

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



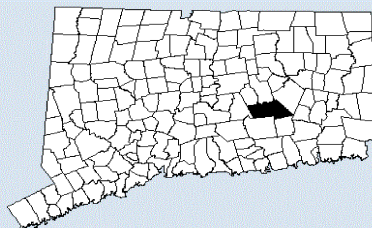
Colchester School District

Mr. Jeffrey Burt, Superintendent • 860-537-7267 • www.colchesterct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,321
Per Pupil Expenditures ¹	\$15,978
Total Expenditures ¹	\$41,111,229

¹Expenditure data reflect the 2017-18 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 2018-19 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.

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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,171	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	54	2.3	5.2
Black or African American	33	1.4	12.8
Hispanic or Latino of any race	156	6.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	93	4.0	3.6
White	1,981	85.4	52.4
English Learners	12	0.5	7.6
Eligible for Free or Reduced-Price Meals	531	22.9	42.1
Students with Disabilities ³	397	17.1	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	41	3.5
Male	70	6.2	76	6.2
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	7.1	20	12.0
White	117	6.2	90	4.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	67	12.2	51	8.3
Students with Disabilities	39	11.3	42	9.1
District	134	6.0	117	4.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 169

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	161.7
Paraprofessional Instructional Assistants	23.6
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	62.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.6
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	13.4
Counselors, Social Workers and School Psychologists	17.2
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	105.5

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	0.4	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	239	99.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino of any race	6	*	11	*
White	152	93.3	160	93.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	37	92.5	40	90.9
Students with Disabilities	11	*	28	84.8
District	170	93.4	182	94.3
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	33	71.7
Emotional Disturbance	25	56.8
Intellectual Disability	*	*
Learning Disability	91	91.9
Other Health Impairment	50	75.8
Other Disabilities	*	*
Speech/Language Impairment	77	87.5
District	278	76.8
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	2.0	1.9
Emotional Disturbance	44	1.9	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	99	4.3	5.5
Other Health Impairment	68	2.9	3.2
Other Disabilities	12	0.5	1.1
Speech/Language Impairment	101	4.3	1.8
All Disabilities	383	16.5	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	6.0	8.2
Private Schools or Other Settings	9	2.3	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,098,952	\$9,755	\$10,545
Support services - students	\$3,450,423	\$1,415	\$1,373
Support services - instruction	\$741,158	\$304	\$644
Support services - general administration	\$1,214,273	\$498	\$462
Support services - school based administration	\$2,968,215	\$1,217	\$1,007
Central and other support services	\$920,720	\$378	\$671
Operation and maintenance of plant	\$3,698,399	\$1,517	\$1,629
Student transportation services	\$2,533,498	\$998	\$1,231
Food services	.	.	\$13
Enterprise operations	\$485,590	\$199	\$157
Minor school construction	.	.	\$65
Total	\$41,111,229	\$15,978	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,492,066	34.8	29.7
Instructional Aide Salaries	\$1,412,767	14.1	9.6
Other Salaries	\$354,855	3.5	10.4
Employee Benefits	\$1,389,972	13.8	13.0
Purchased Services Other Than Transportation	\$132,384	1.3	5.5
Special Education Tuition	\$2,210,195	22.0	22.6
Supplies	\$78,625	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$974,736	9.7	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$10,045,600	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	65.5
State	30.8
Federal	2.0
Tuition & Other	1.8

