.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	58.3	51.4	71.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	7	11.1
% of Grade 12 Students Tested	9.5	28.6
% of Exams Scored 3 or More*	68.2	71.1

*A score of three or higher is generally required for earning college credit.

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	38.8	48.5	40.8
Writing Across the Disciplines	55.0	62.1	41.8
Mathematics	54.4	52.4	55.6
Science	30.8	48.8	26.9

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	483	503	44.2
Critical Reading	474	499	40.5
Writing	473	504	38.4
% of Graduates Tested	55.8	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	88.0	84.8	37.7
2011-12 Annual Dropout Rate for Grade 9 through 12	2.4	2.1	16.1

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	83.4	82.6	% Present on October 1	93.0	94.3
% Employed, Civilian and Military	7.7	9.8			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 236 students were responsible for these incidents. These students represent 31.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 6 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	1	0
Physical/Verbal Confrontation	22	2
Fighting/Battery	11	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	7	0
School Policy Violations	167	95
Total	212	97

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Enfield High School embarked on a significant number of school improvement activities this year. Three common assessments were given to all grade 9 and 10 students in reading and writing. A CAPT assessment was given to all grade 10 students. Student performance data was analyzed and reported. Grade 10 students were provided with an academic support academy for 6 weeks prior to the CAPT testing. This afterschool program provided academic support to over 20 students. The Common Core State Standards (CCSS) were implemented in grade 9 Mathematics and grade 9 and 10 English. The EHS school wide rubrics, which assess our learning expectations were revised to align with the CCSS. Every content area began to report student performance on these learning expectations on report cards and interim progress reports. The Enfield community passed a referendum approving the consolidation of the town's two high schools. The district is now planning for the renovation and expansion of the Enfield High School facility. This project will provide Enfield's students with a state of the art, STEAM facility. Construction is scheduled to begin in the summer of 2014. Throughout the year, Academic Walkthroughs were implemented. The focus was on student engagement, the classroom environment, and academic rigor. EHS embraces the 4R's of respect, responsibility, readiness, and relationships. These are addressed daily through classrooms, announcements and the Raider recognition program. The 4R's serve as the core for all academic and behavioral expectations at EHS. Discipline data reflects the steady positive impact of this program on the school.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Enfield High School takes pride in our students. We have many activities that recognize students' accomplishments. These include weekly Raider Rewards winners, CAPT scholars, Academic Awards Ceremony, Scholarship evening, DECA Induction, National Honor Society Induction and Dinner, Thespian Society Induction, and World Language Awards Night. Our CT/Spain partnership, now in its 10th year, continues to provide students with the opportunity to live and study in Spain. For three weeks in the fall, Enfield families host students from Valladolid, Spain. Each spring, our students attend the IES Ribera de Castilla in Valladolid. Students share in all aspects of each other's education and culture, preparing them to live and learn in a global society. This year a Principal's Senior Advisory Council (PSAC) was formed. This group met with the principal and superintendent several times throughout the year to provide advice on a number of topics. They were very involved in making decisions regarding changes to graduation practices.

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Enrico Fermi High School**Enfield School District**

Paul K. Newton, Principal
 Marilyn Cressotti, Asst. Principal
 Yvette L. Santiesteban, Asst. Principal
 John L. Coccia, Asst. Principal
 Telephone: 860-763-8800

Location: 124 North Maple St.
 Enfield,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 988
 5-Year Enrollment Change: -14.5%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	245	24.8	26.8	31.8
Students Who Are Not Fluent in English	5	0.5	0.7	3.8
Students Identified as Gifted and/or Talented	1	0.1	3.3	5.0
Students with Disabilities	115	11.6	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	82	17.1	15.1	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	20.5	16.6	17.6
Biology I	15.1	17.7	18.6
English, Grade 10	16.6	17.0	19.0
American History	20.3	18.1	19.8

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,019	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 26 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	20.6	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	22.0	22.9	27.0

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	89.0	92.0
Chemistry	67.0	73.8
4 or More Credits in Mathematics	64.5	67.0
3 or More Credits in Science	65.2	88.3
4 or More Credits in Social Studies	19.0	58.3
Credit for Level 3 or Higher in a World Language	51.3	61.1
2 or More Credits in Vocational Education	59.7	57.1
2 or More Credits in the Arts	29.7	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.7	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	39.2	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	80.0	70.9	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.9	1.7	2.1
% of Computers with Internet Access	100.0	99.6	98.6
% of Computers that are High or Moderate Power	99.2	100.0	99.0
# of Print Volumes Per Student*	21.8	23.3	16.0
# of Print Periodical Subscriptions	32	29	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	68.70
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	8.60
	Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		7.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		7.55
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		26.30

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.4	14.3	13.9
% with Master's Degree or Above	89.4	79.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.6	9.0	8.6
% Assigned to Same School the Previous Year	81.2	87.9	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

We work diligently to communicate with our parents and students. This continues to be commended by the New England Association of Schools and Colleges. We communicate with parents via school-based meetings, the use of our school website, our "Home Access Center", and through various mailings sent directly to homes. One example of school-based meetings is our Parent Advisory Committee (PAC). This parent-teacher-administrator group meets frequently during the school year. The PAC provides a forum for school staff and parents to discuss pertinent topics and to provide a "parent's perspective" for the administration. We also keep parents informed about student academic progress and school programs and activities during our New Student Orientation Program, Fall Open House, Fall and Spring Parent – Teacher Conferences, College Fair, Parochial Student Information Night, Spring Parent – Student Orientation program for special needs students and their parents, Program of Studies Night, and various evening parent information programs hosted by our Guidance Department. We maintain a school web site that contains a calendar of events, contact information for our professional staff, daily school announcements and other useful information. Our on-line computer "Home Access Center (HAC) allows parents to view teacher grade books, attendance, demographic information, and student academic records. It also provides easily accessible links to email our teachers. Many teachers maintain individual web pages and our school website allows for departmental websites as well. We also communicate with parents in written format through our school newsletter, The Falcon's Nest, which contains messages from school administrators, calendars of events, individual departmental information, and various school-related articles. Our teacher and course expectation sheets tell parents about course and teacher expectations and grading policies. Our guidance staff sends out a monthly newsletter filled with important information as it relates to the work of the guidance department. Each student receives a Parent-Student Handbook/Academic Planner that contains the school mission statement and student learning expectations as well as the rules and expectations of the school. During the summer all families receive a welcome back letter from the principal and a magnet with pertinent contact information for the school. Parents receive academic information for their children via 4 report cards and 4 interim progress reports during the school year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	16	1.6
Black	50	5.1
Hispanic	57	5.8
Pacific Islander	0	0.0
White	831	84.1
Two or more races	33	3.3
Total Minority	157	15.9

