

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

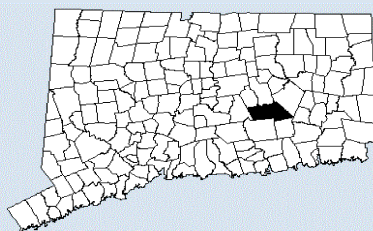


Colchester School District

860-537-7267 • www.colchesterct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,452
Per Pupil Expenditures ¹	\$15,617
Total Expenditures ¹	\$41,167,695

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,229	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	61	2.5	5.1
Black or African American	42	1.7	12.8
Hispanic or Latino	159	6.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	81	3.3	3.3
White	2,101	85.7	53.6
English Learners	14	0.6	7.2
Eligible for Free or Reduced-Price Meals	408	16.6	36.7
Students with Disabilities ¹	393	16.0	14.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	88	7.6	19	1.6
Male	*	*	77	6.2
Black or African American	8	20.0	7	17.5
Hispanic or Latino	12	7.7	9	5.6
White	147	7.3	76	3.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	74	14.0	34	6.0
Students with Disabilities	47	12.4	36	7.9
District	174	7.4	96	3.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 165

Number of school-based arrests: 12

²A 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.

³The 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	160.3
Paraprofessional Instructional Assistants	26.6
Special Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	52.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.8
Library/Media	
Specialists (Certified)	3.0
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	101.6

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	1	0.4	1.1
Black or African American	2	0.9	3.7
Hispanic or Latino	1	0.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	232	98.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.5

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	7	*	14	*
White	158	91.9	176	91.2
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	33	78.6	41	91.1
Students with Disabilities	22	71.0	21	67.7
District	171	89.1	206	91.2
State		69.3		80.1

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	38	74.5
Emotional Disturbance	18	51.4
Intellectual Disability	*	*
Learning Disability	100	95.2
Other Health Impairment	56	78.9
Other Disabilities	*	*
Speech/Language Impairment	66	90.4
District	286	80.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	2.1	1.8
Emotional Disturbance	35	1.4	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	105	4.3	5.2
Other Health Impairment	72	2.9	3.1
Other Disabilities	19	0.8	1.1
Speech/Language Impairment	90	3.7	1.8
All Disabilities	384	15.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	26	6.8	8.3
Private Schools or Other Settings	13	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,879,115	8,851	9,847
Instructional Supplies and Equipment	664,899	269	287
Improvement of Instruction and Educational Media Services	795,598	322	589
Student Support Services	3,267,043	1,322	1,120
Administration and Support Services	4,852,811	1,963	1,905
Plant Operation and Maintenance	3,697,036	1,496	1,648
Transportation	2,549,673	930	904
Costs of Students Tuitioned Out	3,009,967	N/A	N/A
Other	451,553	183	208
Total	41,167,695	15,617	16,535

Additional Expenditures

Land, Buildings, and Debt Service	4,891,863	1,979	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,773,640	36.4	33.8
Noncertified Personnel	1,579,842	15.2	14.5
Purchased Services	148,528	1.4	5.5
Tuition to Other Schools	2,525,799	24.3	23.4
Special Ed. Transportation	999,305	9.6	8.7
Other Expenditures	1,347,187	13.0	14.1
Total Expenditures	10,374,301	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.2	61.8
State	39.0	35.1
Federal	1.7	1.9
Tuition & Other	1.1	1.2

