

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



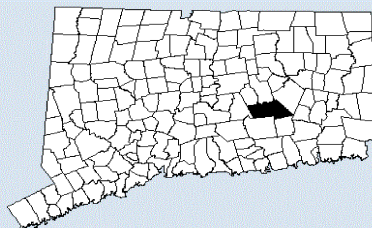
## Colchester School District

Mr. Jeffery Mathieu, Superintendent • 860-537-7267 • [www.colchesterct.org](http://www.colchesterct.org)

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,744
Per Pupil Expenditures <sup>1</sup>	\$13,264
Total Expenditures <sup>1</sup>	\$39,407,220

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,365	49.7	48.3
Male	1,379	50.3	51.6
American Indian	*	*	0.2
Asian	57	2.1	4.6
Black or African American	68	2.5	12.9
Hispanic or Latino	140	5.1	21.2
Pacific Islander	*	*	0.0
White	2,412	87.9	58.4
Two or More Races	47	1.7	2.3
English Language Learners	22	0.8	5.7
Eligible for Free or Reduced-Price Meals	428	15.6	37.3
Students with Disabilities <sup>1</sup>	373	13.6	12.8

<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	67	4.9	31	2.2
Male	75	5.5	86	6.1
Black or African American	7	10.1	8	11.2
Hispanic or Latino	6	4.4	6	4.2
White	121	5.1	100	4.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	11.3	34	7.2
Students with Disabilities	41	11.3	40	9.5
District	142	5.2	117	4.1
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 4**

<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 2013-14

## Colchester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	183.9
Paraprofessional Instructional Assistants	29.3
<b>Special Education</b>	
Teachers and Instructors	24.2
Paraprofessional Instructional Assistants	53.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	17.8
School Nurses	5.5
Other Staff Providing Non-Instructional Services/Support	114.5

<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 (%)
Asian	0	0	1.0
Black or African American	2	0.8	3.5
Hispanic	3	1.2	3.6
Native American	0	0	0.1
White	255	98.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	36	18.5	78	34.2
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	0	0
Students with Disabilities	*	*	*	*
District	42	18.3	84	32.1
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	24	77.4
Emotional Disturbance	20	62.5
Intellectual Disability	*	*
Learning Disability	124	98.4
Other Health Impairment	56	94.9
Other Disabilities	*	*
Speech/Language Impairment	64	98.5
District	305	90.5
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Colchester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	1.2	1.4
Emotional Disturbance	32	1.2	1.0
Intellectual Disability	15	0.5	0.4
Learning Disability	126	4.5	4.2
Other Health Impairment	59	2.1	2.5
Other Disabilities	12	0.4	1.0
Speech/Language Impairment	84	3.0	1.9
All Disabilities	361	13.0	12.4

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	1.9	2.8
Private Schools or Other Settings	19	5.2	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,258,338	7,729	8,769
Instructional Supplies and Equipment	465,101	161	275
Improvement of Instruction and Educational Media Services	683,839	237	487
Student Support Services	3,110,785	1,080	965
Administration and Support Services	3,864,126	1,342	1,600
Plant Operation and Maintenance	3,697,155	1,284	1,472
Transportation	2,672,377	868	786
Costs of Students Tuitioned Out	2,206,891	N/A	N/A
Other	448,608	156	178
Total	39,407,220	13,264	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,570,769	545	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,399,271	37.9	35.6
Noncertified Personnel	1,185,357	13.2	14.5
Purchased Services	191,006	2.1	5.0
Tuition to Other Schools	1,910,358	21.3	21.4
Special Ed. Transportation	1,026,304	11.4	8.5
Other Expenditures	1,254,803	14.0	14.9
Total Expenditures	8,967,099	100.0	100.0
PK-12 Expenditures Used for Special Education		22.8	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.4	58.5
State	37.9	38.6
Federal	2.0	2.1
Tuition & Other	0.7	0.7