Percent of Minority Professional Staff :4.0

Open Choice:

5 student(s) attended this school 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:

2.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 13

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 Rachel's Challenge Program: A school-wide initiative whose mission is to bring positive change to the lives of young people. The program encourages students to start a chain reaction of kindness and acceptance. The Friends of Rachel Club (FOR club) grew from this program. The FOR club sponsored events focused on kindness, unity, and acceptance. The "Day of Kindness" included a free pancake breakfast, activities for youngsters, and community service work. The "Kindness Carnival" focused on providing fun-activities, games, and presentations for children of all ages. Selection of Core Values at FHS: Our students were involved in the selection of core values which would govern student interactions in the building. Goals were developed in the areas of: Respect, Responsibility, Kindness, & Honesty. Our Teen Leadership course has taught hundreds of students valuable social skills such as respect, kindness, acceptance, relationship-building, leadership, collaboration, decision-making, and effective communication. Open Choice: We continue to support the Open Choice Program providing students from Hartford with the opportunity to attend school in a suburban setting. Six Choice students graduated from Fermi in 2013 and 7 new students will enroll in September. Our Choice students participated in a wide range of after school activities. Unity Team: Students were involved in a Unity Team which focused on ways to foster unity and understanding through collaboration in the school community. Scholarships to Senior Events: We provided scholarships to senior events (prom, class night, senior picnic) to members of the class based on family economic needs. Black History Month Recognition: The Social Studies Department in collaboration with the Library Media Center decorated bulletin boards in the month of February to commemorate the history of African-Americans in the United States. The Safe School Poster Competition & "The Out-Of-Many: One" Project for Home Rooms: These projects aimed at eliminating bullying/mean-spirited behaviors and highlighting the ethnic heritage of students and teachers in the Fermi school community.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	48.4	51.4	51.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	4	11.1
% of Grade 12 Students Tested	5.8	28.6
% of Exams Scored 3 or More*	82.9	71.1

*A score of three or higher is generally required for earning college credit.

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	54.1	48.5	58.2
Writing Across the Disciplines	60.7	62.1	45.4
Mathematics	56.9	52.4	58.7
Science	52.7	48.8	56.3

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	497	503	54.7
Critical Reading	488	499	50.5
Writing	501	504	54.2
% of Graduates Tested	60.4	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	87.8	84.8	36.1
2011-12 Annual Dropout Rate for Grade 9 through 12	1.1	2.1	32.8

Activities of Graduates	School	State
% Pursuing Higher Education	82.4	82.6
% Employed, Civilian and Military	14.3	9.8

Student Attendance	School	State High Schools
% Present on October 1	94.3	94.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 387 students were responsible for these incidents. These students represent 36.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	19	4
Theft	4	1
Physical/Verbal Confrontation	15	0
Fighting/Battery	17	3
Property Damage	4	0
Weapons	1	0
Drugs/Alcohol/Tobacco	17	6
School Policy Violations	333	73
Total	411	87

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The focus of our school improvement has centered in two distinct areas. The first is in the area of achieving the rigorous standards recommended by the New England Association of Schools and Colleges (NEASC) for accreditation. The second is in the area of school-wide score improvement on the Connecticut Academic Performance Test (CAPT). In the area of NEASC accreditation we have completed four Special Reports, a 2 Year Progress Report, and a 5 Progress Report. Immediately following our visitation we were on "warning status" but we have been removed from "warning status" and our accreditation has been continued. We have spent a considerable amount of time implementing all of the recommendations of the visiting committee. This included making significant improvements in the areas of curriculum, instruction, and assessment. We are a mission-driven school and our teachers incorporate our mission statement and student learning expectations in all facets of instruction, curriculum, and assessment. Further we have developed a series of rubrics used to evaluate student mastery of our student learning objectives. Student outcomes based on these rubrics are communicated to parents annually. In the spirit of continuous improvement in the area of CAPT we developed school-wide improvement plans consistent with new school performance index standards. These plans flow directly from our district's plan. The focus will be directly tied to consistent growth of all students at each performance level in all four academic areas (mathematics, reading, writing, and science). We will continue our work in school data teams that will function to identify strengths of students and sub-groups, determine opportunities for improvement, and propose remedies to address root causes of student failure. These teams will continue to identify research-based interventions and strategies for remediation. Professional development links with the work of the data teams. This year we will be targeting curriculum revision, data analysis, increase of rigor, integration of common core state standards, and student success planning as part of our professional development plan. We were very pleased to have met our SPI goals in all school-wide and identified subgroups as a result of our consistent improvement efforts.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Enrico Fermi High School excels in robotics. Our partnership with Hamilton Sundstrand continues to make this a rewarding program for our students. This group won the prestigious "Chairman's Award" as the most outstanding robotics team nationally. They compete at the local, state, and national levels. This year, to improve school climate, we partnered with the town to offer the Rachel's Challenge program to our students. This program provided a much needed positive morale boost for all of our staff and students. The program encourages students to perform random acts of kindness throughout the school and community. Our "For Rachel Club", an outgrowth of this program, grew to a membership of nearly 200 students and staff members. Fermi is in the twelfth year of an initiative to improve school climate and student-teacher relationships through work with The Flippen Group. Approximately 60% of our staff trained has been trained in their "Capturing Kids' Hearts" program. Additionally, nearly 200 students took their "Teen Leadership" course. We continue to take pride in our student recognition programs. We sponsor a NMSQT Commended Student recognition breakfast, a CAPT Scholar Breakfast for all students who meet goal on all 4 sections of the CAPT, and an academic award and scholarship evening program where some 200+ students are honored. We partner with the Rotary Club to recognize students for their accomplishments as "Students of the Month". We annually host an Honors Breakfast where we honored 360 students who were named to the honor roll for three consecutive marking periods. We are very proud of our efforts to sustain academic improvement. Enrico Fermi High School continues to score well above the state average and at the top of our DRG on the CAPT at the proficient level and goal levels. This year we achieved some of the highest CAPT scores we have seen in more than 10 years. We met all of our SPI goals for all school-wide and identified subgroup areas.

