

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



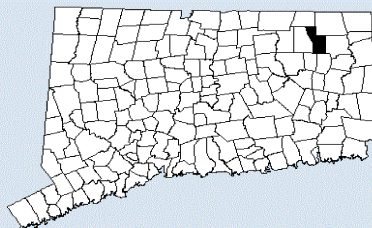
Eastford School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	166
Per Pupil Expenditures ¹	\$19,620
Total Expenditures ¹	\$3,943,527

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	80	48.2	48.4
Male	86	51.8	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	12.8
Hispanic or Latino of any race	13	7.8	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	6.6	3.6
White	142	85.5	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	53	31.9	42.1
Students with Disabilities ³	37	22.3	15.4

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

³Students 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.

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

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	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	6	4.1	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A 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.

⁵This 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	12.8
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	0.5
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	0.7
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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	23	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	29	85.3
State		67.6

³This 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	4.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	5.1	5.5
Other Health Impairment	11	5.6	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	4.0	1.8
All Disabilities	43	21.7	15.0

¹This 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

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,674,105	\$13,304	\$10,545
Support services - students	\$227,647	\$1,518	\$1,373
Support services - instruction	\$104,748	\$698	\$644
Support services - general administration	\$178,714	\$1,191	\$462
Support services - school based administration	\$177,460	\$1,183	\$1,007
Central and other support services	\$14,187	\$95	\$671
Operation and maintenance of plant	\$208,539	\$1,390	\$1,629
Student transportation services	\$242,796	\$1,179	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$115,330	\$769	\$65
Total	\$3,943,527	\$19,620	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$233,910	27.2	29.7
Instructional Aide Salaries	\$216,231	25.1	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$71,262	8.3	13.0
Purchased Services Other Than Transportation	\$85,715	10.0	5.5
Special Education Tuition	\$176,676	20.5	22.6
Supplies	\$863	0.1	0.6
Property Services	\$205	0.0	0.4
Purchased Services For Transportation	\$73,560	8.6	8.0
Equipment	\$1,525	0.2	0.2
All Other Expenditures	\$200	0.0	0.1
Total	\$860,146	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	69.3
State	27.2
Federal	2.4
Tuition & Other	1.1

⁴Revenue 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.

	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	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	76	73.1	76	70.8	28	63.7
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	89	71.1	89	69.9	34	63.4
Eligible for Free or Reduced-Price Meals	31	67.5	31	65.3	11	*
Not Eligible for Free or Reduced-Price Meals	58	73.0	58	72.3	23	66.2
Students with Disabilities	16	*	16	*	*	*
Students without Disabilities	73	73.8	73	73.1	*	*
High Needs	41	66.5	41	64.6	12	*
Non-High Needs	48	75.0	48	74.3	22	66.4
District	89	71.1	89	69.9	34	63.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	*	*	100.0	N/A	47	100.0
Curl Up	*	*	100.0	N/A	47	95.7
Push Up	*	*	80.0	N/A	47	85.1
Mile Run/PACER	*	*	65.0	N/A	47	61.7
All Tests - District	*	*	65.0	N/A	47	61.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.1	75	47.4	50	94.8	67.7
	High Needs Students	66.5	75	44.3	50	88.7	58.1
Math Performance Index	All Students	69.9	75	46.6	50	93.2	63.1
	High Needs Students	64.6	75	43.1	50	86.2	52.7
Science Performance Index	All Students	63.4	75	42.3	50	84.5	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	53.6%	100%	53.6	100	53.6	59.9%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.1%
Math Academic Growth	All Students	67.7%	100%	67.7	100	67.7	62.5%
	High Needs Students	67.4%	100%	67.4	100	67.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	4.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.0% 61.7%	75%	41.1	50	82.3	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				607.3	800	75.9	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.5	8.5	15.4	
Math Performance Index Gap	74.3	64.6	9.7	17.6	
Science Performance Index Gap	66.4	.	.	16.1	
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.

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.

Subject/Student Group		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 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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

In Eastford, 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 issues a monthly newsletter to inform families about academic and extra-curricular activities. Town wide events are also published in this newsletter. The school's website is being used as a primary home-to-school communication tool. Teachers in grades 2-8 post homework assignments online and 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. Eastford 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 inter-district 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

The Eastford School District has only one school: Eastford Elementary School.