<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 2013-14

## Colchester School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	82.6	81.3	79.4	84.6	.	.	.	.	
Hispanic or Latino	81.7	80.5	76.9	77.1	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	75.9	77.7	76.0	77.5	.	.	.	.	
Students with Disabilities	57.6	58.5	61.3	59.4	.	.	.	.	
High Needs	68.9	69.1	71.1	70.5	.	.	.	.	
District	86.5	86.9	88.8	87.4	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	69.8	53.0	65.2	75.1	.	.	.	.	
Students with Disabilities	39.6	32.4	49.5	48.2	.	.	.	.	
High Needs	57.3	46.0	57.6	60.7	.	.	.	.	
District	80.5	76.4	83.3	82.0	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	81.9	76.6	78.1	86.4	786	80.3
Curl Up	86.0	79.7	77.7	89.3	786	82.6
Push Up	61.5	68.2	66.5	82.9	786	68.4
Mile Run/PACER	85.1	83.9	63.9	69.3	786	75.7
All Tests - District	50.7	48.4	44.6	60.7	786	50.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Colchester School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	78.8	.		.
Students with Disabilities	28	75	86.1	No	86.9
District	253	93.3	93.0	Yes	93.1
State <sup>4</sup>		85.5			

<sup>1</sup>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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.8	138	51.9
Male	65.8	80	35.6
Black or African American	*	*	*
Hispanic or Latino	66.7	10	30.3
White	75.7	195	46.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	51.8	11	19.6
Students with Disabilities	33.3	*	*
District	75.6	218	44.4
State	72.9		37.6

<sup>5</sup>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

<sup>6</sup>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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.4	91.8
Male	69.8	76.3
Black or African American	*	*
Hispanic or Latino	*	*
White	76.9	86.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	48.6	88.5
Students with Disabilities	41.4	*
District	76.3	85.5
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## Colchester School District

### Narratives

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

Colchester students have made significant gains in achievement on CMTs since 2006 and exceed state growth in reading and math. On the last recorded CMT testing our students in grades 3-5 outperformed the DRG goal average on 7 of 10 categories and the state average on all 10 categories of students at goal and our grade 6-8 students surpassed the DRG goal average on 7 of 10 categories and the state average on all 10 categories at goal. On the last recorded CAPT test Bacon Academy students outperformed the state average on all categories. We exceeded DRG and state averages on 2014 science CMT and CAPT scores. 79% of the 293 AP tests taken received a score of 3, 4, or 5. BA is on the College Board Honor Roll for their AP success. 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 program as part of this partnership. The percentage of students attending preschool has grown from 55.5% in 2005 to over 90% 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 gave an opportunity to 39 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 dropout rate is low, 1.6% versus the state average of 7.9% and the graduation rate is 93.3 versus the state of 85.5, 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 School District offers opportunities for teachers and students to gain awareness of diversity, including providing experiences to connect cultures. In a community that has economic and cultural, but little racial diversity, the schools offer students extra-curricular clubs designed to reduce bias, including a Save Darfur Club, Gay Straight Alliance, Unified Sports, and Interact. Bacon Academy students participate in Connecticut Youth Forum, which allows for conversations among diverse high school students at monthly meetings. Approximately 20 students and two teachers spend six days per year working with students from 20 districts around the state. 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 nearby communities. Students had opportunities for service learning through the Afghan Songbook program, and district-wide activities in our model PBS schools help students demonstrate respect for one another's differences.

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

Colchester teachers continue to receive recognition for distinguished teaching of topics such as Middle Eastern culture and The Holocaust. Colchester's intergenerational program pairs students with senior citizens to learn about cultural, social, and economic differences. As a HOT school, Jack Jackter Intermediate School students work with resident artists to integrate the arts into a diversity theme and provide opportunities to promote respect for one another through student-run monthly Town Meetings. Although most students attend our local high school, we have seen an increase in magnet school participation over the past years.

# District Profile and Performance Report for School Year 2013-14

## Colchester School District

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

Colchester faces fiscal challenges resulting in an allocation of resources significantly below state & DRG averages; nonetheless, with schools for grades K-2, 3-5, 6-8, & 9-12, every student in a given grade level has comparable resources. The Board of Education strives to maximize its dollars, although Colchester ranks 127 of 166 in the state in PPE. Our budget proposal is developed using a systematic, multilevel process involving teachers, administrators & central office. Enrollment data is closely monitored & a per pupil allocation for supplies & library books is set. The administrative team then determines additional resources needed at each school, such as curriculum enhancements, PD, technology, or facility improvements. Resources needed are based on a 7-year curriculum revision cycle & funds are allocated for textbooks & materials for new programs. Once the budget is developed, appropriate reductions are made "across the board" based on collaborative decision-making among all school administrators. The administrators' proposed budget is presented to the BOE in January for review, discussion, revision & adoption. Town & education budgets are voted on at a May referendum.