

STRATEGIC SCHOOL PROFILE 2010-11**Colchester School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 14,551

1990-2000 Population Growth: 32.5%

Number of Public Schools: 4

Per Capita Income in 2000: \$27,038

Percent of Adults without a High School Diploma in 2000*: 11.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

District Enrollment as % of Estimated. Student Population: 96.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 3,069
5-Year Enrollment Change -1.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	350	11.4	13.8	34.1
K-12 Students Who Are Not Fluent in English	23	0.8	2.3	5.6
Students Identified as Gifted and/or Talented*	144	4.7	4.8	4.0
PK-12 Students Receiving Special Education Services in District	363	11.8	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	179	89.1	85.1	80.2
Homeless	3	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	57	10.2	17.2	13.2

*70.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	26	0.8
Asian American	62	2.0
Black	100	3.3
Hispanic	133	4.3
Pacific Islander	0	0.0
White	2,737	89.2
Two or more races	11	0.4
Total Minority	332	10.8

Percent of Minority Professional Staff: 1.8%

Non-English Home Language:

1.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 and 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 37 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. 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 four years, from 2 students in 2006, to 27 students in 2010-11.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	62.9	58.4	42.5	
Writing	63.7	61.1	41.6	
Mathematics	58.6	63.0	25.5	
Grade 4 Reading	69.9	62.5	49.7	
Writing	72.6	65.5	49.4	
Mathematics	72.6	67.0	45.1	
Grade 5 Reading	74.9	61.4	63.2	
Writing	78.4	66.8	61.3	
Mathematics	87.7	72.5	72.4	
Science	71.8	59.9	54.0	
Grade 6 Reading	83.1	76.0	50.0	
Writing	77.2	65.2	63.1	
Mathematics	79.5	71.3	53.0	
Grade 7 Reading	88.9	77.8	67.5	
Writing	75.1	58.9	70.3	
Mathematics	80.5	68.4	60.9	
Grade 8 Reading	79.7	74.7	40.8	
Writing	75.3	64.8	50.3	
Mathematics	73.4	66.6	45.2	
Science	77.5	63.1	56.1	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	45.4	44.7	40.9	
Writing Across the Disciplines	57.8	61.2	34.6	
Mathematics	50.2	49.5	42.1	
Science	50.2	47.0	45.9	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	44.8	51.0	33.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.0	70.6	
Average Score	Mathematics	521	510	58.8
	Critical Reading	507	505	48.9
	Writing	508	510	45.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	89.8	81.8	58.0
2009-10 Annual Dropout Rate for Grade 9 through 12	0.9	2.8	51.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.3	84.8
% Employed (Civilian Employment and in Armed Services)	16.7	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	195.26
Paraprofessional Instructional Assistants	21.80
Special Education	
Teachers and Instructors	27.50
Paraprofessional Instructional Assistants	47.00
Library/Media Specialists and/or Assistants	8.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.50
Counselors, Social Workers, and School Psychologists	17.60
School Nurses	5.50
Other Staff Providing Non-Instructional Services and Support	129.68

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.6	13.9
% with Master's Degree or Above	86.7	79.0	79.0

