

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



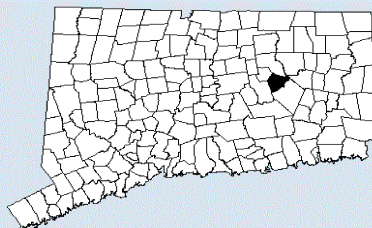
## Columbia School District

Mr. Laurence Fearon, Superintendent • 860-228-9493 • <http://www.hwporter.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	434
Per Pupil Expenditures <sup>1</sup>	\$19,421
Total Expenditures <sup>1</sup>	\$9,360,899

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)

(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	207	47.7	48.4
Male	227	52.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	28	6.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	7	1.6	2.9
White	393	90.6	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	80	18.4	35.9
Students with Disabilities <sup>1</sup>	65	15.0	14.3

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	15	7.4	7	3.3
Male	7	3.3	10	4.3
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	17	4.6	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	9	13.8	*	*
District	22	5.4	17	3.8
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

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

<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 2016-17

## Columbia School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	34.2
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	11.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.9
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.9

<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	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	53	98.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.6

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	30	88.2
Other Health Impairment	22	91.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	67	72.8
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Columbia School District

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

	District	State
	Count	Rate (%)
Autism	8	1.2
Emotional Disturbance	12	1.7
Intellectual Disability	*	*
Learning Disability	35	5.1
Other Health Impairment	24	3.5
Other Disabilities	*	*
Speech/Language Impairment	7	1.0
All Disabilities	97	14.0

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	3,688,838	8,290 9,663
Instructional Supplies and Equipment	124,865	281 321
Improvement of Instruction and Educational Media Services	107,770	242 578
Student Support Services	1,730,673	3,889 1,103
Administration and Support Services	942,943	2,119 1,861
Plant Operation and Maintenance	412,718	927 1,637
Transportation	854,932	1,207 877
Costs of Students Tuitioned Out	1,094,171	N/A N/A
Other	403,989	908 201
Total	9,360,899	19,421 16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	41,534	93 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	884,852	23.9
Noncertified Personnel	410,440	11.1
Purchased Services	97,175	2.6
Tuition to Other Schools	1,647,352	44.5
Special Ed. Transportation	361,231	9.8
Other Expenditures	297,535	8.0
Total Expenditures	3,698,585	100.0

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

#### 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	73.8	73.8
State	23.5	23.5
Federal	2.4	2.4
Tuition & Other	0.3	0.3

<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 2016-17

## Columbia 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	18	*	18	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	236	72.3	236	66.3	78	60.6
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	261	70.9	261	65.4	90	59.3
Eligible for Free or Reduced-Price Meals	51	64.2	51	58.5	22	56.5
Not Eligible for Free or Reduced-Price Meals	210	72.5	210	67.0	68	60.2
Students with Disabilities	32	47.8	32	45.4	13	*
Students without Disabilities	229	74.1	229	68.2	77	62.6
High Needs	76	59.0	76	54.4	32	52.5
Non-High Needs	185	75.8	185	69.9	58	63.0
District	261	70.9	261	65.4	90	59.3

#### 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	100.0	98.2	95.7	N/A	170	97.6
Curl Up	97.7	96.4	92.9	N/A	170	95.3
Push Up	95.5	96.4	92.9	N/A	170	94.7
Mile Run/PACER	72.7	89.3	84.3	N/A	170	82.9
All Tests - District	72.7	85.7	77.1	N/A	170	78.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Columbia 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.9	75	47.3	50	94.5	67.1
	High Needs Students	59.0	75	39.3	50	78.6	55.9
Math Performance Index	All Students	65.4	75	43.6	50	87.2	62.2
	High Needs Students	54.4	75	36.3	50	72.6	50.5
Science Performance	All Students	59.3	75	39.5	50	79.0	55.3
	High Needs Students	52.5	75	35.0	50	70.0	45.2
ELA Academic Growth	All Students	48.9%	100%	48.9	100	48.9	55.4%
	High Needs Students	35.5%	100%	35.5	100	35.5	49.8%
Math Academic Growth	All Students	64.9%	100%	64.9	100	64.9	61.7%
	High Needs Students	59.1%	100%	59.1	100	59.1	53.7%
Chronic Absenteeism	All Students	5.4%	<=5%	49.3	50	98.6	9.9%
	High Needs Students	10.7%	<=5%	38.7	50	77.4	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness		100.0%   78.8%	75%	50.0	50	100.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>636.9</b>	<b>900</b>	<b>70.8</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	59.0	16.0	16.7	
Math Performance Index Gap	69.9	54.4	15.4	18.7	
Science Performance Index Gap	63.0	52.5	10.5	16.6	
Graduation Rate Gap	.	.	.	.	

<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	95.1
	High Needs Students	90.6
Math	All Students	95.1
	High Needs Students	90.6
Science	All Students	96.9
	High Needs Students	91.4

<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: \***      **State: 50.2**

#### 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 2016-17

## Columbia School District

### Narratives

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

The Columbia School District continually reviews the impact of its special education programs on student achievement and growth. We involve staff in program development and improvement. For example, we initiated an in-house clinical behavior program for students whose disability impeded their ability to attend to tasks, deal with frustrations in appropriate ways and to complete assignments. This program enabled the district to reduce referrals to outside placement facilities. Staffing of the program involved a special education resource teacher, a paraprofessional and a social worker. The program was flexible enough so that the district could refocus its goals from purely behavior interventions to a focused academic resource.

We have a designated committee consisting of administrators, faculty and staff who meet regularly to review student attendance. Letters are sent to alert parents of concerns about their child's attendance and strategies explored to improve attendance. The average daily attendance rate at Porter School is 92%.

In addition, we contract with EASTCONN to provide truancy prevention and intervention.

We survey our families each year to gauge the level of understanding of our programs PK-8 and we have set school and teacher goals to address areas of parent participation.

We currently have a BOE-directed Future Needs Committee. This committee is looking at the long-range future of the district and has engaged both parents and community members on committees and has used surveys and focus groups to gather input and data.

Our website features parent resources including videos and, through our parent portal, allows parents to keep up-to-date on their child's progress. The site also features teacher pages.

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

The Columbia School District has 52 students PK-12 in area magnet schools including several Sheff magnets.

We engage with Canton Public Schools to provide in-school activities on diversity and personal awareness.

Our curriculum and programs reflect the diversity and multiculturalism of our state and nation.

Our assembly programs and visiting artists represent a variety of backgrounds and cultures.

# District Profile and Performance Report for School Year 2016-17

## Columbia School District

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

Columbia School District is a single school PK-8 district. Our budget reflects the needs of H. W. Porter School.

The budget is a zero-based budget that focusses on the specific needs of Porter's students.

Teachers have direct input into budget development through the office of the principal. Our budget process is open and involves both BOE budget meetings and special town meetings to review requests.