

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



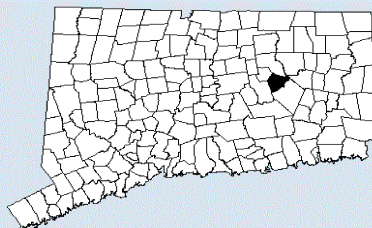
Columbia School District

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

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	474
Per Pupil Expenditures ¹	\$16,897
Total Expenditures ¹	\$8,837,019

¹Expenditure data reflect the 2012-13 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](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	237	50.0	48.3
Male	237	50.0	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	6	1.3	12.9
Hispanic or Latino	24	5.1	21.2
Pacific Islander	0	0.0	0.0
White	436	92.0	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	32	6.8	37.3
Students with Disabilities ¹	53	11.2	12.8

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	*	*	*	*
Male	0	0.0	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.8		7.4

Number of students in 2012-13 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.

District Profile and Performance Report for School Year 2013-14

Columbia School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	33.4
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	4.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.3
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.5

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	53	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	24	100.0
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	51	78.5
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Columbia School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	0.9	1.4
Emotional Disturbance	6	0.9	1.0
Intellectual Disability	*	*	0.4
Learning Disability	24	3.4	4.2
Other Health Impairment	19	2.7	2.5
Other Disabilities	8	1.1	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	69	9.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,610,373	7,178	8,769
Instructional Supplies and Equipment	144,910	288	275
Improvement of Instruction and Educational Media Services	101,519	202	487
Student Support Services	1,625,691	3,232	965
Administration and Support Services	973,863	1,936	1,600
Plant Operation and Maintenance	592,578	1,178	1,472
Transportation	681,630	931	786
Costs of Students Tuitioned Out	696,780	N/A	N/A
Other	409,675	814	178
Total	8,837,019	16,897	14,642

Additional Expenditures

Land, Buildings, and Debt Service	403,761	803	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	798,524	28.5	35.6
Noncertified Personnel	356,578	12.7	14.5
Purchased Services	168,155	6.0	5.0
Tuition to Other Schools	976,840	34.9	21.4
Special Ed. Transportation	217,203	7.8	8.5
Other Expenditures	281,193	10.0	14.9
Total Expenditures	2,798,493	100.0	100.0

PK-12 Expenditures Used for Special Education	31.7	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.5	73.2
State	25.7	25.0
Federal	1.8	1.9
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

Columbia School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	76.1	83.3	81.8	80.5	32	74.1	81.6	No	
Students with Disabilities	40.3	41.4	44.0	53.5	42	39.6	47.8	No	
High Needs	55.3	63.5	67.7	68.9	68	56.9	66.4	No	
District	83.7	85.5	87.2	88.3	320	81.7	85.8	No	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	100.0	92.6	100.0	158	97.5
Curl Up	95.2	92.6	95.2	158	94.3
Push Up	97.6	90.7	96.8	158	94.9
Mile Run/PACER	73.8	87.0	87.1	158	83.5
All Tests - District	73.8	75.9	83.9	158	78.5
All Tests - State	50.2	50.7	50.3		51.1

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.

District Profile and Performance Report for School Year 2013-14

Columbia School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Columbia School District and the H. W. Porter School have identified improved communication and program restructuring as the 2 major goals for school and district improvement. In July 2014, the district contracted with ReVize Systems to re-design the websites for the school and district. The re-design was completed in December 2014 and the sites went live in January 2015. Both sites are user friendly, contain information necessary for parents and community members to learn more about the district and has access electronically to forms, policies, full calendars and events within the district. The websites also have links to our designated high schools in Bolton, Region 19 and Windham and to all municipal boards and commissions in town. The website re-design is the first step in an action plan to reach out to the community. We have formed a district subcommittee consisting of parents, community members and staff that is charged with developing a full communication plan which will be presented to the BOE in May 2015 for approval and implementation.

The H. W. Porter School and district continues in its practices of distributing a monthly newsletter (Porter Pride), hosting teacher pages on its website and providing links for parents to educational tools that can be used at home. In addition, both the Superintendent and Principal have website blogs that keep the community up-to-date on current issues. We also send out announcements through our Power Message system. These are typically through e-mail, text and voice-mail. Each teacher has been required to have a goal in their professional plan to increase parent contact. This is reviewed in the annual evaluation.

Our second goal involves program restructuring in response to changing demographics. Again, we have a broad-based subcommittee which is charged with looking at program alternatives. Our 2015-16 budget contains funds to support the work of the committee. The 2 goals are contained in our district Long-range Plan (LRP). The BOE adopted this plan in January 2015 and the plan is scheduled to be distributed by mail to all Columbia residents on March 2, 2015. The plan was developed by a long-range plan committee which met from August 2014 to December 2014. The LRP is also published on the district website.

In the area of Special Education, our Director of Student Services chairs all PPTs including those at our designated high schools. The Director is an active member of ConnCASE and participates in the EASTCONN Collaborative. We work closely with outplacement facilities to ensure that our students are receiving appropriate services. Our special needs staff are members of the district curriculum teams which ensures that alternate programs, instructional strategies and resources are integrated into the core instructional programs. In addition, we are currently piloting a co-teaching model at grade 3 which, if successful, will be expanded into other grades. We continue to work on preventative strategies through our SRBI team.

In the area of truancy, we work with EASTCONN to follow-up on any students and their families who meet the threshold. The average daily membership for Porter School is 98%. Any specific concerns about student absences are immediately followed up by the Assistant Principal and are typically resolved before additional intervention is required.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Columbia School District currently enrolls 48 students in interdistrict magnets K-12. This includes 29 students enrolled at Charles Barrows Magnet School in Windham. The remaining students are enrolled in Sheff Magnets or CREC-managed magnets.

The district is actively exploring distance-learning opportunities with several surrounding districts. This initiative is aimed largely at our middle school students. We anticipate implementing these programs in world language, mathematics and science during the 2015-16 school year.

The school and PTO sponsor several multi-cultural awareness programs through each school year. These typically involve assembly programs or classroom visits. As with most school districts we strive to ensure that our student and teacher resources reflect a variety of cultures, ethnicities and role models.

District Profile and Performance Report for School Year 2013-14

Columbia School District

Equitable Allocation of Resources among District Schools

The Columbia School District (PK-8) is a single school district. All budgetary items are based upon teacher requests, program priorities and district identified goals.