

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



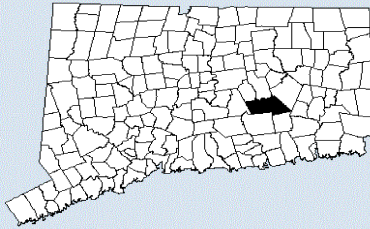
## Colchester School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,563
Per Pupil Expenditures <sup>1</sup>	\$14,913
Total Expenditures <sup>1</sup>	\$41,234,701

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,265	49.4	48.3
Male	1,298	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	57	2.2	4.9
Black or African American	52	2.0	12.8
Hispanic or Latino	135	5.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	59	2.3	2.7
White	2,245	87.6	55.9
English Learners	21	0.8	6.4
Eligible for Free or Reduced-Price Meals	446	17.4	38.0
Students with Disabilities <sup>1</sup>	378	14.7	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	73	5.9	25	1.9
Male	71	5.7	77	5.9
Black or African American	*	*	6	11.5
Hispanic or Latino	8	5.8	10	6.7
White	130	6.0	83	3.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	49	10.9	37	7.0
Students with Disabilities	45	12.9	34	8.0
District	144	5.8	102	3.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 26

Number of school-based arrests: Fewer than 6

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2015-16

## Colchester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	171.1
Paraprofessional Instructional Assistants	21.9
<b>Special Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	60.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	2.6
Support Staff	4.5
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	108.2

<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	1.0
Black or African American	2	0.8	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	245	98.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	6	*
Hispanic or Latino	6	*	8	*
White	127	71.8	170	85.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	24	72.7	23	67.6
Students with Disabilities	13	54.2	22	56.4
District	147	72.8	187	83.1
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	29	72.5
Emotional Disturbance	20	50.0
Intellectual Disability	*	*
Learning Disability	102	96.2
Other Health Impairment	46	82.1
Other Disabilities	*	*
Speech/Language Impairment	85	97.7
District	296	84.3
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Colchester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	40	1.5	1.6
Emotional Disturbance	40	1.5	1.0
Intellectual Disability	13	0.5	0.5
Learning Disability	106	4.1	4.6
Other Health Impairment	56	2.2	2.8
Other Disabilities	9	0.3	1.0
Speech/Language Impairment	103	4.0	1.9
All Disabilities	367	14.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,337,829	8,468	9,387
Instructional Supplies and Equipment	712,307	270	318
Improvement of Instruction and Educational Media Services	824,879	313	541
Student Support Services	3,108,239	1,178	1,048
Administration and Support Services	4,512,440	1,711	1,790
Plant Operation and Maintenance	4,215,815	1,598	1,608
Transportation	2,685,566	933	845
Costs of Students Tuitioned Out	2,377,942	N/A	N/A
Other	459,684	174	194
Total	41,234,701	14,913	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	1,482,076	562	1,524
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<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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,418,781	36.7	35.1
Noncertified Personnel	1,338,177	14.3	14.5
Purchased Services	199,712	2.1	5.5
Tuition to Other Schools	1,983,842	21.3	21.6
Special Ed. Transportation	1,000,297	10.7	8.3
Other Expenditures	1,385,628	14.9	15.0
Total Expenditures	9,326,437	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.2	60.8
State	35.0	36.3
Federal	1.7	1.7
Tuition & Other	1.1	1.2

