

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



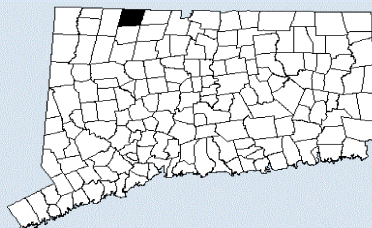
## Colebrook School District

Dr. Danuta Thibodeau, Superintendent • 860-379-2179 • [www.colebrookschool.org](http://www.colebrookschool.org)

### District Information

Grade Range	K-6
Number of Schools/Programs	1
Enrollment	74
Per Pupil Expenditures <sup>1</sup>	\$22,488
Total Expenditures <sup>1</sup>	\$2,023,940

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	24	32.4	48.4
Male	50	67.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	68	91.9	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	18	24.3	43.3
Students with Disabilities <sup>3</sup>	18	24.3	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	0	0.0
Male	0	0.0	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	0	0.0	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	0	*	*	*
District	0	0.0	*	*
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the 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 2019-20

## Colebrook School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	8.2
Paraprofessional Instructional Assistants	3.1
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.1
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	5.7

<sup>1</sup> 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	15	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.3	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	16	*
State		67.8

<sup>2</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Colebrook School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.7
Other Health Impairment	7	9.2	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	6	7.9	1.8
All Disabilities	20	26.3	15.6

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,200,291	\$13,337	\$10,923
Support services - students	\$84,278	\$1,003	\$1,277
Support services - instruction	\$59,967	\$714	\$682
Support services - general administration	\$130,243	\$1,551	\$467
Support services - school based administration	\$163,867	\$1,951	\$1,021
Central and other support services	\$93,794	\$1,117	\$679
Operation and maintenance of plant	\$159,410	\$1,898	\$1,718
Student transportation services	\$122,973	\$1,351	\$1,288
Food services	\$9,118	\$109	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$2,023,940	\$22,488	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$55,711	17.0	28.5
Instructional Aide Salaries	\$22,952	7.0	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$2,730	0.8	13.0
Purchased Services Other Than Transportation	\$187,660	57.2	5.7
Special Education Tuition	.	.	22.5
Supplies	\$1,560	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$30,067	9.2	8.0
Equipment	.	.	0.2
All Other Expenditures	\$27,144	8.3	0.1
Total	\$327,824	100.0	100.0
Percent of Total Expenditures Used for Special Education		16.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	86.5
State	10.7
Federal	2.8
Tuition & Other	0.0

<sup>4</sup> 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 2019-20

## Colebrook School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Colebrook School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	0.0%	<=5%	12.2%
	High Needs Students	0.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	.	.

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Colebrook School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

To assist in making communication between home and school as easy as possible, every classroom has a phone and all staff members have voicemails and email addresses. Our website is updated weekly to keep all parents informed as well as our community. Our staff and teachers have access to and updated their pages daily in order to keep all students and parents informed on learning activities going on at school. Homework assignments are posted on the teacher's webpage so that parents can work with their child at home. Many teachers also post pictures of classroom activities and special events. The principal is available to meet with parents and community members to discuss any concern or celebration. The principal sends out school-wide emails to share information or as reminders for upcoming events. The principal and a teacher also attend every Parent Teacher Organization meeting to work together to provide programming and support to enhance the educational experience for the entire school community. Our volunteer program even though on hold right now due to the pandemic would normally provide training for parents and citizens without children in the school so that they may be involved with providing a high-quality education for all children. Volunteers typically would be involved in art classes, helping out in our library, assist with major events, and can also provide weekly support for students where needed.

We have many parents that are active on several committees impacting curriculum and school. Parents are informed of school events through the weekly newsletter, emails, and the website. Parents would normally be welcome to join their child for lunch and hopefully this will resume once the pandemic is over.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Efforts to reduce racial, ethnic and economic isolation are addressed by the entire Colebrook Consolidated School Community. The Parent Teacher Organization provides students with cultural enrichment opportunities throughout the year. The school's Kindness Club provides the opportunity for the entire student body to assist people in need due to economic conditions. The Kindness Club organizes food drives to benefit the local food pantry and fundraisers to benefit a variety of organizations that support those who are less fortunate. To provide students with an opportunity to interact with the older members of our community, each class travels to the senior center for lunch once a year. The children complete an activity with the seniors and enjoy lunch and conversation together. We also enjoy Grandparents' Day each year. Grandparents or senior friends spend the morning in classrooms completing activities with the children. Annually, the Sixth Grade class attends a 5-day program at Nature's Classroom with three other schools from the Northeast. This provides the students the opportunity to interact with students and adults from diverse backgrounds. Colebrook Consolidated School provides Spanish classes to all grade levels, K - 6. A focus of the curriculum is Spanish culture and customs.

# District Profile and Performance Report for School Year 2019-20

## Colebrook School District

### **Equitable Allocation of Resources among District Schools**

We only have one school in the district so this is not an issue.