

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



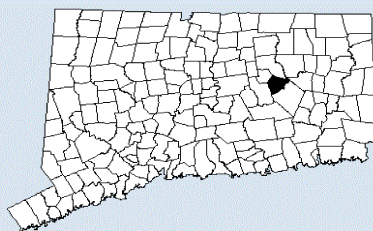
Columbia School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	437
Per Pupil Expenditures ¹	\$19,690
Total Expenditures ¹	\$9,333,228

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	201	46.0	48.4
Male	236	54.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	30	6.9	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	6	1.4	3.3
White	394	90.2	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	74	16.9	36.7
Students with Disabilities ¹	61	14.0	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	8 4.1	* *
Male	6 2.9	* *
Black or African American	0 *	* *
Hispanic or Latino	0 0.0	* *
White	* *	11 2.8
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	* *	* *
District	14 3.5	13 3.0
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 8

Number of school-based arrests: 0

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	35.2
Paraprofessional Instructional Assistants	2.5
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	10.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	20.0

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	53	98.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	34	85.0
Other Health Impairment	24	85.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	70	75.3
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	0.9	1.8
Emotional Disturbance	12	1.7	1.1
Intellectual Disability	*	*	0.5
Learning Disability	40	5.8	5.2
Other Health Impairment	28	4.1	3.1
Other Disabilities	7	1.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	97	14.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	38	39.2	8.3
Private Schools or Other Settings	6	6.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,706,985	8,743	9,847
Instructional Supplies and Equipment	74,044	175	287
Improvement of Instruction and Educational Media Services	107,443	253	589
Student Support Services	1,745,861	4,118	1,120
Administration and Support Services	1,003,532	2,367	1,905
Plant Operation and Maintenance	413,242	975	1,648
Transportation	818,722	1,156	904
Costs of Students Tuitioned Out	1,073,605	N/A	N/A
Other	389,794	919	208
Total	9,333,228	19,690	16,535

Additional Expenditures

Land, Buildings, and Debt Service	39,936	94	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	899,427	24.2	33.8
Noncertified Personnel	396,447	10.7	14.5
Purchased Services	116,791	3.1	5.5
Tuition to Other Schools	1,644,867	44.3	23.4
Special Ed. Transportation	341,536	9.2	8.7
Other Expenditures	314,060	8.5	14.1
Total Expenditures	3,713,128	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.3	76.3
State	27.3	22.2
Federal	1.2	1.2
Tuition & Other	0.2	0.2

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	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	21	62.0	21	55.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	229	71.6	228	64.0
English Learners	*	*	*	*
Non-English Learners	256	70.8	255	63.1
Eligible for Free or Reduced-Price Meals	42	62.6	41	55.7
Not Eligible for Free or Reduced-Price Meals	216	72.1	216	64.4
Students with Disabilities	40	53.1	40	43.4
Students without Disabilities	218	73.8	217	66.6
High Needs	76	58.1	75	50.0
Non-High Needs	182	75.8	182	68.3
District	258	70.6	257	63.0

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	97.7	100.0	95.5	N/A	130	97.7
Curl Up	86.0	90.7	93.2	N/A	130	90.0
Push Up	95.3	97.7	93.2	N/A	130	95.4
Mile Run/PACER	88.4	83.7	88.6	N/A	130	86.9
All Tests - District	79.1	83.7	81.8	N/A	130	81.5
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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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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.6	75	47.0	50	94.1	67.6
	High Needs Students	58.1	75	38.8	50	77.5	57.5
Math Performance Index	All Students	63.0	75	42.0	50	84.0	62.7
	High Needs Students	50.0	75	33.4	50	66.7	52.0
ELA Academic Growth	All Students	65.1%	100%	65.1	100	65.1	60.7%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.6%
Math Academic Growth	All Students	56.5%	100%	56.5	100	56.5	61.9%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.4%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	5.7%	<=5%	48.5	50	97.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.7% 81.5%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				598.3	800	74.8	

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?					Y
ELA Performance Index Gap	75.0	58.1	16.9	15.9	
Math Performance Index Gap	68.3	50.0	18.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	96.7
	High Needs Students	91.7
Math	All Students	96.7
	High Needs Students	91.6
Science	All Students	95.7
	High Needs Students	88.5

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: * **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

Columbia School District and Horace Porter School improved its PK program by offering both full day and partial day sessions five days a week for eligible students. The integrated program now serves 38 three and four year old students. We also initiated a separate orientation program for interested families that provided an overview of program offerings and services.

We undertook a full review of our intervention and prevention programs with the goals of improving the SRBI process, our use of universal screens and the placement of students in appropriate tiered instruction. As a result, we have reduced our special education prevalence rate significantly. As a result of these changes, we are initiating a coach-interventionist model in both numeracy and literacy in the 2018-19 school year. Professional learning will be tied directly to instructional strategies for all teachers in these focus areas.

Columbia partnered with Hebron, Andover and Marlborough to provide professional development in Adverse Childhood Experiences (ACES) for classroom teachers and mental health professionals. This effort was coordinated by AHM and EASTCONN. The initial program was followed by professional development as a part of our in-house offerings.

The Porter School website is highly interactive and provides teacher pages where school assignments are readily accessible. Our Parent Portal also allows families to have ready access to student progress.

We continue to monitor student attendance through our attendance committee and truancy issues are followed up immediately that they become apparent. We contract with EASTCONN for home visits and residency checks.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Curricula at Porter School are standards-based and incorporate activities that introduce students to both racial and economic diversity. Assembly programs funded by both local and PTO monies bring culturally diverse programs to the school.

In addition, Porter continues to partner with Canton High School which provides middle school students experiences centered on positive self esteem. Up to 50 Porter students are involved in this activity. This program is funded largely through the town's NECASA budget.

The Columbia BOE budget provides tuition to 38 students who attend Barrows Magnet School in Windham and various CREC magnet programs. We also have 5 students currently attending Sheff Magnet Schools.

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Equitable Allocation of Resources among District Schools

Columbia is a single-school district that sends students in grades 9-12 to three high schools (Bolton, EO Smith and Windham Tech.) based solely on choice. As a result, our yearly high school budget is fixed as it is solely tuition-based.

The budget PK-8 is a zero-based budget. Classroom teachers and other professionals develop budget requests which are submitted to administration. After administrative and BOE review the approved budget is reviewed by the town's finance board. The recommended budget is presented at an Annual Town meeting for approval.

The administration and BOE set annual instructional and operational goals which provide the basis for the allocation of discretionary funds.