

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023-24



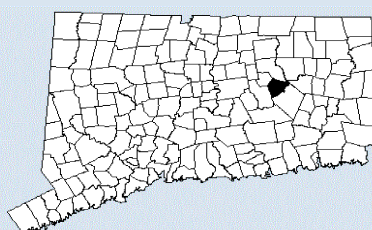
Columbia School District

Barbara Wilson, Superintendent - Interim • 860-228-9493 • <http://www.hwporter.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	477
Per Pupil Expenditures ¹	\$19,937
Total Expenditures ¹	\$13,238,454

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	229	48.0	48.3
Male	248	52.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	44	9.2	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	4.4	4.7
White	405	84.9	46.2
English Learners/Multilingual Learners	*	*	10.5
Eligible for Free or Reduced-Price Meals	113	23.7	44.0
Students with Disabilities ³	60	12.6	17.9

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	13	6.2	*	*
Male	22	9.8	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	29	8.0	12	2.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	13	12.3	9	7.3
Students with Disabilities	10	16.7	8	9.8
District	35	8.1	17	3.5
State		17.7		7.0

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	36.6
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.3
School Level	2.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	2.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	42.0

¹ In 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	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	1	1.7	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.7	0.3
White	58	96.7	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	13.3

Instruction and Resources

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disability	6	*
Intellectual Disability	N/A	N/A
Learning Disability	28	90.3
Other Health Impairment	22	91.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	64	88.9
State		66.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.6
Emotional Disability	7	1.1	1.1
Intellectual Disability	*	*	0.6
Learning Disability	31	5.1	6.4
Other Health Impairment	24	3.9	3.5
Other Disabilities	7	1.1	1.2
Speech/Language Impairment	*	*	2.0
All Disabilities	79	12.9	17.3

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.0
Private Schools or Other Settings	*	*	4.6

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$7,702,070	\$11,600	\$12,942
Support services - students	\$2,516,337	\$5,447	\$1,724
Support services - instruction	\$130,865	\$283	\$905
Support services - general administration	\$704,674	\$1,525	\$520
Support services - school based administration	\$527,513	\$1,142	\$1,207
Central and other support services	\$157,595	\$341	\$771
Operation and maintenance of plant	\$300,300	\$650	\$2,101
Student transportation services	\$849,898	\$1,263	\$1,582
Food services	.	.	\$8
Enterprise operations	\$349,203	\$756	\$213
Total	\$13,238,454	\$19,937	\$21,143

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,044,678	31.4	27.6
Instructional Aide Salaries	\$348,027	10.5	10.2
Other Salaries	\$278,658	8.4	10.5
Employee Benefits	\$452,826	13.6	13.2
Purchased Services Other Than Transportation	\$218,050	6.5	6.4
Special Education Tuition	\$704,119	21.1	22.2
Supplies	\$8,826	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$262,156	7.9	8.4
Equipment	\$9,702	0.3	0.3
All Other Expenditures	\$2,244	0.1	0.1
Total	\$3,329,286	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	77.8
State	18.7
Federal	3.1
Tuition & Other	0.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2023-24

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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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	27	67.1	27	61.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	248	67.9	246	65.8	79	68.2
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	69	58.7	69	54.3	24	56.3
Not Eligible for Free or Reduced-Price Meals	226	70.3	224	68.6	71	70.6
Students with Disabilities	43	48.3	41	43.5	12	*
Students without Disabilities	252	70.9	252	68.7	83	70.1
High Needs	94	57.2	92	53.1	30	55.4
Non-High Needs	201	72.5	201	70.7	65	72.4
District	295	67.6	293	65.2	95	67.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP 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 performance on NAEP by student group, at

