

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



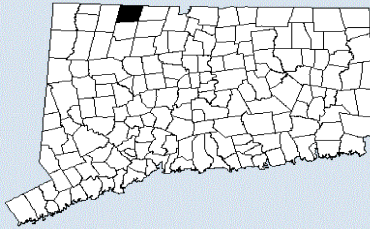
Colebrook School District

Mr. James Chittum, Superintendent • 860-379-2179 • www.colebrookschool.org

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	99
Per Pupil Expenditures ¹	\$16,872
Total Expenditures ¹	\$1,822,198

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](#)

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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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	45	45.5	48.3
Male	54	54.5	51.6
American Indian	0	0.0	0.2
Asian	0	0.0	4.6
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	87	87.9	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	20	20.2	37.3
Students with Disabilities ¹	15	15.2	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	*	*
District	*	*	*	*
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	5.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.3
Counselors, Social Workers and School Psychologists	0.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	5.7

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	1	5.3	3.6
Native American	0	0	0.1
White	18	94.7	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	7.5	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	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	13	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	15	14.9	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	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,070,715	10,295	8,769
Instructional Supplies and Equipment	27,281	262	275
Improvement of Instruction and Educational Media Services	15,482	149	487
Student Support Services	40,468	389	965
Administration and Support Services	326,678	3,141	1,600
Plant Operation and Maintenance	179,824	1,729	1,472
Transportation	96,647	441	786
Costs of Students Tuitioned Out	49,724	N/A	N/A
Other	15,379	148	178
Total	1,822,198	16,872	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,454	33	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	68,683	21.3	35.6
Noncertified Personnel	17,747	5.5	14.5
Purchased Services	115,009	35.7	5.0
Tuition to Other Schools	49,724	15.5	21.4
Special Ed. Transportation	18,512	5.8	8.5
Other Expenditures	52,062	16.2	14.9
Total Expenditures	321,737	100.0	100.0
PK-12 Expenditures Used for Special Education		17.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.8	82.7
State	14.2	14.2
Federal	2.9	2.9
Tuition & Other	0.1	0.1

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

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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	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	61.6	.	.	.	.	.	.	.
District	86.9	84.6	89.5	88.9	.	.	.	.

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	*	*	N/A	25	88.0
Curl Up	*	*	N/A	25	92.0
Push Up	*	*	N/A	25	80.0
Mile Run/PACER	*	*	N/A	25	84.0
All Tests - District	*	*	N/A	25	56.0
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.

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Narratives

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 voice mails and email addresses. 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. A volunteer program provides 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 enrich the weekly art classes, assist with major events, and can also provide weekly support for students where needed. Parents are active on several committees impacting curriculum and the physical plant. Parents are informed of school events through the weekly newsletter, emails, and the website. Parents are welcome to join their child for lunch. 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 and a teacher attend every Parent Teacher Organization meeting to work together to provide programming and support to enhance the educational experience for the entire school community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Colebrook School's administration, staff, and parent organization are always looking for opportunities to provide students with experiences with people of diverse racial, ethnic and economic backgrounds. The school's student council provides the opportunity for the entire student body to assist people in need due to economic conditions through food drives and fundraisers. This year's food drive benefited a local food bank. The council members talk with each classroom so that students are aware of the activity and the people who will be benefiting from their thoughtfulness and generosity. Each class visits the town senior center once a year. The children do an activity with the adults and enjoy lunch and conversation together. The sixth grade class participated in an intradistrict grant, Immigration Nation. The class participated in 5 activities with students from other Connecticut towns and cities. The sixth-grade class also attends a 5-day program on Cape Cod with three other schools from the Northeast. This provides them the opportunity to meet new people. Each sixth-grader has daily use of a laptop and researches world events. The parent organization provides students with cultural enrichment opportunities throughout the year. Efforts to reduce isolation are on-going throughout the school year.

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Equitable Allocation of Resources among District Schools

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