

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



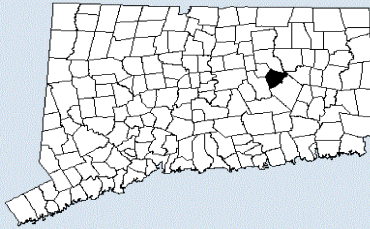
Columbia School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	458
Per Pupil Expenditures ¹	\$19,551
Total Expenditures ¹	\$9,814,697

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	228	49.8	48.3
Male	230	50.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	6	1.3	12.9
Hispanic or Latino	27	5.9	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	419	91.5	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	87	19.0	37.6
Students with Disabilities ¹	55	12.0	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	13	6.3	*	*
Male	9	4.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	*	*	18	4.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	7.6	8	9.3
Students with Disabilities	7	11.1	6	8.1
District	22	5.2	23	5.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 6

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	32.9
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	12.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.9

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	53	98.2	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.2

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	25	89.3
Other Health Impairment	19	82.6
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	59	80.8
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	6	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	28	4.0	4.4
Other Health Impairment	23	3.3	2.6
Other Disabilities	6	0.9	1.0
Speech/Language Impairment	6	0.9	1.9
All Disabilities	75	10.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,899,036	8,349	9,134
Instructional Supplies and Equipment	162,980	349	334
Improvement of Instruction and Educational Media Services	103,487	222	498
Student Support Services	1,709,755	3,661	1,001
Administration and Support Services	785,318	1,682	1,694
Plant Operation and Maintenance	1,306,369	2,797	1,572
Transportation	709,958	994	813
Costs of Students Tuitioned Out	760,285	N/A	N/A
Other	377,509	808	186
Total	9,814,697	19,551	15,289

Additional Expenditures

Land, Buildings, and Debt Service	384,523	823	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	869,708	29.5	35.1
Noncertified Personnel	349,793	11.9	14.2
Purchased Services	169,719	5.8	5.2
Tuition to Other Schools	1,054,341	35.8	22.0
Special Ed. Transportation	206,012	7.0	8.6
Other Expenditures	296,544	10.1	14.9
Total Expenditures	2,946,117	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.6	76.3
State	22.4	21.7
Federal	1.8	1.8
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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	18	*	18	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	257	73.8	256	64.5	86	58.2
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	287	73.2	286	63.4	96	58.5
Eligible for Free or Reduced-Price Meals	53	64.9	53	54.6	15	*
Not Eligible for Free or Reduced-Price Meals	234	75.1	233	65.4	81	59.5
Students with Disabilities	43	50.6	42	41.7	20	42.1
Students without Disabilities	244	77.2	244	67.1	76	62.8
High Needs	83	60.2	82	50.1	30	46.3
Non-High Needs	204	78.5	204	68.7	66	64.0
District	287	73.2	286	63.4	96	58.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	100.0	93.5	100.0	N/A	158	98.1
Curl Up	93.2	93.5	94.3	N/A	158	93.7
Push Up	91.5	80.4	98.1	N/A	158	90.5
Mile Run/PACER	86.4	91.3	88.7	N/A	158	88.6
All Tests - District	83.1	71.7	86.8	N/A	158	81.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.2	75	97.6	100	97.6	67.9
	High Needs Students	60.2	75	80.3	100	80.3	56.7
Math Performance Index	All Students	63.4	75	84.5	100	84.5	59.3
	High Needs Students	50.1	75	66.8	100	66.8	47.8
Science Performance Index	All Students	58.5	75	78.0	100	78.0	56.5
	High Needs Students	46.3	75	61.7	100	61.7	45.9
Chronic Absenteeism	All Students	5.2%	<=5%	49.5	50	99.1	10.6%
	High Needs Students	10.1%	<=5%	39.8	50	79.7	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 81.0%	75%	50.0	50	100.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				658.2	800	82.3	

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	60.2	14.8	17.3	
Math Performance Index Gap	68.7	50.1	18.6	19.6	
Science Performance Index Gap	64.0	46.3	17.8	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.0
	High Needs Students	91.4
Math	All Students	96.7
	High Needs Students	90.3
Science	All Students	100.0
	High Needs Students	100.0

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: 50.1**

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

Beginning in April 2014, the Columbia School District began the development of a multi-year Strategic Plan. The vision and mission statements were reviewed and revised and a focus group of faculty, staff, parents and community members met to complete the plan including the development of district goals. The completed plan was distributed to all residents of the town and the Board of Education developed their budget based upon the initiatives identified. As a result of the district's commitment to future planning; two subcommittees have been formed; one that is focused on the future structure and organization of the middle school programs and one that is focused on improving community engagement.

In 2015, the district and school websites were upgraded. The websites provide links to our designated high schools, community and municipal agencies as well as programs and services at Porter School. The school site includes teacher pages and is refreshed daily with school news and updates. The district site contains news and policies of the BOE as well as meeting notices, agendas and minutes.

The professional staff have as one of their annual goals increased parent/school contact and communication. Our annual surveys indicate a 90+% satisfaction rate with the question: "the school keeps me informed of my child's progress".

Our Student Services staff work to develop strong ties with the parents of students with disabilities. The administration and faculty have developed an innovation program (Positive Behavior Program) that is designed to meet students' academic and social/emotional needs within the Porter School setting.

In the area of truancy, the Assistant Principal is in direct contact with parents of students who may be approaching truancy and the school offers support through our guidance program. The staff works with families on a preventative basis including developing 504 or accommodation plans aimed at reducing the risk of truant behavior. We utilize the services of our local community mental health agency (AHM, Hebron) as needed with whom we have a community-school partnership. We also contract with EASTCONN to provide preventative truancy services that can include home visits.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Columbia School District currently has 51 students K-12 who participate in various magnet school options including those through the CREC/Sheff program in Hartford and the Charles Barrows STEM Magnet in Windham.

Working with our AHM partners, our students participate in programs offered in conjunction with the Andover, Hebron and Marlborough Districts. In addition, our DARE program partners with Canton High School to provide a student assembly program. This program involves 40+ fifth grade students and 3 teachers.

Our academic programs are culturally and racially diverse and we offer assembly programs that feature the customs and stories of other cultures. These programs, funded through the PTO, involve all grades (444 students and 25+ teachers).

Our high school students (approximately 225) attend one of the following schools: EO Smith, Bolton, Windham or Windham Technical School. At Smith they are part of a student body that includes students from Ashford, Mansfield and Willington.

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Equitable Allocation of Resources among District Schools

The Columbia School District is a single school district PK-8. Our high school students attend either Bolton HS or E. O. Smith HS. Our budget reflects the operating costs for HW Porter and the tuition and program fees for our high school students.

The budget is developed as a zero-based budget that reflects the needs of each classroom teacher who submit their requests to the school administrator. It is reviewed at the building and district level before being presented to the BOE.

The budget process is designed to ensure that funding reflects the priorities of the district which are tied to the district's and school's goals.