

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

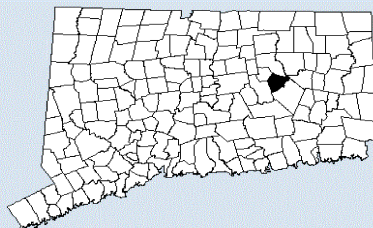


Columbia School District

860-228-9493 • <http://www.hwporter.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	437
Per Pupil Expenditures ¹	\$18,101
Total Expenditures ¹	\$13,032,411

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	200	45.8	48.4
Male	237	54.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	30	6.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	10	2.3	3.6
White	393	89.9	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	93	21.3	42.1
Students with Disabilities ³	50	11.4	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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	0.0	0	0.0
White	11	3.1	9	2.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	11	2.8	9	2.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	34.4
Paraprofessional Instructional Assistants	4.2
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.8
Administrators, Coordinators and Department Chairs	
District Central Office	2.5
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	29.0

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	1.9	3.8
Hispanic or Latino of any race	1	1.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	51	96.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	34	89.5
Other Health Impairment	16	80.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	61	79.2
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	*	*	1.9
Emotional Disturbance	8	1.2	1.1
Intellectual Disability	*	*	0.5
Learning Disability	38	5.9	5.5
Other Health Impairment	21	3.2	3.2
Other Disabilities	6	0.9	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	80	12.4	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$8,292,619	\$11,518	\$10,545
Support services - students	\$1,915,149	\$4,454	\$1,373
Support services - instruction	\$100,327	\$233	\$644
Support services - general administration	\$506,029	\$1,177	\$462
Support services - school based administration	\$431,723	\$1,004	\$1,007
Central and other support services	\$128,856	\$300	\$671
Operation and maintenance of plant	\$296,133	\$689	\$1,629
Student transportation services	\$879,835	\$1,271	\$1,231
Food services	\$23,386	\$54	\$13
Enterprise operations	\$391,134	\$910	\$157
Minor school construction	\$67,221	\$156	\$65
Total	\$13,032,411	\$18,101	\$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	\$753,101	20.6	29.7
Instructional Aide Salaries	\$317,841	8.7	9.6
Other Salaries	\$223,517	6.1	10.4
Employee Benefits	\$396,475	10.8	13.0
Purchased Services Other Than Transportation	\$128,179	3.5	5.5
Special Education Tuition	\$1,435,115	39.3	22.6
Supplies	\$13,311	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$367,478	10.1	8.0
Equipment	\$19,920	0.5	0.2
All Other Expenditures	.	.	0.1
Total	\$3,654,938	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	78.4
State	19.4
Federal	1.8
Tuition & Other	0.3

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).

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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	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	21	69.6	21	57.3	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	214	73.4	211	66.1	83	72.4
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	66.5	49	58.3	14	*
Not Eligible for Free or Reduced-Price Meals	192	74.6	189	67.1	79	73.1
Students with Disabilities	28	58.3	26	49.7	12	*
Students without Disabilities	213	74.9	212	67.2	81	73.4
High Needs	72	63.3	70	55.2	26	58.6
Non-High Needs	169	77.1	168	69.5	67	75.9
District	241	73.0	238	65.3	93	71.1

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	96.8	86.4	92.7	N/A	130	91.5
Curl Up	100.0	95.5	87.3	N/A	130	93.1
Push Up	96.8	86.4	92.7	N/A	130	91.5
Mile Run/PACER	83.9	86.4	83.6	N/A	130	84.6
All Tests - District	80.6	70.5	69.1	N/A	130	72.3
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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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	73.0	75	48.6	50	97.3	67.7
	High Needs Students	63.3	75	42.2	50	84.4	58.1
Math Performance Index	All Students	65.3	75	43.5	50	87.1	63.1
	High Needs Students	55.2	75	36.8	50	73.6	52.7
Science Performance Index	All Students	71.1	75	47.4	50	94.8	63.8
	High Needs Students	58.6	75	39.1	50	78.2	54.2
ELA Academic Growth	All Students	66.2%	100%	66.2	100	66.2	59.9%
	High Needs Students	65.1%	100%	65.1	100	65.1	55.1%
Math Academic Growth	All Students	53.9%	100%	53.9	100	53.9	62.5%
	High Needs Students	50.3%	100%	50.3	100	50.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.3%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		95.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 72.3%	75%	48.2	50	96.4	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				691.3	900	76.8	

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?					Y
ELA Performance Index Gap	75.0	63.3	11.7	15.4	
Math Performance Index Gap	69.5	55.2	14.4	17.6	
Science Performance Index Gap	75.0	58.6	16.4	16.1	
Graduation Rate Gap	

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	97.6
	High Needs Students	93.7
Math	All Students	96.4
	High Needs Students	91.1
Science	All Students	94.9
	High Needs Students	89.7

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: N/A State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Columbia School District and Horace Porter School continued to improve its PK program by offering both full and partial day sessions five days a week for eligible students. The integrated program now serves 43 three and four year old students. We also offered a separate orientation program for interested families that provided an overview of program offerings and services.

We continued to review of our intervention and prevention programs with the goals of improving the SRBI process, our use of universal screens and the placement of students in appropriate tiered instruction. As a result, special education prevalence continues to be reduced. The coach-interventionist model in both numeracy and literacy allowed refined intervention and additional services to support staff and students. Plans to include science in the intervention model are underway.

Middle school students were able to participate in Project Oceanology which offers hands-on, inquiry-based science programming to tie to curriculum goals.

The Porter School website is under reconstruction to provide easier access of use and navigation.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Porter continues to partner with Canton High School to provide middle school students experiences centered on positive self esteem. Up to 50 Porter students are involved in this activity.

The Columbia BOE budget provides tuition to 22 students who attend Barrows Magnet School in Windham and various CREC magnet programs. We have 5 students currently attending Sheff Magnet Schools.

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Equitable Allocation of Resources among District Schools

Columbia is a single-school district that sends students in grades 9-12 to three high schools (Bolton, EO Smith and Windham Tech.) based solely on choice. As a result, our yearly high school budget is fixed as it is solely tuition-based.

The PK-8 budget is a zero-based budget. Classroom teachers and other professionals develop budget requests which are submitted to administration. After administrative and BOE review, the approved budget is reviewed by the town's finance board. The recommended budget is presented at an Annual Town meeting for approval.

The administration and BOE set annual instructional and operational goals which provide the basis for the allocation of discretionary funds.