

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

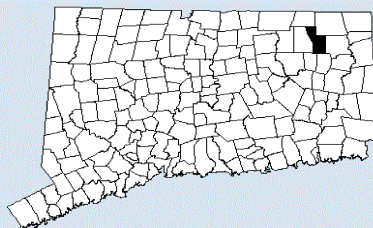


Eastford School District

Dr. Donna Leake, Superintendent • 860-974-1130 • www.eastfordct.org

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 151 |
| Per Pupil Expenditures ¹ | \$19,207 |
| Total Expenditures ¹ | \$4,129,434 |

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 Enrollment²

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| Female | 72 | 47.7 | 48.4 |
| Male | 79 | 52.3 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | 0 | 0.0 | 5.2 |
| Black or African American | 0 | 0.0 | 12.7 |
| Hispanic or Latino of any race | 10 | 6.6 | 26.9 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 12 | 7.9 | 3.8 |
| White | 129 | 85.4 | 51.1 |
| English Learners | 0 | 0.0 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 47 | 31.1 | 43.3 |
| Students with Disabilities ³ | 33 | 21.9 | 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 | * | * | 0 | 0.0 |
| Male | * | * | * | * |
| Black or African American | N/A | N/A | N/A | N/A |
| Hispanic or Latino of any race | 0 | * | * | * |
| White | * | * | * | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 6 | 13.0 | * | * |
| Students with Disabilities | * | * | * | * |
| District | 9 | 7.0 | * | * |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 13.7 |
| Paraprofessional Instructional Assistants | 2.8 |
| Special Education | |
| Teachers and Instructors | 2.0 |
| Paraprofessional Instructional Assistants | 9.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.6 |
| School Level | 1.0 |
| Library/Media | |
| Specialists (Certified) | 0.4 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 0.6 |
| Counselors, Social Workers and School Psychologists | 0.8 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 7.5 |

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

| | Count | District Percent of Total (%) | State 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 | 4.0 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 24 | 96.0 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 13.2 | 10.4 |

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | N/A | N/A |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 7 | * |
| Other Health Impairment | 7 | * |
| Other Disabilities | * | * |
| Speech/Language Impairment | 6 | * |
| District | 24 | 77.4 |
| 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).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 8 | 4.3 | 2.0 |
| Emotional Disturbance | 0 | 0.0 | 1.1 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | * | * | 5.7 |
| Other Health Impairment | 8 | 4.3 | 3.3 |
| Other Disabilities | * | * | 1.1 |
| Speech/Language Impairment | 8 | 4.3 | 1.8 |
| All Disabilities | 36 | 19.4 | 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 District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | * | * | 8.2 |
| Private Schools or Other Settings | * | * | 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 Expenditures³: 2018-19

| | Total (\$) | Per Pupil | |
|--|-------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$2,781,341 | \$12,936 | \$10,923 |
| Support services - students | \$238,137 | \$1,443 | \$1,277 |
| Support services - instruction | \$107,259 | \$650 | \$682 |
| Support services - general administration | \$182,181 | \$1,104 | \$467 |
| Support services - school based administration | \$179,047 | \$1,085 | \$1,021 |
| Central and other support services | \$16,152 | \$98 | \$679 |
| Operation and maintenance of plant | \$297,215 | \$1,801 | \$1,718 |
| Student transportation services | \$283,631 | \$1,255 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | . | . | \$163 |
| Minor school construction | \$44,470 | \$270 | \$59 |
| Total | \$4,129,434 | \$19,207 | \$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 | | State |
|--|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$225,065 | 22.7 | 28.5 |
| Instructional Aide Salaries | \$249,074 | 25.1 | 10.1 |
| Other Salaries | . | . | 11.1 |
| Employee Benefits | \$65,858 | 6.6 | 13.0 |
| Purchased Services Other Than Transportation | \$84,731 | 8.5 | 5.7 |
| Special Education Tuition | \$251,572 | 25.4 | 22.5 |
| Supplies | \$2,958 | 0.3 | 0.6 |
| Property Services | . | . | 0.3 |
| Purchased Services For Transportation | \$112,250 | 11.3 | 8.0 |
| Equipment | . | . | 0.2 |
| All Other Expenditures | \$200 | 0.0 | 0.1 |
| Total | \$991,706 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 24.0 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 69.0 |
| State | 27.6 |
| Federal | 2.0 |
| Tuition & Other | 1.4 |

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).

