

STRATEGIC SCHOOL PROFILE 2008-09**Colchester School District**

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Location: 127 Norwich Avenue
Colchester,
Connecticut

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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$27,038
Town Population in 2000: 14,551	Percent of Adults without a High School Diploma in 2000*: 11.1%
1990-2000 Population Growth: 32.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 95.8%

*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): D 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2008	3,180
5-Year Enrollment Change	0.3%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	330	10.4	11.7	30.3
K-12 Students Who Are Not Fluent in English	20	0.6	2.3	5.2
Students Identified as Gifted and/or Talented*	94	3.0	4.9	4.0
PK-12 Students Receiving Special Education Services in District	356	11.2	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	188	93.1	85.8	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	64	13.7	22.8	19.0

*93.6% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	0.7
Asian American	54	1.7
Black	102	3.2
Hispanic	119	3.7
White	2,883	90.7
Total Minority	297	9.3

Percent of Minority Professional Staff: 2.1%

Non-English Home Language: 2.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 17.

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 Colchester Public School District has implemented Positive Behavior Support district-wide, promoting respect for all individuals in our school community. Faculty members have made conscientious efforts to incorporate diversity in a community that has economic and cultural, but little racial diversity. Many extra-curricular clubs are designed to reduce bias. Colchester Elementary's intergenerational program pairs students with senior citizens to learn about cultural, social, and economic differences and honor seniors during Older Americans Day. In conjunction with the artist in residence program, our intermediate school integrates the arts into a diversity theme and provides opportunities to promote respect for one another through student-run monthly Town Meetings. In 2009, fifth graders also partnered with Sand Everywhere School in Hartford, promoting educational excellence and integration. Community outreach is integral to our schools, and activities to connect students with their community abound.

Although most students attend our local high school, we have tripled our magnet school participation over the past three years.

Colchester Schools offer students many cultural awareness opportunities, including a high school Diversity Club, part of the Connecticut Forum, which allows for conversations among diverse high school students at monthly meetings held beyond the school day. Expanding Horizons Program, an interdisciplinary middle school program, allows 20 students and 2 teachers to connect with others from diverse towns while exploring science topics. The Unified Sports Program has been recognized by CIAC, and the matching of special education students with peer partners has been an outstanding success in connecting students of diverse abilities; the middle school's Kids for Kids Club focuses on planning social events to include students with disabilities. Our community activism course has been recognized as "one of a kind" in Connecticut, and allows students to design and implement an authentic service project. High school activities also include Peer Advocacy League, Model UN, Peer Mediation Clubs and Gay Straight Alliance.

STUDENT PERFORMANCE

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	63.4	54.6	52.8
Writing	64.6	62.5	41.5
Mathematics	72.5	62.8	57.9
Grade 4 Reading	73.3	60.7	64.4
Writing	75.7	64.2	60.6
Mathematics	75.1	63.6	64.0
Grade 5 Reading	80.0	66.0	69.6
Writing	81.5	66.5	76.5
Mathematics	83.3	68.8	75.3
Science	74.1	58.1	63.6
Grade 6 Reading	74.8	68.9	41.7
Writing	59.2	62.2	30.1
Mathematics	77.3	68.8	51.5
Grade 7 Reading	87.5	74.9	73.2
Writing	76.0	62.9	68.2
Mathematics	75.8	66.0	58.0
Grade 8 Reading	72.4	68.4	40.0
Writing	64.4	66.5	28.4
Mathematics	70.2	64.5	42.6
Science	72	60.6	48.4

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."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	51.8	47.4	50.8
Writing Across the Disciplines	64.4	55.0	55.0
Mathematics	59.6	47.8	58.0
Science	54.0	42.8	62.6

For more detailed 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."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	35.4	36.2	47.9

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.5	74.5	
Average Score	Mathematics	507	507	47.3
	Critical Reading	492	503	31.0
	Writing	485	506	26.4

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.7	92.1	67.2
Cumulative Four-Year Dropout Rate for Class of 2008	3.0	6.6	62.8
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.2	84.1
% Employed (Civilian Employment and in Armed Services)	12.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	205.05
Paraprofessional Instructional Assistants	25.80
Special Education	
Teachers and Instructors	27.50
Paraprofessional Instructional Assistants	50.00
Library/Media Specialists and/or Assistants	7.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	17.60
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	99.60

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.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.1	14.1	13.6
% with Master's Degree or Above	70.2	75.1	76.1

Average Class Size	District	DRG	State
Grade K	18.5	17.5	18.3
Grade 2	21.5	19.0	19.3
Grade 5	22.4	20.9	21.0
Grade 7	20.4	20.7	20.5
High School	18.3	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	986	988
Middle School	1,017	1,026	1,016
High School	1,006	1,008	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	3.7	3.3
Middle School	3.2	3.0	2.6
High School	3.2	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,787	\$6,111	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$687	\$212	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$780	\$241	\$461	\$372	\$446
Student Support Services	\$2,545	\$786	\$808	\$754	\$806
Administration and Support Services	\$3,284	\$1,014	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$3,087	\$953	\$1,382	\$1,261	\$1,377
Transportation	\$2,304	\$689	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,682	N/A	N/A	N/A	N/A
Other	\$424	\$131	\$152	\$151	\$151
Total	\$34,578	\$10,558	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,721	\$1,458	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,820,848	22.6	20.6	20.5

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	51.5	46.3	2.0	0.2
Excluding School Construction	55.4	42.0	2.3	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

While Colchester faces fiscal challenges and struggles to provide an adequate allocation of resources to all students, it has the advantage of having one school per grade level, so that every student in the district attends a school with comparable resources. The Board of Education strives to maximize its dollars, although Colchester ranks 166 of 169 in the state in per pupil expenditure.

