

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



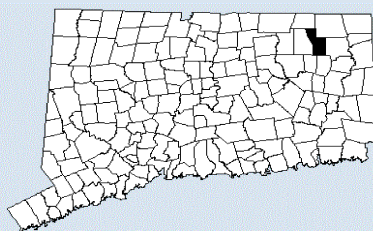
Eastford School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	151
Per Pupil Expenditures ¹	\$24,297
Total Expenditures ¹	\$3,304,458

¹Expenditure 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.

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	66	43.7	48.4
Male	85	56.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	14	9.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	7	4.6	3.3
White	130	86.1	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	34	22.5	36.7
Students with Disabilities ¹	33	21.9	14.8

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	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
District	*	*	*	*
State		10.7		6.8

Number of students in 2016-17 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	12.2
Paraprofessional Instructional Assistants	2.7
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	6.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.7

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	1.1
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	21	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	22	68.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	3.8	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	12	6.5	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	4.3	1.8
All Disabilities	35	19.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,799,855	12,586	9,847
Instructional Supplies and Equipment	34,196	239	287
Improvement of Instruction and Educational Media Services	106,129	742	589
Student Support Services	326,241	2,281	1,120
Administration and Support Services	350,751	2,453	1,905
Plant Operation and Maintenance	324,532	2,269	1,648
Transportation	269,882	1,351	904
Costs of Students Tuitioned Out	92,872	N/A	N/A
Other	0	0	208
Total	3,304,458	24,297	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	187,892	25.2	33.8
Noncertified Personnel	172,251	23.1	14.5
Purchased Services	144,637	19.4	5.5
Tuition to Other Schools	123,376	16.5	23.4
Special Ed. Transportation	52,320	7.0	8.7
Other Expenditures	65,726	8.8	14.1
Total Expenditures	746,202	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.0	67.6
State	31.4	29.8
Federal	1.3	1.3
Tuition & Other	1.3	1.3

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.

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	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	8	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	78	70.2	78	66.9
English Learners	0	N/A	0	N/A
Non-English Learners	91	70.2	91	66.7
Eligible for Free or Reduced-Price Meals	31	65.0	31	62.6
Not Eligible for Free or Reduced-Price Meals	60	72.9	60	68.9
Students with Disabilities	19	*	19	*
Students without Disabilities	72	73.5	72	71.2
High Needs	42	64.4	42	59.6
Non-High Needs	49	75.1	49	72.8
District	91	70.2	91	66.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	41	75.6
Curl Up	*	*	*	N/A	41	46.3
Push Up	*	*	*	N/A	41	63.4
Mile Run/PACER	*	*	*	N/A	41	95.1
All Tests - District	*	*	*	N/A	41	29.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.2	75	46.8	50	93.6	67.6
	High Needs Students	64.4	75	42.9	50	85.8	57.5
Math Performance Index	All Students	66.7	75	44.5	50	88.9	62.7
	High Needs Students	59.6	75	39.8	50	79.5	52.0
ELA Academic Growth	All Students	46.2%	100%	46.2	100	46.2	60.7%
	High Needs Students	48.3%	100%	48.3	100	48.3	55.6%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.9%
	High Needs Students	54.8%	100%	54.8	100	54.8	55.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	1.6%	<=5%	50.0	50	100.0	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		N/A	94%	0.0	0	0.0	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)		93.2% 29.3%	75%	19.5	50	39.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				509.3	750	67.9	

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	64.4	10.6	15.9	
Math Performance Index Gap	72.8	59.6	13.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	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	.

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: 51.5**

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

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.

There are family involvement activities planned each year for all students who receive intervention services. 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. Additionally, 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 most 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. 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.

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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.