

STRATEGIC SCHOOL PROFILE 2012-13

Single Elementary School District Edition

Eastford Elementary School

Eastford School District

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham	Per Capita Income in 2000: \$25,364
Town Population in 2000: 1,618	Percent of Adults without a High School Diploma in 2000*: 12.6%
1990-2000 Population Growth: 23.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 1%
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: 98.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOL**STUDENT ENROLLMENT**School Type: Traditional/Regular Education
School Grade Range: PK - 8Enrollment on October 1, 2012: 166
5-Year Enrollment Change: -11.2%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	28	16.9	16.3	41.3
K-12 Students Who Are Not Fluent in English	0	0.0	1.0	8.1
Students Identified as Gifted and/or Talented	8	4.8	1.8	2.0
Students with Disabilities	24	14.5	11.9	11.2
Kindergarten Students who Attended Preschool, Nursery School or Headstart	12	63.2	82.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	133	99.3	97.1	95.5
Homeless	0	0.0	0.1	0.3

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,043	999

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	28	33
Computer Education **	20	19
English Language Arts	428	429
Family and Consumer Science	0	0
Health **	10	20
Library Media Skills **	10	20
Mathematics	200	201
Music	24	35
Physical Education	60	43
Science	98	99
Social Studies	98	90
Technology Education	0	3
World Languages	35	15

Type of Kindergarten:

This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Statewide, 12.6% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Enrollment in Selected High School Level Courses			Average Class Size	School	DRG	State
Percent of Grade 8 Students Taking	School	State				
Mathematics	38.1	33.9	Kindergarten	19.0	16.4	18.9
World Languages	0.0	46.5	Grade 2	24.0	17.6	19.8
			Grade 5	13.0	17.9	21.3
			Grade 7	18.5	18.4	20.2

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	8.0
% of Gifted and/or Talented Students Who Received Services	100.0	33.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	70.8	80.2	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.0	2.1	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	82.1	96.0	93.5
# of Print Volumes Per Student*	58.5	44.4	29.7
# of Print Periodical Subscriptions	14	14	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.
General Education:	Teachers and Instructors	13.40	
	Paraprofessional Instructional Assistants	2.93	
Special Education:	Teachers and Instructors	2.60	
	Paraprofessional Instructional Assistants	3.83	
Library/Media Specialists and/or Assistants		0.00	
Administrators, Coordinators, and Department Chairs			
	District Central Office	0.50	
	School Level	0.80	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		0.52	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.68	

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	13.2	16.0	13.7
% with Master's Degree or Above	72.2	85.3	81.8
Attendance, 2011-12 Average Days Absent Due to Illness or Personal Time	12.1	8.8	9.1
% Assigned to Same School the Previous Year	83.3	91.0	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses : All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Eastford district is fortunate to have five 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 fund-raising 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 Parent Advisory Committee meets monthly with the principal and teachers. The group discusses current school issues, policies, curriculum, technology and programs. 5. The Readiness Council governs the preschool program and efforts to include all parents who have pre-kindergarten children. The Parent Advisory Committee, the PTO, and Title I personnel coordinate family involvement activities each year. Parent events are scheduled to coincide with the required Title I meetings—at least one in the morning, one midday and one in the evening. Many of the family events start with a staff member reading a book and demonstrating how parents can engage in productive reading with their children. Every time the families gather, students go home with gifts—usually a book, craft item, or another creative endeavor. At least two family programs per year are coordinated with school book fairs that are planned to coincide with nighttime parent conferences in November and April. Parents are invited to participate in the planning and improvement of school programs. General discussions about the school are hosted at the monthly Parent Advisory Committee. The principal and teachers share proposed changes in report cards, curriculum, and other aspects of the school with this committee. In addition, parents are invited to participate on committees charged with school improvement efforts—wellness, technology, awards, bullying, and others. The school's website is being used as a primary home/school communication tool. Teachers in grades 2-8 post homework assignments online; all teachers post instructional information on the website. The calendar, academic information, and details about school events are kept up-to-date for the benefit of all parents. The parent groups also sponsor pages on the school website.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	1.2
Asian American	4	2.4
Black	1	0.6
Hispanic	2	1.2
Pacific Islander	0	0.0
White	152	91.6
Two or more races	5	3.0
Total Minority	14	8.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Eastford Elementary School is a single building district for grades PK-8. The town itself has very little diversity in population, but the district continues its efforts to reduce racial, ethnic, and economic isolation. It has become apparent that education based on up-to-date curricular goals is a powerful vehicle for providing multicultural education. Curriculum decisions are made to ensure that all objectives, materials and expectations are 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 on a monthly basis. 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. Distance Learning equipment has been obtained so that students can take virtual field trips and interact with academic experts located throughout the world. The regional service center, EASTCONN, offers regional programs for staff and students. These foster communication and relationships between Eastford and other communities. A professional development collaborative has been formed among staff in neighboring communities as well as the Woodstock Academy. Administrators and teachers meet regularly to plan joint projects and cosponsor professional development programs designed to promote success for all students. Eastford students are fortunate since this project increases students' exposure to a variety of viewpoints and perspectives.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	58.3	52.0	64.4
Grade 6	100.0	50.6	100.0
Grade 8	85.0	50.6	98.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 6 Reading	90.0	73.3	84.4
Writing	80.0	65.1	72.4
Mathematics	70.0	67.0	38.7
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	86.4	76.2	58.9
Writing	77.3	67.2	51.6
Mathematics	77.3	65.0	56.6
Science	81.8	60.4	79.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	97.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 8 students were responsible for these incidents. These students represent 4.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 1 student qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	1
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	7	1

