

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

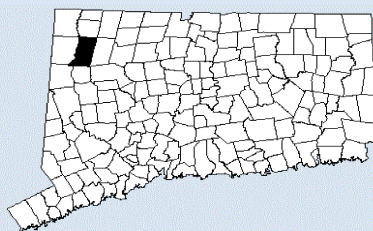


Cornwall School District

860-672-6617 • <http://cornwallschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	73
Per Pupil Expenditures ¹	\$44,341
Total Expenditures ¹	\$3,281,233

¹Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

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	43.8	48.4
Male	41	56.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	9	12.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	56	76.7	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	7	9.6	36.7
Students with Disabilities ¹	11	15.1	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	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	*	*
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.

District Profile and Performance Report for School Year 2017-18

Cornwall School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	13.9
Paraprofessional Instructional Assistants	1.6
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	10.9
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	0.5
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	7.9

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	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	25	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	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	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	8	*
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Cornwall School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	9	12.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	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	1,778,189	24,697	9,847
Instructional Supplies and Equipment	72,761	1,011	287
Improvement of Instruction and Educational Media Services	115,748	1,608	589
Student Support Services	155,610	2,161	1,120
Administration and Support Services	445,422	6,186	1,905
Plant Operation and Maintenance	391,041	5,431	1,648
Transportation	276,798	2,056	904
Costs of Students Tuitioned Out	44,583	N/A	N/A
Other	1,081	15	208
Total	3,281,233	44,341	16,535

Additional Expenditures

Land, Buildings, and Debt Service	181,175	2,516	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	185,524	40.4	33.8
Noncertified Personnel	88,135	19.2	14.5
Purchased Services	16,305	3.6	5.5
Tuition to Other Schools	44,583	9.7	23.4
Special Ed. Transportation	26,361	5.7	8.7
Other Expenditures	98,093	21.4	14.1
Total Expenditures	459,001	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	97.1	96.9
State	0.1	0.1
Federal	2.6	2.7
Tuition & Other	0.2	0.2

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).

District Profile and Performance Report for School Year 2017-18

Cornwall 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.

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	0	N/A	0	N/A
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	35	80.4	35	66.2
English Learners	*	*	*	*
Non-English Learners	39	79.8	39	66.5
Eligible for Free or Reduced-Price Meals	7	*	7	*
Not Eligible for Free or Reduced-Price Meals	36	78.8	36	68.6
Students with Disabilities	8	*	8	*
Students without Disabilities	35	80.7	35	69.0
High Needs	14	*	14	*
Non-High Needs	29	82.3	29	72.4
District	43	77.8	43	65.2

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	19	*
Curl Up	*	*	*	N/A	19	*
Push Up	*	*	*	N/A	19	*
Mile Run/PACER	*	*	*	N/A	19	*
All Tests - District	*	*	*	N/A	19	*
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.

District Profile and Performance Report for School Year 2017-18

Cornwall 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. 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	77.8	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	65.2	75	43.5	50	87.0	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	71.7%	100%	71.7	100	71.7	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	56.8%	100%	56.8	100	56.8	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	N/A	<=5%	0.0	0	0.0	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)		95.0% 78.9%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				321.9	400	80.5	

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	72.4	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	92.0
	High Needs Students	.
Math	All Students	92.0
	High Needs Students	.
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](#)

District Profile and Performance Report for School Year 2017-18

Cornwall School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Cornwall Consolidated School is its own school district, though we partner closely with other schools in Region One in many areas. Our school improvement plan includes four goals: improving formative and summative assessment to achieve a guaranteed and viable curriculum; improving student achievement as measured by multiple data sources; implementing teacher and school leader evaluation plans; and promoting social and emotional health and well being for all students.

Our efforts to improve our already-strong special education program have included significant professional development to further increase the technical expertise of our special education professionals. We have also taken a different approach to scheduling of paraprofessional support; in order to facilitate cooperation between teachers and paras, we have gone to great lengths to make para support schedules 100% consistent, with paras in the same classes each day. To further support special education, we focused on scheduling planning time for co-teachers and studying various models of co-teaching.

In order to comply with the new State Board of Education attendance policy, we have created a system to communicate with parents as students accrue absences and approach the threshold of truancy. We have partnered effectively with many parents in order to improve student attendance. Going beyond state requirements, the administration meets with parents of any student who is tardy 15 times in order to collaborate with parents on a plan to reduce tardiness. Both of these efforts have increased student instructional time.

Engaging parents in student learning has long been a priority at CCS. Our Parent-Teacher Partnership organization is a forum for parent input and parent education. This year, parents contributed ideas for enrichment programs and benefited from three sessions on supporting math learning, including an overview of the k-8 progression of math learning and two nights focused on using games to help children learn math.

.Innovative efforts to engage parents in students' work abound. Parents and community members visited the school as mentors, presenters, and audience members for student work and presentations. In addition, we had two teachers assigned as the Parent and Community Engagement Coordinators for the first time. Their efforts led to increased attendance at our Parent-Teacher Partnership events. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Cornwall Consolidated School, we focus on equity and social justice. This is reflected in our curriculum and our practices. It is important that teachers challenge students to think openly about people, places, and cultures with which students are less familiar. Beyond curriculum and instruction, providing an inclusive, accepting environment that is a safe place for all is a priority. That is why we are focusing on school climate and culture, including implementing Positive Behavior Interventions and Supports (PBIS).

We work to bring students into direct contact with people of different backgrounds. This includes a variety of inter-district events. We have one that focuses on the arts (Regional 4th Grade Arts Day), another on math and science (Regional 6th Grade Math and Science Day), and many days devoted to the rehearsal and performance of an inter-district music program. Our academic quiz bowl team, with 12 students, participated in inter-district competitions. Our 7th and 8th graders, 14 students, participated in an inter-district Tobacco Advocacy Club and attended an inter-district film festival. 7th and 8th graders also participated in distance learning via videoconferencing with students from Virginia, England, and Norway. These events and activities exposed all of our fourth graders and almost all grade 6-8 students to adults and peers of different backgrounds.

District Profile and Performance Report for School Year 2017-18

Cornwall School District

Equitable Allocation of Resources among District Schools

Because Cornwall Consolidated School is the only school in our district, equitable allocation of resources among district schools is not an issue. We have a supportive Board of Finance and a supportive citizenry. Therefore, financial constraints have not prevented us from meeting student needs.