Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	390
Per Pupil Expenditures[1]	$19,450
Total Expenditures[1]	$8,130,085

[1] *Expenditure data reflect the 2018-19 school year.*
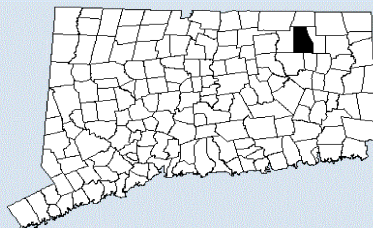
Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	186	47.7	48.4
Male	204	52.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	7	1.8	12.7
Hispanic or Latino of any race	31	7.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	17	4.4	3.8
White	330	84.6	51.1
English Learners	6	1.5	8.3
Eligible for Free or Reduced-Price Meals	154	39.5	43.3
Students with Disabilities[3]	52	13.3	16.0

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

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

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	17	10.3	*	*
Male	12	6.6	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	31.8	*	*
White	19	6.4	8	2.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	16.9	10	5.7
Students with Disabilities	10	17.9	*	*
District	29	8.3	11	2.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	14.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.2

[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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	2.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	48	98.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	6	*
Other Health Impairment	7	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	26	57.8
State		67.8

[2] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	8	2.3	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	11	3.1	5.7
Other Health Impairment	11	3.1	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	13	3.7	1.8
All Disabilities	50	14.2	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$4,892,017	$11,703	$10,923
Support services - students	$596,473	$1,458	$1,277
Support services - instruction	$356,018	$870	$682
Support services - general administration	$191,483	$468	$467
Support services - school based administration	$555,458	$1,358	$1,021
Central and other support services	$329,868	$807	$679
Operation and maintenance of plant	$650,234	$1,590	$1,718
Student transportation services	$540,534	$1,312	$1,288
Food services	$18,000	$44	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$8,130,085	$19,450	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$479,022	22.7	28.5
Instructional Aide Salaries	$471,067	22.4	10.1
Other Salaries	$208,952	9.9	11.1
Employee Benefits	$372,566	17.7	13.0
Purchased Services Other Than Transportation	$216,158	10.3	5.7
Special Education Tuition	$276,627	13.1	22.5
Supplies	$78,234	3.7	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	$3,747	0.2	0.2
All Other Expenditures	$160	0.0	0.1
Total	$2,106,533	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.9	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	62.1
State	34.6
Federal	3.2
Tuition & Other	0.1

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

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

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	8.3%	<=5%	12.2%
	High Needs Students	14.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		95.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	.	.	.	.	

[1] If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Ashford School provides its students a robust support system in remedial, intervention and special education including the addition of services for those students identified as gifted and/or talented. There are two full-time school psychologists, and a full-time school counselor was added this year. In conjunction with teachers and the Town's Youth Services Bureau, valuable attention, assistance and services are available to our students and their families.

With a very active PTO, School Readiness Council and a great deal of parent volunteers, Ashford School is always integrated in the community. In November, a school and community wide Veteran's Day event was held and it was a great success, attended by many local Veteran's who were tended to and served lunch by our students.

Ashford is a fully integrated STEAM school and has adopted Project Based Learning and focuses on social literacy. We are committed to serving the full range of ability levels through a fully differentiated instructional model that meets students at their current ability and performance level and delivers individualized instruction for optimal advancement academically as well as social/emotionally.

Students have abundant access to technology. There are mobile laptop carts, classroom computers, an array of software, SmartBoards in classrooms and students in Grade 6 are participating in a pilot of 1:1 computer use.

With the support of the Ashford Board of Education, district improvement continues to move forward under a new school vision and mission statements. Monthly articles to the Ashford Citizen from the Superintendent and Ashford School keep the town informed of actives and events at Ashford School and weekly announcements are emailed to families every Friday.

Special education at Ashford School reflects a comprehensive approach to educational programming, philosophy, design and services to best meet the individual for our students with disabilities while being 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

As a rural school district, Ashford has a relatively low minority population and few English language learners.

Efforts to increase school wide awareness of diversity among people have been abundant at Ashford School. Ashford has become very involved with cultural activities including a student and teacher exchange with teachers and students from Germany to study education, economy and culture, we have continued participation in Model United Nations and most recently a study of Lionfish in Bermuda with students from urban Detroit through a grant from the National Geographic Foundation.

The Ashford PTO and cultural arts committee sponsor cultural arts assemblies throughout the school year. There is an after school program in place for students in grades 2-8.

Other programs and activities include Positive Behavior Supports (PBIS), Primary Pride, STEAM events, regional athletic participation, robotics tournaments, a community service day and music festival participation with other districts across the state.

Ashford School, along with the Ashford Youth Service Bureau offer assistance to families that may face economic challenges through the annual Holiday Giving Tree and Thanksgiving Baskets programs.

We strive to teach our students tolerance of others, good citizenship and cultural and community awareness.

Equitable Allocation of Resources among District Schools

As a single school district educating students in grades PK-8, this item would not be applicable to our district as it relates to equitable sharing.