

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

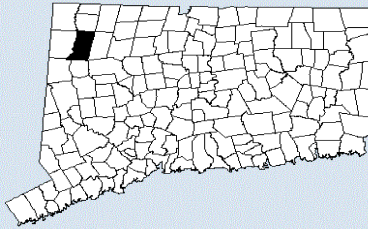


Cornwall School District

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

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	92
Per Pupil Expenditures ¹	\$34,241
Total Expenditures ¹	\$3,150,196

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	33	35.9	48.3
Male	59	64.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	9	9.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	7	7.6	2.7
White	73	79.3	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	15	16.3	38.0
Students with Disabilities ¹	14	15.2	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

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	15.0
Paraprofessional Instructional Assistants	2.6
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	2.3
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.5
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	0.9
Other Staff Providing Non-Instructional Services/Support	4.0

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	1.0
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	0.1
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	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.0	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	12	*
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	0	0.5
Learning Disability	7	4.6
Other Health Impairment	*	2.8
Other Disabilities	0	1.0
Speech/Language Impairment	*	1.9
All Disabilities	13	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	1,874,316	20,597 9,387
Instructional Supplies and Equipment	46,740	514 318
Improvement of Instruction and Educational Media Services	90,553	995 541
Student Support Services	115,846	1,273 1,048
Administration and Support Services	388,651	4,271 1,790
Plant Operation and Maintenance	330,758	3,635 1,608
Transportation	302,468	1,876 845
Costs of Students Tuitioned Out	0	N/A N/A
Other	864	9 194
Total	3,150,196	34,241 15,762

Additional Expenditures

Land, Buildings, and Debt Service	179,300	1,970 1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	177,517	47.1 35.1
Noncertified Personnel	64,576	17.1 14.5
Purchased Services	7,954	2.1 5.5
Tuition to Other Schools	0	0.0 21.6
Special Ed. Transportation	29,792	7.9 8.3
Other Expenditures	96,874	25.7 15.0
Total Expenditures	376,713	100.0 100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	95.3	95.1
State	1.8	1.9
Federal	2.7	2.8
Tuition & Other	0.2	0.2

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 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	*	*	*	*	*	*
Hispanic or Latino	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	48	76.1	48	70.1	25	70.8
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	30	69.2
Eligible for Free or Reduced-Price Meals	13	*	13	*	*	*
Not Eligible for Free or Reduced-Price Meals	48	78.6	48	72.8	*	*
Students with Disabilities	12	*	12	*	*	*
Students without Disabilities	49	76.4	49	70.4	*	*
High Needs	19	*	19	*	*	*
Non-High Needs	42	78.2	42	72.1	*	*
District	61	75.7	61	68.8	30	69.2

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	27	85.2
Curl Up	*	*	*	N/A	27	81.5
Push Up	*	*	*	N/A	27	85.2
Mile Run/PACER	*	*	*	N/A	27	92.6
All Tests - District	*	*	*	N/A	27	63.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Next Generation Accountability Results

These statistics are the 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	75.7	75	50.0	50	100.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	68.8	75	45.8	50	91.7	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	69.2	75	46.2	50	92.3	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	64.7%	100%	64.7	100	64.7	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	65.7%	100%	65.7	100	65.7	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	4.5%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4% 63.0%	75%	42.0	50	84.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				414.4	500	82.9	

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	.	16.5	
Math Performance Index Gap	72.1	N/A	.	18.9	
Science Performance Index Gap	69.9	N/A	.	17.2	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.8
	High Needs Students	.
Math	All Students	96.8
	High Needs Students	.
Science	All Students	100.0
	High Needs Students	.

³Minimum 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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 increase the technical expertise of our special education paraprofessionals. We have also taken a different approach to the scheduling of paraprofessional support; 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. 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 for enrichment programs and benefited from sessions on supporting math learning, assessment in school, and safe use of social media by children.

Innovative efforts to engage parents in students' work abounded in 2015-16. Parents and community members visited the school as mentors, presenters, and audience members for student work and presentations, including the science fair, 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 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.

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