

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



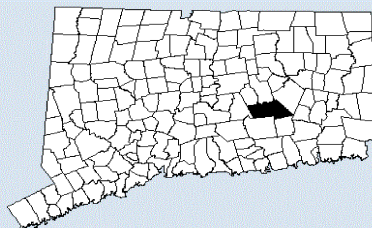
## Colchester School District

Mr. Jeffrey Burt, Superintendent • 860-537-7267 • [www.colchesterct.org](http://www.colchesterct.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,322
Per Pupil Expenditures <sup>1</sup>	\$17,248
Total Expenditures <sup>1</sup>	\$42,137,955

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,189	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	52	2.2	5.2
Black or African American	35	1.5	12.7
Hispanic or Latino of any race	162	7.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	95	4.1	3.8
White	1,976	85.1	51.1
English Learners	12	0.5	8.3
Eligible for Free or Reduced-Price Meals	563	24.2	43.3
Students with Disabilities <sup>3</sup>	400	17.2	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category 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

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	87	8.2	32	2.7
Male	88	7.9	60	4.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	11.4	*	*
White	151	8.2	73	3.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	92	17.4	49	7.7
Students with Disabilities	40	12.5	26	6.0
District	175	8.0	92	3.8
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 159**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the 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 2019-20

## Colchester School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	161.2
Paraprofessional Instructional Assistants	21.6
<b>Special Education</b>	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	62.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	9.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	17.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	105.8

<sup>1</sup> 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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	0.4	4.0
Hispanic or Latino of any race	1	0.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	235	99.2	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	17	*	7	*
White	151	95.6	159	94.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	41	91.1	46	97.9
Students with Disabilities	17	81.0	12	*
District	184	94.4	178	94.7
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	32	64.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	87	90.6
Other Health Impairment	49	72.1
Other Disabilities	*	*
Speech/Language Impairment	65	85.5
District	251	73.0
State		67.8

<sup>3</sup> 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 2019-20

## Colchester School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	2.3	2.0
Emotional Disturbance	40	1.7	1.1
Intellectual Disability	10	0.4	0.5
Learning Disability	96	4.2	5.7
Other Health Impairment	68	3.0	3.3
Other Disabilities	19	0.8	1.1
Speech/Language Impairment	79	3.5	1.8
All Disabilities	364	15.9	15.6

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	4.9	8.2
Private Schools or Other Settings	10	2.7	5.0

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,603,203	\$10,480	\$10,923
Support services - students	\$3,374,529	\$1,460	\$1,277
Support services - instruction	\$881,476	\$381	\$682
Support services - general administration	\$1,815,351	\$786	\$467
Support services - school based administration	\$2,423,260	\$1,049	\$1,021
Central and other support services	\$913,659	\$395	\$679
Operation and maintenance of plant	\$3,969,665	\$1,718	\$1,718
Student transportation services	\$2,632,782	\$1,097	\$1,288
Food services	.	.	\$12
Enterprise operations	\$524,031	\$227	\$163
Minor school construction	.	.	\$59
Total	\$42,137,955	\$17,248	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,672,053	35.5	28.5
Instructional Aide Salaries	\$1,540,460	14.9	10.1
Other Salaries	\$371,301	3.6	11.1
Employee Benefits	\$1,366,341	13.2	13.0
Purchased Services Other Than Transportation	\$240,366	2.3	5.7
Special Education Tuition	\$2,191,353	21.2	22.5
Supplies	\$30,502	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$926,150	9.0	8.0
Equipment	.	.	0.2
All Other Expenditures	\$650	0.0	0.1
Total	\$10,339,176	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.5	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	63.4
State	32.4
Federal	2.2
Tuition & Other	2.0

<sup>4</sup> 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 2019-20

## Colchester 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., 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Colchester School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55	78.2
Students with Disabilities	33	72.7
District	195	90.3
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	80.0	93.3
Male	76.9	88.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	79.5	92.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.8	86.2
Students with Disabilities	42.9	*
District	78.5	90.9
State	71.5	87.5