Our budget proposal is created in late fall using a systematic, multilevel process involving teachers, administrators and central office staff. Enrollment data is closely monitored and a per pupil allocation level for supplies and library books is used as a guideline for development of the budget. The administrative team then determines the additional resources needed at each school, such as technology or facilities improvements. Curricular areas receive funding district-wide, based on a curriculum revision cycle that provides for needed textbooks and materials to implement new programs. Once the proposed budget is adopted, appropriate reductions are made "across the board," based on collaborative decision-making among all school administrators.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	331
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	24	0.8	1.0	0.8
Learning Disability	97	3.1	3.3	3.9
Intellectual Disability	21	0.7	0.4	0.5
Emotional Disturbance	30	1.0	0.9	1.0
Speech Impairment	99	3.2	2.5	2.3
Other Health Impairment*	41	1.3	2.2	2.1
Other Disabilities**	19	0.6	0.9	0.9
Total	331	10.5	11.2	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results 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.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	33.0	30.2	75.5	65.7
	Writing	20.9	19.5	70.2	64.1
	Mathematics	34.2	30.7	75.6	65.7
	Science	33.3	23.8	73.0	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	51.8	47.4
	Writing Across the Disciplines	28.6	13.6	64.4	55.0
	Mathematics	N/A	N/A	59.6	47.8
	Science	20.0	10.6	54.0	42.8

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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	4.3
	% With Accommodations	95.7
CAPT	% Without Accommodations	14.8
	% With Accommodations	85.2
% Assessed Using Skills Checklist		8.4

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 and CAPT.

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	1	0.3
Private Schools or Other Settings	20	6.0

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	297	89.7	75.5	72.7
40.1 to 79.0 Percent of Time	18	5.4	15.2	16.1
0.0 to 40.0 Percent of Time	16	4.8	9.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Colchester has been identified as a model for the state in its school readiness program, district-wide Positive Behavior Support initiative, and special education inclusion, and our educators continue to blend regular and special education services with the goal of providing all students an education that meets their needs. Students with and without disabilities have greater access to an increasing variety of resources as we implement SRBI and design multi-tiered interventions to help students meet their academic and behavioral goals. Assessments and progress monitoring using online tools are well-established PreK-5; in 2009 we are instituting new reading and math assessments in grades 6-8 and a reading intervention in grade 9.

The district has adopted strong research-based core reading programs in grades K-4, and math programs in grades K-8, and continues to examine instruction carefully and develop and refine common assessments to inform and guide instruction, K-12. A standards-based report card in grades K-5 gives parents clear information about their students' achievement levels in all subject areas. Administrators and teacher leaders evaluate student performance and make recommendations to improve instruction and assessment of students in all subject areas, and interventions are provided with increasing levels of intensity during small group instruction and remediation.

Teams of teachers in every school use collaborative time to examine data and student work. In its fourth year, the Colchester Summer School provides an opportunity for over 100 regular and special education students to improve math and reading skills and reduce summer learning loss in an integrated setting that also met the needs of our ESY students. Additionally, after-school academic clubs provide the added time needed to enhance instruction and meet the needs of each and every student. Our highly successful C3 (Collaborative for Colchester's Children) initiative has been commended nationally for its approach to addressing the needs of children in the community.

Colchester's fully inclusive classrooms effectively integrate a co-teaching model and the district exceeds the state target for student time with non-disabled peers. Co-teaching teams collaborate to plan for their students' unique learning needs, and professional development activities include differentiated instruction for the regular education classroom to foster greater success for mainstreamed students; as a result, our practices continue to strengthen.

Bacon Academy joined Project Opening Doors in 2009 to enhance the participation of underrepresented groups in Advanced Placement Courses. AP enrollment is already increasing and we look forward to seeing the results of this initiative.

Colchester's Strategic Planning Team of teachers, parents, staff members, community members, administrators, and municipal officials has been working together for several years. In 2009, over 150 community members and parents attended Colchester's third Community Dialog Forum. This year the district adopted an online parent portal for improved communications regarding student achievement. Additionally, parents have input into the school calendar and other topics through surveys, and receive up-to-date information on their child's education on our newly created web site. Data is collected, collated, and used as part of the decision-making process. Each school includes parents in principal's council, as well as on hiring committees and in transportation decisions.
