Connecticut State Department of Education

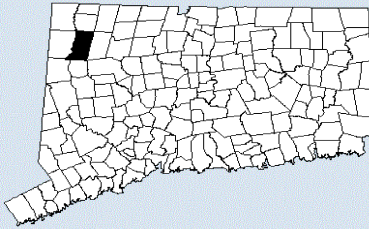# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Cornwall School District

Ms. Patricia Chamberlain, Superintendent • 860-672-6617 • http://cornwallschool.org

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	91
Per Pupil Expenditures[1]	$27,931
Total Expenditures[1]	$2,988,661

[1]*Expenditure data reflect the 2013-14 year.*

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	35	38.5	48.3
Male	56	61.5	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	9	9.9	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	6	6.6	2.5
White	73	80.2	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	16	17.6	37.6
Students with Disabilities[1]	15	16.5	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	15.2
Paraprofessional Instructional Assistants	1.7
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	2.3
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.5
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	4.2

[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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	25	100.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	9	*
State		69.7

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	8	8.8	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	16	17.6	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	1,743,544	16,605	9,134
Instructional Supplies and Equipment	58,829	560	334
Improvement of Instruction and Educational Media Services	73,219	697	498
Student Support Services	134,017	1,276	1,001
Administration and Support Services	384,278	3,660	1,694
Plant Operation and Maintenance	315,144	3,001	1,572
Transportation	278,999	1,729	813
Costs of Students Tuitioned Out	0	N/A	N/A
Other	631	6	186
Total	2,988,661	27,931	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	177,150	1,687	1,272

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

Special Education Expenditures: 2013-14

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	173,152	51.1	35.1
Noncertified Personnel	48,732	14.4	14.2
Purchased Services	10,668	3.1	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	30,291	8.9	8.6
Other Expenditures	76,318	22.5	14.9
Total Expenditures	339,161	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	95.7	95.4
State	2.0	2.1
Federal	2.2	2.3
Tuition & Other	0.2	0.2

[4]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).

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	*	*	*	*	N/A	N/A
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	48	75.1	48	69.3	15	*
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	60	73.7	60	66.7	18	*
Eligible for Free or Reduced-Price Meals	9	*	9	*	*	*
Not Eligible for Free or Reduced-Price Meals	51	75.7	51	69.2	*	*
Students with Disabilities	13	*	13	*	*	*
Students without Disabilities	47	76.8	47	70.3	*	*
High Needs	17	*	17	*	6	*
Non-High Needs	43	76.7	43	70.3	12	*
District	60	73.7	60	66.7	18	*

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	36	97.2
Curl Up	*	*	*	N/A	36	97.2
Push Up	*	*	*	N/A	36	94.4
Mile Run/PACER	*	*	*	N/A	36	91.7
All Tests - District	*	*	*	N/A	36	83.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.7	75	98.2	100	98.2	67.9
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	66.7	75	88.9	100	88.9	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.8%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% | 83.3%	75%	50.0	50	100.0	87.6% | 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				**337.1**	**350**	**96.3**	

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	.	17.3	
Math Performance Index Gap	70.3	N/A	.	19.6	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	.	.	.	.	

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	93.8
	High Needs Students	.
Math	All Students	93.8
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

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: N/A   State: 50.1

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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. During the 2014-15 school year, our school improvement efforts focused primarily on a comprehensive process to review and revise our school mission and belief statements. This process included input from students, parents, staff, and Board of Education members, as well as a "data audit" by staff in which we examined a wide range of data that reflected the state of the school. Below is the resulting mission statement:

CCS is a collaborative community that honors individuality, inspires creativity, and is dedicated to developing perseverance, excellence, and a passion for lifelong learning.

In pursuit of this Mission, we believe:

• Students are most successful when family, school and community work together.

• All students benefit from engaging, supportive and challenging learning experiences that prepare them for their ever-changing world.

• A safe and respectful environment is essential for increasing student growth, responsibility and independence.

• It is important to honor the history and values of our unique community while continuously improving teaching and learning.

Our efforts to improve our already-strong special education program have included significant professional learning to further increase the technical expertise of our special education professionals. We have closely examined all individual education plans to ensure that students are educated in the Least Restrictive Environment. This has led to an increase in the quality and amount of in-class professional and paraprofessional support.

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 led to improved student attendance.

Engaging parents in student learning has long been a priority at CCS. Our large and active PTA provides a forum for eliciting parent input on broad topics such as our school goals and mission statement. PTA meetings regularly feature presentations from teachers and outside agencies, which increases our parents' understanding of the academic and personal development of children. For example, representatives from social service agencies attended meetings to talk about bullying and social media use. At one meeting, teachers gave a presentation on our math curriculum and how parents can support student learning in math.

Innovative efforts to engage parents in student learning abound. From Africa night; when first, sixth, and seventh graders presented to parents on their common study of Africa; to middle school Student Showcase night; to specially-created websites that provide parents with resources to understand and support student learning in math; CCS is committed to partnering with parents. More important than any formal process is the ongoing two-way communication with parents about students' needs and development.

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 participate in inter-district competitions. These events and activities expose all of our fourth graders and almost all grade 6-8 students to adults and peers of different backgrounds. The 2014-15 school year also included performances and workshops by musicians and dancers of Senegalese descent and a historical re-enactment performance by a diverse group of actors from colonial Williamsburg, Virginia.

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.