

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



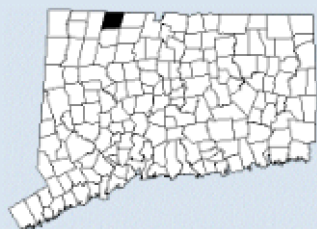
Colebrook School District

Robert Gilbert, Superintendent • 860-379-2179 • <http://www.colebrookschool.org>

District Information

Grade Range	K-6
Number of Schools/Programs	1
Enrollment	61
Per Pupil Expenditures	\$34,174
Total Expenditures	\$2,426,353

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	26	42.6	48.4
Male	35	57.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	*	*	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	55	90.2	45.1
English Learners/Multilingual Learners	0	0.0	11.3
Eligible for Free or Reduced-Price Meals	19	31.1	44.8
Students with Disabilities	15	24.6	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	0	0.0	0	0.0
Male	0	0.0	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	0	*	0	*
White	0	0.0	*	*
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	*	0	0.0
All Students - District	0	0.0	*	*
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	9.0
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	1.0
Special Education Paraprofessionals	4.1
District Central Office Administrators	0.4
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.2
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	5.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	15	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	6.7	6.8
Teachers	1	8.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	11	*
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	*	*	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	15	23.8	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,493,397	\$21,034	\$13,471
Support services - students	\$73,349	\$1,111	\$1,826
Support services - instruction	\$43,663	\$662	\$972
Support services - general administration	\$152,500	\$2,311	\$568
Support services - school based administration	\$156,294	\$2,368	\$1,274
Central and other support services	\$92,100	\$1,395	\$761
Operation and maintenance of plant	\$274,766	\$4,163	\$2,125
Student transportation services	\$128,908	\$1,742	\$1,695
Food services	\$11,376	\$172	\$10
Enterprise operations	.	.	\$219
Total	\$2,426,353	\$34,174	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$71,272	14.3	26.4
Instructional Aide Salaries	\$65,601	13.1	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$6,052	1.2	13.3
Purchased Services Other Than Transportation	\$301,210	60.2	6.8
Special Education Tuition	.	.	22.8
Supplies	\$609	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$24,408	4.9	8.7
Equipment	\$2,685	0.5	0.2
All Other Expenditures	\$28,245	5.6	0.1
Total	\$500,081	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	20.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	86.2
State	7.9
Federal	5.7
Tuition & Other	0.3

Revenue 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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	0	N/A	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	37	77.5	37	78.9	14	*
Eligible for Free or Reduced-Price Meals	12	*	12	*	*	*
Not Eligible for Free or Reduced-Price Meals	25	77.4	25	79.9	*	*
Students with Disabilities	8	*	8	*	*	*
Students without Disabilities	29	81.0	29	82.1	*	*
High Needs	15	*	15	*	*	*
Non-High Needs	22	79.0	22	81.3	*	*
All Students - District	37	77.5	37	78.9	14	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	N/A	N/A	17	*
Curl Up	*	*	N/A	N/A	17	*
Push Up	*	*	N/A	N/A	17	*
Mile Run/PACER	*	*	N/A	N/A	17	*
All Tests - District	*	*	N/A	N/A	17	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.5	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	.	75	.	.	.	54.9
Math Performance Index	All Students	78.9	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	.	75	.	.	.	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	82.3%	100%	82.3	100	82.3	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	87.2%	100%	87.2	100	87.2	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	0.0%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	0.0%	<=5%	50.0	50	100.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	.	75%	.	.	.	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				369.5	400	92.4	

Physical Fitness Estimated Participation Rate - District: . | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	.	.	16.9	N
Math Performance Index Gap	75.0	.	.	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	94.9
ELA	High Needs Students	.
Math	All Students	94.9
Math	High Needs Students	.
Science	All Students	.
Science	High Needs Students	.

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Many different means of communication are utilized to get information to parents. Teachers use phones and emails to share news about the class, including academic and social updates. A weekly newsletter is emailed home on Fridays, paper copies available for those parents who request them. There is information about past and future events, a calendar, menu and pictures of events from the week. Events sponsored by the PTO are also included. Copies are left at the post office and town hall for residents who don't have children in the school to know what is going on. Our website is continuously updated weekly to keep all parents informed as well as our community. Homework assignments are posted on the teacher's webpage so that parents can work with their child at home. Many teachers also post pictures of classroom activities and special events. Overall, homework assignments for all grades is to read nightly. This helps to simplify the evening routines for families.

An open-door policy has been established with the principal being available to meet with parents and community members to discuss any concerns or celebrations. The principal's office sends out school-wide emails, phone messages and text messages to share information or as reminders for upcoming events. The principal and a teacher also attend every Parent Teacher Organization meeting to work together to provide programming and support to enhance the educational experience for the entire school community.

Therapy dogs are present in the building weekly, brought in by volunteers, to meet with children or classes as needed. Volunteers assist with providing a high-quality education for all children by helping out in our library, assisting with major events, and also providing weekly support for students where needed.

We have parents who are active on committees impacting curriculum, social-emotional learning and school events. Through our Social Emotional Learning (SEL) program, we are getting messages home to parents so that they can encourage and cheer on their child in demonstrating positive character traits. Parents have been included in several school-wide events of celebration.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Reducing racial, ethnic and economic isolation are addressed by the entire Colebrook Consolidated School Community. The school's Kindness Club provides the opportunity for the entire student body to assist people in need due to economic conditions. The Kindness Club organizes food drives to benefit the local food pantry and fundraisers to benefit a variety of organizations that support those who are less fortunate. The Parent Teacher Organization provides students with cultural enrichment opportunities throughout the year. Each year students are provided with an opportunity to interact with the older members of our community. Each class travels to the senior center for lunch or breakfast once a year. The children complete an activity with the seniors and enjoy lunch and conversation together. We also enjoy Grandparents' Day each year. Grandparents or Senior Friends spend time in classrooms completing activities with the children. Annually, the Sixth Grade class attends a 4-day program at Nature's Classroom with three other schools from the Northeast. This provides the students the opportunity to interact with students and adults from diverse backgrounds. The administration attended workshops to design a play to increase educator diversity and to attract a more diverse workforce for the Colebrook School District.

District Profile and Performance Report for School Year 2024-25

Colebrook School District

Equitable Allocation of Resources among District Schools

We only have one school in the district so this is not an issue.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.