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	32	72.6	32	78.6
Black or African American	17	*	17	*
Hispanic or Latino	79	66.8	79	63.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	49	80.5	49	75.9
White	1057	74.6	1057	71.4
English Learners	25	62.8	25	65.8
Non-English Learners	1214	74.4	1214	71.1
Eligible for Free or Reduced-Price Meals	197	64.8	197	60.5
Not Eligible for Free or Reduced-Price Meals	1042	75.9	1042	73.0
Students with Disabilities	203	57.2	203	51.4
Students without Disabilities	1036	77.5	1036	74.8
High Needs	365	62.6	365	57.9
Non-High Needs	874	79.0	874	76.5
District	1239	74.2	1239	71.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	82.9	87.0	75.5	690	85.5
Curl Up	93.4	83.5	89.5	69.2	690	84.3
Push Up	76.0	68.3	79.0	75.5	690	74.9
Mile Run/PACER	93.4	98.2	86.0	58.5	690	84.3
All Tests - District	73.7	64.0	75.0	55.3	690	67.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino	8	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56	83.9
Students with Disabilities	29	72.4
District	212	91.5
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	118	58.4
Male	97.7	123	57.5
Black or African American	*	*	*
Hispanic or Latino	100.0	7	26.9
White	98.1	224	61.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.7	32	36.8
Students with Disabilities	90.3	7	11.3
District	98.3	241	57.7
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.5	91.5
Male	77.5	95.9
Black or African American	*	*
Hispanic or Latino	*	*
White	82.3	92.7
English Learners	82.3	*
Eligible for Free or Reduced-Price Meals	65.3	85.7
Students with Disabilities	43.5	*
District	81.4	93.5
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.2	75	49.4	50	98.9	67.6
	High Needs Students	62.6	75	41.7	50	83.4	57.5
Math Performance Index	All Students	71.0	75	47.3	50	94.7	62.7
	High Needs Students	57.9	75	38.6	50	77.2	52.0
ELA Academic Growth	All Students	64.1%	100%	64.1	100	64.1	60.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.6%
Math Academic Growth	All Students	75.2%	100%	75.2	100	75.2	61.9%
	High Needs Students	68.3%	100%	68.3	100	68.3	55.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.1	50	90.3	10.7%
	High Needs Students	13.1%	<=5%	33.8	50	67.6	16.6%
Preparation for CCR	% Taking Courses	90.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	57.7%	75%	38.4	50	76.9	44.8%
On-track to High School Graduation		94.9%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		91.5%	94%	97.4	100	97.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.9%	94%	95.6	100	95.6	81.8%
Postsecondary Entrance (Class of 2017)		81.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8% 67.5%	75%	45.0	50	90.0	96.6% 50.1%
Arts Access		40.9%	60%	34.1	50	68.1	51.2%
Accountability Index				1032.6	1250	82.6	

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	62.6	12.4	15.9	
Math Performance Index Gap	75.0	57.9	17.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.9%	4.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	97.4
Math	All Students	99.0
	High Needs Students	97.4
Science	All Students	98.4
	High Needs Students	97.2

³Minimum 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: 56.4

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

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 School Day SAT assessment Bacon Academy juniors continue to improve and achieve at high levels. Bacon Academy also continues to test an extremely high number of students on the Advanced Placement tests with over 300 exams and a high percent passing rate.

The district continues to support an expansion of programs to meet the needs of unique learners. More in-house programs are keeping more students in district and are bringing many students back from out-of-district placements. Efforts continue to refine SRBI practices and train more teachers in inclusion models.

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 percentage 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 over 95 percent 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 Public Schools offered 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. The Board's decision to partner with Norwich to accept some of their high school students (by lottery) at Bacon Academy (BA) is helping to increase diversity within our high school. Our schools offer students extra-curricular clubs designed to reduce bias, including a Gay Straight Alliance, Unified Sports, and Interact. BA students participate in the Connecticut Youth Forum, which allows for facilitated monthly conversations with diverse high school students from across CT. The Forum allows 20 of our students to participate in this interactive and substantive dialogue.

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 our own and nearby communities. Through the HOT School program, students at the Intermediate School engage in long-term residencies with master teaching artists, often with strong multicultural themes. Activities in our model Positive Behavioral Support (PBS) schools (Prek-12) help students demonstrate respect for and celebration of one another's differences.

Our professional development offerings include workshops to enhance faculty understanding of addressing diversity and meeting the needs of our English Language Learners.

Colchester offers high school courses on Middle Eastern Culture and our middle school has designed a powerful interdisciplinary unit on the Holocaust. Colchester's intergenerational program pairs students with local senior citizens to learn about cultural, social, and economic differences. Through their HOT School program, Jack Jackter Intermediate School provides opportunities to promote respect and appreciation for one another through student-run Town Meetings. Multicultural children's literature selections are widely used in all elementary classrooms.

Although most of our students attend our local high school, our district provided financial support for over 130 students to attend regional magnet standards-based schools.

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Equitable Allocation of Resources among District Schools

Colchester faces fiscal challenges resulting in an allocation of resources significantly below state and regional averages; nonetheless, in our 4 schools (K-2, 3-5, 6-8, and 9-12), every student within each grade level has access to comparable resources. The Board of Education maximizes its dollars to support student learning and Colchester ranked in the lowest quartile Per Pupil Expenditures for 2017-18. To supplement our budgetary resources our Director of Teaching and Learning has been awarded competitive grants which have supported teacher training and technology education program initiatives. The school system realizes operational savings by sharing a Chief Financial Office, Finance Staff, Grounds and Maintenance Personnel, a Facility Director and custodians with the Town of Colchester. Our budget is developed using a systematic process involving teachers, administrators and central office supervisors. Enrollment data is closely monitored and a per pupil allocation for supplies and library books is established. Under the leadership of the Superintendent, the administrative team then determines additional resources required at each school based on student data.