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	32	74.8	32	68.6	16	*
Black or African American	29	66.3	29	61.5	17	*
Hispanic or Latino	60	67.3	60	59.3	26	56.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	28	82.5	28	73.6	*	*
White	1152	75.8	1150	67.7	536	66.0
English Learners	14	*	14	*	*	*
Non-English Learners	1296	75.3	1294	67.2	*	*
Eligible for Free or Reduced-Price Meals	253	65.6	252	58.3	114	56.9
Not Eligible for Free or Reduced-Price Meals	1057	77.5	1056	69.3	492	67.0
Students with Disabilities	199	56.9	198	49.6	93	50.3
Students without Disabilities	1111	78.4	1110	70.3	513	67.7
High Needs	393	63.4	391	55.8	179	55.2
Non-High Needs	917	80.2	917	72.0	427	69.2
District	1310	75.2	1308	67.2	606	65.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.7	86.2	90.8	88.4	750	89.3
Curl Up	87.3	89.7	90.2	80.3	750	86.8
Push Up	77.6	85.2	87.5	75.8	750	81.6
Mile Run/PACER	91.5	83.7	85.9	58.1	750	79.2
All Tests - District	66.7	70.4	72.3	45.5	750	63.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Colchester School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	44	77.3	.		.
Students with Disabilities	31	83.9	87.7	No	88.5
District	228	92.1	93.2	No	93.3
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	110	48.2
Male	94.5	87	43.7
Black or African American	*	*	*
Hispanic or Latino	95.5	6	27.3
White	94.4	182	48.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.5	13	19.4
Students with Disabilities	*	0	*
District	94.8	197	46.1
State	95.6		40.7

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	78.3	95.0
Male	69.8	86.1
Black or African American	*	*
Hispanic or Latino	*	*
White	76.3	91.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	51.4	69.6
Students with Disabilities	44.8	*
District	74.5	91.7
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Colchester School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.2	75	50.0	50	100.0	67.7
	High Needs Students	63.4	75	42.3	50	84.5	56.7
Math Performance Index	All Students	67.2	75	44.8	50	89.6	61.4
	High Needs Students	55.8	75	37.2	50	74.4	49.9
Science Performance Index	All Students	65.1	75	43.4	50	86.8	57.5
	High Needs Students	55.2	75	36.8	50	73.6	47.0
ELA Academic Growth	All Students	69.2%	100%	69.2	100	69.2	63.8%
	High Needs Students	64.6%	100%	64.6	100	64.6	58.3%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	65.0%
	High Needs Students	55.0%	100%	55.0	100	55.0	57.4%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.7	9.6%
	High Needs Students	11.2%	<=5%	37.7	50	75.4	15.6%
Preparation for CCR	% Taking Courses	78.2%	75%	50.0	50	100.0	67.6%
	% Passing Exams	46.1%	75%	30.8	50	61.5	40.7%
On-track to High School Graduation		94.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		92.1%	94%	98.0	100	98.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.9%	94%	96.7	100	96.7	78.6%
Postsecondary Entrance (Class of 2015)		74.5%	75%	99.4	100	99.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9%   63.5%	75%	42.3	50	84.6	89.2%   50.5%
Arts Access		42.4%	60%	35.4	50	70.7	47.5%
<b>Accountability Index</b>				<b>1093.7</b>	<b>1350</b>	<b>81.0</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.4	11.6	16.5	
Math Performance Index Gap	72.0	55.8	16.2	18.9	
Science Performance Index Gap	69.2	55.2	14.0	17.2	
Graduation Rate Gap	94.0%	90.9%	3.1%	15.3%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.0
Math	All Students	99.0
	High Needs Students	97.8
Science	All Students	99.2
	High Needs Students	98.4

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 60.3**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Colchester School District

### Narratives

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

.Colchester students continue to make significant gains in achievement on the Smarter Balanced Assessments in grades 3-8. On the last recorded SBAC our students in grades 3-8 outperformed the state average on 100% of the ELA levels with an average of 72.5 for Colchester compared to 55.7 for the state. Similarly in math, students exceeded the state average in 100% of the categories by surpassing the state average 56.4 to 44.0. On the last recorded CAPT test Bacon Academy students performed the highest ever recorded at goal with a 63.0% and 89.0% at proficient. At grade 5 we recorded our highest percent ever at goal with a 78.1% and in grade 8 we recorded 80.4% at goal. Bacon Academy continues to test an extremely high number of students on the Advanced Placement tests with 327 exams and an 85.2 percent passing rate.

