

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



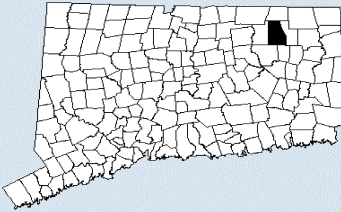
Ashford School District

860-429-1927 • <http://ashfordct.org>

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	424
Per Pupil Expenditures ¹	\$16,704
Total Expenditures ¹	\$7,366,683

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](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	205	48.3	48.3
Male	219	51.7	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	26	6.1	21.2
Pacific Islander	0	0.0	0.0
White	384	90.6	58.4
Two or More Races	7	1.7	2.3
English Language Learners	6	1.4	5.7
Eligible for Free or Reduced-Price Meals	126	29.7	37.3
Students with Disabilities ¹	50	11.8	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	10	5.3	*	*
Male	20	10.2	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	0.0
White	*	*	10	2.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	16	13.8	*	*
Students with Disabilities	*	*	*	*
District	30	7.8	10	2.3
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.

District Profile and Performance Report for School Year 2013-14

Ashford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	6.5
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
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	24.0

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	49	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	11.5	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	6	*
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	28	65.1
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Ashford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	2.3	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	10	2.6	4.2
Other Health Impairment	14	3.6	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	11	2.8	1.9
All Disabilities	47	12.1	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	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,401,741	10,027	8,769
Instructional Supplies and Equipment	347,458	791	275
Improvement of Instruction and Educational Media Services	61,423	140	487
Student Support Services	245,823	560	965
Administration and Support Services	818,106	1,864	1,600
Plant Operation and Maintenance	589,430	1,343	1,472
Transportation	629,916	855	786
Costs of Students Tuitioned Out	207,689	N/A	N/A
Other	65,097	148	178
Total	7,366,683	16,704	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,434

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	617,428	38.4	35.6
Noncertified Personnel	325,168	20.2	14.5
Purchased Services	149,223	9.3	5.0
Tuition to Other Schools	207,689	12.9	21.4
Special Ed. Transportation	76,878	4.8	8.5
Other Expenditures	230,563	14.3	14.9
Total Expenditures	1,606,949	100.0	100.0
PK-12 Expenditures Used for Special Education		21.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.7	57.7
State	39.5	39.5
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).

District Profile and Performance Report for School Year 2013-14

Ashford School District

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	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	70.5	.	<20	.	73.4	No	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	68.1	67.8	72.6	71.8	74	62.1	72.6	No	
Students with Disabilities	49.0	47.9	51.2	56.6	31	56.0	55.3	Yes	
High Needs	61.9	63.7	67.5	66.9	94	61.4	68.3	No	
District	79.0	78.6	81.0	80.4	256	76.1	80.9	No	

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	94.7	93.8	77.3	114	87.7
Curl Up	84.2	43.8	72.7	114	68.4
Push Up	52.6	84.4	86.4	114	74.6
Mile Run/PACER	81.6	56.3	65.9	114	68.4
All Tests - District	50.0	40.6	45.5	114	45.6
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.

District Profile and Performance Report for School Year 2013-14

Ashford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2013-2014 school year, Ashford School introduced new writing and reading programs, and continues its transition of all curriculum to the Common Core State Standards. We also introduced a STEAM centered instructional approach that requires faculty to integrate Science, Technology, Engineering, Arts, and Mathematics whenever possible presenting a fully integrated curriculum model. We have a very strong schedule of curriculum writing that keeps our instructional programs up to date. Every summer one or more curriculums are updated.

We have placed SmartBoards and four desktop computers in every classroom, and have begun an aggressive purchasing plan for the improvement of our technology use to support instruction. We have also committed to structural program and reporting improvements with the purchase of PowerSchool, as well as Ipads, new laptops and desktop computers.

Committees have been formed to advise the administration regarding our long term plans for school improvement and facility construction, school climate. We also use weekly K-12 Alerts to encourage families to reach out to our administration concerning ideas for improvement.

The Ashford School has implemented a number of mechanisms that not only communicate with parents, but also offer them opportunities to become involved with their child's school.

In 2014, a new website was launched that provide helpful links to individual websites for district teachers. These links provide parents and guardians with information specific to their child's class. Our school website actively provides announcements, calendar of events, items of interest, and important document links. We work to continually improve our website to add to connections between parents and school.

We use a commercial parent communication program called K12 Alerts. It contacts parents by e-mail, phone or text, with important announcements, as well as sending an electronic weekly announcement of a more routine, but informative nature. We have also increased the number of public meetings to make the administration available to parents for purposes of participation.

Progress reports, report cards and policies require teachers to contact parents whenever a child demonstrates new or different behavior, or performance that might indicate a need for cooperation and communication with the home.

Parents and community members are recruited and encouraged to join school committees that are charged with advising the administration on a number of topics, including school and facility improvement. Teachers have the option to invite parents to volunteer as helpers in their classrooms, attend team meetings, 504 meetings, and a number of other personal structures that have been put in place on an as needed basis.

Truancy at Ashford School has not been an issue requiring district action. As we are a PK through eighth grade school, there is seldom a problem with students failing to attend school. However, we do have the occasional student who has an unacceptable accumulation of absences from school. In those cases the school nurse, or the homeroom teacher, notifies the superintendent's office and a potential truancy procedure is activated. Upon notice that a student has an excess of absences from school the first step of the process is to formally contact the home and conduct an investigation as to th

Efforts to Reduce Racial, Ethnic and Economic Isolation

In the 2013-2014 year, Ashford School's PK-8 population of 423 students represented a 13% minority population with approximately 2% 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.

Students are able to participate in local and interdistrict programs through our connection with EASTCONN and The Hole in the Wall Gang Camp. During the 2013-14 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.

We are fortunate to have a very active PTO, a School Readiness council, and volunteers in the classrooms. All actively help us communicate with our parents and the community.

District Profile and Performance Report for School Year 2013-14

Ashford School District

Equitable Allocation of Resources among District Schools

Ashford School District is comprised of one PK-8 school, and therefore is a single school district, so this category is self evident and not applicable.