

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



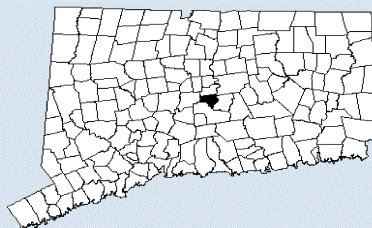
Cromwell School District

Dr. Paula Morrissey-Talty, Superintendent • 860-632-4830 • <http://www.cromwell.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,997
Per Pupil Expenditures ¹	\$13,863
Total Expenditures ¹	\$29,139,351

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	959	48.0	48.3
Male	1,038	52.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	136	6.8	4.9
Black or African American	170	8.5	12.8
Hispanic or Latino	162	8.1	23.0
Pacific Islander	*	*	0.0
Two or More Races	32	1.6	2.7
White	1,488	74.5	55.9
English Learners	63	3.2	6.4
Eligible for Free or Reduced-Price Meals	393	19.7	38.0
Students with Disabilities ¹	230	11.5	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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	14	1.5	30	3.1
Male	19	1.9	100	9.6
Black or African American	*	*	31	18.5
Hispanic or Latino	*	*	14	8.1
White	22	1.5	76	5.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	16	4.2	53	13.1
Students with Disabilities	9	4.1	33	12.8
District	33	1.7	130	6.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 6

Number of school-based arrests: Fewer than 6

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	130.4
Paraprofessional Instructional Assistants	6.5
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	37.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.0

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	1	0.5	1.0
Black or African American	3	1.6	3.5
Hispanic or Latino	3	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	180	96.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
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	6.6	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino	*	*	8	*
White	66	57.4	88	76.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	19	48.7	14	*
Students with Disabilities	6	27.3	10	*
District	83	55.3	110	76.4
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	16	53.3
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	58	92.1
Other Health Impairment	25	80.6
Other Disabilities	*	*
Speech/Language Impairment	42	89.4
District	156	73.6
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	1.6	1.6
Emotional Disturbance	19	0.9	1.0
Intellectual Disability	6	0.3	0.5
Learning Disability	63	3.1	4.6
Other Health Impairment	31	1.5	2.8
Other Disabilities	19	0.9	1.0
Speech/Language Impairment	51	2.5	1.9
All Disabilities	222	10.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,456,090	8,870	9,387
Instructional Supplies and Equipment	511,914	260	318
Improvement of Instruction and Educational Media Services	328,605	167	541
Student Support Services	1,430,333	727	1,048
Administration and Support Services	3,031,807	1,541	1,790
Plant Operation and Maintenance	2,744,404	1,395	1,608
Transportation	1,267,251	556	845
Costs of Students Tuitioned Out	1,956,330	N/A	N/A
Other	412,617	210	194
Total	29,139,351	13,863	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,760,549	895	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 (%)	Percent of Total (%)
Certified Personnel	1,885,906	34.2	35.1
Noncertified Personnel	844,603	15.3	14.5
Purchased Services	72,894	1.3	5.5
Tuition to Other Schools	1,752,222	31.8	21.6
Special Ed. Transportation	457,381	8.3	8.3
Other Expenditures	500,257	9.1	15.0
Total Expenditures	5,513,263	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.8	77.5
State	18.8	19.9
Federal	2.1	2.2
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 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
Asian	81	75.5	81	69.9	37	58.7
Black or African American	88	63.3	88	54.6	44	52.0
Hispanic or Latino	84	61.9	84	54.9	29	53.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	15	*	15	*	7	*
White	791	73.0	791	64.6	350	62.1
English Learners	35	62.7	35	55.1	10	*
Non-English Learners	1026	71.6	1026	63.5	457	60.4
Eligible for Free or Reduced-Price Meals	220	62.0	220	53.1	83	51.8
Not Eligible for Free or Reduced-Price Meals	841	73.8	841	65.9	384	61.9
Students with Disabilities	130	49.7	130	43.5	60	44.7
Students without Disabilities	931	74.4	931	66.0	407	62.4
High Needs	326	59.2	326	51.4	131	50.1
Non-High Needs	735	76.7	735	68.4	336	64.0
District	1061	71.3	1061	63.2	467	60.1

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	80.4	91.1	95.7	69.9	561	84.5
Curl Up	90.9	76.0	87.1	78.9	561	83.2
Push Up	81.1	89.0	88.5	66.2	561	81.5
Mile Run/PACER	70.6	78.1	85.6	63.2	561	74.5
All Tests - District	51.0	65.8	71.2	46.6	561	58.8
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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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	84.6	.		.
Students with Disabilities	20	85.0	71.9	Yes	74.6
District	128	96.1	93.6	Yes	93.7
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	83	60.1
Male	96.8	74	47.4
Black or African American	95.2	*	*
Hispanic or Latino	100.0	*	*
White	97.0	133	57.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.2	18	32.1
Students with Disabilities	*	*	*
District	97.3	157	53.4
State	95.6		40.7

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.0	91.7
Male	83.9	95.2
Black or African American	*	*
Hispanic or Latino	*	*
White	82.5	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.6	*
Students with Disabilities	*	*
District	82.9	93.1
State	71.9	88.3

⁷College 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.

