

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



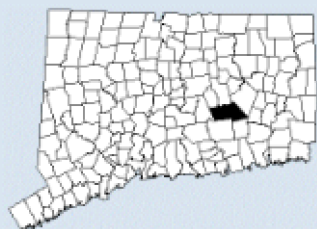
Colchester School District

Daniel Sullivan III, Superintendent • 860-537-7267 • www.colchesterct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,101
Per Pupil Expenditures	\$21,216
Total Expenditures	\$46,887,286

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,013	48.2	48.4
Male	1,088	51.8	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	40	1.9	5.2
Black or African American	57	2.7	12.4
Hispanic or Latino of any race	201	9.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	99	4.7	4.8
White	1,701	81.0	45.1
English Learners/Multilingual Learners	44	2.1	11.3
Eligible for Free or Reduced-Price Meals	535	25.5	44.8
Students with Disabilities	399	19.0	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	146	15.1	15	1.4
Male	157	15.2	69	6.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	43	22.1	12	5.6
White	225	13.9	63	3.6
English Learners/Multilingual Learners	8	18.2	*	*
Eligible for Free or Reduced-Price Meals	127	25.8	36	6.0
Students with Disabilities	64	17.6	26	5.7
All Students - District	303	15.2	84	3.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 388
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	162.5
General Education Paraprofessionals	89.0
Special Education Teachers and Instructors	31.0
Special Education Paraprofessionals	65.0
District Central Office Administrators	5.0
School Level Administrators	9.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	4.5
Instructional Specialists Who Support Teachers	16.7
Counselors, Social Workers and School Psychologists	16.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	113.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	0	0.0	1.4
Black or African American	1	0.4	4.9
Hispanic or Latino of any race	2	0.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	243	98.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	24	9.9	6.8
Teachers	19	9.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	*	11	*
White	118	98.3	113	99.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	96.4	34	97.1
Students with Disabilities	16	*	30	96.8
All Students - District	147	98.0	139	99.3
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	31	54.4
Emotional Disability	21	60.0
Intellectual Disability	*	*
Learning Disability	106	93.8
Other Health Impairment	62	80.5
Other Disabilities	*	*
Speech/Language Impairment	43	95.6
All Disabilities - District	265	76.1
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	59	2.9	2.9
Emotional Disability	35	1.7	1.1
Intellectual Disability	14	0.7	0.6
Learning Disability	113	5.6	6.5
Other Health Impairment	79	3.9	3.6
Other Disabilities	25	1.2	1.1
Speech/Language Impairment	51	2.5	2.0
All Disabilities	376	18.6	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	15	4.0	8.2
Private Schools or Other Settings	12	3.2	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$27,655,797	\$12,514	\$13,471
Support services - students	\$3,502,510	\$1,630	\$1,826
Support services - instruction	\$795,506	\$370	\$972
Support services - general administration	\$2,345,060	\$1,091	\$568
Support services - school based administration	\$2,720,766	\$1,266	\$1,274
Central and other support services	\$1,485,852	\$691	\$761
Operation and maintenance of plant	\$4,574,524	\$2,129	\$2,125
Student transportation services	\$3,065,459	\$1,409	\$1,695
Food services	.	.	\$10
Enterprise operations	\$741,812	\$345	\$219
Total	\$46,887,286	\$21,216	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,782,654	32.9	26.4
Instructional Aide Salaries	\$1,503,116	13.1	10.1
Other Salaries	\$622,328	5.4	10.5
Employee Benefits	\$1,023,331	8.9	13.3
Purchased Services Other Than Transportation	\$975,719	8.5	6.8
Special Education Tuition	\$2,191,124	19.1	22.8
Supplies	\$50,506	0.4	0.6
Property Services	\$6,442	0.1	0.4
Purchased Services For Transportation	\$1,342,425	11.7	8.7
Equipment	.	.	0.2
All Other Expenditures	\$3,544	0.0	0.1
Total	\$11,501,191	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	66.2
State	28.0
Federal	3.3
Tuition & Other	2.4

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	16	*	16	*	9	*
Black or African American	20	54.8	20	45.3	14	*
Hispanic or Latino of any race	109	62.0	109	61.5	36	62.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	60	71.0	60	72.8	22	75.6
White	886	71.1	885	70.2	366	71.8
English Learners/Multilingual Learners	39	51.3	39	51.9	16	*
Non-English Learners/Non-Multilingual Learners	1,054	70.5	1,053	69.7	431	71.1
Eligible for Free or Reduced-Price Meals	256	62.3	256	59.9	92	60.9
Not Eligible for Free or Reduced-Price Meals	837	72.1	836	71.8	355	73.1
Students with Disabilities	197	53.5	196	51.1	62	51.8
Students without Disabilities	896	73.4	896	72.9	385	73.6
High Needs	393	60.2	392	58.6	139	59.4
Non-High Needs	700	75.2	700	74.9	308	75.6
All Students - District	1,093	69.8	1,092	69.0	447	70.6

