

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



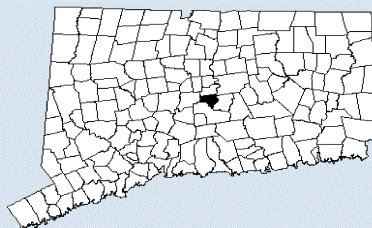
## Cromwell School District

Mr. John Maloney Jr., Superintendent • 860-632-4830 • <http://www.cromwell.k12.ct.us>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,946
Per Pupil Expenditures <sup>1</sup>	\$14,923
Total Expenditures <sup>1</sup>	\$31,024,652

<sup>1</sup>Expenditure 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.....	7

### 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](http://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 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	937	48.2	48.4
Male	1,009	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	128	6.6	5.2
Black or African American	161	8.3	12.8
Hispanic or Latino of any race	192	9.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	66	3.4	3.6
White	1,392	71.5	52.4
English Learners	78	4.0	7.6
Eligible for Free or Reduced-Price Meals	440	22.6	42.1
Students with Disabilities <sup>3</sup>	219	11.3	15.4

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

<sup>3</sup>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.

*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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	39	4.3	22	2.3
Male	35	3.6	102	9.8
Black or African American	14	8.9	24	14.3
Hispanic or Latino of any race	11	5.7	18	8.9
White	41	3.0	75	5.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	8.2	55	11.7
Students with Disabilities	14	6.7	28	10.9
District	74	3.9	124	6.2
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 31**

**Number of school-based arrests: 0**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## Cromwell School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	131.6
Paraprofessional Instructional Assistants	10.0
<b>Special Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	37.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	8.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	94.0

<sup>1</sup>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	1.1
Black or African American	2	1.1	3.8
Hispanic or Latino of any race	2	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	186	97.9	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	13	*
Hispanic or Latino of any race	8	*	8	*
White	55	61.1	80	87.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	14	50.0	23	76.7
Students with Disabilities	8	*	10	50.0
District	78	60.9	111	83.5
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	23	59.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	55	84.6
Other Health Impairment	32	72.7
Other Disabilities	*	*
Speech/Language Impairment	26	81.3
District	140	67.3
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Cromwell School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	43	2.2	1.9
Emotional Disturbance	12	0.6	1.1
Intellectual Disability	7	0.4	0.5
Learning Disability	65	3.3	5.5
Other Health Impairment	45	2.3	3.2
Other Disabilities	13	0.7	1.1
Speech/Language Impairment	38	1.9	1.8
All Disabilities	223	11.2	15.0

<sup>1</sup>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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	6.7	8.2
Private Schools or Other Settings	14	6.3	5.0

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$19,494,354	\$9,377	\$10,545
Support services - students	\$2,208,508	\$1,126	\$1,373
Support services - instruction	\$385,880	\$197	\$644
Support services - general administration	\$993,786	\$507	\$462
Support services - school based administration	\$2,108,275	\$1,075	\$1,007
Central and other support services	\$820,885	\$419	\$671
Operation and maintenance of plant	\$3,329,671	\$1,698	\$1,629
Student transportation services	\$1,221,327	\$615	\$1,231
Food services	.	.	\$13
Enterprise operations	\$461,967	\$236	\$157
Minor school construction	.	.	\$65
Total	\$31,024,652	\$14,923	\$17,153

<sup>3</sup>Expenditures 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	\$2,149,756	31.5	29.7
Instructional Aide Salaries	\$1,042,641	15.3	9.6
Other Salaries	\$149,898	2.2	10.4
Employee Benefits	\$784,328	11.5	13.0
Purchased Services Other Than Transportation	\$349,261	5.1	5.5
Special Education Tuition	\$2,007,541	29.4	22.6
Supplies	\$45,887	0.7	0.6
Property Services	\$117	0.0	0.4
Purchased Services For Transportation	\$297,943	4.4	8.0
Equipment	\$2,265	0.0	0.2
All Other Expenditures	\$700	0.0	0.1
Total	\$6,830,337	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.0	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.7
State	17.2
Federal	2.4
Tuition & Other	0.6

