

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



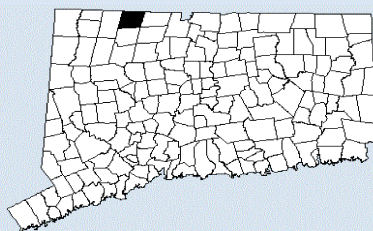
Colebrook School District

Dr. Danuta Thibodeau, Superintendent • 860-379-2179 • www.colebrookschool.org

District Information

Grade Range	K-6
Number of Schools/Programs	1
Enrollment	87
Per Pupil Expenditures ¹	\$23,456
Total Expenditures ¹	\$2,017,181

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	32	36.8	48.4
Male	55	63.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	79	90.8	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	16	18.4	36.7
Students with Disabilities ¹	18	20.7	14.8

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	0	*	0	*
Hispanic or Latino	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	*	*	*	*
District	*	*	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 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	4.4
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.2
Library/Media	
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	5.7

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	6.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	93.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	14	*
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	18	20.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,170,467	15,006	9,847
Instructional Supplies and Equipment	11,562	148	287
Improvement of Instruction and Educational Media Services	31,830	408	589
Student Support Services	40,981	525	1,120
Administration and Support Services	326,189	4,182	1,905
Plant Operation and Maintenance	134,419	1,723	1,648
Transportation	135,431	736	904
Costs of Students Tuitioned Out	144,292	N/A	N/A
Other	22,010	282	208
Total	2,017,181	23,456	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	56,351	12.7	33.8
Noncertified Personnel	19,949	4.5	14.5
Purchased Services	140,628	31.7	5.5
Tuition to Other Schools	144,292	32.6	23.4
Special Ed. Transportation	47,908	10.8	8.7
Other Expenditures	34,154	7.7	14.1
Total Expenditures	443,282	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.2	85.3
State	12.1	12.0
Federal	2.3	2.3
Tuition & Other	0.4	0.4

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	40	76.5	40	72.5
English Learners	0	N/A	0	N/A
Non-English Learners	46	75.9	46	70.5
Eligible for Free or Reduced-Price Meals	10	*	10	*
Not Eligible for Free or Reduced-Price Meals	36	76.4	36	72.6
Students with Disabilities	11	*	11	*
Students without Disabilities	35	79.8	35	76.3
High Needs	18	*	18	*
Non-High Needs	28	80.5	28	77.8
District	46	75.9	46	70.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	24	91.7
Curl Up	*	*	N/A	N/A	24	91.7
Push Up	*	*	N/A	N/A	24	79.2
Mile Run/PACER	*	*	N/A	N/A	24	95.8
All Tests - District	*	*	N/A	N/A	24	79.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.9	75	50.0	50	100.0	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	70.5	75	47.0	50	94.1	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	2.5%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 79.2%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				365.6	450	81.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	N/A	.	15.9	
Math Performance Index Gap	75.0	N/A	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	88.9
	High Needs Students	81.8
Math	All Students	88.9
	High Needs Students	81.8
Science	All Students	.
	High Needs Students	.

³Minimum 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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Extensive curriculum work has been completed by Colebrook Consolidated School staff over the past school year as the Next Generation Science Standards are implemented. School improvement work is on-going in the areas of Language Arts and Mathematics instruction. Staff provides enrichment opportunities for all students through the use of Enrichment Clusters. Students are in multi-age level groups exploring areas of interest that are not covered in the traditional school curriculum. 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. Strategies and materials that are utilized to assist students in accessing their education are available for all students. Technology resources are available to all children with students in grades 4-6 each having their own device available throughout the day.

Colebrook Consolidated School staff works closely with parents to monitor student progress and assist parents in supporting their child. A parent survey is administered every year in May. The results of the survey are used to design a goal for the school staff for the next year. Communication with parents and the community occurs through traditional methods of flyers, website and emails but has also grown into more face to face opportunities. The school continues the tradition of a First Day celebration on the first day of school. Parents are also welcome to attend Walk To School Day, volunteers at events such as Field Day and Grandparents/Senior Friends have a special morning program in the spring. The Parent Teacher Organization provides enrichment opportunities for the students and designs family events as well. Communication occurs with parents the first day a child is absent. Continuous absences or being tardy are discussed by the principal with the parents. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

The entire Colebrook School community is involved in efforts to reduce racial, ethnic and economic isolation. Opportunities to program with area schools are provided by the Parent Teacher Organization. Each grade visits the town senior center for lunch during the year for social interaction with our senior residents. Also, Grandparents/Senior Friends Day was held this year. The student council holds food drives for the local food pantry and collected money to benefit girls' education around the world. Through Enrichment Clusters, students have also learned about ways to assist people with disabilities and opportunities to help those less fortunate. Annually, the Sixth Grade class attends a 5-day oprogram 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. The teacher, a native speaker from Argentina, includes Spanish food, dance and clothing as part of her instruction.

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Equitable Allocation of Resources among District Schools

There is only one school in the Colebrook district. Allocations are made available to all students equally.