

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



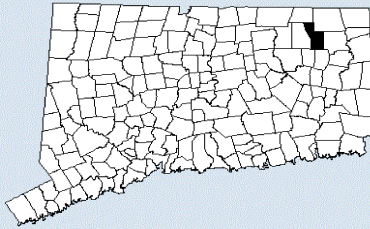
Eastford School District

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

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	152
Per Pupil Expenditures ¹	\$19,178
Total Expenditures ¹	\$3,049,314

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	74	48.7	48.3
Male	78	51.3	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	142	93.4	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	24	15.8	37.3
Students with Disabilities ¹	23	15.1	12.8

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	*	*	0	0.0
Hispanic or Latino	0	*	0	*
White	*	*	7	4.8
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	0	0.0	*	*
District	7	5.2	7	4.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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	13.0
Paraprofessional Instructional Assistants	2.9
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	0.8
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.7

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	20	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	8	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	3.0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	4.0	1.9
All Disabilities	22	11.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,647,278	9,805	8,769
Instructional Supplies and Equipment	82,275	490	275
Improvement of Instruction and Educational Media Services	75,479	449	487
Student Support Services	268,769	1,600	965
Administration and Support Services	346,172	2,061	1,600
Plant Operation and Maintenance	292,687	1,742	1,472
Transportation	240,414	1,046	786
Costs of Students Tuitioned Out	96,240	N/A	N/A
Other	0	0	178
Total	3,049,314	19,178	14,642

Additional Expenditures

Land, Buildings, and Debt Service	388,300	2,311	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	211,279	31.0	35.6
Noncertified Personnel	123,789	18.2	14.5
Purchased Services	126,693	18.6	5.0
Tuition to Other Schools	133,593	19.6	21.4
Special Ed. Transportation	15,145	2.2	8.5
Other Expenditures	70,753	10.4	14.9
Total Expenditures	681,252	100.0	100.0

PK-12 Expenditures Used for Special Education	22.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.8	63.5
State	29.7	32.6
Federal	2.9	3.2
Tuition & Other	0.6	0.6

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	50.3	.	.	.	.	.	.	.
High Needs	58.9	62.7	66.4	62.6	.	.	.	.
District	85.5	86.7	85.9	86.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	*	40	87.5
Curl Up	*	*	*	40	87.5
Push Up	*	*	*	40	75.0
Mile Run/PACER	*	*	*	40	85.0
All Tests - District	*	*	*	40	72.5
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Teachers and administrators use data to inform instruction and implement personalized 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 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 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 five 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 Parent Advisory Committee meets monthly with the principal and teachers. The group discusses current school issues, policies, curriculum, technology and programs. In addition, parents are invited to participate on committees charged with school improvement efforts—wellness, technology, awards, bullying, and others. 5. The Readiness Council governs the preschool program and efforts to include all parents who have pre-kindergarten children.

The Parent Advisory Committee, the PTO, and Title I personnel coordinate family involvement activities each year. At least two family programs per year are coordinated with school book fairs that are planned to coincide with nighttime parent conferences in November and April.

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 calendar, academic information and details about school events are kept up-to-date for the benefit of all parents. Each month the staff and principal work collaboratively to create a newsletter that informs parents of current curriculum topics and class activities. 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 high school students attend Woodstock Academy. Eastford has little diversity in population, yet the schools support efforts to reduce racial, ethnic, and economic isolation. It has become apparent that education based on up-to-date curricular goals is a powerful vehicle for providing multicultural education. Curriculum decisions are made to ensure that all objectives, materials and expectations are 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. Four 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.

A professional development collaborative has been formed among staff in neighboring communities as well as the Woodstock Academy. Administrators and teachers meet regularly to plan joint projects and cosponsor professional development programs designed to promote success for all students. Eastford students benefit because this project increases students' exposure to a variety of viewpoints and perspectives.

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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.