

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



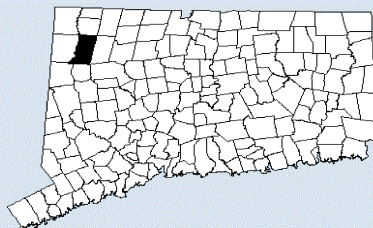
Cornwall School District

Dr. Pamela Vogel, Superintendent • 860-672-6617 • <http://cornwallschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	87
Per Pupil Expenditures ¹	\$30,599
Total Expenditures ¹	\$2,845,748

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	46	52.9	48.4
Male	41	47.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	12	13.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	66	75.9	51.1
English Learners	6	6.9	8.3
Eligible for Free or Reduced-Price Meals	16	18.4	43.3
Students with Disabilities ³	12	13.8	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays 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 2019-20

Cornwall School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	0.9
Special Education	
Teachers and Instructors	0.9
Paraprofessional Instructional Assistants	2.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	0.3
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	3.8

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	25	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
State		67.8

² 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	12	16.0	15.6

¹ 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 District²

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

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,767,441	\$19,005	\$10,923
Support services - students	\$110,189	\$1,211	\$1,277
Support services - instruction	\$92,525	\$1,017	\$682
Support services - general administration	\$148,063	\$1,627	\$467
Support services - school based administration	\$242,382	\$2,664	\$1,021
Central and other support services	\$3,987	\$44	\$679
Operation and maintenance of plant	\$251,115	\$2,760	\$1,718
Student transportation services	\$227,310	\$1,863	\$1,288
Food services	.	.	\$12
Enterprise operations	\$2,735	\$30	\$163
Minor school construction	.	.	\$59
Total	\$2,845,748	\$30,599	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$148,675	43.6	28.5
Instructional Aide Salaries	\$40,194	11.8	10.1
Other Salaries	\$16,924	5.0	11.1
Employee Benefits	\$72,527	21.3	13.0
Purchased Services Other Than Transportation	\$37,217	10.9	5.7
Special Education Tuition	.	.	22.5
Supplies	\$1,485	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$22,347	6.6	8.0
Equipment	\$1,419	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$340,788	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.0
State	0.2
Federal	2.8
Tuition & Other	.

⁴ 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).

District Profile and Performance Report for School Year 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.4%	<=5%	12.2%
	High Needs Students	6.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Cornwall School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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

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, as well as training regular education staff to understand and contribute to the PPT process. Professional learning has focused on supporting students with disabilities in the regular classroom, including especially those with literacy-based learning disabilities.

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 families 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/guardians 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. Parents contributed ideas to improve communication and our grading and reporting system, and benefited from sessions on supporting math learning, engineering learning, and helping children develop strong relationships. Innovative efforts to engage parents in students' work abound in 2018-2019. Parents and community members visited the school as mentors, presenters, and audience members for student work and presentations, including mock legislative sessions, concerts, capstone projects, and more.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Cornwall Consolidated School, we focus on equity and social justice. This is reflected in our policies 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) as well as elements of Restorative Justice.

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 participated in inter-district competitions and many students worked remotely with peers from other states and countries as part of the Global Read Aloud. 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 2018-2019 school year also included performances and workshops by a South American music group.

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Equitable Allocation of Resources among District Schools

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