

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Eastford School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	173
Per Pupil Expenditures	\$22,285
Total Expenditures	\$4,947,351

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

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	85	49.1	48.4
Male	88	50.9	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	*	*	12.4
Hispanic or Latino of any race	15	8.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	12	6.9	4.8
White	143	82.7	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	43	24.9	44.8
Students with Disabilities	35	20.2	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	9.5	0	0.0
Male	7	8.6	0	0.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	11	8.5	0	0.0
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	27.0	0	0.0
Students with Disabilities	*	*	0	0.0
All Students - District	14	9.0	0	0.0
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: Fewer than 6
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Eastford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	12.2
General Education Paraprofessionals	5.1
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	6.3
District Central Office Administrators	1.7
School Level Administrators	0.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.5

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	14.4
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	1	4.8	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	4.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	19	90.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	8.7	6.8
Teachers	1	5.6	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	0	0
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	11	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	25	80.6
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).

District Profile and Performance Report for School Year 2024-25

Eastford School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	8	3.9	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	10	4.9	6.5
Other Health Impairment	11	5.4	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	36	17.7	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	22.2	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	\$3,666,814	\$16,517	\$13,471
Support services - students	\$285,538	\$1,651	\$1,826
Support services - instruction	\$110,973	\$641	\$972
Support services - general administration	\$189,593	\$1,096	\$568
Support services - school based administration	\$210,004	\$1,214	\$1,274
Central and other support services	\$14,875	\$86	\$761
Operation and maintenance of plant	\$264,177	\$1,527	\$2,125
Student transportation services	\$205,377	\$909	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$4,947,351	\$22,285	\$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	\$209,200	19.0	26.4
Instructional Aide Salaries	\$194,879	17.7	10.1
Other Salaries	\$34,427	3.1	10.5
Employee Benefits	\$156,726	14.2	13.3
Purchased Services Other Than Transportation	\$134,335	12.2	6.8
Special Education Tuition	\$337,590	30.6	22.8
Supplies	\$1,999	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$32,578	3.0	8.7
Equipment	.	.	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$1,101,983	100.0	100.0

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

Level	Percent (%)
District	22.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	71.4
State	23.5
Federal	4.1
Tuition & Other	0.9

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).

District Profile and Performance Report for School Year 2024-25

Eastford School District

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	*	*	*	*	0	N/A
Hispanic or Latino of any race	10	*	10	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	78	80.7	78	72.4	24	82.1
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	33	79.3
Eligible for Free or Reduced-Price Meals	26	73.8	26	62.8	9	*
Not Eligible for Free or Reduced-Price Meals	72	81.6	72	74.1	24	83.7
Students with Disabilities	20	57.1	20	50.2	*	*
Students without Disabilities	78	85.3	78	76.5	*	*
High Needs	41	69.2	41	60.3	11	*
Non-High Needs	57	87.0	57	78.9	22	86.3
All Students - District	98	79.6	98	71.1	33	79.3

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	90.0	72.7	81.8	N/A	64	81.3
Curl Up	90.0	86.4	95.5	N/A	64	90.6
Push Up	85.0	86.4	86.4	N/A	64	85.9
Mile Run/PACER	85.0	86.4	77.3	N/A	64	82.8
All Tests - District	80.0	68.2	63.6	N/A	64	70.3
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

District Profile and Performance Report for School Year 2024-25

Eastford School District

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	79.6	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	69.2	75	46.1	50	92.3	54.9
Math Performance Index	All Students	71.1	75	47.4	50	94.8	61.1
Math Performance Index	High Needs Students	60.3	75	40.2	50	80.4	50.6
Science Performance Index	All Students	79.3	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	83.0%	100%	83.0	100	83.0	60.6%
ELA Academic Growth	High Needs Students	75.5%	100%	75.5	100	75.5	55.7%
Math Academic Growth	All Students	71.9%	100%	71.9	100	71.9	62.3%
Math Academic Growth	High Needs Students	64.5%	100%	64.5	100	64.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.0%	<=5%	41.9	50	83.9	17.2%
Chronic Absenteeism	High Needs Students	19.0%	<=5%	21.9	50	43.8	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	.	94%	.	.	.	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	70.3%	75%	46.9	50	93.8	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				639.3	800	79.9	

Physical Fitness Estimated Participation Rate - District: 98.5% | 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	75.0	69.2	5.8	16.9	N
Math Performance Index Gap	75.0	60.3	14.7	18.4	N
Science Performance Index Gap	75.0	.	.	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	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	.