Average Class Size	District	DRG	State
Grade K	20.2	17.5	18.4
Grade 2	20.7	19.2	19.9
Grade 5	21.6	21.7	21.2
Grade 7	19.8	20.7	20.6
High School	19.3	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	984	992
Middle School	1,003	1,025	1,017
High School	1,034	1,004	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	3.2	3.1
Middle School	2.3	2.5	2.4
High School	2.5	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$22,053	\$6,883	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$604	\$188	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$562	\$175	\$477	\$387	\$463
Student Support Services	\$2,501	\$781	\$875	\$828	\$872
Administration and Support Services	\$3,295	\$1,028	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$3,040	\$949	\$1,421	\$1,322	\$1,410
Transportation	\$2,524	\$740	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,973	N/A	N/A	N/A	N/A
Other	\$432	\$135	\$161	\$159	\$159
Total	\$36,983	\$11,348	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,171	\$990	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,634,973	23.3	21.7	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.6	34.8	8.2	0.4
Excluding School Construction	55.5	35.1	8.9	0.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Colchester faces fiscal challenges resulting in an allocation of resources significantly below state and DRG averages; nonetheless, with one school for grades K-2, 3-5, 6-8 and 9-12, every student in a given grade level has comparable resources. The Board of Education strives to maximize its dollars, although Colchester ranks 161 in the state in per pupil expenditure. Our budget proposal is developed in late fall using a systematic, multilevel process involving teachers, administrators and central office. Enrollment data is closely monitored and a per pupil allocation for supplies and library books is set. The administrative team then determines additional resources needed at each school, such as technology or facilities improvements. Resources needed are based on a seven-year curriculum revision cycle, and funds are allocated for textbooks and materials to implement 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 Board of Education in January for review, discussion, revision, and adoption. Town and education budgets are voted on by the community annually at a May referendum.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	366
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	30	1.0	1.2	1.1
Learning Disability	113	3.7	3.4	3.9
Intellectual Disability	14	0.5	0.4	0.4
Emotional Disturbance	40	1.3	0.9	1.0
Speech Impairment	111	3.6	2.3	2.2
Other Health Impairment*	42	1.4	2.2	2.1
Other Disabilities**	16	0.5	0.9	0.9
Total	366	11.9	11.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	69.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	36.6	33.0	76.8	68.6
	Writing	27.2	19.3	73.9	63.7
	Mathematics	34.2	33.4	75.6	68.2
	Science	27.3	21.2	74.6	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	45.4	44.7
	Writing Across the Disciplines	10.5	17.3	57.8	61.2
	Mathematics	N/A	N/A	50.2	49.5
	Science	10.0	13.1	50.2	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	19.1
	% With Accommodations	80.9
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		7.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	3	0.8
Private Schools or Other Settings	27	7.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	323	88.3	77.0	74.1
40.1 to 79.0 Percent of Time	23	6.3	13.9	14.9
0.0 to 40.0 Percent of Time	20	5.5	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Cohorts of Colchester students continue to show excellent vertical growth in achievement on the CMT, and Colchester growth exceeds the average state growth in reading and math. While students start close to the state average in percent at goal in grade 3, students make significant gains over time; Colchester exceeds the DRG D average percent of students at goal in 9 of 20 areas, grades 3-8. High school students took 259 AP tests with 74% scoring 3 and above. Reading performance has been lackluster in the past few years, so a new reading program, Read 180, was instituted for remediation. On CAPT testing, 89.2% met proficiency in Math, 90.1% in science, 83.2% in reading and 91.7% in writing in 2011. Colchester has been identified as a model for the state in its Positive Behavior Support initiative, and has seen a decrease in suspensions, expulsions, and behavior referrals as a result of this approach. Our highly successful C3 (Collaborative for Colchester's Children) has been commended nationally for addressing the needs of children in the community, including an innovative approach to working with community services; Colchester Elementary School hosts a Head Start Program as part of this partnership. The percent of students attending preschool has risen from 55.6% in 2005 to 90% in 2010 as a result of C3 initiatives. The district collaborates with UCONN's CBER research in planning instructional improvements, and will partner next year with a Reading Recovery initiative in an effort to improve comprehension for our youngest readers. District reading and math leadership teams examine data, diagnose needed interventions and plan strategies to improve the skills of all students. The development and refinement of common assessments to inform and guide instruction is ongoing. A district level Instructional Council meets regularly to examine student learning PK-12, and recommends instructional improvements to enhance all subject areas. Both elementary schools use a standards-based report card which gives parents clear information about their students' achievement levels in all subject areas. Teams of teachers in every school use collaborative time to examine data and student work. They then develop proposals for providing extra time and support to students in need, using the SRBI model and research-based programs, assessments, and materials. In its fifth year, the Colchester K-8 Summer School provided an opportunity for over 110 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 Extended School Year 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, and professional development activities, including book clubs and after-school Colchester University classes, include strategies for meeting the needs of all students in the mainstream classroom. Colchester's Parent Collaborative works with administrators to guide the school district and increase parental involvement in a student's academic success. Parents are welcomed in all initiatives, and participate on the district Wellness Committee, principal's councils at each school, hiring committees and in transportation decisions. Parents have input into the school calendar and other topics through surveys, and data is used as a part of the decision-making process. They receive up-to-date information on their child's education through use of the parent portal on Power School, and regular updates through a highly effective web site and global communications service.
