

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



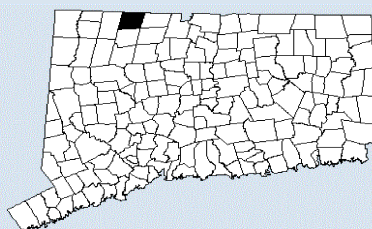
## Colebrook School District

Mr. James Chittum, Superintendent • 860-379-2179 • [www.colebrookschool.org](http://www.colebrookschool.org)

### District Information

Grade Range	K-6
Number of Schools/Programs	1
Enrollment	84
Per Pupil Expenditures <sup>1</sup>	\$19,042
Total Expenditures <sup>1</sup>	\$1,961,310

<sup>1</sup>Expenditure data reflect the 2014-15 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	37	44.0	48.3
Male	47	56.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	*	*	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	6	7.1	2.7
White	75	89.3	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	13	15.5	38.0
Students with Disabilities <sup>1</sup>	17	20.2	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	0	0.0	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Colebrook School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	7.4
Paraprofessional Instructional Assistants	5.4
<b>Special Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.2
School Level	1.2
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
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	5.8

<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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	7.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	12	92.3	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	12	*
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Colebrook School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	9	10.0	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	19	21.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,167,919	12,834	9,387
Instructional Supplies and Equipment	20,834	229	318
Improvement of Instruction and Educational Media Services	21,184	233	541
Student Support Services	39,646	436	1,048
Administration and Support Services	298,222	3,277	1,790
Plant Operation and Maintenance	209,951	2,307	1,608
Transportation	120,039	600	845
Costs of Students Tuitioned Out	73,993	N/A	N/A
Other	9,522	105	194
Total	1,961,310	19,042	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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<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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	66,097	18.1	35.1
Noncertified Personnel	18,911	5.2	14.5
Purchased Services	137,537	37.7	5.5
Tuition to Other Schools	73,993	20.3	21.6
Special Ed. Transportation	36,861	10.1	8.3
Other Expenditures	31,313	8.6	15.0
Total Expenditures	364,712	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.4	83.6
State	13.6	13.4
Federal	2.8	2.8
Tuition & Other	0.2	0.2

<sup>4</sup>Revenue 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 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	39	80.5	39	71.2	*	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	46	79.7	46	68.2	10	*
Eligible for Free or Reduced-Price Meals	6	*	6	*	*	*
Not Eligible for Free or Reduced-Price Meals	40	79.8	40	69.2	*	*
Students with Disabilities	13	*	13	*	*	*
Students without Disabilities	33	85.5	33	74.3	*	*
High Needs	17	*	17	*	*	*
Non-High Needs	29	84.8	29	75.5	*	*
District	46	79.7	46	68.2	10	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	25	84.0
Curl Up	*	*	N/A	N/A	25	96.0
Push Up	*	*	N/A	N/A	25	84.0
Mile Run/PACER	*	*	N/A	N/A	25	80.0
All Tests - District	*	*	N/A	N/A	25	64.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Colebrook School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	79.7	75	50.0	50	100.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	68.2	75	45.5	50	91.0	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	81.5%	100%	81.5	100	81.5	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	1.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	3.7%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   64.0%	75%	42.7	50	85.3	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>382.3</b>	<b>450</b>	<b>85.0</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	N/A	.	16.5	
Math Performance Index Gap	75.0	N/A	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.8
	High Needs Students	.
Math	All Students	95.8
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

<sup>3</sup>Minimum participation standard is 95%.

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

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: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Colebrook School District

### Narratives

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

##### Home/school

There are many means of communication established to assist in informing parents of their child's school day and school events. Bulletins and flyers of school events are sent home through the weekly newsletter, emails, and are posted on the school website. Every classroom has a phone and all staff members have voice mails and email addresses. The principal sends out school-wide emails to share information or as reminders of upcoming events. The emergency phone system is used to alert parents to changes in the school schedule due to weather and to share information regarding their children when on long-distance field trips. The principal is available to meet with parents and community members to discuss any concern or celebration and is visible during drop off and pick up of students. Volunteers enrich the weekly art classes, assist with major events, and can also provide weekly support for students where needed. 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. The website also includes a photo gallery with pictures of school and classroom 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**

##### Reduce 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. The Colebrook Food Pantry benefits from the drives held throughout the year. Students have also written letters to Veterans and made gifts for children at a children's hospital. Each class visits the Colebrook Senior Center once a year. The children do an activity with the adults and enjoy lunch and conversation together. Both Fifth and Sixth Graders participated in an inter-district grant entitled, "Immigration Nation". Students participated in field trips with students of diverse backgrounds from other Connecticut schools. Sixth graders also participated in a re-enactment of people immigrating to the United States. A guest from South Africa portrayed an immigration official, speaking in a language that the newcomers did not understand, in order to give them the authentic feeling of being in an unfamiliar place with a new language. 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 interact with students from diverse backgrounds. All students in grades 4, 5 and 6 have daily use of a laptop to connect them with the world. Sixth-grade students watch news reports of world events each day. The parent organization provides students with cultural enrichment opportunities throughout the year. A neighboring school district joined with Colebrook students for a concert performed by musicians from Ecuador. Following the performance students in grades 3 and 4 participated in a workshop together and made a musical instrument. Efforts to reduce isolation are on-going throughout the school year.

# District Profile and Performance Report for School Year 2015-16

## Colebrook School District

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

We are a one school district.