ENFIELD PUBLIC SCHOOLS

FY 2015 GRANTS

	Applied For	Awarded	Date Submitted	Approval Date
Adult Education - (Grant Portion)	97,816.00	92,924.00	4/10/2014	8/18/2014
Adult Education - Cooperative	58,186.00	58,186.00	4/10/2014	8/18/2014
Adult Ed - Literacy Volunteers	12,209.00	cancelled	4/10/2014	cancelled
Adult Education Program Improvement Project	70,000.00	-	5/29/2014	pending
Perkins	61,315.00	63,585.00	6/6/2014	7/27/2014
Perkins Innovation Grant	40,000.00	33,579.00	6/2/2014	7/21/2014
Head Start State Grants (Enhancement, Extended Services, Early Link)	134,975.00	-	5/30/2014	2/24/2014
Head Start Federal Grants (FY 3/1/14 - 2/28/15)	-	824,234.00		
Head Start Federal Grants (FY 3/1/15 - 2/28/16)	-	-		
JFK After School Program (ERFC)	139,555.00	139,555.00	June, 2014	7/27/2014
After School Summer Program (ERFC)	30,000.00	300,000.00	July, 2014	7/22/2014
IDEA Section 611, Special Education Assistance	1,202,662.00	1,202,662.00	5/12/2014	6/22/2014 (Prelim)
IDEA Section 619, Preschool Education	50,152.00	50,152.00	5/12/2014	6/22/2014 (Prelim)
Parent Leadership	25,293.00		7/17/2014	
Title I Entitlement	pending	-		
Title II Entitlement	pending	-		
Title III Entitlement	pending	16,066.00	pending	
Sheff Open Choice	41,150.00	41,150.00	5/9/2014	7/27/2014
Open Choice Capital	68,510.00	-	5/2/2014	
Open Choice Academic	36,150.00	-	4/22/2014	
3M Grant	20,000.00	20,000.00	3/3/2014	6/20/2014
TOTAL	2,087,973.00	2,842,093.00		

Notes:

Item #7c.

CERTIFIED PERSONNEL MATTERS
June 16, 2014 through August 22, 2014

Resignations:

<u>Name</u>	<u>DOH</u>	<u>Effective Date</u>	<u>Position/Location</u>	<u>Reason</u>
Carrie Bushnell	09/01/09	06/23/14	Math / Fermi	Other CT District
Mackenzie Griffin	09/01/13	06/23/14	English / Fermi	Other CT District
Lacey LaHaie	09/01/12	06/30/14	Spanish / EHS & FHS	Other CT District
Matthew Gaffney	09/01/07	07/30/14	Math / Fermi	Admin Position Other District
William Barrett	09/04/13	08/18/14	Math / JFK	Moved Out of State
Stephanie Carrion	09/01/12	08/18/14	SPED / Eli Whitney	Resigned

New Hires:

<u>Name</u>	<u>DOH</u>	<u>Effective Date</u>	<u>Position/Location</u>
Traci Artioli	08/26/14	08/26/14	Biology .40 / Enfield High
Daniel Barrett	08/26/14	08/26/14	English / Fermi High
Steven Bueno	08/26/14	08/26/14	Earth Science / Fermi High
Aimee Cotto	08/26/14	08/26/14	Spanish / Enfield High
Christina Cowell	08/26/14	08/26/14	Spanish / Enfield High
Amber Daigle	08/26/14	08/26/14	English / Fermi & Enfield High
Alison Delphia	08/26/14	08/26/14	Music / JFK Middle
Melanie Finn-Scofield	08/26/14	08/26/14	Physics / Fermi High
Courtney Gearing	08/26/14	08/26/14	Social Studies / Fermi High
John Paul Gill	08/26/14	08/26/14	Business / Fermi High
Sarah Gothers	08/26/14	08/26/14	Music .60 / Prudence Crandall
Donald Gumaer	08/26/14	08/26/14	Technology / Fermi High
Joan Holloway	08/26/14	08/26/14	Reading / JFK Middle
Jeanne Horton	08/26/14	08/26/14	Grade 3 / Eli Whitney
Bridgette Moriarity	08/26/14	08/26/14	French / Fermi High
Joshua Ogradowski	08/26/14	08/26/14	Family & Consumer Sciences / Fermi & Enfield High
Richard Onofrey	08/26/14	08/26/14	Physics / Enfield High
Caroline Pierce	08/26/14	08/26/14	Art / P Crandall & Enfield Street
Kelly Shea	08/26/14	08/26/14	Academic Support .50 / Enfield Street
Rebecca Skrabely	08/26/14	08/26/14	Art / JFK Middle
Bethany Souza	08/26/14	08/26/14	Math / JFK Middle
Bethany Sullivan	08/26/14	08/26/14	Math / Fermi High
Jonathan Williams	08/26/14	08/26/14	Social Studies / Enfield High

Non-Certified Personnel Matters
June 16, 2014 through August 22, 2014

Resignations:

<u>Name</u>	<u>DOH</u>	<u>Effective Date</u>	<u>Position/Location</u>	<u>Reason</u>
Timothy Granahan	12/16/13	07/10/14	LPN Nurse / JFK	Resignation

New Hires:

<u>Name</u>	<u>DOH</u>	<u>Effective Date</u>	<u>Position/Location</u>	<u>Reason</u>
Nancy Netherwood	08/26/14	08/26/14	Nurse / Enfield High	OPEN
Nicole Eldredge	08/26/14	08/26/14	Nurse / Fermi High	OPEN
Robin Grout	08/26/14	08/26/14	LPN Nurse / JFK	OPEN

DRAFT

**BOARD OF EDUCATION
REGULAR MEETING MINUTES
JULY 8, 2014**

A regular meeting of the Enfield Board of Education was held at Town Hall in Council Chambers, located at 820 Enfield Street, Enfield, CT on July 8, 2014.

