

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

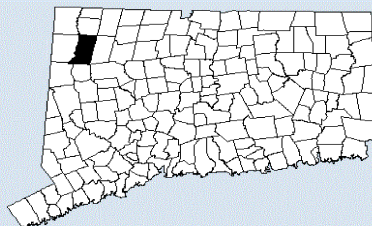


## Cornwall School District

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

### District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	72
Per Pupil Expenditures <sup>1</sup>	\$34,236
Total Expenditures <sup>1</sup>	\$3,183,918

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	28	38.9	48.4
Male	44	61.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	8	11.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	55	76.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	10	13.9	35.9
Students with Disabilities <sup>1</sup>	9	12.5	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	*	*	*	*
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	0	*	0	*
Students with Disabilities	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

## Cornwall School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	1.8
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	1.5
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	0.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	4.3

<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	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	25	100.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	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	N/A	N/A
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	6	*
State		68.2

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

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

## Cornwall 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	*	*	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	9	12.5	13.9

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,826,856	19,857	9,663
Instructional Supplies and Equipment	36,304	395	321
Improvement of Instruction and Educational Media Services	88,191	959	578
Student Support Services	149,563	1,626	1,103
Administration and Support Services	405,388	4,406	1,861
Plant Operation and Maintenance	355,493	3,864	1,637
Transportation	300,465	1,904	877
Costs of Students Tuitioned Out	20,838	N/A	N/A
Other	820	9	201
Total	3,183,918	34,236	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	175,675	1,910	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	174,662	42.4	34.6
Noncertified Personnel	83,734	20.3	14.6
Purchased Services	16,280	4.0	5.8
Tuition to Other Schools	20,838	5.1	21.8
Special Ed. Transportation	24,590	6.0	8.5
Other Expenditures	91,572	22.2	14.7
Total Expenditures	411,676	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.0	94.8
State	1.8	1.9
Federal	2.8	2.9
Tuition & Other	0.4	0.4

<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

## 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.

	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
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	7	*	7	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	41	82.0	41	73.0	9	*
English Learners	*	*	*	*	*	*
Non-English Learners	50	80.4	50	70.2	13	*
Eligible for Free or Reduced-Price Meals	9	*	9	*	*	*
Not Eligible for Free or Reduced-Price Meals	45	80.6	45	73.0	11	*
Students with Disabilities	8	*	8	*	*	*
Students without Disabilities	46	81.2	46	72.3	13	*
High Needs	15	*	15	*	*	*
Non-High Needs	39	83.7	39	75.3	10	*
District	54	78.8	54	69.2	14	*

#### 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>			
Grade 4			
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	31	93.5
Curl Up	*	*	*	N/A	31	96.8
Push Up	*	*	*	N/A	31	96.8
Mile Run/PACER	*	*	*	N/A	31	87.1
All Tests - District	*	*	*	N/A	31	87.1
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

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.8	75	50.0	50	100.0	67.1
	High Needs Students	N/A	75	0.0	0	0.0	55.9
Math Performance Index	All Students	69.2	75	46.1	50	92.2	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	63.7%	100%	63.7	100	63.7	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	64.0%	100%	64.0	100	64.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	9.9%
	High Needs Students	N/A	<=5%	0.0	0	0.0	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)		91.2%   87.1%	75%	50.0	50	100.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>323.3</b>	<b>400</b>	<b>80.8</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	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
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

## Cornwall School District

### Narratives

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#### **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 follows a Strategic Plan for School Improvement that is clear and outlines these goal areas: 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.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this. Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team - Data Team exists for the purpose of determining when students should be receiving SRBI Services and identifying when we need to be served at Level 2 and when students should be referred for evaluation to determine Special Education.

Our efforts to improve our already-strong special education program have included significant professional development to increase the technical expertise of our special education paraprofessionals. 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 increased planning time for co-teachers and spent professional learning time studying various models of co-teaching.

In order to comply with 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 on a plan to reduce tardiness.

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. Parents contributed ideas for enrichment programs and benefited from sessions on supporting math learning, assessment in school, and safe use of social media by children.

Our school has Open House night, family events, four evenings of Student Led and Student Involved Conferences (students lead the conference for their parents and teacher(s), and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Three to four topics from the school's Strategic Plan for School Improvement are discussed at these two night meetings and we strive to have a two way discussion regarding student achievement and programs.

#### **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 and Lego robotics team participated in inter-district competitions. 24 students participated in Education Connection's five-day inter-district Middle School Writers' Project. These events and activities exposed all of our fourth graders and almost all grade 6-8 students to adults and peers of different backgrounds. The 2015-16 school year also included performances and workshops by a Brazilian dance group and a rabbi teaching about the history of Jews in the US civil rights movement, as well as poets, musicians, and storytellers. Each year, one goal of our enrichment programs is to welcome performers and instructors of color to our school.

While our school has few EL students, we now have the support of a regional EL teacher who focuses on ways to help English learner students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

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

## 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.