

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



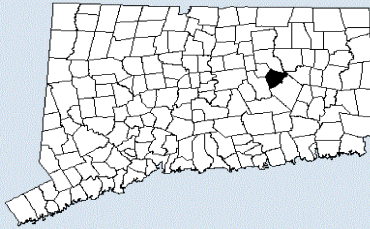
## Columbia School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	454
Per Pupil Expenditures <sup>1</sup>	\$19,950
Total Expenditures <sup>1</sup>	\$9,775,604

<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)

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### 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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	217	47.8	48.3
Male	237	52.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	28	6.2	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	6	1.3	2.7
White	413	91.0	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	66	14.5	38.0
Students with Disabilities <sup>1</sup>	62	13.7	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	9 4.4	* *
Male	7 3.3	* *
Black or African American	0 *	0 *
Hispanic or Latino	* *	* *
White	* *	8 1.9
English Learners	N/A N/A	N/A N/A
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	7 10.1	* *
District	16 3.8	11 2.4
State	9.6	7.0

**Number of students in 2014-15 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 2015-16

## Columbia School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	33.7
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	13.0
<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	2.3
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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	52	100.0	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	10.0	9.4

### 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	26	92.9
Other Health Impairment	25	83.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	69	78.4
State		68.8

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

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

## Columbia School District

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

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	11	1.0
Intellectual Disability	*	0.5
Learning Disability	28	4.6
Other Health Impairment	30	2.8
Other Disabilities	9	1.0
Speech/Language Impairment	6	1.9
All Disabilities	91	13.4

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,865,952	8,534	9,387
Instructional Supplies and Equipment	138,362	305	318
Improvement of Instruction and Educational Media Services	105,628	233	541
Student Support Services	1,755,124	3,874	1,048
Administration and Support Services	745,332	1,645	1,790
Plant Operation and Maintenance	1,298,982	2,868	1,608
Transportation	721,634	1,011	845
Costs of Students Tuitioned Out	780,351	N/A	N/A
Other	364,239	804	194
<b>Total</b>	<b>9,775,604</b>	<b>19,950</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	365,839	808	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 (%)
Certified Personnel	902,012	29.3
Noncertified Personnel	386,964	12.6
Purchased Services	97,558	3.2
Tuition to Other Schools	1,106,096	35.9
Special Ed. Transportation	233,705	7.6
Other Expenditures	351,193	11.4
<b>Total Expenditures</b>	<b>3,077,528</b>	<b>100.0</b>

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

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.0	75.6
State	23.1	22.5
Federal	1.6	1.6
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 2015-16

## 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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	15	*	15	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	250	74.9	250	65.9	107	61.3
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	275	74.1	275	65.1	118	60.4
Eligible for Free or Reduced-Price Meals	48	68.2	48	57.2	16	*
Not Eligible for Free or Reduced-Price Meals	227	75.4	227	66.8	102	61.8
Students with Disabilities	43	53.8	43	43.7	20	47.9
Students without Disabilities	232	77.9	232	69.1	98	62.9
High Needs	81	63.2	81	52.5	32	50.5
Non-High Needs	194	78.7	194	70.4	86	64.0
District	275	74.1	275	65.1	118	60.4

#### 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	97.4	100.0	N/A	132	99.2
Curl Up	91.4	84.6	94.8	N/A	132	90.9
Push Up	100.0	97.4	93.1	N/A	132	96.2
Mile Run/PACER	74.3	87.2	89.7	N/A	132	84.8
All Tests - District	71.4	79.5	86.2	N/A	132	80.3
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