1. **CALL TO ORDER:** The meeting was called to order at 7:00 PM by Chairman Sirard.
2. **INVOCATION OR MOMENT OF SILENCE:** David Wawer
3. **PLEDGE OF ALLEGIANCE:** David Wawer
4. **FIRE EVACUATION ANNOUNCEMENT:** Chairman Sirard announced the fire evacuation announcement.
5. **ROLL CALL:**

MEMBERS PRESENT: Peter Jonaitis, Raymond Peabody, Lori Unghire, David Wawer, Vin Grady, Timothy Neville, Stacy Thurston and Tom Sirard

MEMBERS ABSENT: Tina LeBlanc

ALSO PRESENT: Chris Drezek, Deputy Superintendent

6. **BOARD GUEST(S)** - None
7. **SUPERINTENDENT'S REPORT** - None
8. **AUDIENCES**

Bob Tkacz, Enfield Terrace – Mr. Tkacz shared his thoughts about a video on education with Board members. ECS funding has increased every year. The last 5 years the funding has been flat. The State is broke and does not have any money coming. The funding is based on need and the number of students in the school system. The number of births has decreased considerably. Parochial schools take around 15% of the incoming students and students are going to magnet schools. We are not operating our schools at capacity. These numbers come directly from the budget. He reviewed high school scores compared to other schools. This Board is not improving education and it needs to be resolved. False accusations have been made about the Town Council. The Board has a poor attitude. He would like the Board to look at the Fire Department's budget. It is the best budget he has seen and the Board could learn a lot by looking at it. Thank you.

9. **BOARD MEMBER COMMENTS**

Mr. Wawer thanked the families, students and parents that got involved in the budget process. The budget is now finalized. He encouraged everyone to get involved in the beginning of the budget process. We started in February with budget workshops that were open to the public to attend. He presented a list of items to look at and one of the items was Suffield Vo-Ag. He asked why we were spending \$360K per year to send students there. He learned that a mandate exists and we must send students to this program. We need to look at maintaining the programs that exist in the Town of Enfield. We also spend between \$4K and \$5K per student to send them to CREC magnet schools. This is also another State mandate that we must adhere to that cost us \$1.3 million dollars each year. This is truly unfair to the students and families in the Enfield school system. Both of these items require a remedy from the State

of Connecticut. When you vote in November, ask your State Legislatures if they are there to help us with the \$1.3 million dollar mandate and the \$360K dollar mandate that have been imposed on us. We don't pay to send students to Cheney Technical School and we should not have to pay for these other school systems either.

Mr. Wawer urges parents and students to get involved early and when we have the formal budget sessions come and voice your opinions. We do this in an open and collaborative manner and look at all kinds of ideas. We appreciate your input.

Mr. Neville echoes Mr. Wawer's comments regarding budget meetings. This is the communities budget. We need your input. We want you to call us, e-mail us and attend the meetings. Let us know what you are thinking.

Mr. Neville stated Suffield Vo-Ag and CREC Magnet schools are all additional opportunities for our students. He would like the Legislation to look at other means for funding these opportunities. The decision we made previously regarding Suffield Vo-Ag was a reluctant decision due to not enough funds in our budget. We will discuss a solution later on the agenda for these seats. He would like us to move forward. The budget time is not the best time for Board members. He complements the Board for working together during this past budget season. We have prepared a reasonable transparent budget. We will work with the community on ways to improve the budget process.

Mr. Neville wished everyone a happy relaxing summer. We will continue to work together to improve the education for the students in Enfield. We have made some significant improvements over the past year. Thank you.

Mr. Jonaitis addressed the class size capacities mentioned by an audience member and asked what the class size capacities were before the elementary school consolidation occurred.

Chairman Sirard reminded audience and Board members that we must refrain from personalities and cannot talk back and forth during Board Member Comments. We are violating our own policy by continuing in this manner. This is how we conduct our meetings.

Mr. Jonaitis stated that the elementary reorganization did a lot to bring the schools up to full capacity. JFK is currently at full capacity. With the consolidation of the two high schools you will see one high school at full capacity. We should not be compared to another school system from another State. It is not a fair comparison. We should be compared to other school systems in our DRG.

Mr. Jonaitis wished the German soccer team good luck with their match on Sunday.

Mr. Jonaitis asked about phone calls being made to poll Board members about Suffield Vo-Ag. He never received a call about this.

Mr. Jonaitis stated that he has also been looking for information from the Superintendent about what the STEAM and Humanities Coordinators have accomplished during their first year with us and what the Chief Technology Officer has accomplished over the past two years. He has also sent e-mails to both the superintendent and Chairman Sirard about this request and has heard back nothing.

Mr. Jonaitis does not like the fact that if a Board member requested something and that it is not being done. He was told that a detailed report would come out in August. He is just looking for a summary, nothing detailed. He does not believe the Superintendent would be happy requesting information 3 or more times before he gets it. He would like the Chairman of the Board to make sure this information is available. He is looking for a brief summary. This

is no different than an observation for a teacher.

Mr. Jonaitis added that he has a new neighbor that works in Westover and chose Enfield because our school system is in the middle and he did not want his children to go to school in Chicopee, MA. This made him feel good that we are doing something correctly some of the times.

