

STRATEGIC SCHOOL PROFILE 2012-13**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: 96.4%

*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, 2012 2,875
5-Year Enrollment Change -11.2%

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 | 406 | 14.1 | 17.8 | 36.7 |
| K-12 Students Who Are Not Fluent in English | 27 | 1.0 | 2.5 | 5.8 |
| Students Identified as Gifted and/or Talented* | 134 | 4.7 | 4.3 | 3.8 |
| PK-12 Students Receiving Special Education Services in District | 354 | 12.3 | 11.7 | 11.9 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 148 | 87.1 | 84.7 | 79.3 |
| Homeless | 1 | 0.0 | 0.1 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 52 | 9.3 | 14.8 | 12.7 |

*60.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 25 | 0.9 |
| Asian American | 56 | 1.9 |
| Black | 77 | 2.7 |
| Hispanic | 151 | 5.3 |
| Pacific Islander | 1 | 0.0 |
| White | 2,523 | 87.8 |
| Two or more races | 42 | 1.5 |
| Total Minority | 352 | 12.2 |

Percent of Minority Professional Staff: 1.9%

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, 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.

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 |
|----------------------------|----------|-------|--|
| Grade 3 Reading | 62.8 | 56.9 | 44.4 |
| Writing | 63.6 | 60.0 | 42.9 |
| Mathematics | 65.6 | 61.4 | 42.9 |
| Grade 4 Reading | 74.6 | 62.6 | 61.4 |
| Writing | 72.0 | 63.0 | 58.2 |
| Mathematics | 78.3 | 65.1 | 66.5 |
| Grade 5 Reading | 79.3 | 66.9 | 62.1 |
| Writing | 79.7 | 65.6 | 70.8 |
| Mathematics | 80.3 | 69.2 | 57.8 |
| Science | 74.4 | 62.3 | 54.0 |
| Grade 6 Reading | 86.3 | 73.3 | 67.1 |
| Writing | 78.4 | 65.1 | 64.7 |
| Mathematics | 77.4 | 67 | 55.4 |
| Grade 7 Reading | 89.8 | 78.9 | 72.2 |
| Writing | 74.1 | 64.9 | 54.4 |
| Mathematics | 75.3 | 65.4 | 55.1 |
| Grade 8 Reading | 87.1 | 76.2 | 63.9 |
| Writing | 85.8 | 67.2 | 79.9 |
| Mathematics | 71.6 | 65.0 | 42.1 |
| Science | 72.4 | 60.4 | 50.9 |

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.

For more detailed CMT 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."

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 |
|--------------------------------|----------|-------|--|
| Reading Across the Disciplines | 57.7 | 48.5 | 51.5 |
| Writing Across the Disciplines | 69.6 | 62.1 | 43.2 |
| Mathematics | 60.6 | 52.4 | 50.0 |
| Science | 58.1 | 48.8 | 53.4 |

For more detailed 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."

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 |
|--|----------|-------|---|
| | 55.8 | 51.1 | 54.5 |

| SAT® I: Reasoning Test Class of 2012 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 80.8 | 78.5 | |
| Average Score | Mathematics | 495 | 503 | 39.8 |
| | Critical Reading | 502 | 499 | 45.1 |
| | Writing | 506 | 504 | 43.6 |

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 2012 | 94.7 | 84.8 | 75.0 |
| 2011-12 Annual Dropout Rate for Grade 9 through 12 | 0.6 | 2.1 | 50.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 86.3 | 82.6 |
| % Employed (Civilian Employment and in Armed Services) | 8.8 | 9.8 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 181.36 |
| Paraprofessional Instructional Assistants | 25.10 |
| Special Education | |
| Teachers and Instructors | 25.20 |
| Paraprofessional Instructional Assistants | 51.00 |
| 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) | 5.60 |
| Counselors, Social Workers, and School Psychologists | 16.80 |
| School Nurses | 5.50 |
| Other Staff Providing Non-Instructional Services and Support | 126.09 |

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 | 16.0 | 14.6 | 13.9 |
| % with Master's Degree or Above | 89.1 | 81.6 | 79.8 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 21.1 | 17.5 | 18.9 |
| Grade 2 | 19.4 | 19.4 | 19.8 |
| Grade 5 | 23.7 | 21.2 | 21.3 |
| Grade 7 | 23.0 | 20.1 | 20.2 |
| High School | 18.6 | 19.2 | 18.8 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 1,023 | 995 | 999 |
| Middle School | 1,020 | 1,028 | 1,029 |
| High School | 1,033 | 1,000 | 1,027 |