<sup>4</sup>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 2018-19

## Cromwell 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	*	*	*	*	*	*
Asian	73	76.4	73	75.6	27	66.7
Black or African American	96	59.4	95	56.5	52	56.8
Hispanic or Latino of any race	98	63.4	98	57.2	36	57.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	33	68.8	33	62.4	8	*
White	742	75.1	742	71.8	324	68.4
English Learners	66	68.9	66	66.3	13	*
Non-English Learners	981	72.7	980	69.2	436	66.3
Eligible for Free or Reduced-Price Meals	248	63.0	247	59.4	99	56.1
Not Eligible for Free or Reduced-Price Meals	799	75.4	799	72.0	350	68.7
Students with Disabilities	108	50.0	107	44.7	45	46.8
Students without Disabilities	939	75.1	939	71.8	404	68.1
High Needs	342	62.3	341	58.6	137	55.6
Non-High Needs	705	77.4	705	74.1	312	70.5
District	1,047	72.5	1,046	69.0	449	65.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.5	87.1	77.7	89.2	638	86.8
Curl Up	95.8	89.7	83.2	95.0	638	90.6
Push Up	93.9	87.7	77.7	89.9	638	87.0
Mile Run/PACER	90.3	71.0	68.2	72.7	638	75.5
All Tests - District	87.3	60.0	59.2	65.5	638	68.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Cromwell School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	25	96.0
Students with Disabilities	12	*
District	153	98.0
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	66	50.8
Male	96.2	54	41.2
Black or African American	97.0	*	*
Hispanic or Latino of any race	100.0	8	34.8
White	97.8	94	51.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.3	16	27.6
Students with Disabilities	85.3	*	*
District	98.1	120	46.0
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	85.2	96.5
Male	80.0	80.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.5	88.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.3	91.3
Students with Disabilities	*	*
District	82.8	89.0
State	71.0	87.8

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2018-19

## Cromwell 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	72.5	75	48.3	50	96.6	67.7
	High Needs Students	62.3	75	41.5	50	83.1	58.1
Math Performance Index	All Students	69.0	75	46.0	50	92.0	63.1
	High Needs Students	58.6	75	39.1	50	78.1	52.7
Science Performance Index	All Students	65.9	75	44.0	50	87.9	63.8
	High Needs Students	55.6	75	37.1	50	74.2	54.2
ELA Academic Growth	All Students	67.7%	100%	67.7	100	67.7	59.9%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.1%
Math Academic Growth	All Students	76.7%	100%	76.7	100	76.7	62.5%
	High Needs Students	71.6%	100%	71.6	100	71.6	55.2%
Progress Toward English Proficiency	Literacy	69.8%	100%	34.9	50	69.8	60.0%
	Oral	58.5%	100%	29.3	50	58.5	52.1%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.8%	<=5%	46.5	50	93.0	16.1%
Preparation for CCR	% Taking Courses	72.4%	75%	48.3	50	96.6	80.0%
	% Passing Exams	46.0%	75%	30.7	50	61.3	42.6%
On-track to High School Graduation		95.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.5%	94%	96.3	100	96.3	83.3%
Postsecondary Entrance (Class of 2018)		82.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.2%   68.0%	75%	45.4	50	90.7	96.4%   52.9%
Arts Access		60.8%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1216.1</b>	<b>1450</b>	<b>83.9</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.3	12.7	15.4	
Math Performance Index Gap	74.1	58.6	15.5	17.6	
Science Performance Index Gap	70.5	55.6	14.8	16.1	
Graduation Rate Gap	94.0%	90.5%	3.5%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	98.9
Math	All Students	99.4
	High Needs Students	98.6
Science	All Students	99.6
	High Needs Students	98.6