Mr. Peabody would like to see the Board improve our fiscal house. We need to expand our line items to some more detail. He would like to see a normal breakdown of line items similar to the business world. This would provide easier traceability when it comes time for the next budget cycle. We are very close to doing our budget this way and we did a pretty good job with this budget to a digestible format.

Mr. Peabody does not like what happened in East Windsor with the budget. He would like to receive monthly true-up reports about our budget. We can then report back to the Board and the public regarding our finances. He believes we can modify the reports in Munis to make us a bit more efficient. We are spending funds accordingly and are not hiding any money. Our budget was reduced by \$1.6 million dollars. We did not layoff any staff due to attrition.

Mr. Peabody added as mentioned by Chairman Sirard, look out for next year. We have needs and will need to be prepared for this. He appreciates the communication we received and feels Chairman Sirard did a good job keeping us informed and on the same page without any arguments.

Mr. Peabody stated the Board needs to improve their communications with the public. We need to prioritize our programs so the public is informed. He would like us to revamp a citizen's audit committee and work on our communications.

Mr. Peabody also attended a Fermi summer soccer game.

Mrs. Unghire thanked Board members for all of their hard work during the budget process. She has learned a lot this year. She wished everyone an enjoyable and safe summer.

Chairman Sirard wished America a happy birthday. He is a veteran and this time of year means a lot to him. We are all working towards the same goal and are on the same team.

Chairman Sirard stated we will always be improving. We have made significant improvements. We have opened up the lines of communications with the public and have consistently tried to notify people about what is going on. We cannot knock on people's doors to make them understand. We use our student messenger system, E-TV, our website, Facebook, Twitter and publicize our meetings. The only other thing left to do is knock on doors. We can open up the door but can't make people walk through it.

Chairman Sirard stated the last time we had a Citizen's Audit Committee it was successful and there were many similar accusations about money being hidden. It was proven that no money was being hidden. The committee did find areas for efficiencies where we consolidated the elementary schools. He has no problem with citizen's looking at our books. Our accounting practices are in accordance with all State laws.

Chairman Sirard stated at a previous meeting he mentioned the State has an obligation for 60% of our budget. The State relies too heavily on property taxes to fund education. This is why we have CREC and ECS funding. They are also the ones that can change the rules. SPED costs are one of the biggest factors with our budget. They are not reimbursing us for the Excess Costs for SPED costs. There is a lot more going on with the funding equations than we see. If we see a bump with Excess Costs there will be a decrease in another area which

basically is flat funding us and the Town. This year we received an increase of \$70 million but also received a cut in our Excess Cost Grants. This is been the same story for the past 12 years. The State may be broke but so is the Town.

Chairman Sirard stated that we fought hard to reduce class sizes in certain developmental stages. Our buildings may have been built to hold larger numbers but the State has also stipulated the number of students allowed in certain classrooms. The building capacity may be one number and the classroom sizes may be another especially in the lower grades. By consolidating elementary schools, we now have controlled enrollments across the district.

Chairman Sirard wished everyone a happy Fourth of July and hopes to see everyone on the Town Green for the Town-wide Celebration.

10. UNFINISHED BUSINESS - None

11. NEW BUSINESS

a. Authorization of FY2014-15 Suffield Vo-Ag Seats

Chairman Sirard stated during the budget process tough cuts were made. A budget is a guesstimate of the future needs of the district. We know what we will pay our teachers and administrators. We don't know what our unemployment costs or health insurance costs will be. We are not allowed to have excess money or have a savings account. We are held to a higher standard than most businesses are. We have not changed any of our line items and can now send all 10 students to Suffield Vo-Ag next year. We have crossed all of our "T's" and dotted all of our "I's". He would like the Board to vote on reinstating the 3 seats for this year. This does not mean that we will not be looking at this again for next year.

Mr. Neville moved, seconded by Mr. Peabody that the Enfield Board of Education reinstates the (3) three seats that were previously cut at Suffield Vo-Ag for FY2014-15.

Discussion:

Mr. Jonaitis would like to know where this money came from. Where did we over budget? He is going to vote in favor of this but would like to know how the money came about for funding the 3 additional seats.

Chairman Sirard asked the exact question and from our projected health insurance costs and CREC tuitions began to solidify to where we are at now. We had projected invoices and now we are receiving actual invoices. This equates to .0004% of the budget or around \$26K.

Mr. Neville added this has been going on since we were both teaching. We don't know how many substitutes are needed until the last day of school. The bills start coming in and there are also end of the year expenses. His understanding from the Town Council is that if there is any end of the year funds, we can use that towards any educational needs. Mrs. West is keeping an eye on this daily. This is something that Mr. Drezek used to do when he was the business manager.

Mr. Jonaitis asked how much money did we actually find? Chairman Sirard stated it was \$25K and some change. It was close to \$26K.

Mr. Drezek agreed with Mr. Neville's comments. When it comes to the magnet school tuitions, we will not receive the invoices until the end of the month. When we started the Superintendent's budget process, we estimated the amounts. Once we reconciled the invoices that were originally estimates, we had a better understanding of our budget for the fiscal year

and will make adjustments accordingly for the next fiscal year. This is how we were able to come up with the additional funding for the remaining Suffield Vo-Ag seats.

Mr. Neville stated we are looking at a \$62 million dollar budget and have reconciled it pretty close. It could have gone in the other direction.

Chairman Sirard agreed that as long as we are not in any negative areas at the end of the year, he is pleased.

A vote by **roll-call 8-0-0** passed unanimously.

12. BOARD COMMITTEE REPORTS

a. Curriculum Committee

Mr. Neville stated the Curriculum Committee met on June 18th. He sent out an addendum to the minutes that included information regarding a grant progress report for the year. Ms. McKernan gave a description of what the grants were used so it will help people to understand them.

Mr. Neville stated that committee members reviewed a proposed policy change for policy #5123 Promotion/Retention and will be readdressed by the policy committee at a later date. This does not need to be done until November for retention purposes.

