

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



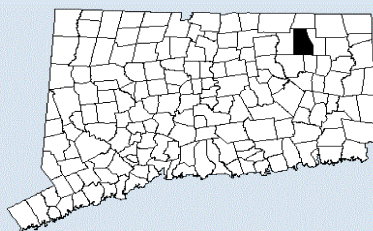
## Ashford School District

Dr. James Longo, Superintendent • 860-429-1927 • <http://www.ashfordct.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	395
Per Pupil Expenditures <sup>1</sup>	\$18,990
Total Expenditures <sup>1</sup>	\$7,823,869

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



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	190	48.1	48.4
Male	205	51.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	9	2.3	12.8
Hispanic or Latino	32	8.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	17	4.3	3.3
White	331	83.8	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	122	30.9	36.7
Students with Disabilities <sup>1</sup>	52	13.2	14.8

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count    Rate (%)	Count    Rate (%)
Female	17    9.6	*    *
Male	8    4.4	*    *
Black or African American	0    *	*    *
Hispanic or Latino	*    *	*    *
White	19    6.3	6    1.7
English Learners	0    *	0    *
Eligible for Free or Reduced-Price Meals	11    8.0	*    *
Students with Disabilities	6    13.0	*    *
District	25    7.0	9    2.2
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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

## Ashford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	37.0
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	15.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.5
School Level	2.1
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	23.0

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	100.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.5

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	27	65.9
State		68.6

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

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

## Ashford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.7	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	2.8	5.2
Other Health Impairment	10	2.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	3.9	1.8
All Disabilities	47	13.1	14.5

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,705,553	11,590	9,847
Instructional Supplies and Equipment	308,730	760	287
Improvement of Instruction and Educational Media Services	32,815	81	589
Student Support Services	241,137	594	1,120
Administration and Support Services	1,036,040	2,552	1,905
Plant Operation and Maintenance	796,439	1,962	1,648
Transportation	481,677	712	904
Costs of Students Tuitioned Out	144,083	N/A	N/A
Other	77,395	191	208
Total	7,823,869	18,990	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	636,718	34.0	33.8
Noncertified Personnel	442,420	23.6	14.5
Purchased Services	236,416	12.6	5.5
Tuition to Other Schools	144,083	7.7	23.4
Special Ed. Transportation	81,618	4.4	8.7
Other Expenditures	329,494	17.6	14.1
Total Expenditures	1,870,749	100.0	100.0

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

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.5	60.5
State	36.8	36.8
Federal	2.7	2.7
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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

## Ashford School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

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

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	7	*	7	*
Hispanic or Latino	19	*	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	193	72.3	192	64.1
English Learners	*	*	*	*
Non-English Learners	224	72.1	223	63.5
Eligible for Free or Reduced-Price Meals	97	66.2	97	57.9
Not Eligible for Free or Reduced-Price Meals	131	76.4	130	67.8
Students with Disabilities	35	46.3	34	41.0
Students without Disabilities	193	76.7	193	67.5
High Needs	112	64.4	111	56.7
Non-High Needs	116	79.5	116	70.2
District	228	72.1	227	63.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	74.4	63.6	64.7	N/A	106	67.9
Curl Up	84.6	93.9	67.6	N/A	106	82.1
Push Up	38.5	72.7	55.9	N/A	106	54.7
Mile Run/PACER	61.5	81.8	23.5	N/A	106	55.7
All Tests - District	17.9	54.5	17.6	N/A	106	29.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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

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

## Ashford School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.1	75	48.0	50	96.1	67.6
	High Needs Students	64.4	75	42.9	50	85.9	57.5
Math Performance Index	All Students	63.6	75	42.4	50	84.7	62.7
	High Needs Students	56.7	75	37.8	50	75.5	52.0
ELA Academic Growth	All Students	59.5%	100%	59.5	100	59.5	60.7%
	High Needs Students	52.8%	100%	52.8	100	52.8	55.6%
Math Academic Growth	All Students	61.4%	100%	61.4	100	61.4	61.9%
	High Needs Students	52.1%	100%	52.1	100	52.1	55.4%
Chronic Absenteeism	All Students	7.0%	<=5%	46.1	50	92.1	10.7%
	High Needs Students	9.4%	<=5%	41.1	50	82.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		96.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		81.5%   29.2%	75%	9.7	50	19.5	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>543.8</b>	<b>800</b>	<b>68.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.4	10.6	15.9	
Math Performance Index Gap	70.2	56.7	13.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

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

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.1
	High Needs Students	97.4
Math	All Students	96.7
	High Needs Students	96.6
Science	All Students	97.4
	High Needs Students	97.1

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

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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

## Ashford School District

### Narratives

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

Ashford has a robust student support system with remedial, intervention and special education support for all students. There are 2 full time school psychologists on staff. This allows time for community outreach, assisting parents and families with home activities to support learning. They, along with the Town's Youth Service Bureau provide valuable connections to teachers, school and family.

The Ashford PTO, the School Readiness Council and parent volunteers are active participants in not only the school, but in the community at large.

With the support of the Ashford Board of Education, district improvement plans continue to move forward with revisions of curriculum, the development of a new school vision and mission statement and instructional philosophy.

Ashford is a fully integrated STEAM school and has begun to introduce Project Based Learning to classrooms.

Ashford students have abundant access to technology, we have a science lab, a MIDI keyboard lab, two computer labs, SmartBoards, many software programs, computers in every classroom, and mobile computer carts.

The Superintendent of Schools and the Principal of Ashford School publish monthly newsletters in the Ashford Citizen, a publication that is sent to every home in Ashford. The school website is updated regularly with news, events and happenings at our school and in our community. Weekly announcements are sent every Friday by email during the school year to our families through K12 Alerts.

Special Education at Ashford School reflects a comprehensive evolution of educational programming, philosophy and design to best meet the individual needs of students with disabilities. Facility renovations are underway to house service providers and updates have been made to improve accessibility for our students. Our special needs population receives comprehensive services that are integrated with the regular education population offering a full range of supports for students and their families.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Ashford School is located in the rural, northeastern part of our state. The total Preschool through Grade 8 student enrollment for 2016-2017 was 394 with 16.2% minority population. Less than 1.5 percent of Ashford Students are English Language Learners.

Programs at Ashford designed to reduce racial, ethnic and economic isolation are integrated through our instructional curriculum and evidenced by participation in many internal events and activities in the school and community.

Ashford offers an extended school day via its After School Program. There are a number of clubs and activities offered without charge to students in grades 2-8. An area YMCA program offers after school child care during the school year. The Ashford PTO sponsors cultural arts assemblies once a month raising awareness of other people, traditions and our differences. Other programs and activities include schoolwide Positive Behavior Supports (PBIS), Primary Pride, regional athletic competitions, robotics tournaments and music festivals with other districts in our area and statewide. SWINGS, WINGS Jr., WINGS and Flight are long standing programs in our school that promote trust, collaborative work, acceptance and mutual respect of others for every student in our school.

Ashford School offers a fully operational gifted and talented program to meet the needs of academically and artistically gifted students. Ashford School staff and the Ashford Youth Service Bureau offer assistance to families that may be in economic need through their annual Holiday Giving Tree and Thanksgiving Baskets programs.

All programs in and out of school are meant to minimize isolation, bullying, intolerance and promote overall good citizenship and community awareness.

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

## Ashford School District

### **Equitable Allocation of Resources among District Schools**

As Ashford is a single school district with one physical location, this item would not be applicable.