Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Cromwell School District

Dr. Enza Macri, Superintendent • 860-632-4830 • http://www.cromwell.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,982
Per Pupil Expenditures[1]	$15,628
Total Expenditures[1]	$32,177,882

[1] *Expenditure data reflect the 2018-19 school year.*
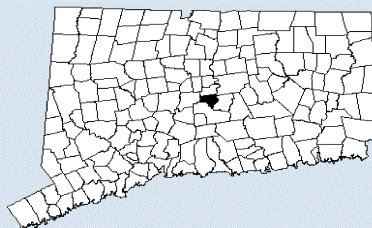
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	954	48.1	48.4
Male	1,028	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	126	6.4	5.2
Black or African American	155	7.8	12.7
Hispanic or Latino of any race	233	11.8	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	74	3.7	3.8
White	1,388	70.0	51.1
English Learners	94	4.7	8.3
Eligible for Free or Reduced-Price Meals	522	26.3	43.3
Students with Disabilities[3]	237	12.0	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

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

[3] 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	34	3.6	20	2.0
Male	26	2.6	72	6.9
Black or African American	8	5.3	13	8.2
Hispanic or Latino of any race	14	6.5	19	7.8
White	33	2.4	54	3.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	5.3	48	8.3
Students with Disabilities	12	5.9	20	7.7
District	60	3.1	92	4.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 46

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays 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	130.9
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	38.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	7.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	100.0

[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	1.2
Black or African American	2	1.1	4.0
Hispanic or Latino of any race	3	1.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	185	97.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	12	*
Hispanic or Latino of any race	*	*	9	*
White	64	62.7	76	86.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	50.0	19	73.1
Students with Disabilities	8	*	13	*
District	83	58.9	106	84.8
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	23	59.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	68	88.3
Other Health Impairment	32	72.7
Other Disabilities	*	*
Speech/Language Impairment	31	86.1
District	166	73.5
State		67.8

[3] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	2.0	2.0
Emotional Disturbance	11	0.5	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	78	3.8	5.7
Other Health Impairment	46	2.3	3.3
Other Disabilities	15	0.7	1.1
Speech/Language Impairment	42	2.1	1.8
All Disabilities	241	11.9	15.6

[1] 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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	7.5	8.2
Private Schools or Other Settings	14	5.8	5.0

[2] 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[3]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$20,290,586	$9,855	$10,923
Support services - students	$2,216,730	$1,147	$1,277
Support services - instruction	$405,768	$210	$682
Support services - general administration	$1,229,007	$636	$467
Support services - school based administration	$2,125,205	$1,100	$1,021
Central and other support services	$643,341	$333	$679
Operation and maintenance of plant	$3,193,470	$1,653	$1,718
Student transportation services	$1,522,142	$769	$1,288
Food services	$71,196	$37	$12
Enterprise operations	$480,437	$249	$163
Minor school construction	.	.	$59
Total	$32,177,882	$15,628	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$2,224,979	29.3	28.5
Instructional Aide Salaries	$1,026,005	13.5	10.1
Other Salaries	$193,027	2.5	11.1
Employee Benefits	$859,601	11.3	13.0
Purchased Services Other Than Transportation	$175,974	2.3	5.7
Special Education Tuition	$2,504,735	33.0	22.5
Supplies	$20,958	0.3	0.6
Property Services	$300	0.0	0.3
Purchased Services For Transportation	$574,864	7.6	8.0
Equipment	$5,001	0.1	0.2
All Other Expenditures	$200	0.0	0.1
Total	$7,585,644	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.3
State	19.2
Federal	2.0
Tuition & Other	0.5

[4] 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40	85.0
Students with Disabilities	19	*
District	133	94.7
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	84.1	91.3
Male	73.8	96.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.2	94.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.7	*
Students with Disabilities	*	*
District	79.0	93.6
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	56.0%	100%	60.4%
	Oral	67.6%	100%	57.6%
Chronic Absenteeism	All Students	3.1%	<=5%	12.2%
	High Needs Students	5.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	71.1%	75%	80.4%
On-track to High School Graduation		94.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		79.0%	75%	71.5%
Arts Access		62.0%	60%	51.8%

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[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	94.7%	-0.7%	10.9%	N

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

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 14 Advanced Placement, 5 UCONN Early College Experience courses, as well as courses.utilizing Virtual High School and Edgenuity. Eighty-four percent of the class of 2020 were accepted to two and four year colleges. Sixty-four percent of.students attend 4 year colleges, 21% attended community college, 3% to career education, 7% to employment, 3% to the military, and 2% 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. 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 5. 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. a few years ago new math curriculum was.implemented at both ECS and WIS and curriculum is currently under revision to address the new Social Studies framework.

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 CREC for continued cultural diversity professional development. CREC was hired and has held multiple student discussion groups, community focus groups and faculty development meetings. 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.

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.