Mr. Neville added that the committee discussed adding a course to AP computer science that will emphasis coding for the 2015-16 school year. Ms. McKernan will bring an update regarding this to the Board and what she envisions for computer science development.

Mr. Jonaitis asked if this was for advance placement courses. Mr. Neville stated it is to start off with advance placement courses and add additional courses as we progress. Mr. Jonaitis asked if you have discussed this program with using Asnuntuck. Mr. Neville stated that would be part of the process and is linked to one of the grants they acquired.

Mr. Neville stated the committee also discussed IEP Plus and the options to look at all kinds of data. This will allow us to plan better for student achievement. We were quite impressed by this information we received. We have also asked Ms. McKernan to present this information to the Board. It is important for the Board to see where our money is going. The more data we collect it will become even more useful for us to use as a planning tool to improve student learning.

Mr. Peabody added that one of the demonstrations showed graphic representation of the student's performance. Trend analysis can be performed on each student to see where support is needed. This can be a time saver for principals and teachers. You can be proactively informed about student's performances. The performance plus system is a wise investment that has been made.

Mr. Neville added that the cost has not been that much. It is important for the public to see where our money is being spent. This is a powerful tool that can help students learn. Both he and Ray are very enthusiastic about this.

Mr. Neville stated they have been going out and applying for and receiving grants.

Mr. Peabody reported that a grant from the State of Connecticut for technology was received in the first quarter for \$105K. A \$20K grant from 3M for a new STEAM course in the consolidated high school. We have a pending State of Connecticut Choice Capital Grant for \$68,5K. All

indications are showing that we will receive this grant. This will create a state of the art media center at JFK. This will help our students in a multimedia fashion.

Mr. Peabody added when he started on the Board one of his goals was to see that grants would pay for the curriculum coordinators salaries. If this last grant comes through, this will bring them up to \$233K of generated revenue to the school system. The grants they are applying for are for total cost of ownership moving forward. The curriculum team is very budget consciences and they are going for grants that will provide value to the school system and the students and will assist our teachers with the delivery of education.

Mr. Peabody stated coding is computer programming. We are also looking for logic classes to go along with coding. He uses Microsoft Visio everyday to process modeling and flows. Coding should start at the elementary level. Ms. McKernan is reaching out to her people about this. We are looking to start our kids off in the early grades creating websites. Our students will be able to work anywhere using HTML. This is a good approach that is fiscally solid and will prepare our kids for the future. We are very excited about this committee.

Mr. Neville added that coding is another way of thinking. It is a logical way of thinking and starting with our kids at an early age is a way to do this.

Mr. Neville stated the folks from Asnuntuck will work with the students at JFK as mentors as part of the grant.

Mr. Peabody added that Ms. McKernan was very pleased with the student writings for the Calkins program at the elementary level. This will help our students to achieve with State testing. We discussed AP honor classes, Suffield Vo-Ag, and the ETV program partnership.

Mr. Neville stated that we asked Ms. McKernan to put together a list of our accomplishments. We don't tell people enough about what we are doing. Curriculum is our number one area and we need to let everyone know what we have accomplished and what we are doing. We have asked her to address the Board once a month with a particular topic to educate the Board and the community.

b. Policy Committee

Mr. Wawer reported that the Policy Committee met on July 7th and no recommendations will be brought forward tonight. We will review the information from the Curriculum Committee at a later date.

Chairman Sirard stated in the future to avoid any confusion, please forward any policy recommendations to Mr. Wawer and himself for the Policy Committee to review.

c. Future Use of Fermi

Chairman Sirard stated the Future Use of Fermi Committee will meet on Tuesday, July 15th to review costs for JFK and other related items. Some of the committee members will be away on vacation and any information discussed will be shared with all committee members. The meeting is open to the public.

13. APPROVAL OF MINUTES

Mr. Grady moved, seconded by Mrs. Thurston that Special Meeting minutes of June 17, 2014 be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

Mr. Grady moved, seconded by Mrs. Thurston that the Regular Meeting Minutes of June 24,

2014 be approved. A vote by **show-of-hands 8-0-0** passed unanimously.

14. APPROVAL OF ACCOUNTS PAYROLL - None

15. CORRESPONDENCE AND COMMUNICATIONS

Mr. Peabody stated that Board members received an e-mail late tonight from Alison Castoldi regarding Suffield Vo-Ag seats. She and her daughter cannot attend the meeting tonight. Mr. Peabody read the e-mail thanking the Board for filling the 3 additional seats at Suffield Vo-Ag.

16. AUDIENCES

Garrett Maxwell, Wilson Court – Mr. Maxwell thanked the Board and Dr. Schumann for reinstating the 3 seats to Suffield Vo-Ag. It has been the hopes and dreams for all 10 students to attend Suffield Vo-Ag and it is best for their educational needs and for their futures.

Eileen Maxwell, Wilson Court – Mrs. Maxwell also thanks the Board for allowing all of the students to attend Suffield Vo-Ag. She knows the budget process is not easy. The State sets the pricing for the Vocational Education schools in Connecticut. The tuition for 2014-15 will decrease to \$6,823 per student or \$211,513 for 31 students. With the savings you will receive, please use the money to reinstate a full time teacher. Dr. Schumann explained to me that Suffield Vo-Ag is included in a \$1.3 million dollar line item that includes all magnet school tuitions. Suffield Vo-Ag is the only magnet school that lets you know how many students will be attending for the next year which makes it very difficult to budget. You have mentioned that cuts may be needed for next year. Please notify us prior to the students receiving their acceptance letters. She will help them to come up with an agreement and will work with Suffield Vo-Ag. Please do not put the kids through what they went through this year again. The minimum number for incoming grade students for 2015-16 will be 9 students. Please work with Suffield to maintain incoming students to the Suffield Vo-Ag program. It would be nice if you would continue with the gentleman's agreement and continue sending 10 students each year. She has been an involved parent and will continue to be. The last Board meeting received 539 views on line. People are watching you. Thank you.