<sup>3</sup>Minimum 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: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Cromwell School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Cromwell Public Schools focus is to prepare each one of our students to be successful members of a global community with the requisite 21st century skills that will build success for both college and career. Our mission is to prepare our students for their future. Cromwell Public Schools utilizes Professional Learning Communities where data is reviewed, common assessments are coordinated, and the development of student responsive curriculum and instructional practices to support all learners. In Cromwell, "Placing Students First" is much more than our motto. At Cromwell High School (CHS) our students are exposed to a variety of courses, including 11 Advanced Placement, 5 UCONN Early College Experience courses, as well as courses utilizing Virtual High School and Edgenuity. Eighty-five percent of the class of 2019 were accepted to two and four year colleges. Sixty-eight percent of students attend 4 year colleges, 13% attended community college, 3% to career education, 8% to employment, 4% to the military, and 3% to the Transitional Academy. Teachers strive to differentiate instruction for all students and our schools continue to implement the Positive Behavior Support and Response to Intervention Teams. These teams work to align student academic, behavioral, and social interventions which include tutoring, mentoring, attendance, and Mathematics and Reading intervention support as well as Academic Support sections. Cromwell Middle School (CMS) supports students through a team-based teaching model that offers students individualized instructional plans. Each of the grades is separated into two teams and offers individualized help through team study halls. Additionally, both CHS and CMS offer students the option to participate in credit recovery programs to support overall achievement and completion of curriculum. The middle and high schools work collaboratively with Family with Service Needs Teams to support families by addressing school attendance and other issues. This year, CMS has partnered with Cromwell Youth Services to provide discussion groups for students to participate within the school day. Teachers continue to review curriculum to align with Connecticut Core Standards. Readers and Writers workshop units have been implemented into grade 6. Through the SRBI process the middle and high schools work collaboratively to support families by addressing school attendance and other issues. At Edna C. Stevens Elementary School (ECS), (our PreK-2 school) and at Woodside Intermediate School (WIS), (grades 3-5) our administrators and staff work collaboratively with a variety of community service providers inclusive of the Cromwell Youth Services to support families who are experiencing attendance and other issues. WIS and ECS have scheduled intervention blocks which provide opportunities for students to receive additional support in math, reading, and writing, and enrichment. Our teachers continue to review, modify and develop curriculum to align with the Connecticut Core Standards and the Next Generation of Science Standards. Readers and Writers workshop units have been implemented and data derived from these units supports instructional interventions for students. Last year a new math curriculum was implemented at both ECS and WIS as well as new curriculum addressing the new Social Studies framework. CMS will implement in 19-20.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Cromwell Public Schools Leadership Team continues conversations designed to provide all students with relevant, engaging, and diverse educational experiences. Faculty have implemented a number of programs to support students throughout the district including Learning Centers, after school homework support centers, and morning check-in programs. The district has secured the services of a consultant for continued cultural diversity professional development. Kevin L. Booker, Jr. of the Booker Empowerment, LLC group was hired and has held multiple student discussion groups and faculty development meetings at all four (4) Cromwell schools designed to improve climate and culture. Virtual High School offerings are available for students wishing to accelerate their learning through online credit recovery software programs as well as Edgenuity, which provide student success in completing curriculum. Building Cultural Competence has become a goal for all staff, students and parents throughout the Cromwell community. This initiative has involved professional development for staff, establishing student leadership opportunities and offering families opportunity to engage in dialogue about our schools and our students. During the 2018-2019 School Year, Cromwell High School partnered with CREC and their Diversity and Inclusion Coordinator to facilitate professional development where a group of staff were trained on how to have proactive and productive discussions in their classrooms about racism, ethnic and cultural differences, turning these situations into learning opportunities. Students have been provided the opportunity to participate in a Dialogue Series, creating action plans to address any issues that may occur during the school year. The Parent Teacher Organization hosts an annual Cultural Fair through which students and families share their cultural heritage. The Cromwell High School Unity Club attends the Connecticut Forum and engages in many other activities focused on building understanding and appreciation of diversity. Our Gay-Straight Alliance at Cromwell High School has actively worked to raise awareness and promote understanding. Cromwell Middle and High Schools attend the annual Diversity Conference that is sponsored by the Cromwell Public School

# District Profile and Performance Report for School Year 2018-19

## Cromwell School District

### **Equitable Allocation of Resources among District Schools**

The Cromwell Board of Education continues to establish policies and procedures to ensure that each school in the district has comparable, equitable resources within their budget to address student needs and initiatives. Staff members participate in the budget process by identifying needs and prioritizing these needs with building and department administrators. Members of the Leadership Team meet to review the entire district budget which is then presented to the Board of Education. The Board of Education budget is developed in accordance with the Strategic Framework that outlines the district vision.