Connecticut State Department of Education

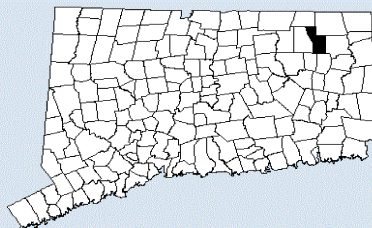# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Eastford School District

Ms. Linda Loretz, Superintendent • 860-974-1130 • www.eastfordct.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	143
Per Pupil Expenditures[1]	$25,137
Total Expenditures[1]	$3,091,887

[1]*Expenditure data reflect the 2015-16 year.*

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2017)](#)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

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

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

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

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

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	62	43.4	48.4
Male	81	56.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	10	7.0	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	8	5.6	2.9
White	123	86.0	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	22	15.4	35.9
Students with Disabilities[1]	31	21.7	14.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	*	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	*	*	8	5.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	2.9
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	5.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.2
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.2

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	8	*
District	21	70.0
State		68.2

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	3.2	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	9	4.9	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	5.4	1.8
All Disabilities	33	17.8	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	1,774,550	13,243	9,663
Instructional Supplies and Equipment	21,231	158	321
Improvement of Instruction and Educational Media Services	89,752	670	578
Student Support Services	254,763	1,901	1,103
Administration and Support Services	348,842	2,603	1,861
Plant Operation and Maintenance	204,276	1,524	1,637
Transportation	272,183	1,420	877
Costs of Students Tuitioned Out	126,290	N/A	N/A
Other	0	0	201
Total	3,091,887	25,137	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,749

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

Special Education Expenditures: 2015-16

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	183,500	25.5	34.6
Noncertified Personnel	127,845	17.8	14.6
Purchased Services	108,593	15.1	5.8
Tuition to Other Schools	166,904	23.2	21.8
Special Ed. Transportation	59,350	8.3	8.5
Other Expenditures	72,121	10.0	14.7
Total Expenditures	718,313	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.3	64.3
State	32.4	32.4
Federal	1.6	1.6
Tuition & Other	1.7	1.7

[4]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).

Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	77	75.0	77	67.6	20	58.8
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	88	74.0	88	66.7	24	57.9
Eligible for Free or Reduced-Price Meals	15	*	15	*	6	*
Not Eligible for Free or Reduced-Price Meals	73	74.2	73	66.8	18	*
Students with Disabilities	21	59.3	21	50.9	6	*
Students without Disabilities	67	78.6	67	71.7	18	*
High Needs	33	66.5	33	58.3	10	*
Non-High Needs	55	78.5	55	71.8	14	*
District	88	74.0	88	66.7	24	57.9

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

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

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	46	95.7
Curl Up	*	*	*	N/A	46	100.0
Push Up	*	*	*	N/A	46	65.2
Mile Run/PACER	*	*	*	N/A	46	73.9
All Tests - District	*	*	*	N/A	46	56.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

[2]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.

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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.3	50	98.7	67.1
	High Needs Students	66.5	75	44.4	50	88.7	55.9
Math Performance Index	All Students	66.7	75	44.5	50	89.0	62.2
	High Needs Students	58.3	75	38.9	50	77.8	50.5
Science Performance	All Students	57.9	75	38.6	50	77.3	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	53.6%	100%	53.6	100	53.6	55.4%
	High Needs Students	52.8%	100%	52.8	100	52.8	49.8%
Math Academic Growth	All Students	70.5%	100%	70.5	100	70.5	61.7%
	High Needs Students	73.9%	100%	73.9	100	73.9	53.7%
Chronic Absenteeism	All Students	2.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.4%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness		95.8%	56.5%	75%	37.7	50	75.4	92.0%	51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				**604.2**	**800**	**75.5**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.5	8.5	16.7	
Math Performance Index Gap	71.8	58.3	13.4	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
Graduation Rate Gap	.	.	.	.	

