

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



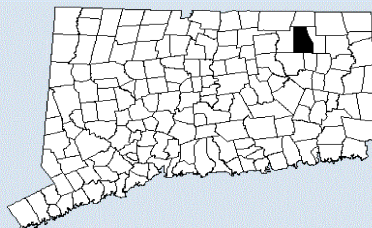
Ashford School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	407
Per Pupil Expenditures ¹	\$19,165
Total Expenditures ¹	\$7,781,042

¹Expenditure 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)

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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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	198	48.6	48.4
Male	209	51.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	9	2.2	12.9
Hispanic or Latino	30	7.4	24.0
Pacific Islander	*	*	0.1
Two or More Races	17	4.2	2.9
White	341	83.8	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	118	29.0	35.9
Students with Disabilities ¹	50	12.3	14.3

¹Students 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	13	6.9	*	*
Male	13	7.2	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	17	5.6	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	18	15.7	*	*
Students with Disabilities	*	*	*	*
District	26	7.0	*	*
State		9.9		6.7

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

Number of school-based arrests: 0

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	37.5
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.7
School Level	0.1
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.0

¹In 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	1.0
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	51	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	27	65.9
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	1.9	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	13	3.6	4.9
Other Health Impairment	11	3.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.9	1.8
All Disabilities	45	12.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,487,492	11,304	9,663
Instructional Supplies and Equipment	347,403	875	321
Improvement of Instruction and Educational Media Services	100,296	253	578
Student Support Services	237,895	599	1,103
Administration and Support Services	1,028,414	2,590	1,861
Plant Operation and Maintenance	687,675	1,732	1,637
Transportation	471,909	642	877
Costs of Students Tuitioned Out	316,391	N/A	N/A
Other	103,567	261	201
Total	7,781,042	19,165	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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³Expenditures 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	587,256	33.0	34.6
Noncertified Personnel	363,117	20.4	14.6
Purchased Services	163,724	9.2	5.8
Tuition to Other Schools	316,391	17.8	21.8
Special Ed. Transportation	75,266	4.2	8.5
Other Expenditures	273,847	15.4	14.7
Total Expenditures	1,779,601	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.5	59.5
State	38.1	38.1
Federal	2.4	2.4
Tuition & Other	0.0	0.0

⁴Revenue 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).

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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	6	*	6	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	210	72.7	210	63.6	78	56.6
English Learners	*	*	*	*	*	*
Non-English Learners	238	72.4	238	62.9	90	56.6
Eligible for Free or Reduced-Price Meals	72	64.3	72	57.2	27	52.0
Not Eligible for Free or Reduced-Price Meals	170	75.4	170	65.2	65	58.5
Students with Disabilities	32	48.4	32	42.1	13	*
Students without Disabilities	210	75.7	210	66.0	79	58.3
High Needs	88	62.3	88	55.0	31	51.6
Non-High Needs	154	77.7	154	67.3	61	59.1
District	242	72.1	242	62.8	92	56.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.0	80.0	76.0	N/A	115	78.3
Curl Up	76.0	70.0	72.0	N/A	115	72.2
Push Up	68.0	45.0	44.0	N/A	115	49.6
Mile Run/PACER	40.0	82.5	64.0	N/A	115	65.2
All Tests - District	28.0	37.5	42.0	N/A	115	37.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

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

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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	72.1	75	48.1	50	96.2	67.1
	High Needs Students	62.3	75	41.6	50	83.1	55.9
Math Performance Index	All Students	62.8	75	41.9	50	83.7	62.2
	High Needs Students	55.0	75	36.7	50	73.4	50.5
Science Performance	All Students	56.6	75	37.7	50	75.5	55.3
	High Needs Students	51.6	75	34.4	50	68.8	45.2
ELA Academic Growth	All Students	57.7%	100%	57.7	100	57.7	55.4%
	High Needs Students	50.7%	100%	50.7	100	50.7	49.8%
Math Academic Growth	All Students	49.6%	100%	49.6	100	49.6	61.7%
	High Needs Students	43.7%	100%	43.7	100	43.7	53.7%
Chronic Absenteeism	All Students	7.0%	<=5%	45.9	50	91.8	9.9%
	High Needs Students	13.8%	<=5%	32.5	50	64.9	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		80.6%	94%	42.8	50	85.7	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)		92.7% 37.4%	75%	24.9	50	49.9	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				588.2	900	65.4	

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	62.3	12.7	16.7	
Math Performance Index Gap	67.3	55.0	12.2	18.7	
Science Performance Index Gap	59.1	51.6	7.5	16.6	
Graduation Rate Gap	

¹If 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.

