

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



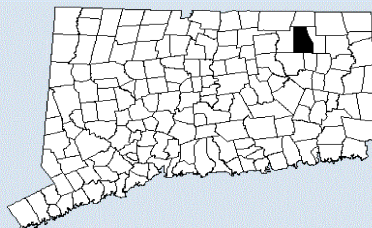
Ashford School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	410
Per Pupil Expenditures ¹	\$19,512
Total Expenditures ¹	\$7,824,422

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	199	48.5	48.4
Male	211	51.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	8	2.0	12.8
Hispanic or Latino of any race	31	7.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	20	4.9	3.6
White	345	84.1	52.4
English Learners	9	2.2	7.6
Eligible for Free or Reduced-Price Meals	157	38.3	42.1
Students with Disabilities ³	48	11.7	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	10	5.8	*	*
Male	10	5.2	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	10	2.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	7.1	7	4.3
Students with Disabilities	7	13.0	*	*
District	20	5.5	13	3.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

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	36.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.5
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	24.7

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	49	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	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	0	0
Learning Disability	6	*
Other Health Impairment	7	*
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	27	62.8
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	7	1.9	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	10	2.7	5.5
Other Health Impairment	10	2.7	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	3.8	1.8
All Disabilities	48	12.9	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	\$5,024,866	\$12,531	\$10,545
Support services - students	\$393,088	\$998	\$1,373
Support services - instruction	\$247,046	\$627	\$644
Support services - general administration	\$239,036	\$607	\$462
Support services - school based administration	\$547,710	\$1,390	\$1,007
Central and other support services	\$372,911	\$946	\$671
Operation and maintenance of plant	\$592,821	\$1,505	\$1,629
Student transportation services	\$401,817	\$943	\$1,231
Food services	\$627	\$2	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$4,500	\$11	\$65
Total	\$7,824,422	\$19,512	\$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	\$478,371	21.8	29.7
Instructional Aide Salaries	\$413,063	18.8	9.6
Other Salaries	\$341,605	15.6	10.4
Employee Benefits	\$405,799	18.5	13.0
Purchased Services Other Than Transportation	\$186,604	8.5	5.5
Special Education Tuition	\$298,267	13.6	22.6
Supplies	\$59,572	2.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$8,812	0.4	0.2
All Other Expenditures	\$1,248	0.1	0.1
Total	\$2,193,341	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	64.8
State	32.8
Federal	2.3
Tuition & Other	0.1

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).

District Profile and Performance Report for School Year 2018-19

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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
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	20	67.9	20	54.1	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	202	70.6	199	63.9	76	73.9
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	100	65.0	99	57.6	34	72.1
Not Eligible for Free or Reduced-Price Meals	143	74.1	141	66.8	53	75.0
Students with Disabilities	34	44.4	34	44.8	12	*
Students without Disabilities	209	74.6	206	66.0	75	76.3
High Needs	117	62.6	116	56.6	42	69.8
Non-High Needs	126	77.6	124	69.0	45	77.6
District	243	70.4	240	63.0	87	73.8

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	89.7	96.7	95.5	N/A	113	93.8
Curl Up	79.5	83.3	75.0	N/A	113	78.8
Push Up	53.8	76.7	68.2	N/A	113	65.5
Mile Run/PACER	66.7	66.7	54.5	N/A	113	61.9
All Tests - District	41.0	53.3	47.7	N/A	113	46.9
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	70.4	75	46.9	50	93.8	67.7
	High Needs Students	62.6	75	41.7	50	83.4	58.1
Math Performance Index	All Students	63.0	75	42.0	50	84.0	63.1
	High Needs Students	56.6	75	37.7	50	75.4	52.7
Science Performance Index	All Students	73.8	75	49.2	50	98.5	63.8
	High Needs Students	69.8	75	46.5	50	93.0	54.2
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	59.9%
	High Needs Students	52.0%	100%	52.0	100	52.0	55.1%
Math Academic Growth	All Students	53.3%	100%	53.3	100	53.3	62.5%
	High Needs Students	48.6%	100%	48.6	100	48.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.5%	<=5%	49.0	50	98.0	10.4%
	High Needs Students	7.6%	<=5%	44.7	50	89.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		83.7%	94%	44.5	50	89.1	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)		97.4% 46.9%	75%	31.3	50	62.5	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				643.2	900	71.5	

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	62.6	12.4	15.4	
Math Performance Index Gap	69.0	56.6	12.5	17.6	
Science Performance Index Gap	75.0	69.8	5.2	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	98.8
	High Needs Students	98.3
Math	All Students	97.6
	High Needs Students	97.5
Science	All Students	97.8
	High Needs Students	95.6

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**

District Profile and Performance Report for School Year 2018-19

Ashford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Ashford School provides its students a robust support system in remedial, intervention and special education. There are two full-time school psychologists, and a full-time school counselor was added this year. In conjunction with teachers and the Town's Youth Services Bureau, valuable attention, assistance and services are available to our students and their families.

With a very active PTO, School Readiness Council and a great deal of parent volunteers, Ashford School is always integrated in the community. In November, a school and community wide Veteran's Day event was held and it was a great success, attended by many local Veteran's who were tended to and served lunch by our students.

Ashford is a fully integrated STEAM school and has adopted Project Based Learning and focuses on social literacy.

Students have abundant access to technology. There are mobile laptop carts, classroom computers, an array of software, SmartBoards in classrooms and students in Grade 6 are participating in a pilot of 1:1 computer use.

With the support of the Ashford Board of Education, district improvement continues to move forward under a new school vision and mission statements. Monthly articles to the Ashford Citizen from the Superintendent and Ashford School keep the town informed of activities and events at Ashford School and weekly announcements are emailed to families every Friday.

Special education at Ashford School reflects a comprehensive approach to educational programming, philosophy, design and services to best meet the individual for our students with disabilities while being integrated with the regular education population offering a full range of supports for students and their families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a rural school district, Ashford has a relatively low minority population and few English language learners.

Efforts to increase school wide awareness of diversity among people have been abundant at Ashford School. Ashford has become very involved with cultural activities including a student and teacher exchange with teachers and students from Germany, travel to Costa Rica to study the economy and culture, continued participation in Model United Nations and most recently a study of Lionfish in Bermuda with students from urban Detroit.

The Ashford PTO sponsors cultural arts assemblies throughout the school year. There is an after school program for students in grades 2-8. Other programs and activities include Positive Behavior Supports (PBIS), Primary Pride, STEAM events, regional athletic participation, robotics tournaments and music festival participation with other districts across the state.

Ashford School, along with the Ashford Youth Service Bureau offer assistance to families that may face economic challenges through the annual Holiday Giving Tree and Thanksgiving Baskets programs.

We strive to teach our students tolerance of others, good citizenship and cultural and community awareness.

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Equitable Allocation of Resources among District Schools

As a single school district educating students in grades PK-8, this item would not be applicable as it related to equitable sharing.