

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



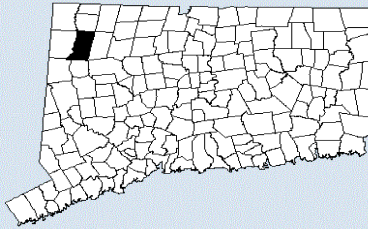
Cornwall School District

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

District Information

Grade Range	K-8
Number of Schools	1
Enrollment	105
Per Pupil Expenditures ¹	\$27,759
Total Expenditures ¹	\$3,053,524

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	42	40.0	48.3
Male	63	60.0	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	9	8.6	21.2
Pacific Islander	0	0.0	0.0
White	87	82.9	58.4
Two or More Races	6	5.7	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	22	21.0	37.3
Students with Disabilities ¹	17	16.2	12.8

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	*	*	0	0.0
Male	0	0.0	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	0	0.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	0	*	0	0.0
Students with Disabilities	0	*	0	*
District	*	*	0	0.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.2
Paraprofessional Instructional Assistants	2.5
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	4.9

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	25	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	0	0
District	10	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	8	7.8	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	19	18.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,663,487	16,150	8,769
Instructional Supplies and Equipment	66,196	643	275
Improvement of Instruction and Educational Media Services	84,142	817	487
Student Support Services	160,575	1,559	965
Administration and Support Services	407,880	3,960	1,600
Plant Operation and Maintenance	314,232	3,051	1,472
Transportation	279,958	1,602	786
Costs of Students Tuitioned Out	76,315	N/A	N/A
Other	739	7	178
Total	3,053,524	27,759	14,642

Additional Expenditures

Land, Buildings, and Debt Service	182,518	1,772	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	174,661	37.9	35.6
Noncertified Personnel	78,588	17.1	14.5
Purchased Services	24,532	5.3	5.0
Tuition to Other Schools	76,315	16.6	21.4
Special Ed. Transportation	26,123	5.7	8.5
Other Expenditures	80,269	17.4	14.9
Total Expenditures	460,488	100.0	100.0
PK-12 Expenditures Used for Special Education		15.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.0	94.7
State	2.9	3.1
Federal	1.7	1.8
Tuition & Other	0.3	0.3

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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	64.3	71.6	82.4	80.0	.	.	.	.
District	83.2	87.8	92.6	89.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	*	36	91.7
Curl Up	*	*	*	36	83.3
Push Up	*	*	*	36	80.6
Mile Run/PACER	*	*	*	36	94.4
All Tests - District	*	*	*	36	69.4
All Tests - State	50.2	50.7	50.3		51.1

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.

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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 efforts this year have focused primarily on a comprehensive process to review and revise our school mission and belief statements. This 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.

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 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 increased student instructional time.

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 our 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 another meeting, teachers gave a presentation on Common Core Math and how to support student learning in math.

Innovative efforts to engage parents in students’ work abound. From Africa night; when first, sixth, and seventh graders present on their common study of Africa, with parent help; to middle school Student Showcase night; to specially-created websites that provide parents with resources to understand and support students’ work in math.

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 they are not 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, another on math and science, and many days devoted to the rehearsal and performance of an inter-district music program. These events expose all of our fourth graders and most 6-8 students to instructors and students with different backgrounds. The 2013-14 school year included a residency by a theater group that included actors with disabilities. K-8 students celebrated “Japan Day” and participated in a food allergy awareness program. We held after-school enrichment programs that were free of charge for families in need. Topics included chess, mobile-making, rocketry, and documentary filmmaking. Interscholastic sports teams formed through cooperatives with another school connect children with students from different backgrounds. Though ours is a small school, it offers children an entry point to the broader world.

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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.