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

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

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

[3]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: 50.2**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Teachers and administrators use data to inform instruction and implement personalized success plans to improve student achievement. All students participate in assessments that are analyzed for both group and individual performance on specific skills. The data collected are used to inform instruction and provide appropriate interventions for students requiring enrichment or reinforcement. The Common Core Standards-Based Report Cards and data are maintained electronically and follow students from grade to grade to facilitate curricular articulation. The Eastford Elementary School has established a Student Assistance Team (SAT) to facilitate the Response to Intervention (RTI) program. The team analyzes data and assists teachers in developing action plans, monitoring the progress of students and communicating performance with parents. Parents are invited to examine student data at parent conference times or upon request. Special education teachers and general education teachers collaborate at SAT meetings to ensure that action plans for regular and special education students are skill-specific and carried out with optimal fidelity and efficiency. In the area of special education, Eastford has focused on increasing the inclusion of all students with disabilities in the regular classroom. The special education teachers are experts at inclusion and they co-teach at many grade levels. Eastford Elementary has few attendance and truancy issues. The District has joined an EASTCONN collaborative to ensure proper supports when there are truancy concerns.

The Eastford District is fortunate to have four active parent groups. All stakeholders regularly help the school function as a collaborative, inclusive and resourceful educational community. 1. Among other projects, The Eastford PTO sponsors cultural programs and supports academic projects. 2. The Middle School Fundraising Group sponsors an Annual Goods and Services Auction and raises 100% of the money needed to support the eighth-grade trip to Washington, D.C. 3. The Sports Boosters support the soccer, basketball and track teams with uniforms, equipment, and awards. 4. The Readiness Council governs the preschool program and attempts to include all parents who have pre-kindergarten children.

The PTO and Title I personnel coordinate family involvement activities each year. At least two family programs per year are coordinated with school book fairs that are planned to coincide with nighttime parent conferences in December and April. Teachers coordinate special evenings such as curriculum nights where they provide opportunities for parents and students to interact with staff and share academic experiences that can be brought home.

The school's website is being used as a primary home-to-school communication tool. Teachers in grades 2-8 post homework assignments online; all teachers post instructional information on the website. The parent groups also sponsor pages on the school website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Eastford School District is a one-school District; the Eastford Elementary School houses grades PK-8 and high school students attend Woodstock Academy. Eastford has little diversity in population, yet staff members support efforts to reduce racial, ethnic and economic isolation. It has become apparent that up-to-date curricular goals provide a powerful vehicle for multicultural education. The curriculum is aligned with discipline-based standards as well as Connecticut's Common Core of Learning. Curriculum development has been enhanced with the purchase of teaching materials that reflect the diversity of the greater community. Classroom experiences are supplemented with field trips and guest speakers designed to emphasize the importance of becoming active, constructive members of a larger community. Students at every grade level attend theater performances on a yearly basis and cultural programs are brought into the school throughout the year. There has been a concerted effort to increase the resources of the Media Center. Book collections and multimedia programs are growing in volume and in diversity. Four mobile computer labs have become extensions of the Media Center. Distance Learning equipment has been obtained so that students can take virtual field trips and interact with academic experts located throughout the world. Students have been able to collaborate with students throughout the United States and even overseas.

The regional service center, EASTCONN, offers regional programs for staff and students. These foster communication and relationships between Eastford and other communities. Teachers pursue interdistrict grant programs that offer opportunities for students to communicate and collaborate with students from other community settings.

A professional development collaborative has been formed among staff in neighboring communities as well as Woodstock Academy. Administrators and teachers meet regularly to plan joint projects and cosponsor professional development programs designed to promote success for all students. Eastford students benefit because collaborating with neighboring districts increases students' exposure to a variety of viewpoints and perspectives.

Equitable Allocation of Resources among District Schools

Since Eastford is a one school District, resources remain at the Eastford Elementary School and tuition is paid to the Woodstock Academy for high school students.