*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* | 2.4 | 2.7 | 2.7 |
| Middle School | 2.2 | 2.2 | 2.1 |
| High School | 2.3 | 2.4 | 2.1 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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 | \$22,111 | \$7,329 | \$8,570 | \$8,294 | \$8,570 |
| Instructional Supplies and Equipment | \$511 | \$169 | \$252 | \$284 | \$257 |
| Improvement of Instruction and Educational Media Services | \$753 | \$250 | \$475 | \$397 | \$471 |
| Student Support Services | \$2,945 | \$976 | \$949 | \$919 | \$950 |
| Administration and Support Services | \$3,670 | \$1,217 | \$1,526 | \$1,450 | \$1,547 |
| Plant Operation and Maintenance | \$3,697 | \$1,225 | \$1,466 | \$1,499 | \$1,459 |
| Transportation | \$2,692 | \$840 | \$775 | \$737 | \$765 |
| Costs for Students Tuitioned Out | \$1,904 | N/A | N/A | N/A | N/A |
| Other | \$453 | \$150 | \$170 | \$176 | \$170 |
| Total | \$38,737 | \$12,589 | \$14,444 | \$14,027 | \$14,333 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$2,497 | \$828 | \$1,405 | \$1,161 | \$1,398 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$8,703,034 | 22.5 | 22.0 | 21.8 |

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 | 59.4 | 36.9 | 3.2 | 0.5 |
| Excluding School Construction | 57.5 | 38.5 | 3.4 | 0.6 |

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 144 of 166 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 from multiple sources 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 curriculum enhancements, professional development, 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 at a May referendum.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 345 |
| 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 | 35 | 1.2 | 1.4 | 1.3 |
| Learning Disability | 105 | 3.6 | 3.6 | 4.0 |
| Intellectual Disability | 16 | 0.6 | 0.3 | 0.4 |
| Emotional Disturbance | 41 | 1.4 | 0.9 | 1.0 |
| Speech Impairment | 86 | 3.0 | 2.1 | 2.0 |
| Other Health Impairment* | 51 | 1.8 | 2.4 | 2.4 |
| Other Disabilities** | 11 | 0.4 | 1.0 | 1.0 |
| Total | 345 | 11.9 | 11.8 | 12.1 |

*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 2011-12 with a Standard Diploma | 75.0 | 64.4 |
| 2011-12 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 3.2 |

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 | 35.0 | 34.5 | 80.4 | 69.2 |
| | Writing | 28.2 | 19.9 | 75.7 | 64.4 |
| | Mathematics | 25.7 | 29.0 | 74.6 | 65.5 |
| | Science | 24.4 | 21.3 | 73.4 | 61.3 |
| CAPT | Reading Across the Disciplines | 14.3 | 15.7 | 57.7 | 48.5 |
| | Writing Across the Disciplines | 12.0 | 16.7 | 69.6 | 62.1 |
| | Mathematics | 9.5 | 16.8 | 60.6 | 52.4 |
| | Science | 12.0 | 14.6 | 58.1 | 48.8 |

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 | 11.9 |
| | % With Accommodations | 88.1 |
| CAPT | % Without Accommodations | 3.7 |
| | % With Accommodations | 96.3 |
| % Assessed Using Skills Checklist | | 5.6 |

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 | 4 | 1.2 |
| Private Schools or Other Settings | 21 | 6.1 |

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 | 304 | 88.1 | 74.7 | 72.0 |
| 40.1 to 79.0 Percent of Time | 23 | 6.7 | 16.4 | 16.4 |
| 0.0 to 40.0 Percent of Time | 18 | 5.2 | 8.9 | 11.6 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Cohorts of Colchester students have made significant gains in achievement on CMT since 2006, and Colchester growth exceeds the state growth in reading and math. On CMT testing Colchester students in grades 3-5 out-performed the DRG-D goal average on 7 out of 10 categories and out-performed the state average on all 10 categories of students at goal. On CMT testing Colchester students in grades 6-8 out-performed the DRG-D goal average on 7 out of 10 categories and out-performed the state average on all 10 categories at goal. On the CAPT test, students at the high school out-performed the state average on all categories. 287 Advance Placement tests were taken with 81% receiving a score of 3, 4, or 5. Bacon Academy was also recognized by the CollegeBoard, named to the CollegeBoard Honor Roll for their AP success. 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; this year Colchester Elementary School hosts a Head Start Programs part of this partnership. The percent of student attending preschool has risen from 55.5% in 2005 to over 90% as a result of C3 initiatives. The district collaborates with UCONN's CBER research in planning instructional improvements. Reading and math leadership teams examine data, diagnose need 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 recommend instructional improvement 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. The Colchester K-8 Summer School provided an opportunity for 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 student's unique learning needs, and professional development activities 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 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. Truancy Prevention: Although the high school dropout rate is low, 0.6 vs. state average of 2.6 and graduation rate is 92.8 vs. the state of 82.7 considerable efforts are made to ensure that all students graduate. In 2005 we instituted mentor homerooms consisting of 10-12 students in each homeroom to make certain that all children have an adult connection in the school. These adult connections which have been formed help us educate the students on the importance of attendance and education. The high school also has an off-site Alternative Education program for students who need an atypical learning environment. Colchester also has a School Resource Officer who works with families that exceed the attendance policy.