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible: 28
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities: 13.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	4	1.9	1.2	1.3
Learning Disability	5	2.3	4.0	4.0
Intellectual Disability	1	0.5	0.4	0.4
Emotional Disturbance	1	0.5	0.7	1.0
Speech Impairment	8	3.7	2.5	2.0
Other Health Impairment*	7	3.3	2.1	2.4
Other Disabilities**	2	0.9	0.8	1.0
Total	28	13.0	11.7	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	2	7.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	16	57.1	74.3	72.0
40.1 to 79.0 Percent of Time	12	42.9	18.0	16.4
0.0 to 40.0 Percent of Time	0	0.0	7.7	11.6

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	81.9	69.2
Writing	25.0	N/A	68.0	64.4
Mathematics	10.0	N/A	77.9	65.5
Science	N/A	N/A	77.8	61.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	46.2
	% With Accommodations	53.8
% Assessed Using Skills Checklist		7.1

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,639	\$9,313	\$8,481	\$8,661	\$8,570
Instructional Supplies and Equipment	\$64	\$365	\$334	\$303	\$257
Improvement of Instruction and Educational Media Services	\$58	\$330	\$424	\$432	\$471
Student Support Services	\$283	\$1,610	\$998	\$981	\$950
Administration and Support Services	\$368	\$2,091	\$1,742	\$1,644	\$1,547
Plant Operation and Maintenance	\$262	\$1,487	\$1,277	\$1,614	\$1,459
Transportation	\$218	\$876	\$731	\$842	\$765
Costs for Students Tuitioned Out*	\$62	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$106	\$188	\$170
Total*	\$2,954	\$17,584	\$14,878	\$15,079	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$21	\$119	\$1,117	\$1,099	\$1,398

*Town total expenditures (in 1000s) for PK-12 are: Total, \$3,828 Tuition Costs, \$936.
Total town expenditures per pupil for PK-12 are \$16,084.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$623,977	16.3	20.0	21.8

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	63.2	33.2	2.8	0.7
Excluding School Construction	63.0	33.4	2.8	0.7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff has prepared a plan for improving student achievement. This plan currently includes Common Core Standards-Based Report Cards and the maintenance of electronic student portfolios that contain student literacy and math profiles. The profiles are designed to follow students from grade to grade and facilitate curricular articulation. The portfolios include Developmental Reading Assessment (DRA) and Dynamic Indicators of Early Literacy (DIBELS) data in addition to online assessment data in English Language Arts and Mathematics. Parents are invited to examine student data at parent conference times or upon request. The Eastford Elementary School has implemented a Response to Intervention (RTI) program in all grades. All students participate in assessments that are analyzed for both group and individual performance on specific skills. The data collected from these assessments are used to provide appropriate interventions for students requiring enrichment or reinforcement. The Eastford Elementary School has established a Student Assistance Team (SAT) to facilitate the RTI program. It plays an active role in school improvement efforts. The team consists of teachers and support personnel who meet three times per week to analyze data and assist teachers in developing action plans and monitoring progress of students with academic needs. 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 efficiency. Title funds have been used to purchase reinforcement materials and to hire a tutor to assist teachers in supporting students who need academic assistance in reading and mathematics. Parents receive frequent progress reports when children are working with an interventionist. Eastford Elementary School provides an extended day homework club every day for students who need assistance completing homework. 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 almost every grade level. Eastford Elementary has few attendance and truancy issues. The District has joined an EASTCONN collaborative to ensure proper supports when there are truancy concerns.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Extended School Day Programs: The PK-8 Eastford Elementary School sponsors a homework club until 4:30 Mondays through Thursdays. The Before School Care Program offers childcare starting at 7:00 a.m. each day and the After School Care Program offers childcare from school dismissal until 6:00 p.m. In addition, the Eastford community is committed to sponsoring athletic teams and non-competitive after-school activities for school-aged children. More than one hundred students participate in after-school programs each year. **Technology:** The staff is demonstrating commitment to integrating technology into the general curriculum. The school is proud to own 88 student laptops and all instructional areas have wireless Internet access. **Social Skills/Violence Prevention:** All students participate in Second Step, Character Counts, or Project Adventure lessons during a dedicated block of time each week. Regular participation helps students develop skills in empathy, impulse control and anger management. These programs help students build problem solving skills and positive interpersonal relationships. **Enrichment:** Eastford Elementary School is proud to have a school-wide enrichment program. The program is called Designing Minds and many students participate in a variety of higher order thinking activities during the school day. **Communication:** The school's website continues to grow and it is recognized as a successful home/school communication tool. The school's mission and yearly goals are posted as well as up-to-date information about staff and programs—www.eastfordct.org