We are identified as a state model in PBIS initiative and have seen a decrease in suspensions, expulsions, and behavior referrals as a result. Our highly successful Collaborative for Colchester's Children-C3 has been commended nationally for addressing the needs of children in the community, including an innovative approach to working with community services; CES hosts Head Start as part of this partnership. The % of students attending preschool has grown over the years as a result of C3 initiatives. The development and refinement of common assessments to inform and guide instruction is ongoing. An Instructional Council meets regularly to examine student learning PK-12 and recommend improvement to enhance all subject areas. Both elementary schools use a standards-based report card giving parents clear information about their child's achievement levels in all subjects. Our K-8 Summer School gives an opportunity to regular and special education students to improve math and reading skills and reduce summer learning loss. This integrated setting for summer school also met the needs of our ESY students. Colchester's full inclusion policy effectively integrates a co-teaching model and meets the state target for student time with non-disabled peers. Co-teaching teams collaborate to plan for their students' unique learning needs. Professional development activities include strategies for meeting the needs of all students in the mainstream classroom. Our Parent Collaborative works with administrators to guide the district and increase parental involvement in students' academic success. Parents are welcomed in all initiatives, and join the Wellness Committee, principals' councils, and hiring committees. Parents have input on the school calendar and other topics through surveys used as part of the decision-making process. They receive current information on their child's education through use of the parent portal on PowerSchool. Although the high school graduation rate is high at 95.7 percent, compared to the state average, considerable efforts are made to ensure that all students graduate. BA has mentor homerooms with 10-12 students in each to ensure that all have an adult connection in the school helping educate students on the value of attendance and education. We have an Alternative Ed program for grades 9-12 students needing an atypical learning setting. An SRO works with families exceeding the attendance policy.

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

.Colchester School District offers opportunities for teachers and students to gain awareness of diversity, including providing experiences to connect cultures. In a community that has economic and cultural, but little racial diversity, the schools offer students extra-curricular clubs designed to reduce bias, including a Save Darfur Club, Gay Straight Alliance, Unified Sports, and Interact. Bacon Academy students participate in Connecticut Youth Forum, which allows for conversations among diverse high school students at monthly meetings. Approximately 20 students and two teachers spend six days per year working with students from 20 districts around the state. The Community Activism elective at the high school provides students with an opportunity to learn about social justice, human rights, and community building, and involves students in authentic outreach programs in nearby communities. Students had opportunities for service learning through the Afghan Songbook program, and district-wide activities in our model PBS schools help students demonstrate respect for one another's differences.

Our professional development offerings include workshops to enhance faculty understanding of addressing diversity and meeting the needs of English Language Learners. .Colchester teachers continue to receive recognition for distinguished teaching of topics such as Middle Eastern culture and The Holocaust. Colchester's intergenerational program pairs students with senior citizens to learn about cultural, social, and economic differences. As a HOT school, Jack Jackter Intermediate School students work with resident artists to integrate the arts into a diversity theme and provide opportunities to promote respect for one another through student-run monthly Town Meetings. Although most students attend our local high school, we have seen an increase in magnet school participation over the past years.

# District Profile and Performance Report for School Year 2015-16

## Colchester School District

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

.Colchester faces fiscal challenges resulting in an allocation of resources significantly below state & old DRG averages; nonetheless, with schools for grades K-2, 3-5, 6-8 & 9-12, every student in a given grade level has comparable resources. The Board of Education strives to maximize its dollars, although Colchester ranks 131 of 166 in the state in PPE. Our budget proposal is developed using a systematic, multilevel process involving teachers, administrators & central office. Enrollment data is closely monitored & a per pupil allocation for supplies & library books is set. The administrative team then determines additional resources needed at each school, such as curriculum enhancements, PD, technology, or facility improvements. Resources needed are based on a 7-year curriculum revision cycle & funds are allocated for textbooks & materials for new programs. Once the budget is developed, appropriate reductions are made "across the board" based on collaborative decision-making among all school administrators. The administrators' proposed budget is presented to the BOE in January for review, discussion, revision & adoption. Town & education budgets are voted on at a May referendum.