

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



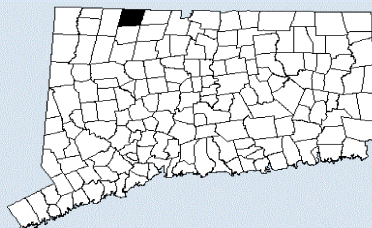
Colebrook School District

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

District Information

Grade Range	K-6
Number of Schools/Programs	1
Enrollment	84
Per Pupil Expenditures ¹	\$21,714
Total Expenditures ¹	\$2,019,417

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	30	35.7	48.4
Male	54	64.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	79	94.0	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	22	26.2	42.1
Students with Disabilities ³	18	21.4	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	0	0.0
Male	*	*	*	*
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	4.1
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.9
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	1.0
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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	15	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	11	*
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	6	7.1	5.5
Other Health Impairment	6	7.1	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	19	22.4	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,265,584	\$13,608	\$10,545
Support services - students	\$67,260	\$773	\$1,373
Support services - instruction	\$24,903	\$286	\$644
Support services - general administration	\$158,022	\$1,816	\$462
Support services - school based administration	\$130,069	\$1,495	\$1,007
Central and other support services	\$73,748	\$848	\$671
Operation and maintenance of plant	\$133,212	\$1,531	\$1,629
Student transportation services	\$121,536	\$1,321	\$1,231
Food services	\$9,588	\$110	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$35,494	\$408	\$65
Total	\$2,019,417	\$21,714	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$57,779	13.6	29.7
Instructional Aide Salaries	\$36,929	8.7	9.6
Other Salaries	\$1,244	0.3	10.4
Employee Benefits	\$12,025	2.8	13.0
Purchased Services Other Than Transportation	\$155,934	36.7	5.5
Special Education Tuition	\$104,133	24.5	22.6
Supplies	\$274	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$31,058	7.3	8.0
Equipment	.	.	0.2
All Other Expenditures	\$25,294	6.0	0.1
Total	\$424,671	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	86.0
State	10.2
Federal	2.2
Tuition & Other	1.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

	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 of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	47	81.8	47	74.7	10	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	49	81.9	49	74.7	10	*
Eligible for Free or Reduced-Price Meals	14	*	14	*	*	*
Not Eligible for Free or Reduced-Price Meals	35	84.8	35	76.8	*	*
Students with Disabilities	10	*	10	*	*	*
Students without Disabilities	39	88.0	39	80.5	*	*
High Needs	21	70.4	21	64.3	*	*
Non-High Needs	28	90.5	28	82.5	*	*
District	49	81.9	49	74.7	10	*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	30	96.7
Curl Up	*	*	N/A	N/A	30	93.3
Push Up	*	*	N/A	N/A	30	76.7
Mile Run/PACER	*	*	N/A	N/A	30	90.0
All Tests - District	*	*	N/A	N/A	30	76.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.9	75	50.0	50	100.0	67.7
	High Needs Students	70.4	75	47.0	50	93.9	58.1
Math Performance Index	All Students	74.7	75	49.8	50	99.6	63.1
	High Needs Students	64.3	75	42.9	50	85.7	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	77.3%	100%	77.3	100	77.3	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	66.1%	100%	66.1	100	66.1	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	2.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 76.7%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				483.0	550	87.8	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	70.4	4.6	15.4	
Math Performance Index Gap	75.0	64.3	10.7	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	94.5
	High Needs Students	88.9
Math	All Students	94.5
	High Needs Students	88.9
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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

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**

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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 in the areas of Mathematics and Science. Working with neighboring school districts, units have been designed and implanted to address the Next Generation Science Standards. School improvement work is on-going in the areas of Language Arts 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. A mathematics intervention program was utilized to increase skills for both identified and non-identified students. 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. Staff received training to be able to use a variety of assistive technology.

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. Parents may access the survey on-line or receive a paper copy if requested. 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 to include more in-person opportunities. Teachers attend events sponsored by the PTO or the local recreation department and interact with parents and children. 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, volunteer in the school in the library or as chaperones for class trips. 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

Reduce 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 another opportunity for all students to interact with different people. Food drives for the local food pantry were held by the student council. Various other charities benefit from the council's efforts throughout the year such as St Jude's Children's Hospital. Through Enrichment Clusters, students have also learned about ways to assist people with disabilities with the use of guide dogs. Annually, the Sixth Grade class attends a 5-day outdoor education program with at least two other schools from the Northeast in attendance. 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. .

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Equitable Allocation of Resources among District Schools

We are the only school in the district.