

**STRATEGIC SCHOOL PROFILE 2007-08****Colchester School District**

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Location: 127 Norwich Avenue  
Colchester,  
Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London	Per Capita Income in 2000: \$27,038
Town Population in 2000: 14,551	Percent of Adults without a High School Diploma in 2000*: 11.1%
1990-2000 Population Growth: 32.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 95.6%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	3,238
5-Year Enrollment Change	0.0%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	263	8.1	10.5	28.7
K-12 Students Who Are Not Fluent in English	21	0.7	2.4	5.4
Students Identified as Gifted and/or Talented*	75	2.3	4.5	4.0
PK-12 Students Receiving Special Education Services in District	341	10.5	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	187	83.1	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	32	7.8	22.2	20.2

\*44.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	0.7
Asian American	43	1.3
Black	98	3.0
Hispanic	117	3.6
White	2,958	91.4
Total Minority	280	8.6

**Percent of Minority Professional Staff:** 1.4%

**Non-English Home Language:** 2.0% 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 17.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

The Colchester Public School District has increased opportunities for teachers and students to gain awareness of diversity in the past three years, including providing experiences to connect cultures. The faculty has made conscientious efforts to incorporate diversity in a community that has economic and cultural, but little racial diversity. In 2007, the schools reported activities including exchange programs for teachers and students, extra-curricular clubs designed to reduce bias, and ongoing workshops to enhance faculty understanding of ways to teach the understanding of diversity, including a Save Darfur Club and Gay Straight Alliance. Colchester teachers have participated in cultural exchange programs and received recognition for distinguished teaching of topics such as Middle Eastern culture and The Holocaust. In addition, we have seen an increase in the number of students participating in online virtual learning opportunities and service learning classes.

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. At our 57 Fest a community art project brought together students, families and citizens to create public art for all to share.

Although most students attend our local high school, we have seen an increase in magnet school participation over the past three years, from 3 students in 2006, to 10 students in 2007. Colchester has many cultural awareness opportunities, including a diversity club, part of the Connecticut Forum, which allows for conversations among diverse high school students at monthly meetings. Approximately 125 students and four teachers are involved in these activities beyond the school day. Perhaps the greatest impact for high school students has been programs in community activism, which involve students in authentic outreach programs in our own and nearby communities.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	56.1	52.0	42.3
Writing	71.0	63.4	47.9
Mathematics	64.5	60.0	46.6
Grade 4 Reading	68.6	55.9	65.2
Writing	75.0	62.9	66.7
Mathematics	76.7	60.3	73.6
Grade 5 Reading	73.6	62.2	56.8
Writing	73.1	64.5	54.3
Mathematics	78.0	65.9	62.3
Science	66.5	54.9	50.0
Grade 6 Reading	81.2	66.3	69.6
Writing	67.7	61.9	53.0
Mathematics	75.9	66.4	56.0
Grade 7 Reading	81.8	71.1	53.5
Writing	66.7	62.0	48.4
Mathematics	71.5	63.0	49.7
Grade 8 Reading	79.2	64.8	67.3
Writing	75.7	63.4	58.5
Mathematics	76.7	60.8	67.3
Science	73.7	58.6	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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	37.1	45.5	30.0
Writing Across the Disciplines	54.7	57.9	30.0
Mathematics	57.8	50.1	50.8
Science	66.1	46.3	71.5

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	32.7	36.1	35.3

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.0	77.6	
Average Score	Mathematics	495	504	34.6
	Critical Reading	503	502	49.2
	Writing	497	503	36.9

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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, Class of 2007	96.4	92.6	53.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.4	6.2	47.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.6	83.4
% Employed (Civilian Employment and in Armed Services)	8.5	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	200.15
Paraprofessional Instructional Assistants	22.40
Special Education	
Teachers and Instructors	27.50
Paraprofessional Instructional Assistants	51.00
Library/Media Specialists and Assistants	8.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	10.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	15.30
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	94.30

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	13.5	14.1	13.6
% with Master's Degree or Above	71.0	74.9	75.6

Average Class Size	District	DRG	State
Grade K	20.5	17.4	18.1
Grade 2	22.0	19.1	19.3
Grade 5	22.8	20.6	20.9
Grade 7	21.0	21.0	20.5
High School	19.9	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	987	987
Middle School	1,017	1,023	1,017
High School	1,006	1,001	1,006