²If 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	99.2
	High Needs Students	99.0
Math	All Students	99.2
	High Needs Students	99.0
Science	All Students	97.9
	High Needs Students	93.9

³Minimum 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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Overall, our district improvement plans have revolved around a complete restructuring of our school's curriculum and instruction philosophy, our staff professional development supports, and family outreach programs. We have moved to become a STEAM school; that is, a school whose entire curriculum is built around the integration of Science, Technology, Engineering, Arts and Mathematics. To accomplish this, we have had several professional development days, formed curriculum revision committees, changed schedules, purchased new instructional materials, added engineering classes including robotics and high level computer skills as well as the integration of project based instruction. We have added a science lab, a second computer lab, desktop computer stations in every classroom with several computers, SmartBoards, and effective software, as well as staff to accommodate our new instructional design. We have initiated a one-to-one laptop program for all students in grades 6 and 7, and will add grade 8 next year. This improvement plan is comprehensive, and is proving to be effective instructionally for both regular education and special education students.

Our community outreach to both parents and the community at large is based upon several improvements in communication from the school to the community. We now publish a monthly article in a bulletin that goes out to every Ashford resident as well as monthly fliers that go home to parents. (The Ashford Citizen). We also publish a weekly update of announcements, activities, and events at our school through email to all student families. We have doubled the number of events that the parents and community are invited to, introducing and supporting our new curriculum and instruction model. Our community outreach officer conducts both individual family and group activities to benefit families in dealing with their children's needs and education. Additionally, we have updated our school website to be a comprehensive resource with both current events and archives.

Our special education improvement plan is a comprehensive evolution in our placement and service philosophies. I have been working in collaboration with our Director of Pupil Personnel to implement a plan to bring as many outplaced students back to Ashford School as possible by restructuring our special education staff including the hiring of additional staff. As part of this program we have begun the process of renovating a part of our building to house the services and providers that we would need for full implementation. Our plan has also included construction of adaptations in student rest rooms in each wing of the building to better accommodate students with disabilities. Our special needs population receives comprehensive services and is integrate into our regular education population as a matter of program design and philosophy. Our special education programs offer a full range of supports for students and their families. Our special education improvement plan has a multi-faceted approach that ranges from facility modifications through curriculum design and family supports.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Ashford School has 406 students enrolled in grades PK-8 with a 15% minority population. Behavioral and individual subject curriculums are designed and implemented to foster understanding, tolerance, and respect among all ethnic and racial groups. We have a robust student support system staffed with remedial, intervention and special education support for all students. With two full time school psychologists, a contracted clinical psychologist and a community liaison counselor allows for community outreach and to parents and families. This support staff is able to assist parents with activities at home to support learning. This group of individuals offer a valuable connection between our teachers, our school, and our families. We essentially offer an extended school day through a comprehensive menu of after school clubs, sports and activities for students in grades 2-8. We offer an after school care programs through a partnership with the local YMCA. Students are also able to participate in local and inter-district programs through our relationship with EASTCONN and The Hole in the Wall Gang Camp. During the school year, students from all grade levels took part in a series of cultural assemblies sponsored by the Ashford PTO focusing on awareness of other cultures, people and the differences among them. Other programs include "Primary Pride", PBS (Positive Behavior Supports), Restorative Justice behavior management, participation in regional athletics, instrumental music and choral activities with other districts and racial and ethnic understanding woven into the health and physical education programs, WINGS, WINGS Jr., and SWINGS (programs of trust and healthy student relationships). The SOAR (Showing Acceptance to Others) program in grades 1-5 promotes tolerance and acceptance of differences. The needs of our artistically and academically gifted students are met through a program called "STRIVE". We are pleased to have a very active PTO, a School Readiness council that supports PK-K students and programs, and parent volunteers in our classrooms. We have embarked upon a comprehensive school improvement plan addressing outreach, student safety, and facility upgrades to maximize learning for all.

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Equitable Allocation of Resources among District Schools

Ashford is a single school district providing a comprehensive education to 406 students in grades PK-8.