⁸College 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

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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	71.3	75	47.6	50	95.1	67.7
	High Needs Students	59.2	75	39.5	50	79.0	56.7
Math Performance Index	All Students	63.2	75	42.1	50	84.3	61.4
	High Needs Students	51.4	75	34.3	50	68.6	49.9
Science Performance Index	All Students	60.1	75	40.1	50	80.1	57.5
	High Needs Students	50.1	75	33.4	50	66.8	47.0
ELA Academic Growth	All Students	66.3%	100%	66.3	100	66.3	63.8%
	High Needs Students	64.5%	100%	64.5	100	64.5	58.3%
Math Academic Growth	All Students	59.0%	100%	59.0	100	59.0	65.0%
	High Needs Students	58.9%	100%	58.9	100	58.9	57.4%
Chronic Absenteeism	All Students	1.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	4.2%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	65.6%	75%	43.8	50	87.5	67.6%
	% Passing Exams	53.4%	75%	35.6	50	71.2	40.7%
On-track to High School Graduation		89.2%	94%	47.4	50	94.9	85.1%
4-year Graduation All Students (2015 Cohort)		96.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.7%	94%	98.6	100	98.6	78.6%
Postsecondary Entrance (Class of 2015)		82.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.8% 58.8%	75%	39.2	50	78.4	89.2% 50.5%
Arts Access		42.5%	60%	35.4	50	70.9	47.5%
Accountability Index				1085.6	1350	80.4	

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	59.2	15.8	16.5	
Math Performance Index Gap	68.4	51.4	17.0	18.9	
Science Performance Index Gap	64.0	50.1	13.9	17.2	
Graduation Rate Gap	94.0%	92.7%	1.3%	15.3%	N

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	99.3
	High Needs Students	98.2
Math	All Students	99.3
	High Needs Students	98.2
Science	All Students	99.6
	High Needs Students	98.5

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: 54.5

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Cromwell School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Cromwell Public Schools utilizes Professional Learning Communities, School Improvement Teams, and Data Teams to review student data, develop student responsive curriculum and instructional practices to support all students. Our district is focused on preparing students to be successful members of a global community with the requisite 21st century skills. Cromwell High School offers students a variety of courses, including twelve Advanced Placement courses, Virtual High School courses, UCONN Early College Experience, and Middlesex Community College courses. The class of 2016 saw 135 of our students going on to two and four year colleges with an overall increase in the number of students pursuing a four year college. Teachers continue to work 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 intervention supports which include tutoring, mentoring, attendance, and Mathematics and Reading Lab support. Both Cromwell Middle and High School continue to work with the League of Innovative Schools and are actively working to implement mastery based learning practices. Additionally, these two schools also 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. The high school offers parents a variety of evening programs to support students including Financial Literacy and Junior Planning. Our elementary schools 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. Woodside Intermediate School and Edna C. Stevens School have scheduled intervention blocks which provide opportunities for students to receive additional support in math, reading, writing, and enrichment. Teachers continue to review curriculum to align with Connecticut Core Standards. Readers and Writers workshop units are being implemented and data derived from these units supports instructional interventions for students. Family Literacy, Math and Wellness evenings are available at our schools and Parent Information evenings focused on internet safety and substance abuse prevention are offered as well. An Open Choice Family Liaison has been hired to support families participating in Open Choice and to serve as a coordinator between our schools and the CREC Open Choice Office. Our relationship with the community has grown to include a partnership with the local retirement community, Covenant Village. High school freshman attend a lunch annually with residents of Covenant Village. Additionally, residents provide volunteer services in the form of Resident Readers, Art Mentors and judges for Invention Convention. Lastly, all parents have an opportunity to provide continuous feedback and participate in school decision making through the Elementary and Secondary Programming Task Forces.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Cromwell Public Schools continue to provide our students with a variety of diverse educational experiences. Faculty have implemented a number of programs to support students throughout the district, including Structured Learning Centers, afterschool homework support centers, and morning check-in programs. Virtual High School is available for students wishing to accelerate their learning and Odysseyware, an online credit recovery software program, is available to promote student success in completing curriculum. Our students participate in grant funded exchange programs which enable them to interact and build relationships with students from urban communities and diverse backgrounds. Building Cultural Competence has become a goal for all staff, students and parents throughout our 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. Many community members and staff participate in the Community Read activities and the annual Community Conversations. The Parent Teacher Organization hosts an annual Cultural Fair through which students and families share their cultural heritage. The Cromwell High School Unity Club has active participation of our students and attends the Connecticut Forum and engages in many other activities focused on building understanding and appreciation of diversity. The Gay-Straight Alliance at Cromwell High School works to raise awareness and promote understanding through activities such as No Names Week and the Day of Silence. The Cromwell Public Schools continue to make a commitment to the Open Choice program by hosting over 80 students across the district. The district has expanded

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Equitable Allocation of Resources among District Schools

The Cromwell Board of Education has established policies and procedures to ensure that each school in the district has comparable resources within their budget. All staff 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 district Five Year Strategic Plan.