

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



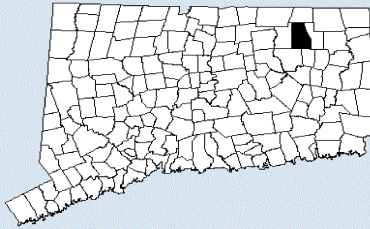
## Ashford School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	400
Per Pupil Expenditures <sup>1</sup>	\$17,887
Total Expenditures <sup>1</sup>	\$7,601,854

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	194	48.5	48.3
Male	206	51.5	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	15	3.8	12.8
Hispanic or Latino	27	6.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	12	3.0	2.7
White	339	84.8	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	138	34.5	38.0
Students with Disabilities <sup>1</sup>	45	11.3	13.7

<sup>1</sup>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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	9 5.1	* *
Male	9 5.2	* *
Black or African American	* *	* *
Hispanic or Latino	* *	* *
White	14 4.7	12 3.6
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	9 7.4	12 8.6
Students with Disabilities	* *	* *
District	18 5.1	14 3.5
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	13.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.7
School Level	0.0
<b>Library/Media</b>	
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	25.2

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	52	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	28	70.0
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	3.0	4.6
Other Health Impairment	12	3.3	2.8
Other Disabilities	6	1.6	1.0
Speech/Language Impairment	8	2.2	1.9
All Disabilities	44	12.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,435,066	10,687	9,387
Instructional Supplies and Equipment	414,340	998	318
Improvement of Instruction and Educational Media Services	74,245	179	541
Student Support Services	270,144	651	1,048
Administration and Support Services	913,197	2,200	1,790
Plant Operation and Maintenance	637,922	1,537	1,608
Transportation	443,685	666	845
Costs of Students Tuitioned Out	349,950	N/A	N/A
Other	63,305	153	194
Total	7,601,854	17,887	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	538,219	31.9	35.1
Noncertified Personnel	379,999	22.5	14.5
Purchased Services	156,135	9.3	5.5
Tuition to Other Schools	349,950	20.7	21.6
Special Ed. Transportation	99,658	5.9	8.3
Other Expenditures	163,055	9.7	15.0
Total Expenditures	1,687,016	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.4	58.4
State	38.8	38.8
Federal	2.8	2.8
Tuition & Other	0.0	0.0

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### 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	*	*	*	*	0	N/A
Black or African American	9	*	9	*	*	*
Hispanic or Latino	13	*	13	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	204	72.3	204	65.1	69	63.9
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	79	63.4	79	58.5	29	59.0
Not Eligible for Free or Reduced-Price Meals	153	76.4	153	68.1	46	66.8
Students with Disabilities	31	49.6	31	48.0	7	*
Students without Disabilities	201	75.4	201	67.5	68	65.4
High Needs	95	62.1	95	57.5	32	59.7
Non-High Needs	137	78.8	137	70.0	43	66.8
District	232	72.0	232	64.9	75	63.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	62.8	29.7	37.9	N/A	109	45.0
Curl Up	72.1	86.5	89.7	N/A	109	81.7
Push Up	*	29.7	58.6	N/A	109	29.4
Mile Run/PACER	79.1	56.8	75.9	N/A	109	70.6
All Tests - District	*	*	20.7	N/A	109	11.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.0	75	48.0	50	95.9	67.7
	High Needs Students	62.1	75	41.4	50	82.8	56.7
Math Performance Index	All Students	64.9	75	43.2	50	86.5	61.4
	High Needs Students	57.5	75	38.3	50	76.7	49.9
Science Performance Index	All Students	63.8	75	42.5	50	85.0	57.5
	High Needs Students	59.7	75	39.8	50	79.6	47.0
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	63.8%
	High Needs Students	52.0%	100%	52.0	100	52.0	58.3%
Math Academic Growth	All Students	58.3%	100%	58.3	100	58.3	65.0%
	High Needs Students	58.1%	100%	58.1	100	58.1	57.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.5	9.6%
	High Needs Students	7.7%	<=5%	44.5	50	89.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		87.0%	94%	46.3	50	92.5	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8%   11.0%	75%	7.3	50	14.7	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>629.3</b>	<b>900</b>	<b>69.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.1	12.9	16.5	
Math Performance Index Gap	70.0	57.5	12.4	18.9	
Science Performance Index Gap	66.8	59.7	7.1	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	99.0
Math	All Students	99.6
	High Needs Students	99.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>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: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

We have a robust student support system fully staffed with remedial, intervention and special education support for all students. We have two school full-time psychologists which allows the opportunity to have time for community outreach and work with parents and families. They are able to assist parents with activities at home to support learning. The psychologists, along with a community outreach office act as a valuable connection between our teachers, our school and our families.

We are fortunate to have a very active PTO and School Readiness council that serve to support the early grade students, and parent volunteers in our classrooms. These organizations and activities help us communicate with families and the community. But it should be noted that we have embarked upon a comprehensive school improvement plan that addresses not only community outreach and parent participation, but also improves the quality of instruction, student safety, and facility upgrades in our school.

Overall district improvement plans have revolved around a complete restructuring of our school's curriculum and instructional philosophy, staff professional development supports and family outreach programs. We have moved toward being a STEAM school; a school whose entire curriculum is built around the integration of Science, Technology, Engineering, Arts and Mathematics. To accomplish this, we've 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. We have a science lab, a second computer lab, computer stations in every classroom with several computers, SmartBoards, and effective software, as well as staff to accommodate our new instructional design. This improvement plan is comprehensive and is proving to be effective instructionally for all students.

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 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.

Special education improvement plans reflect a comprehensive evolution in placement and service philosophies. We are working to implement plans to bring as many outplaced students back to Ashford School as possible. With this in mind, we have begun the process of planning renovations to 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 integrated with the regular education population as a matter of program design and philosophy. Programs offer a full range of supports for students and their families.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

In the 2015-2016 year, Ashford School had an enrollment of 397 students, representing a 15% minority population, with less than 1% of our students being English Language Learners. We continue to provide programs to reduce racial, ethnic and economic isolation. Behavioral curriculum and our individual subject curriculums are designed and implemented to foster understanding, tolerance, and respect among all ethnic and racial groups.

We offer an extended school day through a comprehensive assortment of clubs and sports activities available without charge from grades two through eight. We also offer 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 connection with EASTCONN and The Hole in the Wall Gang Camp. During the 2015-2016 school year, students from all grade levels took part in a series of cultural assemblies sponsored by the Ashford PTO that focused on awareness of other cultures, people and the differences among them. Other programs include "Primary Pride", PBS (Positive Behavior Supports), participation in regional athletics, instrumental music, and choral activities with other school districts and racial and ethnic understanding woven into the health and physical education programs, WINGS, WINGS Jr., and SWINGS (programs to build trust and healthy student relationships). The SOAR (Showing Acceptance to Others) program in grades 1-5 promotes tolerance and acceptance of differences. We also offer a fully operational gifted and talented program to serve the needs of our artistically and academically gifted students. These programs are designed to minimize student isolation, develop good citizenship, and eliminate bullying in our school.

# District Profile and Performance Report for School Year 2015-16

## Ashford School District

### **Equitable Allocation of Resources among District Schools**

As a single school district with one physical location, this item would not be applicable to Ashford.