Connecticut State Department of Education

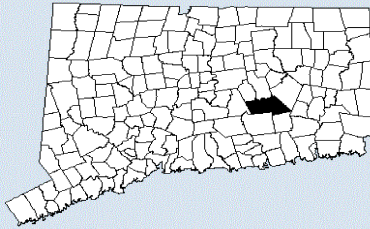# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Colchester School District

Mr. Jeffry Mathieu, Superintendent • 860-537-7267 • www.colchesterct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,654
Per Pupil Expenditures[1]	$14,370
Total Expenditures[1]	$40,982,800

[1]*Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,314	49.5	48.3
Male	1,340	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	53	2.0	4.7
Black or African American	57	2.1	12.9
Hispanic or Latino	133	5.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	51	1.9	2.5
White	2,337	88.1	57.2
English Language Learners	19	0.7	6.3
Eligible for Free or Reduced-Price Meals	487	18.3	37.6
Students with Disabilities[1]	371	14.0	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	57	4.4	29	2.1
Male	45	3.5	86	6.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	12	9.0
White	94	4.1	94	4.0
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	47	10.1	47	9.2
Students with Disabilities	35	9.6	47	11.0
District	102	3.9	115	4.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 29

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	175.8
Paraprofessional Instructional Assistants	26.8
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	55.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	15.2
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	107.6

[1]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

	District		State
	Count	Percent of Total (%)	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	0.0
White	246	98.8	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	14	*
White	144	76.6	168	82.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	59.4	18	60.0
Students with Disabilities	18	54.5	25	69.4
District	158	74.2	196	83.1
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	25	73.5
Emotional Disturbance	18	52.9
Intellectual Disability	*	*
Learning Disability	113	98.3
Other Health Impairment	46	85.2
Other Disabilities	*	*
Speech/Language Impairment	76	100.0
District	296	87.6
State		69.7

[4]Ages 6-21

District Profile and Performance Report for School Year 2014-15
Colchester School District

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	35	1.3	1.5
Emotional Disturbance	34	1.3	1.0
Intellectual Disability	17	0.6	0.5
Learning Disability	115	4.3	4.4
Other Health Impairment	54	2.0	2.6
Other Disabilities	12	0.4	1.0
Speech/Language Impairment	94	3.5	1.9
All Disabilities	361	13.4	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	23	6.4	8.1
Private Schools or Other Settings	13	3.6	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	22,649,592	8,287	9,134
Instructional Supplies and Equipment	1,053,227	385	334
Improvement of Instruction and Educational Media Services	854,751	313	498
Student Support Services	3,247,524	1,188	1,001
Administration and Support Services	4,254,650	1,557	1,694
Plant Operation and Maintenance	3,729,473	1,365	1,572
Transportation	2,596,093	874	813
Costs of Students Tuitioned Out	2,116,885	N/A	N/A
Other	480,605	176	186
Total	40,982,800	14,370	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	1,532,758	561	1,272

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,314,225	37.7	35.1
Noncertified Personnel	1,256,946	14.3	14.2
Purchased Services	179,183	2.0	5.2
Tuition to Other Schools	1,770,594	20.1	22.0
Special Ed. Transportation	983,297	11.2	8.6
Other Expenditures	1,295,452	14.7	14.9
Total Expenditures	8,799,697	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	61.2	59.7
State	36.1	37.5
Federal	1.7	1.7
Tuition & Other	1.0	1.1

[4]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).

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	12	*	12	*	10	*
Asian	29	77.8	29	68.0	14	*
Black or African American	29	67.0	28	55.8	13	*
Hispanic or Latino	54	68.5	54	59.0	22	57.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	83.3	23	74.4	10	*
White	1240	75.5	1236	67.0	585	64.2
English Language Learners	13	*	13	*	*	*
Non-English Language Learners	1374	75.3	1369	66.7	*	*
Eligible for Free or Reduced-Price Meals	225	66.3	224	58.8	118	56.0
Not Eligible for Free or Reduced-Price Meals	1162	76.9	1158	68.0	536	65.5
Students with Disabilities	218	56.1	218	49.0	108	49.1
Students without Disabilities	1169	78.7	1164	69.8	546	66.7
High Needs	391	62.6	390	55.2	198	53.4
Non-High Needs	996	80.0	992	71.0	456	68.3
District	1387	75.1	1382	66.5	654	63.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.2	73.1	64.7	84.9	657	75.2
Curl Up	88.8	76.0	71.9	91.8	657	80.2
Push Up	76.0	71.3	64.3	79.5	657	71.2
Mile Run/PACER	92.3	73.7	48.9	65.8	657	70.0
All Tests - District	63.3	47.3	31.7	43.8	657	46.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	34	97.1	.		.
Students with Disabilities	28	78.6	86.9	No	87.7
District	248	95.6	93.1	Yes	93.2
State[4]		87.0			

[1]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 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.3	112	47.1
Male	62.6	80	37.9
Black or African American	*	*	*
Hispanic or Latino	58.6	8	27.6
White	70.8	175	44.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	45.2	14	22.6
Students with Disabilities	*	*	*
District	70.4	192	42.8
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	87.5	90.3
Male	67.0	83.8
Black or African American	*	*
Hispanic or Latino	*	*
White	77.7	87.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.8	*
Students with Disabilities	50.0	*
District	78.4	87.4
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first 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	75.1	75	100.0	100	100.0	67.9
	High Needs Students	62.6	75	83.5	100	83.5	56.7
Math Performance Index	All Students	66.5	75	88.7	100	88.7	59.3
	High Needs Students	55.2	75	73.7	100	73.7	47.8
Science Performance Index	All Students	63.8	75	85.0	100	85.0	56.5
	High Needs Students	53.4	75	71.2	100	71.2	45.9
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.9%	<=5%	42.1	50	84.3	17.3%
Preparation for CCR	% Taking Courses	78.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	42.8%	75%	28.5	50	57.0	37.3%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		95.6%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.8%	94%	99.7	100	99.7	77.6%
Postsecondary Entrance (Class of 2014)		78.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		77.4% | 46.4%	75%	15.5	50	30.9	87.6% | 51.0%
Arts Access		15.6%	60%	13.0	50	25.9	45.7%
Accountability Index				**1050.9**	**1250**	**84.1**	

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	17.3	
Math Performance Index Gap	71.0	55.2	15.7	19.6	
Science Performance Index Gap	68.3	53.4	14.9	17.2	
Graduation Rate Gap	94.0%	93.8%	0.3%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.8
	High Needs Students	98.6
Math	All Students	98.5
	High Needs Students	98.3
Science	All Students	99.2
	High Needs Students	98.5

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: 61.7   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

Equitable Allocation of Resources among District Schools