

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



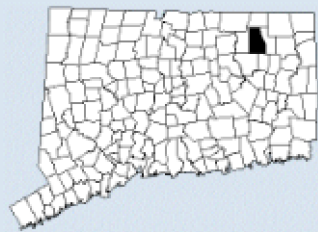
Ashford School District

Cynthia Ford, Superintendent • 860-429-1927 • <http://www.ashfordct.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	351
Per Pupil Expenditures	\$26,212
Total Expenditures	\$9,357,680

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	161	45.9	48.4
Male	190	54.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	7	2.0	12.4
Hispanic or Latino of any race	33	9.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	10	2.8	4.8
White	294	83.8	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	136	38.7	44.8
Students with Disabilities	59	16.8	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	7	4.6	0	0.0
Male	13	7.4	12	5.9
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	14	5.1	7	2.3
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	15	11.1	8	5.1
Students with Disabilities	*	*	*	*
All Students - District	20	6.1	12	3.2
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	36.0
General Education Paraprofessionals	5.5
Special Education Teachers and Instructors	5.0
Special Education Paraprofessionals	12.5
District Central Office Administrators	1.8
School Level Administrators	2.1
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	27.9

In 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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	49	98.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	8.3	6.8
Teachers	3	7.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	15	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	13	*
All Disabilities - District	35	76.1
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	8	2.5	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	18	5.6	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	19	6.0	2.0
All Disabilities	53	16.6	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$5,541,529	\$15,522	\$13,471
Support services - students	\$644,295	\$1,820	\$1,826
Support services - instruction	\$229,566	\$648	\$972
Support services - general administration	\$272,436	\$770	\$568
Support services - school based administration	\$645,458	\$1,823	\$1,274
Central and other support services	\$438,402	\$1,238	\$761
Operation and maintenance of plant	\$908,897	\$2,568	\$2,125
Student transportation services	\$622,110	\$1,757	\$1,695
Food services	\$54,986	\$155	\$10
Enterprise operations	.	.	\$219
Total	\$9,357,680	\$26,212	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$395,330	18.4	26.4
Instructional Aide Salaries	\$438,540	20.4	10.1
Other Salaries	\$264,753	12.3	10.5
Employee Benefits	\$545,848	25.4	13.3
Purchased Services Other Than Transportation	\$149,452	7.0	6.8
Special Education Tuition	\$329,201	15.3	22.8
Supplies	\$17,224	0.8	0.6
Property Services	\$272	0.0	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$7,674	0.4	0.2
All Other Expenditures	\$450	0.0	0.1
Total	\$2,148,743	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	23.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	65.2
State	29.5
Federal	5.3
Tuition & Other	0.1

Revenue 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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	21	58.3	21	52.1	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	181	69.4	181	67.2	60	76.5
English Learners/Multilingual Learners	8	*	8	*	*	*
Non-English Learners/Non-Multilingual Learners	208	68.6	208	66.2	*	*
Eligible for Free or Reduced-Price Meals	80	62.5	80	59.6	23	71.8
Not Eligible for Free or Reduced-Price Meals	136	71.7	136	69.9	48	77.1
Students with Disabilities	39	55.0	39	47.0	10	*
Students without Disabilities	177	71.2	177	70.3	61	78.6
High Needs	102	61.7	102	58.4	29	67.6
Non-High Needs	114	74.1	114	72.9	42	80.7
All Students - District	216	68.3	216	66.1	71	75.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	39.4	42.6	58.8	N/A	114	46.5
Curl Up	100.0	89.4	82.9	N/A	115	90.4
Push Up	78.8	53.2	57.1	N/A	115	61.7
Mile Run/PACER	78.8	59.6	68.6	N/A	115	67.8
All Tests - District	33.3	17.0	29.4	N/A	114	25.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.3	75	45.5	50	91.0	64.7
ELA Performance Index	High Needs Students	61.7	75	41.1	50	82.2	54.9
Math Performance Index	All Students	66.1	75	44.1	50	88.1	61.1
Math Performance Index	High Needs Students	58.4	75	38.9	50	77.9	50.6
Science Performance Index	All Students	75.4	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	67.6	75	45.1	50	90.2	52.1
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	60.6%
ELA Academic Growth	High Needs Students	56.8%	100%	56.8	100	56.8	55.7%
Math Academic Growth	All Students	65.0%	100%	65.0	100	65.0	62.3%
Math Academic Growth	High Needs Students	56.6%	100%	56.6	100	56.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	17.2%
Chronic Absenteeism	High Needs Students	10.0%	<=5%	40.0	50	80.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	92.7%	94%	49.3	50	98.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	25.4%	75%	17.0	50	33.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				659.4	900	73.3	

Physical Fitness Estimated Participation Rate - District: 98.3% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.1	61.7	12.5	16.9	N
Math Performance Index Gap	72.9	58.4	14.5	18.4	N
Science Performance Index Gap	75.0	67.6	7.4	18.2	N
Graduation Rate Gap	

If 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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	99.1
Math	All Students	99.1
Math	High Needs Students	99.1
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Ashford School provides its students a robust support system in remedial, intervention and special education including the addition of services for those students identified as gifted and/or talented.

There are full-time school social workers and a school counselor who work collaboratively with our teachers and with 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 parent volunteers, Ashford School is always integrated in the community. There are a range of activities held at Ashford School that reach the community. We observe Veteran's Day activities, house town recreation department activities, and as a fully integrated STEAM school, we host many curricular based and have adopted Project Based Learning and we are focusing on social literacy. We are committed to serving the full range of ability levels through a fully differentiated instructional model that meets students at their current ability and performance level and delivers individualized instruction for optimal advancement academically as well as social/emotionally.

Students have abundant access to technology. There are mobile laptop carts, classroom computers and iPads, an array of software, SmartBoards in classrooms and students in Grade 5 have 1:1 technology 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 actives 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 always been abundant at Ashford School.

Ashford is very involved with cultural activities including a student and teacher exchange with teachers and students from Germany to study education, economy and culture, we continue to partner with the Teachers of Critical Languages Program, sponsored by the Bureau of Educational and Cultural Affairs of the US Department of State. This will be our second year welcoming a teacher from Egypt. Ashford School is a participant of HOTS Schools (Higher Order of Thinking). Students and staff benefit from culturally diverse and sensitive activities through HOTS Schools.

Ashford School and the Town of Ashford have partnered together to pilot an after school care program for the 2023-2024 school year.

The Ashford PTO and cultural arts committee sponsor cultural arts assemblies throughout the school year.

There is an after-school program in place for students in grades 2-8. Other programs and activities include Positive Behavior Supports (PBIS), Primary Pride, STEAM events, regional athletic participation, robotics tournaments, Veteran's Day activities 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, and this will continue to be a priority for each and every student who passes through our doors.

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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 to our district as it relates to equitable sharing.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	25.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	25.0	32.0
Retired	1	25.0	23.7
Teach/Admin in Other CT Dist	1	25.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	4		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.