

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Columbia School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	444
Per Pupil Expenditures	\$21,600
Total Expenditures	\$14,061,442

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	219	49.3	48.4
Male	225	50.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	47	10.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	20	4.5	4.8
White	370	83.3	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	98	22.1	44.8
Students with Disabilities	68	15.3	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	14	6.8	*	*
Male	17	8.2	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	6	13.3	*	*
White	22	6.4	11	2.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	16	16.0	7	6.4
Students with Disabilities	7	10.3	*	*
All Students - District	31	7.5	15	3.3
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: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	37.6
General Education Paraprofessionals	4.7
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	10.6
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.6
Counselors, Social Workers and School Psychologists	2.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	43.0

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	14.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.8	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	1.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.8	0.3
White	54	94.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	6	10	6.8
Teachers	5	11.1	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

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

Disability	Count	Rate (%)
Autism	6	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	34	97.1
Other Health Impairment	24	88.9
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	69	87.3
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	8	1.4	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	35	5.9	6.5
Other Health Impairment	27	4.6	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	81	13.7	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$7,919,910	\$12,166	\$13,471
Support services - students	\$2,539,665	\$5,347	\$1,826
Support services - instruction	\$132,386	\$279	\$972
Support services - general administration	\$681,815	\$1,435	\$568
Support services - school based administration	\$546,151	\$1,150	\$1,274
Central and other support services	\$197,578	\$416	\$761
Operation and maintenance of plant	\$715,787	\$1,507	\$2,125
Student transportation services	\$893,731	\$1,326	\$1,695
Food services	.	.	\$10
Enterprise operations	\$434,419	\$915	\$219
Total	\$14,061,442	\$21,600	\$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	\$1,022,656	31.2	26.4
Instructional Aide Salaries	\$331,200	10.1	10.1
Other Salaries	\$226,677	6.9	10.5
Employee Benefits	\$439,007	13.4	13.3
Purchased Services Other Than Transportation	\$317,436	9.7	6.8
Special Education Tuition	\$597,050	18.2	22.8
Supplies	\$14,057	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$319,542	9.7	8.7
Equipment	\$13,604	0.4	0.2
All Other Expenditures	\$590	0.0	0.1
Total	\$3,281,818	100.0	100.0

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

Level	Percent (%)
District	23.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.3
State	16.8
Federal	3.2
Tuition & Other	0.6

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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	31	63.8	31	58.3	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	6	*
White	225	69.3	224	67.3	85	69.5
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	72	57.9	72	57.8	27	60.2
Not Eligible for Free or Reduced-Price Meals	200	71.9	199	68.8	78	71.8
Students with Disabilities	44	44.4	44	43.9	18	*
Students without Disabilities	228	72.8	227	70.2	87	72.6
High Needs	94	56.2	94	55.1	35	58.8
Non-High Needs	178	74.6	177	71.6	70	73.8
All Students - District	272	68.2	271	65.9	105	68.8

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	100.0	71.7	94.0	N/A	137	88.3
Curl Up	90.2	89.4	88.0	N/A	138	89.1
Push Up	92.7	95.7	66.0	N/A	138	84.1
Mile Run/PACER	82.9	83.0	66.0	N/A	138	76.8
All Tests - District	78.0	60.9	46.0	N/A	137	60.6
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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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	68.2	75	45.5	50	91.0	64.7
ELA Performance Index	High Needs Students	56.2	75	37.5	50	75.0	54.9
Math Performance Index	All Students	65.9	75	43.9	50	87.9	61.1
Math Performance Index	High Needs Students	55.1	75	36.7	50	73.4	50.6
Science Performance Index	All Students	68.8	75	45.9	50	91.8	62.6
Science Performance Index	High Needs Students	58.8	75	39.2	50	78.4	52.1
ELA Academic Growth	All Students	60.4%	100%	60.4	100	60.4	60.6%
ELA Academic Growth	High Needs Students	48.6%	100%	48.6	100	48.6	55.7%
Math Academic Growth	All Students	61.8%	100%	61.8	100	61.8	62.3%
Math Academic Growth	High Needs Students	59.3%	100%	59.3	100	59.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.5%	<=5%	45.1	50	90.1	17.2%
Chronic Absenteeism	High Needs Students	12.4%	<=5%	35.2	50	70.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	93.6%	94%	49.8	50	99.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.6%	75%	40.4	50	80.8	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				649.3	900	72.1	

Physical Fitness Estimated Participation Rate - District: 97.2% | 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	74.6	56.2	18.3	16.9	Y
Math Performance Index Gap	71.6	55.1	16.6	18.4	N
Science Performance Index Gap	73.8	58.8	15.0	18.2	N
Graduation Rate Gap	.	.	.	.	

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	94.2
ELA	High Needs Students	93.1
Math	All Students	93.8
Math	High Needs Students	93.1
Science	All Students	98.1
Science	High Needs Students	97.2

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: * **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

Columbia School District and Horace 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. Through analysis of multiple data points and progress to date, the plan is modified yearly to adapt and adjust to the changing student needs. The goal areas and strategies identified focus on strengthening the systems and structures essential to provide embedded professional development; strengthening and aligning a model of high-quality instruction, standards-based curriculum, assessment, and interventions; to create a comprehensive framework to ensure a positive learning environment and to improve school-wide climate; and strengthening two-way communication with staff, students, families and the broader community. The continuous improvement plan drives all initiatives and the budget process.

Renewal of curricular programs continues as a priority for Porter School. Evidence-based programs are being implemented to meet the needs of our students in the area of mathematics, English Language Arts, science, health, and technology. Porter School administrators and teachers have placed a particular emphasis on the adoption and implementation of the district's new reading program. Review of social studies curricular needs are underway. In addition, focus is maintained to strengthen our Multi-Tiered System of Supports, including the routine application of a student support team process where academic, social, emotional, attendance, and behavioral needs are reviewed and interventions prescribed. Essential to continuous improvement, instructional coaches, counselors, BCBA, and interventionists are in place for Porter School.

We are entering our sixth year of implementation of a school-wide approach to positive behavioral intervention and support. In addition, we are entering our fifth year of implementation of a social emotional learning curriculum taught at all grade levels.

Our commitment is to meet the needs of all Columbia students. Special education services are provided for those identified students based on their individual needs. We currently maintain one full-day, integrated preschool and two half-day programs. A broad range of service providers and specialists are in place to provide identified specialized instruction in the least restrictive setting.

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, ParentSquare 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 was pleased to partner with Columbia's CoDE (Coalition of Diversity and Equity). Our district 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.

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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 four high schools (Bolton, EO Smith, Windham Tech, or RHAM High School, added 7/2025.) 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 Board of Education goals represented through the Continuous Improvement Plan are the basis for budget development and implementation.

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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	0	0.0	6.7
Position Eliminated or Expired	3	75.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	25.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	4		

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.