\*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*	3.3	3.7	3.4
Middle School	4.1	3.0	2.7
High School	2.4	3.1	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$18,805	\$5,800	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$860	\$265	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$841	\$260	\$443	\$364	\$429
Student Support Services	\$2,427	\$749	\$764	\$705	\$761
Administration and Support Services	\$3,285	\$1,013	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$2,931	\$904	\$1,329	\$1,202	\$1,322
Transportation	\$2,228	\$668	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,594	N/A	N/A	N/A	N/A
Other	\$380	\$117	\$147	\$139	\$145
<b>Total</b>	<b>\$33,351</b>	<b>\$10,171</b>	<b>\$12,203</b>	<b>\$11,370</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,059	\$1,561	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,544,945
Percent of Total PK-12 Expenditures Used for Special Education	22.6%

**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	24.8	72.6	2.3	0.3
Excluding School Construction	57.7	39.3	2.6	0.4

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

While Colchester faces fiscal challenges and struggles to provide an adequate allocation of resources to all students, it has the advantage of having one school per grade level, so that every student in the district attends a school with comparable resources. The Board of Education strives to maximize its dollars, although Colchester ranks 161 of 169 in the state in per pupil expenditure.

Our budget proposal is created in late fall using a systematic, multilevel process involving teachers, administrators and central office staff. Enrollment data is closely monitored and a per pupil allocation level for supplies and library books is used as a guideline for development of the budget. The administrative team then determines the additional resources needed at each school, such as technology or facilities improvements. Curricular areas receive funding district-wide, based on a curriculum revision cycle that provides for needed textbooks and materials to implement new programs. Once the proposed budget is adopted, appropriate reductions are made "across the board," based on collaborative decision-making among all school administrators.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	328
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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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	20	0.6	0.8	0.7
Learning Disability	88	2.8	3.3	4.0
Intellectual Disability	20	0.6	0.4	0.5
Emotional Disturbance	42	1.3	0.9	1.0
Speech Impairment	99	3.1	2.5	2.4
Other Health Impairment*	43	1.3	2.2	2.1
Other Disabilities**	16	0.5	0.8	0.9
Total	328	10.3	10.9	11.5

\*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 2006-07 with a Standard Diploma	84.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.6	2.8

## 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	22.2	20.4	74.1	62.1
	Writing	20.7	19.3	71.5	63.0
	Mathematics	26.4	22.6	74.0	62.7
	Science	32.7	22.2	70.4	56.8
CAPT	Reading Across the Disciplines	0.0	11.4	37.1	45.5
	Writing Across the Disciplines	15.0	16.3	54.7	57.9
	Mathematics	10.0	14.7	57.8	50.1
	Science	10.0	14.4	66.1	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	32.7
	% With Accommodations	67.3
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		8.9

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	0	0.0
Private Schools or Other Settings	27	8.2

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	276	84.1	73.4	71.6
40.1 to 79.0 Percent of Time	24	7.3	16.6	16.6
0.0 to 40.0 Percent of Time	28	8.5	10.0	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Colchester has made stunning gains in student achievement in the past three years; in 2008, students in grades 3-8 led the state in improvement on the CMT, gaining ground in 16 of 18 subtests. Additionally, 80% of middle school students achieved goal or above in reading on this year's test. Colchester has been identified as a model for the state in its school readiness program, Positive Behavior Support initiatives, and special education inclusion model.

Colchester collaborates with UCONN's CBER research initiative in planning instructional improvements. Our administrative team works with our literacy coaches and reading and math leadership teams to examine data and create assessments that can be used to diagnose needed interventions for all students. The development and refinement of common assessments to inform and guide instruction has been ongoing. A district level instructional council evaluates student performance and makes recommendations to improve instruction and assessment of students in all subject areas. Both elementary schools have adopted 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. In its third year, the Colchester Summer School provided an opportunity for over 100 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.

Additionally, after-school academic clubs provided the added time needed to enhance instruction and meet the needs of each and every student. Our highly successful C3 (Collaborative for Colchester's Children) has been commended for addressing the needs of children in the community, including an innovative approach to working with community services.

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 include differentiated instruction for the regular education classroom to foster greater success for mainstreamed students.

Colchester's Strategic Planning Team of teachers, parents, staff members, community members, administrators, and municipal officials has been working together for several years. The group continues to hold focus groups to guide the school district toward improvement in the future; one component of our improvement plan is focused on parental involvement in a student's academic success. We have developed Parent Curriculum Guides and involved parents in our Wellness Initiative to ensure that needs of all students are met. Additionally, parents have input into the school calendar and other topics through surveys, and receive up-to-date information on their child's education on our newly created web site. Data is collected, collated, and used as part of the decision-making process. Each school includes parents in principal's council, as well as on hiring committees and in transportation decisions.

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