

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



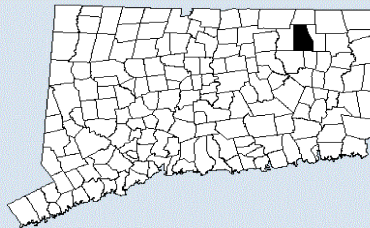
Ashford School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	417
Per Pupil Expenditures ¹	\$17,295
Total Expenditures ¹	\$7,454,068

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	204	48.9	48.3
Male	213	51.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	32	7.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	8	1.9	2.5
White	371	89.0	57.2
English Language Learners	7	1.7	6.3
Eligible for Free or Reduced-Price Meals	136	32.6	37.6
Students with Disabilities ¹	50	12.0	13.3

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	12	7.0	*	*
Male	13	6.7	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	20	6.3	16	4.4
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	9.4	14	9.8
Students with Disabilities	*	*	*	*
District	25	6.8	20	4.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

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	39.0
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.6
Library/Media	
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	26.7

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

	District		State
	Count	Percent of Total (%)	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	0.0
White	50	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	9.2

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	*	*
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	27	65.9
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.6	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	9	2.4	4.4
Other Health Impairment	12	3.2	2.6
Other Disabilities	6	1.6	1.0
Speech/Language Impairment	11	2.9	1.9
All Disabilities	47	12.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,502,683	10,645	9,134
Instructional Supplies and Equipment	305,786	723	334
Improvement of Instruction and Educational Media Services	63,764	151	498
Student Support Services	259,379	613	1,001
Administration and Support Services	877,580	2,075	1,694
Plant Operation and Maintenance	744,651	1,760	1,572
Transportation	440,977	657	813
Costs of Students Tuitioned Out	225,216	N/A	N/A
Other	34,032	80	186
Total	7,454,068	17,295	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	575,488	36.5	35.1
Noncertified Personnel	311,668	19.8	14.2
Purchased Services	152,658	9.7	5.2
Tuition to Other Schools	225,216	14.3	22.0
Special Ed. Transportation	90,289	5.7	8.6
Other Expenditures	221,583	14.1	14.9
Total Expenditures	1,576,902	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.8	57.2
State	41.4	40.0
Federal	2.8	2.8
Tuition & Other	0.0	0.0

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 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	*	*	*	*	*	*
Black or African American	N/A	N/A	N/A	*	N/A	N/A
Hispanic or Latino	15	*	15	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	229	72.2	226	62.1	78	54.8
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	84	63.2	82	53.8	32	49.2
Not Eligible for Free or Reduced-Price Meals	167	76.4	166	65.6	54	57.1
Students with Disabilities	39	52.1	36	43.3	14	*
Students without Disabilities	212	75.7	212	64.8	72	57.8
High Needs	104	62.8	101	53.9	39	47.1
Non-High Needs	147	78.5	147	67.1	47	60.1
District	251	72.0	248	61.7	86	54.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	100.0	98.0	87.8	N/A	140	95.0
Curl Up	88.1	85.7	79.6	N/A	140	84.3
Push Up	66.7	57.1	67.3	N/A	140	63.6
Mile Run/PACER	78.6	69.4	61.2	N/A	140	69.3
All Tests - District	54.8	40.8	49.0	N/A	140	47.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Next Generation Accountability Results

These statistics are the first 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	96.0	100	96.0	67.9
	High Needs Students	62.8	75	83.7	100	83.7	56.7
Math Performance Index	All Students	61.7	75	82.3	100	82.3	59.3
	High Needs Students	53.9	75	71.8	100	71.8	47.8
Science Performance Index	All Students	54.2	75	72.2	100	72.2	56.5
	High Needs Students	47.1	75	62.8	100	62.8	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.3	50	92.6	10.6%
	High Needs Students	10.0%	<=5%	40.0	50	80.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		84.8%	94%	45.1	50	90.2	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		98.6% 47.9%	75%	31.9	50	63.8	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				632.1	800	79.0	

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	62.8	12.2	17.3	
Math Performance Index Gap	67.1	53.9	13.2	19.6	
Science Performance Index Gap	60.1	47.1	13.0	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	99.6
	High Needs Students	100.0
Math	All Students	98.4
	High Needs Students	97.2
Science	All Students	97.7
	High Needs Students	100.0

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: 43.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2014-2015, Ashford School had 415 students enrolled in grades PK-8 and a minority population of 14%. Less than 2% of Ashford students are English Language Learners.

We are fortunate to have a very active and supportive PTO, a School Readiness council, and volunteers in the classrooms. Each group helps us communicate with our parents and the community. But, it should also 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 in our school.

Outreach to both parents and the community at large is based upon several improvements we have made in communications from the school. 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. We have doubled the number of events that the parents and community are invited to attend based upon 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.

Ashford School has two school psychologists. As a small school district, this allows for them 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 and what is expected in school. These psychologists, along with a community outreach office, act as a valuable connection between our teachers, our school and our families.

Our special education improvement plan is a comprehensive evolution in our placement and service philosophies. I have been working in collaboration with our Director of Pupil Personnel to implement a plan to bring as many outplaced students back to Ashford School as possible by restructuring our special education department, including the future hiring of additional staff. As part of this program we have begun the process of renovating 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 have developed after-school programs to encourage more student participation with clubs and activities for all interests. 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 2014-15 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. The SOAR (Showing Acceptance to Others) program in grades 1-5 promotes tolerance and acceptance of differences. These programs are designed to minimize student isolation, develop good citizenship, and eliminate bullying in our school.

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Equitable Allocation of Resources among District Schools

Ashford School District is comprised of one PK-8 school, and as a single school district equitable allocation does not apply.