

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



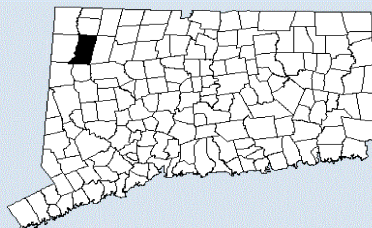
Cornwall School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | K-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 91 |
| Per Pupil Expenditures ¹ | \$40,225 |
| Total Expenditures ¹ | \$2,976,643 |

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT 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 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 | 38 | 41.8 | 48.4 |
| Male | 53 | 58.2 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | * | * | 5.2 |
| Black or African American | 0 | 0.0 | 12.8 |
| Hispanic or Latino of any race | 13 | 14.3 | 25.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | * | * | 3.6 |
| White | 71 | 78.0 | 52.4 |
| English Learners | * | * | 7.6 |
| Eligible for Free or Reduced-Price Meals | 13 | 14.3 | 42.1 |
| Students with Disabilities ³ | 11 | 12.1 | 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 |
| Male | * | * | * | * |
| Black or African American | N/A | N/A | N/A | N/A |
| Hispanic or Latino of any race | 0 | * | * | * |
| White | * | * | * | * |
| English Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 0 | 0.0 | * | * |
| Students with Disabilities | 0 | * | * | * |
| 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.

District Profile and Performance Report for School Year 2018-19

Cornwall School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 12.6 |
| Paraprofessional Instructional Assistants | 0.8 |
| Special Education | |
| Teachers and Instructors | 1.9 |
| Paraprofessional Instructional Assistants | 2.3 |
| 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 | 0.4 |
| School Nurses | 0.8 |
| Other Staff Providing Non-Instructional Services/Support | 3.9 |

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 | 3.8 |
| 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 | 25 | 100.0 | 90.5 |

Classroom Teacher Attendance: 2017-18

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 14.7 | 10.0 |

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 | | 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).

District Profile and Performance Report for School Year 2018-19

Cornwall School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 1.9 |
| Emotional Disturbance | 0 | 0.0 | 1.1 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | * | * | 5.5 |
| Other Health Impairment | * | * | 3.2 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | * | * | 1.8 |
| All Disabilities | 11 | 13.1 | 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 | * | * | 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 | \$1,897,841 | \$25,647 | \$10,545 |
| Support services - students | \$158,158 | \$2,167 | \$1,373 |
| Support services - instruction | \$83,379 | \$1,142 | \$644 |
| Support services - general administration | \$141,362 | \$1,936 | \$462 |
| Support services - school based administration | \$219,862 | \$3,012 | \$1,007 |
| Central and other support services | \$5,451 | \$75 | \$671 |
| Operation and maintenance of plant | \$239,558 | \$3,282 | \$1,629 |
| Student transportation services | \$226,023 | \$1,884 | \$1,231 |
| Food services | . | . | \$13 |
| Enterprise operations | \$5,009 | \$69 | \$157 |
| Minor school construction | . | . | \$65 |
| Total | \$2,976,643 | \$40,225 | \$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 | \$188,200 | 46.7 | 29.7 |
| Instructional Aide Salaries | \$1,716 | 0.4 | 9.6 |
| Other Salaries | \$59,332 | 14.7 | 10.4 |
| Employee Benefits | \$73,840 | 18.3 | 13.0 |
| Purchased Services Other Than Transportation | \$4,412 | 1.1 | 5.5 |
| Special Education Tuition | \$3,363 | 0.8 | 22.6 |
| Supplies | \$1,121 | 0.3 | 0.6 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | \$30,226 | 7.5 | 8.0 |
| Equipment | \$1,296 | 0.3 | 0.2 |
| All Other Expenditures | \$39,203 | 9.7 | 0.1 |
| Total | \$402,709 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 13.5 | 24.4 |

Expenditures by Revenue Source:⁴ 2017-18

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 97.0 |
| State | 0.0 |
| Federal | 2.9 |
| Tuition & Other | 0.0 |

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).

District Profile and Performance Report for School Year 2018-19

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 of any race | 8 | * | 8 | * | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 46 | 78.7 | 46 | 72.6 | 21 | 79.3 |
| English Learners | * | * | * | * | * | * |
| Non-English Learners | * | * | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 9 | * | 9 | * | * | * |
| Not Eligible for Free or Reduced-Price Meals | 50 | 76.7 | 50 | 72.0 | * | * |
| Students with Disabilities | 8 | * | 8 | * | * | * |
| Students without Disabilities | 51 | 78.6 | 51 | 72.8 | * | * |
| High Needs | 18 | * | 18 | * | 7 | * |
| Non-High Needs | 41 | 80.5 | 41 | 75.9 | 20 | 80.5 |
| District | 59 | 76.7 | 59 | 70.3 | 27 | 75.9 |

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 | 30 | 100.0 |
| Curl Up | * | * | * | N/A | 30 | 90.0 |
| Push Up | * | * | * | N/A | 30 | 90.0 |
| Mile Run/PACER | * | * | * | N/A | 30 | 93.3 |
| All Tests - District | * | * | * | N/A | 30 | 86.7 |
| 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.

District Profile and Performance Report for School Year 2018-19

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 | 76.7 | 75 | 50.0 | 50 | 100.0 | 67.7 |
| | High Needs Students | . | 75 | . | . | . | 58.1 |
| Math Performance Index | All Students | 70.3 | 75 | 46.9 | 50 | 93.7 | 63.1 |
| | High Needs Students | . | 75 | . | . | . | 52.7 |
| Science Performance Index | All Students | 75.9 | 75 | 50.0 | 50 | 100.0 | 63.8 |
| | High Needs Students | . | 75 | . | . | . | 54.2 |
| ELA Academic Growth | All Students | 73.2% | 100% | 73.2 | 100 | 73.2 | 59.9% |
| | High Needs Students | . | 100% | . | . | . | 55.1% |
| Math Academic Growth | All Students | 86.0% | 100% | 86.0 | 100 | 86.0 | 62.5% |
| | High Needs Students | . | 100% | . | . | . | 55.2% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 60.0% |
| | Oral | . | 100% | . | . | . | 52.1% |
| Chronic Absenteeism | All Students | 3.3% | <=5% | 50.0 | 50 | 100.0 | 10.4% |
| | High Needs Students | 0.0% | <=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% 86.7% | 75% | 50.0 | 50 | 100.0 | 96.4% 52.9% |
| Arts Access | | . | 60% | . | . | . | 51.9% |
| Accountability Index | | | | 456.1 | 500 | 91.2 | |

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 | . | . | 15.4 | |
| Math Performance Index Gap | 75.0 | . | . | 17.6 | |
| Science Performance Index Gap | 75.0 | . | . | 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 | 95.5 |
| | High Needs Students | . |
| Math | All Students | 95.5 |
| | High Needs Students | . |
| Science | All Students | 96.6 |
| | 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: N/A State: 51.5

District Profile and Performance Report for School Year 2018-19

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, 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 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. 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 2017-18. 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 2017-18 school year also included performances and workshops by a South American music group.

District Profile and Performance Report for School Year 2018-19

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 supporting Board of Finance and a supportive citizenry. Therefore, financial constraints have not prevented us from meeting student needs.