⁴Revenue 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 2018-19

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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., 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	28	71.4	28	77.3	8	*
Black or African American	18	*	18	*	13	*
Hispanic or Latino of any race	77	66.1	77	65.3	25	63.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	46	77.8	46	75.8	20	74.9
White	991	74.1	989	72.4	462	71.3
English Learners	27	63.6	27	67.8	7	*
Non-English Learners	1,135	73.6	1,133	72.0	521	70.9
Eligible for Free or Reduced-Price Meals	256	65.0	254	62.7	105	63.4
Not Eligible for Free or Reduced-Price Meals	906	75.7	906	74.4	423	72.5
Students with Disabilities	173	55.3	173	51.5	71	53.4
Students without Disabilities	989	76.5	987	75.4	457	73.3
High Needs	374	63.3	372	60.6	154	60.3
Non-High Needs	788	78.2	788	77.2	374	74.9
District	1,162	73.4	1,160	71.9	528	70.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	95.8	83.0	80.9	66.5	711	81.0
Curl Up	93.4	90.3	91.5	61.8	711	83.7
Push Up	76.0	81.8	77.7	64.4	711	74.7
Mile Run/PACER	93.4	94.5	88.8	55.5	711	82.3
All Tests - District	73.7	74.5	69.7	48.7	711	66.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42	92.9
Students with Disabilities	28	75.0
District	222	94.1
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	87	43.9
Male	*	88	50.0
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	98.2	164	49.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.6	19	22.6
Students with Disabilities	88.0	*	*
District	98.4	175	46.7
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.8	89.4
Male	69.4	90.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	76.8	90.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	51.9	72.7
Students with Disabilities	43.5	*
District	77.0	89.6
State	71.0	87.8

⁵College 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.

⁶College 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

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.4	75	48.9	50	97.8	67.7
	High Needs Students	63.3	75	42.2	50	84.4	58.1
Math Performance Index	All Students	71.9	75	47.9	50	95.8	63.1
	High Needs Students	60.6	75	40.4	50	80.9	52.7
Science Performance Index	All Students	70.6	75	47.1	50	94.2	63.8
	High Needs Students	60.3	75	40.2	50	80.4	54.2
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	59.9%
	High Needs Students	56.2%	100%	56.2	100	56.2	55.1%
Math Academic Growth	All Students	76.1%	100%	76.1	100	76.1	62.5%
	High Needs Students	66.5%	100%	66.5	100	66.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.0	10.4%
	High Needs Students	11.2%	<=5%	37.6	50	75.1	16.1%
Preparation for CCR	% Taking Courses	93.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	46.7%	75%	31.1	50	62.2	42.6%
On-track to High School Graduation		92.4%	94%	49.2	50	98.3	88.0%
4-year Graduation All Students (2018 Cohort)		94.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.3%	94%	96.1	100	96.1	83.3%
Postsecondary Entrance (Class of 2018)		77.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.8% 66.1%	75%	44.1	50	88.1	96.4% 52.9%
Arts Access		42.7%	60%	35.6	50	71.2	51.9%
Accountability Index				1117.4	1350	82.8	

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.3	11.7	15.4	
Math Performance Index Gap	75.0	60.6	14.4	17.6	
Science Performance Index Gap	74.9	60.3	14.6	16.1	
Graduation Rate Gap	94.0%	90.3%	3.7%	11.1%	N

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.7
Math	All Students	99.2
	High Needs Students	98.2
Science	All Students	98.4
	High Needs Students	97.5

³Minimum 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: 57.7 State: 51.5

District Profile and Performance Report for School Year 2018-19

Colchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

With 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 brand new Science, Technology, Engineering, Arts, and Math (STEAM) school that has developed partnerships with local Colchester organizations through the Innovations, Design and Engineering, and Programming courses. Bacon Academy (BA) is working with local community businesses to provide job shadowing opportunities and internships for the senior Capstone students. BA is also aligning 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. Students are supported socially and emotionally at all levels by our 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 programming, 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

CPS offers opportunities for teachers and students to gain awareness of diversity through a variety of vehicles. Although the community has economic and cultural diversity, there is limited racial diversity. Professional development is offered annually to teachers in support for English Learners (EL). Although our population of ELs is small, in the past three years, between 15-20 teachers have taken this opportunity to be trained in cultural awareness and instructional supports. BA is in its third year of a partnership with Norwich Public Schools to accept students, via lottery, to attend BA. Our schools offer students extra-curricular clubs designed to reduce bias, including a Gay Straight Alliance, the Peer Advocacy League, and Unified Sports and Arts. BA students participate in the Connecticut Youth Forum, which allows for facilitated monthly conversations with diverse high school students from across CT. 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.

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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 level teams comprised of faculty and administrative representation from all buildings and departments to insure 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.