## Columbia 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	74.1	75	49.4	50	98.9	67.7
	High Needs Students	63.2	75	42.1	50	84.2	56.7
Math Performance Index	All Students	65.1	75	43.4	50	86.9	61.4
	High Needs Students	52.5	75	35.0	50	69.9	49.9
Science Performance Index	All Students	60.4	75	40.2	50	80.5	57.5
	High Needs Students	50.5	75	33.7	50	67.3	47.0
ELA Academic Growth	All Students	67.3%	100%	67.3	100	67.3	63.8%
	High Needs Students	67.9%	100%	67.9	100	67.9	58.3%
Math Academic Growth	All Students	60.9%	100%	60.9	100	60.9	65.0%
	High Needs Students	57.2%	100%	57.2	100	57.2	57.4%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.8%	<=5%	44.5	50	89.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		89.8%	94%	47.8	50	95.6	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.3%   80.3%	75%	50.0	50	100.0	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>689.4</b>	<b>900</b>	<b>76.6</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	63.2	11.8	16.5	
Math Performance Index Gap	70.4	52.5	18.0	18.9	
Science Performance Index Gap	64.0	50.5	13.5	17.2	
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	96.9
	High Needs Students	95.4
Math	All Students	96.9
	High Needs Students	95.4
Science	All Students	100.0
	High Needs Students	100.0

<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: 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 Columbia School District

## Narratives

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

The Columbia School District Strategic Plan was developed by a representative committee consisting of BOE members, parents, faculty and staff and non-parent community members. The Plan was adopted by the BOE and distributed to all Columbia residents and has formed the basis for budget planning in 2015/16 and 2016/17.

Using the Plan as its starting point, the BOE and administration has begun the process of examining the structure of the district (PK-8 & 9-12), including the role of our designated high schools, EO Smith and Bolton. The committee has been named The Future Needs Committee and as an integral part of its work a Communication Plan and Work Plan has been developed and adopted by the Board to ensure the greatest amount of public input and dissemination of information. Options that are being considered include restructuring the PK-8 program into a PK-5 with the possibility of a tuition-based middle school with a partner district, moving to a single designated high school and/or investigating the possibility of regionalizing with an existing regional school district. The purpose of this plan is to be able to continue to offer rigorous program choices particularly at the middle school while dealing with decreasing enrollment and a reduction in school funding.

During the 2015/16 school year a co-teaching pilot was introduced at grade 3. This was expanded into grades 2-4 in 2016/17. A partnership with EASTCONN enabled the district to provide embedded in-service to all participating faculty.

In the area of truancy prevention we have continued our contract with EASTCONN to provide preventative services including home visits. This approach is coordinated by our Assistant Principal who also co-chairs the Attendance Committee. This committee meets on a scheduled basis and is in direct contact with families who require support in this area.

We have also continued to use the services of AHM, Hebron to assist us in providing community mental health services.

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

Columbia is committed to providing school choice through the magnet schools of CREC, LEARN & EASTCONN. We currently have 46 students enrolled in magnet schools grades PK-12 with the largest number at Charles Barrows STEM Magnet in Willimantic.

Our partnership with AHM enables us to participate in various activities with students in Hebron, Marlborough, Andover and RHAM. We also use grant funds from DARE to partner with Canton High School to provide our Fifth Grade students with an Esteem Day that involves day-long classroom activities and an assembly program.

Our academic programs are culturally and ethnically diverse and we supplement them with assembly programs funded by the Porter PTO.

As a school district that offers 2 designated high schools plus participation in the state technical system, our students interact with students from Andover, Ashford, Bolton, Hebron, Mansfield, Marlborough, Willington and Windham.

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

## Columbia School District

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

The Columbia School District is a single school district PK-8 with 2 designated high schools (Bolton & EO Smith). Our budget reflects operating costs for the Horace Porter School and for tuition and special education costs at the high school level.

The budget development process is a zero-based approach that reflects the goals developed annually by the BOE and the long-term initiatives of the district's Strategic Plan. Teachers submit requests for classroom level needs directly to the administration. These are reviewed against the district priorities and become part of the Superintendent's budget which is presented to the BOE. There is a cooperative relationship with town administration at which level the BOE presents and defends their proposal before it goes to a town meeting.

Budget reviews are held at the administrative, Board and town level to ensure that the budget reflects the priorities of the district.