Elizabeth Davis, North Maple Street – Ms. Davis also wished happy birthday to America. She thanked each Board member for what you do. You work very hard and put in a lot of hours for our kids. We do not always see eye-to-eye and disagree-to-agree and stay civil to each other in the end. She seems to always be out of town during the public hearings. She thanked Mr. Peabody for meeting with parents at our convenience. Please continue to do this. The word is getting out and parents appreciate this. She is concerned with the process that occurred for the Suffield Vo-Ag seats. The students go through a vigorous grueling process and were accepted to attend. Once the process has started, it is wrong to cut some of the seats. If we cannot provide our students with the education that they need, we should as a community outplace them to give them what they need to learn and succeed. It is also our job to outplace special education students. We know that we can pass the buck back and forth and say the State isn't giving us what we need and the Town is giving us only this amount. We need to take ownership if we are mandated and need to make it work. We need to be thankful for everything we get. Thank you for what you do. You are doing a tremendous job and have come together. We elected you to represent us and keep up the good work.

Bob Tkacz, Enfield Terrace – Mr. Tkacz referred to the movie he previously discussed. It is available at the public library. East Longmeadow turned a failure into a good student in Enfield. Some people took this in a negative way. This is the same way you do the budget process – backwards. This needs to be done differently in the future. The roads 2015 project will add to our taxes, the sewer plan and facilities studies will require referendums. School systems are getting smaller and the birth rates are dropping. Unless we have an in surge of

students moving to our town, our enrollment numbers will decrease. He would like to know what the State Statute is regarding funding. He was a member of the Audit Committee and there was money that was hidden. Money was being used for other items than they were intended for. We found a lot of discrepancies. He has spoken to several superintendents and their budget process is done differently than how Enfield does it. The school budget is between 7-14% too high. You need to get your act together and have transparency so the Town Council can understand it. You need to list an expense column like the fire department does. You should know what the tuition costs are before we send any students there. You seem to estimate your numbers on the higher side. Businesses get the actual costs and do not estimate. Thank you.

17. EXECUTIVE SESSION - None

18. ADJOURNMENT

Mr. Grady moved, seconded by Mrs. Thurston to adjourn the Regular Meeting of July 8, 2014.

All ayes, motion passed unanimously.

Meeting stood adjourned at 8:15 PM.

Vincent M. Grady
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary

**BOARD OF EDUCATION
SPECIAL MEETING MINUTES
JULY 16, 2014**

A special meeting of the Enfield Board of Education was held at the Henry Barnard Elementary School in the Board Conference Room, located at 27 Shaker Road, Enfield, CT on July 16, 2014.

1. **CALL TO ORDER:** The meeting was called to order at 5:36 PM by Chairman Sirard.

2. **PLEDGE OF ALLEGIANCE:** Chairman Sirard

3. **FIRE EVACUATION ANNOUNCEMENT:** Chairman Sirard announced the fire evacuation announcement.

4. **ROLL CALL:**

MEMBERS PRESENT: Peter Jonaitis, Ray Peabody, Timothy Neville, Stacy Thurston and Tom Sirard

MEMBERS ABSENT: Lori Unghire, Dave Wawer, Vin Grady and Tina LeBlanc

ALSO PRESENT: Dr. Jeffrey A. Schumann, Superintendent

5. **EXECUTIVE SESSION:**

a. Matter(s) Related to Personnel – Interim Enfield High School Assistant Principal

Mr. Neville moved, seconded by Mrs. Thurston that the Enfield Board of Education enters into Executive Session for Matter(s) Related to Personnel.

A vote by **show-of-hands 5-0-0** passed unanimously.

The Board remained in the Board Conference Room for the Executive Session. Dr. Schumann joined the Board in Executive Session at 5:37 PM.

While the Board was in Executive Session, no Board action occurred.

The Board returned to open session at 5:40 PM.

6. **ACTION, IF ANY, REGARDING THE APPOINTMENT OF THE INTERIM ENFIELD HIGH SCHOOL PRINCIPAL:**

Mrs. Thurston moved, seconded by Mr. Neville that the Enfield Board of Education to appoint Candidate A the position of Interim Enfield High School Assistant Principal.

A vote by **roll call 5-0-0** passed unanimously.

7. **ADJOURNMENT**

Mrs. Thurston moved, seconded by Mr. Neville to adjourn the Special Meeting of July 16, 2014.

The motion passed unanimously with all ayes. The Meeting stood adjourned at 5:43 PM.

Vincent M. Grady
Secretary
Board of Education

Respectfully Submitted,

Jeffrey A. Schumann, Superintendent

**BOARD OF EDUCATION
SPECIAL MEETING MINUTES
JULY 23, 2014**

A special meeting of the Enfield Board of Education was held at Henry Barnard Elementary School in the Board Conference Room, located at 27 Shaker Road, Enfield, CT on July 23, 2014.

1. **CALL TO ORDER:** The meeting was called to order at 6:10 PM by Chairman Sirard.
2. **PLEDGE OF ALLEGIANCE:** Chairman Sirard
3. **FIRE EVACUATION ANNOUNCEMENT:** Chairman Sirard announced the fire evacuation announcement.
4. **ROLL CALL:**

MEMBERS PRESENT: Peter Jonaitis, Ray Peabody, Vin Grady (participated remotely), Timothy Neville, Stacy Thurston and Tom Sirard

MEMBERS ABSENT: Lori Unghire, David Wawer and Tina LeBlanc

ALSO PRESENT: Dr. Jeffrey Schumann, Superintendent

5. **Discussion regarding the future Use for the Harriet Beecher Stowe Building**

Chairman Sirard stated that Mr. Grady will participate remotely for tonight's meeting.

Dr. Schumann explained to Board members that the CREC Public Safety Academy has vacated the Harriet Beecher Stowe building. We still owe the State around \$820K for the renovations that were previously done to the building. He has contacted the State about us occupying the building and placing some programs in the building. Moving the expulsion program would not meet the requirements defined for an educational building.

