

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



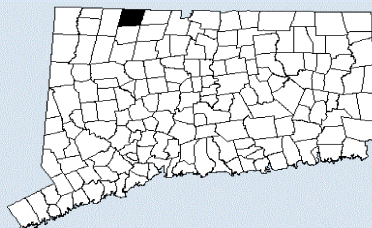
## Colebrook School District

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	78
Per Pupil Expenditures <sup>1</sup>	\$20,345
Total Expenditures <sup>1</sup>	\$1,993,846

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	31	39.7	48.4
Male	47	60.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	70	89.7	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	16	20.5	35.9
Students with Disabilities <sup>1</sup>	15	19.2	14.3

<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	*	*	0	0.0
Male	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	0.0	*	*
Students with Disabilities	0	0.0	*	*
District	*	*	*	*
State		9.9		6.7

Number of students in 2015-16 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 2016-17

## Colebrook School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	4.4
<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	3.6
Hispanic or Latino	1	6.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	93.3	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.6

### 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	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	12	*
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Colebrook School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	6	7.3	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	17	20.7	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,123,325	13,373	9,663
Instructional Supplies and Equipment	13,004	155	321
Improvement of Instruction and Educational Media Services	24,676	294	578
Student Support Services	40,394	481	1,103
Administration and Support Services	307,770	3,664	1,861
Plant Operation and Maintenance	272,248	3,241	1,637
Transportation	126,538	646	877
Costs of Students Tuitioned Out	65,447	N/A	N/A
Other	20,444	243	201
Total	1,993,846	20,345	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	49,543	590	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	65,854	18.2	34.6
Noncertified Personnel	19,450	5.4	14.6
Purchased Services	138,386	38.3	5.8
Tuition to Other Schools	65,447	18.1	21.8
Special Ed. Transportation	41,184	11.4	8.5
Other Expenditures	31,199	8.6	14.7
Total Expenditures	361,520	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.8	85.1
State	14.1	12.7
Federal	2.1	2.1
Tuition & Other	0.0	0.0

<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 2016-17

## 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	37	75.3	37	71.8	11	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	41	74.7	41	70.9	12	*
Eligible for Free or Reduced-Price Meals	10	*	10	*	0	N/A
Not Eligible for Free or Reduced-Price Meals	31	76.3	31	72.0	12	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	32	77.9	32	73.5	7	*
High Needs	17	*	17	*	*	*
Non-High Needs	24	79.9	24	75.9	7	*
District	41	74.7	41	70.9	12	*

#### 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>			
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	23	82.6
Curl Up	*	*	N/A	N/A	23	91.3
Push Up	*	*	N/A	N/A	23	60.9
Mile Run/PACER	*	*	N/A	N/A	23	78.3
All Tests - District	*	*	N/A	N/A	23	60.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.7	75	49.8	50	99.6	67.1
	High Needs Students	N/A	75	0.0	0	0.0	55.9
Math Performance Index	All Students	70.9	75	47.3	50	94.5	62.2
	High Needs Students	N/A	75	0.0	0	0.0	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	41.1%	100%	41.1	100	41.1	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	71.7%	100%	71.7	100	71.7	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	2.4%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	0.0%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		88.5%   60.9%	75%	20.3	50	40.6	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>330.2</b>	<b>450</b>	<b>73.4</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	.	16.7	
Math Performance Index Gap	75.0	N/A	.	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
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	91.7
	High Needs Students	86.4
Math	All Students	91.7
	High Needs Students	86.4
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: 50.2**

#### 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 2016-17

## Colebrook School District

### Narratives

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

##### Improvement Plan /Parent Outreach

Colebrook Consolidated School continues to focus on providing the highest quality educational opportunities and experiences for all its students. Staff continue to implement a mathematics curriculum aligned with Connecticut Core Standards in mathematics. Teacher training has focused on teaching strategies to provide challenging mathematics tasks and to promote perseverance in problem solving. The Language Arts curriculum is continuously being revised. A multi-year focus has been to revise the Science curriculum to meet the Next Generation Science Standards. Staff received training in specialized programs to meet the needs of our struggling learners. Support services for children with unique needs are brought into the regular-education classroom as often as possible, and as appropriate and beneficial for the student.

As part of the school's continuous improvement process, a parent survey is administered every year in April. The survey is made available to parents online, using Monkey Survey, and in hard copy. After reviewing the results, areas of strength and areas in need of improvement are identified by the staff and goals are established for the year. The school has established many means of communication to keep parents informed of their child's school day and school events. Staff use flyers, email, phone and personal contact to communicate to parents about their child's school day and school events. 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. Attendance issues are addressed by the administration and support staff, as needed. Written communication is provided to parents once a student has been absent six or nine days.

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

##### Reduce 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 Student Council provides the opportunity for the entire student body to assist people in need due to economic conditions. The Student Council 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. The Fifth Grade class participated in an inter-district grant entitled "Immigration Nation". Students went on field trips and participated in programs with students of diverse racial and ethnic backgrounds from other Connecticut schools. Annually, the Sixth Grade class attends a 5-day program on Cape Cod 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. The teacher, a native speaker from Argentina, includes Spanish food, dance and clothing as part of her instruction.

# District Profile and Performance Report for School Year 2016-17

## Colebrook School District

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

Colebrook only has one school. Allocations are made available to all students equally.