

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



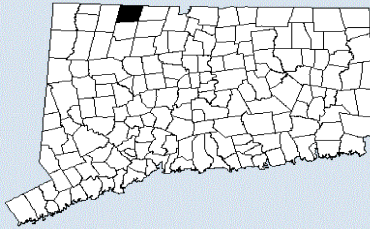
## Colebrook School District

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	91
Per Pupil Expenditures <sup>1</sup>	\$17,734
Total Expenditures <sup>1</sup>	\$1,862,090

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	39	42.9	48.3
Male	52	57.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	*	*	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	6	6.6	2.5
White	82	90.1	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	20	22.0	37.6
Students with Disabilities <sup>1</sup>	17	18.7	13.3

<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	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	0	*	*	*
District	*	*	*	*
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## 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	4.3
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.0
<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	5.6

<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	6.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	15	93.8	91.8

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	9.2

### 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	*	*
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	16	*
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Colebrook School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	19	19.8	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,090,568	11,016	9,134
Instructional Supplies and Equipment	19,166	194	334
Improvement of Instruction and Educational Media Services	16,266	164	498
Student Support Services	39,215	396	1,001
Administration and Support Services	301,065	3,041	1,694
Plant Operation and Maintenance	203,833	2,059	1,572
Transportation	104,103	480	813
Costs of Students Tuitioned Out	73,676	N/A	N/A
Other	14,198	143	186
Total	1,862,090	17,734	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	194,437	1,964	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	74,124	20.6	35.1
Noncertified Personnel	18,469	5.1	14.2
Purchased Services	119,165	33.2	5.2
Tuition to Other Schools	73,676	20.5	22.0
Special Ed. Transportation	24,052	6.7	8.6
Other Expenditures	49,889	13.9	14.9
Total Expenditures	359,375	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.6	83.8
State	15.9	13.4
Federal	2.4	2.7
Tuition & Other	0.1	0.1

<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 2014-15

## 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	*	*	*	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	42	83.1	42	73.2	*	*
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	49	81.1	49	71.6	14	*
Eligible for Free or Reduced-Price Meals	11	*	11	*	*	*
Not Eligible for Free or Reduced-Price Meals	38	82.5	38	73.4	*	*
Students with Disabilities	10	*	10	*	*	*
Students without Disabilities	39	86.6	39	76.8	*	*
High Needs	18	*	18	*	*	*
Non-High Needs	31	87.2	31	77.9	*	*
District	49	81.1	49	71.6	14	*

#### 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	27	70.4
Curl Up	*	*	N/A	N/A	27	96.3
Push Up	*	*	N/A	N/A	27	70.4
Mile Run/PACER	*	*	N/A	N/A	27	81.5
All Tests - District	*	*	N/A	N/A	27	55.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Colebrook School District

### Next Generation Accountability Results

These statistics are the first 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	81.1	75	100.0	100	100.0	67.9
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	71.6	75	95.5	100	95.5	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	0.0%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   55.6%	75%	37.0	50	74.1	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>332.6</b>	<b>350</b>	<b>95.0</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	.	17.3	
Math Performance Index Gap	75.0	N/A	.	19.6	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	92.5
	High Needs Students	90.0
Math	All Students	92.5
	High Needs Students	90.0
Science	All Students	.
	High Needs Students	.

### 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: 50.1**

#### 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 2014-15

## Colebrook School District

### Narratives

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

##### Home/school

A variety of technology has been utilized to assist with communication between home and school. Weekly newsletters are emailed home, placed on the school website and paper copies provided for those who request them. Staff and parents continuously use phone, voicemail, and email to communicate. The website provides access for parents to photos of recent events and flyers that have been sent home throughout the year. The principal is visible during the day and available to speak with parents as needed. The principal sends out school-wide emails to share information or as reminders for upcoming events. An emergency phone system is used to alert parents to changes in the schedule due to weather or other student activities. 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 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. With the recent establishment of the Colebrook Food Pantry, the student council has collected food donations throughout the year looking to help our neighbors. Each class visits the town senior center once a year. The children do an activity with the adults and enjoy lunch and conversation together. There are several opportunities for students to interact with children from other schools. The Fifth and Sixth grade classes participate in the Immigration Nation grant program through Education Connection. The students join other districts for field trips throughout the state and conclude with a trip to Ellis Island. At school, Sixth graders 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 meet new people. Every student in grades 4, 5 and 6 has daily use of a laptop and researches world events. The parent organization provides students with cultural enrichment opportunities throughout the year. Students also attended two cultural programs with a neighboring elementary school with time to interact socially before the performance. Efforts to reduce isolation are on-going throughout the school year.

# District Profile and Performance Report for School Year 2014-15

## Colebrook School District

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

Colebrook is a single school elementary district therefore this does not apply.