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2019-20

## Colchester 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	8.0%	<=5%	12.2%
	High Needs Students	15.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	94.5%	75%	80.4%
On-track to High School Graduation		88.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		90.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		78.4%	75%	71.5%
Arts Access		48.0%	60%	51.8%

*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 Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	92.4%	1.6%	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Colchester School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Utilizing our new mission statement, "we create innovative thinkers for a dynamic world", Colchester Public Schools (CPS) promotes student, staff, and community innovation and innovative thinking. CPS values relationships with the community at the local, regional, and state level. Partnerships begin with the families of our youngest students via the Collaborative for Colchester's Children (C3). C3 provides support for families of children ages 0-3 by connecting them with resources, providing parenting workshops, and creating relationships with the schools and local daycare providers. Colchester Elementary School (CES) strengthens these connections with families and the community by engaging them in literacy and math nights, student-led parent conferences, and a variety of programming derived from the innovation lab. At Jack Jackter Intermediate School (JJIS), local artists are connected with students through the Higher Order Thinking (HOT) school initiative. HOTs supports student innovation and creativity through the infusion of the arts and democratic practices. William J. Johnston Middle School (WJJMS) is our newest building, and it has a Science, Technology, Engineering, Arts, and Math (STEAM) theme. Courses at this building that support STEAM include Innovations, Programing, and Design & Engineering. Bacon Academy (BA) is working with local community businesses to provide job shadowing opportunities and internships for the senior Capstone students. BA has also aligned itself with the Eastern Workforce Investment Board (EWIB) to develop school-to-work pipelines for students seeking employment in the trades, and a variety of colleges to provide over 50 early college credit course options. Bacon Academy is also strengthening its relationship with Goodwin University to provide students access to high-level training in manufacturing to support a career pathway. District-wide students are supported socially and emotionally by a Climate Committee, who work with Colchester Youth Services and United Community and Family Services to identify and respond to truancy and chronic absenteeism, families with service needs, and to host community conversations. CPS's PTO Collaborative includes parental representation from all buildings to assist with decision-making around student programing, the development of school schedules, and district initiatives. Parents of students with more specific needs have partnered in the design of intervention and specialized programs such as our Scientific Research-Based Intervention, Alternative Education, School Resilience, and 18-21 programs.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Colchester Board of Education has recently worked with school stakeholders and the Town of Colchester to develop a Diversity, Equity, and Inclusion Committee with a mission to "serve the students of Colchester and enhance our teaching practices, resources, and curriculum to be reflective of all students no matter their race, culture, gender identity, sexual orientation, or disability to ensure educational equity." This nascent committee will lead the systemic changes needed in the district to make the school community a better place for all students and families.

CPS has also formulated a Social and Emotional Learning team whose purpose is to support faculty adopt strategies to support the development of a community of learners. CPS is also continuing its partnership with Norwich Public Schools to accept students, via lottery, to attend Bacon Academy. Each school also offers student extra-curricular clubs designed to reduce bias, including the Gay Straight Alliance, the Peer Advocacy League, and Unified Sports and Arts. Students at Bacon Academy also participate in the Connecticut Youth Forum, which allows for facilitated monthly conversations with diverse high school students from across CT. At WJJMS, students engage in a "global classroom" experience by connecting with other students from around the world during academic periods to understand their respective life experiences. Similarly, JJIS hosts a Day of Service that explores and responds to the needs of children around the world.

# District Profile and Performance Report for School Year 2019-20

## Colchester School District

### **Equitable Allocation of Resources among District Schools**

The development of the budget is a collaborative process that begins with the administrators and directors working with their respective leadership teams to identify needs in alignment with the mission of CPS. The administration then works with the central office team to balance resources across schools to develop a final proposal that is presented by the superintendent to the Board of Education. In recent years, CPS has consolidated school-based technology and professional development accounts. These accounts are now reviewed by district teams composed of faculty and administrative representation from all buildings and departments to ensure equitable allocation of resources and sustainability of funding. New resources are identified by curriculum committees that are made up of faculty members in grades PreK through 12 and administrators. These discipline-specific committees make decisions about the types of materials that best support all students across all grade levels.