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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.

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 Proficient¹

| | 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 | 7.0% | <=5% | 12.2% |
| | High Needs Students | 11.1% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | . | 75% | 80.4% |
| On-track to High School Graduation | | . | 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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

At Eastford Elementary School (EES) all students participate in assessments that are analyzed for both group and individual performance on specific skills. The staff use data to inform instruction and implement personalized success plans to improve student achievement and provide appropriate interventions for students requiring enrichment or reinforcement. The Common Core Standards-Based Report Cards and data are maintained electronically and facilitate curricular articulation. An established a Student Assistance Team (SAT) facilitates 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 at parent conference times or upon request. EES continues to focus 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. In March, in response to the COVID-19 pandemic, the school moved into a remote mode of instruction. Teachers provided synchronous Zoom lessons. Asynchronous lessons and materials were posted on Google classroom, Seesaw and/or physical packets of materials were sent home to students. Many of the assessment and reporting processes were modified and students' individualized learning plans were adjusted as needed. In accordance with CSDE guidance, Individualized Education Programs (IEPs) were implemented to the best extent possible and Continuing Educational Opportunity Plans were developed for each student in special education. EES has few attendance and truancy issues. The District has joined an EastConn collaborative to ensure proper supports when there are truancy concerns.

All stakeholders regularly help the school function as a collaborative, inclusive, and resourceful educational community. EES is fortunate to have four active parent groups. During school closure, regularly scheduled parent organization meetings continued to be held remotely. 1. 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 8th grade trip to Washington, D.C. This year this trip was cancelled, and the fundraising group planned other ways to recognize the students. 3. The Sports Boosters support the soccer, basketball and track teams with uniforms, equipment, and awards. Due to COVID-19, spring sports were canceled. 4. The Readiness Council governs the preschool program and attempts to include all parents who have pre-kindergarten children. In addition, teachers coordinate special evenings, e.g., curriculum nights to provide opportunities for parents and students to interact with staff and share academic experiences. School wide book fairs provide opportunities for collaboration, expansion of social circles and to give the gift of reading to children in the form of a free book. When schools were abruptly shut down due to COVID-19, one of the schoolbook fairs was held remotely and all students received a pack of 5 high interest books at their reading level to enjoy during their free time. The school issues a monthly newsletter to inform to inform families about academic, extracurricular and Town wide events.

Efforts to Reduce Racial, Ethnic and Economic Isolation

EES houses grades PK-8. Most high school students attend Woodstock Academy. Although Eastford has little diversity in population, staff members support efforts to reduce racial, ethnic, and economic isolation. It has become apparent that up-to-date curricular goals, aligned with discipline-based standards as well as Connecticut's Common Core of Learning, provide a powerful vehicle for multicultural education. Implementation efforts have been enhanced with the purchase of teaching materials that reflect the diversity of the greater community. We received MTR grant funds that were used to purchase literature with multi-cultural themes for all students. 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. 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. Beginning in March, due to COVID-19, many activities, other than those that could be provided virtually, including the plans for a diversity panel to discuss issues of tolerance, diversity and perspective, were cancelled. We hope to be able to follow through with this program and others in the 2020-21 school year. Our regional service center, EastConn, offers regional programs for staff and students. These foster communication and relationships between Eastford and other communities.

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Equitable Allocation of Resources among District Schools

Eastford Elementary School is the only school in the Eastford School District.