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	97.7	89.4	79.1	92.3	580	89.8
Curl Up	94.8	86.5	77.7	88.9	579	87.2
Push Up	72.3	70.9	60.1	91.5	580	72.8
Mile Run/PACER	83.4	91.5	80.4	70.7	575	82.1
All Tests - District	63.7	58.2	42.9	69.6	571	58.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	19	*
White	116	94.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51	86.3
Students with Disabilities	16	*
All Students - District	154	94.2
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	107	76.4
Male	103	68.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	15	62.5
White	173	73.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	27	42.9
Students with Disabilities	16	32.7
All Students - District	210	72.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	81.9	93.2
Male	63.9	91.1
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	65.0	*
White	75.2	90.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56.9	87.5
Students with Disabilities	*	*
All Students - District	73.5	92.2
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.8	75	46.5	50	93.1	64.7
ELA Performance Index	High Needs Students	60.2	75	40.2	50	80.3	54.9
Math Performance Index	All Students	69.0	75	46.0	50	92.0	61.1
Math Performance Index	High Needs Students	58.6	75	39.1	50	78.2	50.6
Science Performance Index	All Students	70.6	75	47.1	50	94.1	62.6
Science Performance Index	High Needs Students	59.4	75	39.6	50	79.2	52.1
ELA Academic Growth	All Students	60.7%	100%	60.7	100	60.7	60.6%
ELA Academic Growth	High Needs Students	55.6%	100%	55.6	100	55.6	55.7%
Math Academic Growth	All Students	71.9%	100%	71.9	100	71.9	62.3%
Math Academic Growth	High Needs Students	66.1%	100%	66.1	100	66.1	55.9%
Progress Toward English Proficiency	Literacy	56.3%	100%	28.2	50	56.3	58.7%
Progress Toward English Proficiency	Oral	48.4%	100%	24.2	50	48.4	55.7%
Chronic Absenteeism	All Students	15.2%	<=5%	29.7	50	59.3	17.2%
Chronic Absenteeism	High Needs Students	21.7%	<=5%	16.6	50	33.2	24.8%
% Taking CCR Courses	All Students	98.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	72.4%	75%	48.3	50	96.6	47.2%
On-track to High School Graduation	All Students	93.4%	94%	49.7	50	99.3	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.5%	94%	92.0	100	92.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	73.5%	75%	98.0	100	98.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.1%	75%	38.8	50	77.5	49.0%
Arts Access	All Students	60.8%	60%	50.0	50	100.0	55.1%
Accountability Index				1138.1	1450	78.5	

Physical Fitness Estimated Participation Rate - District: 93.3% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.2	14.8	16.9	N
Math Performance Index Gap	74.9	58.6	16.2	18.4	N
Science Performance Index Gap	75.0	59.4	15.6	18.2	N
Graduation Rate Gap	94.0%	86.5%	7.5%	8.6%	N

If 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.

If 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 (%)
ELA	All Students	98.8
ELA	High Needs Students	97.4
Math	All Students	98.8
Math	High Needs Students	97.1
Science	All Students	97.0
Science	High Needs Students	94.7

Minimum 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: 54.8

State: 50.2

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

Colchester Public Schools (CPS) continues to align school improvement efforts with district goals, building on the foundation of Pride and Purpose. The district remains committed to fostering inclusive, connected school communities where students thrive academically, socially, and emotionally. This year, CPS prioritized student and community engagement through a wide range of events and initiatives. From Veterans Day celebrations and service projects to digital learning and art nights, schools partnered with PTOs to strengthen school-to-home connections and celebrate student experiences. Pupil Services hosted family nights focused on supporting families of students with diverse learning needs, providing resources and opportunities for collaboration. New family outreach efforts, including story hours, helped establish early relationships with incoming families. Supporting student wellness and amplifying student voice remained key priorities. Wellness focused events and campus beautification projects gave students meaningful ways to reflect, recharge, and take pride in their surroundings. CPS was also recognized for its inclusive sports opportunities and strong community involvement through initiatives such as Unified Sports, engagement with local businesses and community partners in internship opportunities for high school and transition aged students, Empty Bowls, the Diaper Drive, and the Rally Against Cancer. By continuing to engage students, staff, and families in meaningful, purpose driven work, CPS remains focused on cultivating a culture of belonging, pride, and shared responsibility.

Efforts to Reduce Racial, Ethnic and Economic Isolation

CPS remains committed to fostering a welcoming, inclusive school community where all students feel connected, accepted, and ready to learn. Efforts centered on promoting wellness and strengthening a sense of belonging for all, with both educators and students leading meaningful learning experiences across the district. Bacon Academy student leaders played a powerful role in this work, facilitating professional learning sessions at all schools to share their perspectives on what makes students feel supported, heard, and valued. The middle and high schools continue to offer extracurricular clubs and activities designed to engage students. Student-led groups, such as BAMBassadors (BAM), the Gay-Straight Alliance, Peer Advocacy League, Unified Sports, and Unified Arts, provided platforms for leadership and connection. Through these initiatives, students helped shape a positive school climate built on kindness, empathy, and inclusion. BAM has become a model for how student voices can strengthen school spirit and support the overall culture through collaboration and action. CPS continues to offer Bacon Academy as a high school of choice for students from neighboring towns, including Franklin and Bozrah, further enriching our learning community.

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Equitable Allocation of Resources among District Schools

The budget development process remains a collaborative effort, beginning with school and department leaders working alongside their teams to identify needs aligned with the district's mission and goals. These priorities are then reviewed and refined with the central office team to ensure a balanced allocation of resources across all schools. The final budget proposal is presented to the Board of Education by the Superintendent. Throughout the year, central office administrators partner with principals and instructional leaders in literacy and math to review student data and determine priorities for federal entitlement grant funding. The administrative team meets regularly to monitor needs and adjust spending as necessary to best support students. CPS continues its strong partnership with the State of CT to secure grant funding for the School Readiness program, supporting both the CPS preschool and the local community through regular engagement with the Collaborative for Colchester's Children (C3) which, in line with Early Start CT, brings together early childhood providers, school staff, parents, and community members in service of the community's youngest learners.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	9.1	6.7
Position Eliminated or Expired	1	9.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	18.2	32.0
Retired	5	45.5	23.7
Teach/Admin in Other CT Dist	1	9.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	9.1	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	11		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.