Dr. Schumann stated that we can place the preschool program that is currently held at Hazardville Memorial building and move it to the Harriet Beecher Stowe building. This would meet the educational requirements required by the State. We can also expand the preschool program by including 10 Choice students. This would allow us to expand the preschool program by adding 2 additional classrooms. Choice supports this program expansion.

Dr. Schumann added that the Enfield Child Development Center (ECDC) can also move their program from the Thomas G. Alcorn building to the Harriet Beecher Stowe building which would free up space at Alcorn. The ECDC program would not meet educational requirements required by the State.

Dr. Schumann stated that we can move the Hazardville Memorial Family Resource Center to the Harriet Beecher Stowe building and provide space for KITE (Key Initiatives to Early Education) at the Stowe building. By doing this, Harriet Beecher Stowe would truly become an early childhood educational building.

Mr. Neville asked if Dr. Schumann has heard anything on the universal preschool legislation. Dr. Schumann stated that he spoke with Congressman Courtney and universal preschool is not a mandate yet.

Mr. Grady asked if there are any pre-kindergarten grants available from the State. Dr. Schumann stated there are some grants available. We would receive funding from CREC choice program. We have currently budgeted for the preschool program in the Board's budget. By expanding the preschool program, we will be helping our kids with math and literacy support.

Mr. Neville asked about the time commitment for implementing this. Dr. Schumann stated the State is expecting us to use the Stowe building in September 2014. He would like to ask for a one-year waiver to give us time to plan. He would like to move the preschool program to the Stowe building for September 2015.

Mr. Jonaitis asked if we would need an administrator in the building. Dr. Schumann stated we could use a head teacher to manage the building. We could also house our complementary evaluators at the building.

Mr. Jonaitis is concerned with the time the teachers will need to teach students and manage the building.

Mr. Neville added that we would need a nurse at the Stowe building. We would also need to define the duties of the head teacher.

Chairman Sirard stated we could apply for a waiver from the State to give us time to get this program up and running.

Dr. Schumann added a lot of work is needed in order for us to move the preschool program from Memorial to the Stowe building. PPT's will need to be conducted for each child.

Chairman Sirard stated some of the students require ESL services and by adding Choice students to this program, we may need to increase our ESL services. Some of the students will be bilingual.

Mr. Neville stated we can bring our request to the Commissioner of Education.

Chairman Sirard stated that if the Commissioner does not agree with this, the Town will be responsible for the \$820K.

Mr. Grady asked if renovations would be needed to hold the preschool program in the Stowe building. Dr. Schumann stated some minor renovations would be needed. CREC has left the building in really good shape. It can be returned to an elementary school without too much work.

Chairman Sirard would like us to try to get a waiver. He likes offering ESL services to the students. We will be getting the students from Hartford earlier. He also likes the idea of using a head teacher to manage the building.

Mr. Jonaitis asked about us having our own special education school like the Woodland program. Dr. Schumann stated that we can ask the Commissioner about an outplace program for special education students.

Mr. Neville does not believe that we can link these two programs together.

Mr. Peabody also likes adding the Choice students to our preschool program. He feels that we could also house a special education outplace program at Alcorn. We could eventually generate revenue for the town.

Mr. Neville likes the idea of a preschool program and believes we should proceed with it. The two programs should not be linked together.

Chairman Sirard stated that a one-year waiver is easier to manage than a multiple year waiver. This waiver would give us time to plan.

Dr. Schumann stated that we would provide bilingual services to the students that required it.

6. Action, if any, regarding the Future Use of the Harriet Beecher Stowe Building

Mr. Peabody moved, seconded by Mr. Neville that the Enfield Board of Education authorizes the Superintendent to request a waiver from the State Department of Education to move the preschool program from Hazardville Memorial to Harriet Beecher Stowe building for the 2015-16 school year.

Discussion:

Mr. Jonaitis has a problem with doing this at a Special meeting. He does not like making decisions quickly. The public has not had an opportunity to voice their opinion about this.

Mr. Grady stated we have had public audiences at other Special meetings.

Mr. Jonaitis asked is this worth the time and money to run this program at Stowe or should we just pay the \$820K.

Chairman Sirard stated we currently have the funds in our budget for 5 preschool classrooms at Memorial. We will add 2 additional preschool classrooms and Choice has grants available for us for the 2 additional teachers that would be needed. Past history has proven that programs have died if the funding is not there. It won't hurt us to try this. If the program fails, we can move the preschool program back to Memorial.

Mr. Jonaitis asked what if the State says no and does not grant us a waiver. Chairman Sirard stated we would then receive a bill for \$820K from the State.

Mr. Peabody would like a formal cost estimate to run the program so we can better understand the process.

Mr. Neville stated we would need time to gather this information. We can present this information at one of the Board's meetings in September. If the program doesn't work, we can pull the program.

Mr. Jonaitis has a hard time accepting this without the numbers to backup the preschool program.

Mr. Peabody agrees but we need to move on this now. We don't have time to wait. Dr. Schumann will submit a request to the State for a waiver to give us time to implement the program at Stowe. We either do this or the taxpayers will be paying for the \$820K.

Mr. Grady left the meeting at 6:47 PM.

Dr. Schumann added that we can come back to the Board with hard numbers.

Mr. Jonaitis does not like to vote on things too quickly. He has been saying this for quite some time that the Stowe building would be vacant soon and we need to discuss it.

Chairman Sirard asked for a roll call vote.

A vote by **roll-call 4-1-0** passed with Mr. Jonaitis in dissent.

7. **Adjournment**

Mrs. Thurston moved, seconded by Mr. Neville to adjourn the Special Meeting of July 23, 2014.

All ayes, motion passed unanimously.

Meeting stood adjourned at 6:50 PM.

Vincent M. Grady
Secretary
Board of Education

Respectfully Submitted,

Kathy Zalucki, Recording Secretary