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>

District Profile and Performance Report for School Year 2024-25

Eastford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In Eastford, we collaborate with our regional center, EastConn, on the development of a personalized approach to student and staff learning aligned with our Portrait of a learner. Our Strategic Plan includes outcomes in the areas of Student Achievement, Climate and Culture, and Communication and Community Partnerships. We continue to revise curriculum documents to align with the Standards and new instructional resources, and to align our teaching and assessments with the Science of Reading legislation. We continue to expand the use of student led conferences in grades five through eight. Our teachers and administrators use data from both standardized and in-house assessments and observations to inform instruction and implement personalized success plans to improve student achievement. Students participate in assessments that are analyzed for both group and individual performance on specific skills. The Common Core Standards-Based Report Cards and assessment data are maintained electronically and follow students from grade to grade to facilitate curricular articulation. Eastford Elementary School has an MTSS team (Multiple Tiered System of Support). The team analyzes data and assists teachers in developing action plans, monitoring the progress of students and communicating performance with parents. Parents are invited to examine student data at parent conference times or upon request. Special education teachers and general education teachers collaborate at MTSS meetings to ensure that action plans for regular students are skill-specific and carried out with optimal fidelity and efficiency. 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 many grade levels. We are also exploring options that will allow us to provide the services students need to remain in their home school rather than be out-placed.

The Eastford District is fortunate to have four parent groups, the Eastford PTO, the Middle School Fundraising Group, and the Readiness Council. All stakeholders regularly help the school function as a collaborative, inclusive, and resourceful educational community. Our PTO and the Middle School Fundraising Group actively fundraise to bring special events, resources, and cultural programs to our students and families. Students at all grade levels participate in educational field trips. We are especially proud of our partnership with Mystic Seaport and Mystic Aquarium. The Readiness Council continues its efforts to support the preschool program and attempts to include all parents who have pre-kindergarten children in outreach communications and events. The Council also works in conjunction with educators and administrators to maintain NAEYC accreditation.

The school issues a monthly newsletter to inform families about academic, extra-curricular and Town wide activities. The school's website and email communication are utilized for home-to-school communication. Teachers in grades 3 through 8 use Google Classroom to communicate and provide access to assignments. Feedback, from families on our yearly climate surveys is used to make improvements and to create goals for the following school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Eastford School District is a one-school district; the Eastford Elementary School houses grades PK-8 and most high school students attend The Woodstock Academy. Eastford has little racial or cultural diversity, yet staff members continue to look for ways to support efforts to reduce racial, ethnic, and economic isolation. The curriculum is aligned with discipline-based standards as well as Connecticut's Common Core of Learning. Up-to-date curricular goals and materials provide a powerful vehicle for multicultural education and allow for the seamless inclusion of current events and topics that incorporate real-time examples that support the curriculum. Middle school staff aims to empower students to become change-makers in their communities by providing opportunities to learn, write, speak out, and collaborate with experts and organizations. Experiential learning practices in the classroom foster critical thinking, and empathy, and build 21st-century skills, including technology proficiency and effective communication. Recent purchases of teaching materials that reflect the diversity of the communities surrounding Eastford further enhance our programming. We continue to increase the resources of the Media Center. Book collections and multimedia programs are growing in volume and in diversity. Mobile computer labs have become extensions of the Media Center, through which our students have been able to collaborate with students throughout the United States and overseas.

Our students participate in offsite, in-person experiences or have live interaction with on-site guest speakers that emphasize the importance of becoming active, constructive members of a larger community. One example is learning about the Amistad with Mystic Seaport. Our staff also utilizes technology applications and resources to provide students with opportunities to participate in virtual field trips and interact with academic experts located throughout the world. Additionally, we participate in regional programs offered through EastConn that foster communication and relationships between Eastford and other more diverse communities, i.e., Faces of Culture, an interdisciplinary collaborative project.

District Profile and Performance Report for School Year 2024-25

Eastford School District

Equitable Allocation of Resources among District Schools

Eastford is a one-school district. Resources are allocated within the one school to equitably address all student needs.

District Profile and Performance Report for School Year 2024-25

Eastford School District

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	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	100.0	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	2		

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.