https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	96.1	100.0	100.0	N/A	139	98.6
Curl Up	96.2	86.0	94.9	N/A	134	92.5
Push Up	68.1	57.7	71.1	N/A	137	65.0
Mile Run/PACER	81.0	88.6	*	N/A	98	84.7
All Tests - District	58.3	51.7	*	N/A	76	55.3
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.6	75	45.1	50	90.1	63.9
	High Needs Students	57.2	75	38.1	50	76.2	54.1
Math Performance Index	All Students	65.2	75	43.5	50	86.9	60.2
	High Needs Students	53.1	75	35.4	50	70.8	49.5
Science Performance Index	All Students	67.0	75	44.7	50	89.4	61.8
	High Needs Students	55.4	75	37.0	50	73.9	51.4
ELA Academic Growth	All Students	56.2%	100%	56.2	100	56.2	58.7%
	High Needs Students	56.8%	100%	56.8	100	56.8	54.2%
Math Academic Growth	All Students	63.0%	100%	63.0	100	63.0	61.4%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	8.1%	<=5%	43.8	50	87.7	17.7%
	High Needs Students	12.1%	<=5%	35.9	50	71.8	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		87.2%	94%	46.4	50	92.7	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		47.5% 55.3%	75%	0.0	50	0.0	93.6% 47.2%
Arts Access		.	60%	.	.	.	55.0%
Accountability Index				597.4	900	66.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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?					N
ELA Performance Index Gap	72.5	57.2	15.3	16.9	
Math Performance Index Gap	70.7	53.1	17.6	18.2	
Science Performance Index Gap	72.4	55.4	17.0	17.9	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	99.0
Math	All Students	97.7
	High Needs Students	96.9
Science	All Students	98.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Columbia School District and H. W. Porter School are dedicated to the continuous improvement of our multi-tiered system of educational programming provided to all students. The district improvement plan outlines the mission, vision, core values and guiding principles established by the broader educational community and provides a road map to meet these expectations. The continuous improvement plan drives all initiatives and the budget process.

Increasing systemic family engagement continues to be a priority for Columbia. While there is a strong Porter Parent Organization in place, leveraging family input and student voice to inform school improvement efforts is an area of focus. Various methods of sharing information through the use of Facebook, newsletters, routine updates, school messenger, and the launch of a new website are in place. Efforts to Reduce Racial, Ethnic and Economic Isolation Columbia School District is focusing on efforts to reduce racial, ethnic and economic isolation by striving to provide an equitable school district for all students. We are actively exploring and addressing barriers to equitable student access, participation, and benefit to programs and services. Data is analyzed to identify and address achievement gaps in academic performance, discipline data, and attendance.

We are continuously strengthening our instructional practices, interventions, and enrichment to be more equitable. Curricular materials are chosen to ensure they are effective with our student populations, and that material and content are representative of students in our global world. For example, cultural representation and relevance were strong considerations in our selection process for materials to support our new ELA program. New materials integrate global perspectives and a diverse range of authors and texts. We also began redesigning our middle school Social Studies curriculum, with increased cultural relevance as one of our goals in this work.

Other experiences and activities are designed to increase student awareness of the diversity of individuals and cultures. Porter School is dedicated to cultivating an understanding and respect for diverse populations, abilities, and perspectives. Implementation of a school-wide approach to positive behavioral intervention and support is a framework that provides a strong foundation so that all students understand and learn the school and classroom expectations.

Equitable Allocation of Resources among District Schools Columbia is a single-school preschool through grade 8 district that provides for students in grades 9-12 to attend three high schools (Bolton, EO Smith & Windham Tech.) based solely on choice. Resources are allocated based on where students chose to attend school and, therefore, are fixed costs for our district.

Classroom teachers and other professionals develop budget requests for Porter School 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 BOE goals represented through the Continuous Improvement Plan are the basis for budget development and implementation.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Columbia School District is focusing on efforts to reduce racial, ethnic and economic isolation by striving to provide an equitable school district for all students. We are actively exploring and addressing barriers to equitable student access, participation, and benefit to programs and services. Data is analyzed to identify and address achievement gaps in academic performance, discipline data, and attendance.

We are strengthening our instructional practices, interventions, and enrichment. Curricular materials are chosen to ensure they are effective with our student populations, and that material and content are representative of students in our global world. For example, the district adopted a new ELA program. Cultural representation and relevance were strong considerations in our selection process, and the new program integrates global perspectives, and a diverse range of authors and texts. We also redesigned our middle school Social Studies curriculum, with increased cultural relevance as one of our goals in this work.

Porter School is dedicated to cultivating an understanding and respect for diverse populations, abilities, and perspectives. Implementation of a school-wide approach to positive behavioral intervention and support is a framework that provides a strong foundation so that all students understand and learn the school and classroom expectations.

Porter school staff and other area providers (AHM Youth and Family Services) create opportunities for our students to learn and apply skills in problem solving, restorative processes, leadership, mentoring, empathy, and respect. Students in grades six and seven participate in The "Wingman Experience" which provides activities to foster empathy and empower people with the belief that they matter. The district's PBS committee hosted a school-side Chinese New Year celebration which provided our students with presentations from speakers and the opportunity to prepare authentic food and learn about Chinese customs.

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Equitable Allocation of Resources among District Schools

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Classroom teachers and other professionals develop budget requests for Porter School 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 Board of Education goals represented through the Continuous Improvement Plan are the basis for budget development and implementation.