

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



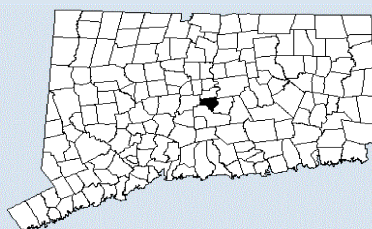
Cromwell School District

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

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,968
Per Pupil Expenditures ¹	\$13,342
Total Expenditures ¹	\$27,378,552

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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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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	946	48.1	48.3
Male	1,022	51.9	51.6
American Indian	*	*	0.2
Asian	120	6.1	4.6
Black or African American	172	8.7	12.9
Hispanic or Latino	153	7.8	21.2
Pacific Islander	*	*	0.0
White	1,502	76.3	58.4
Two or More Races	15	0.8	2.3
English Language Learners	47	2.4	5.7
Eligible for Free or Reduced-Price Meals	319	16.2	37.3
Students with Disabilities ¹	209	10.6	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	54	5.8	42	4.4
Male	54	5.3	99	9.4
Black or African American	10	6.0	41	23.8
Hispanic or Latino	19	12.4	13	8.2
White	72	4.8	79	5.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	47	13.0	65	17.4
Students with Disabilities	26	12.6	28	12.0
District	108	5.5	141	7.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 16

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.

District Profile and Performance Report for School Year 2013-14

Cromwell School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	131.4
Paraprofessional Instructional Assistants	12.3
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	33.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	9.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.8

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	2	1.0	1.0
Black or African American	3	1.6	3.5
Hispanic	4	2.1	3.6
Native American	1	0.5	0.1
White	181	94.8	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

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	38	36.2	47	41.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	43	31.9	55	39.6
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	18	60.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	92.6
Other Health Impairment	22	91.7
Other Disabilities	*	*
Speech/Language Impairment	43	89.6
District	142	72.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	33	1.6	1.4
Emotional Disturbance	10	0.5	1.0
Intellectual Disability	9	0.4	0.4
Learning Disability	54	2.7	4.2
Other Health Impairment	24	1.2	2.5
Other Disabilities	22	1.1	1.0
Speech/Language Impairment	53	2.6	1.9
All Disabilities	205	10.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,106,246	8,679	8,769
Instructional Supplies and Equipment	579,732	294	275
Improvement of Instruction and Educational Media Services	362,889	184	487
Student Support Services	1,312,460	666	965
Administration and Support Services	2,770,877	1,406	1,600
Plant Operation and Maintenance	2,779,402	1,410	1,472
Transportation	1,207,485	553	786
Costs of Students Tuitioned Out	889,837	N/A	N/A
Other	369,624	188	178
Total	27,378,552	13,342	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,813,308	920	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,659,835	36.9	35.6
Noncertified Personnel	876,076	19.5	14.5
Purchased Services	154,825	3.4	5.0
Tuition to Other Schools	763,521	17.0	21.4
Special Ed. Transportation	405,879	9.0	8.5
Other Expenditures	634,529	14.1	14.9
Total Expenditures	4,494,665	100.0	100.0
PK-12 Expenditures Used for Special Education		16.4	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.8	77.4
State	18.6	19.9
Federal	2.5	2.6
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

Cromwell School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment 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 and CAPT 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	72.7	74.6	76.6	76.1	.	.	.	.
Hispanic or Latino	75.4	83.0	83.8	76.7	.	.	.	.
English Language Learners	77.7	73.8	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.2	77.5	79.3	77.2	.	.	.	.
Students with Disabilities	48.8	53.7	55.2	53.9	.	.	.	.
High Needs	67.3	70.9	71.6	70.6	.	.	.	.
District	85.7	87.6	88.5	86.5	.	.	.	.

CAPT	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	68.5	.	.	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	63.6	59.6	63.6	66.3	.	.	.	.
District	80.6	81.7	82.6	84.7	.	.	.	.

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 Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	72.7	81.6	90.1	78.4	528	80.9
Curl Up	89.9	94.9	95.1	98.2	528	94.3
Push Up	79.9	91.2	86.6	98.2	528	88.4
Mile Run/PACER	69.8	80.9	81.7	86.5	528	79.4
All Tests - District	54.0	69.1	64.1	64.9	528	62.9
All Tests - State	50.2	50.7	50.3	53.9		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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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	29	86.2	.		.
Students with Disabilities	20	70	66.3	Yes	69.1
District	145	91.7	93.6	No	93.6
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	76.4	51	36.4
Male	70.1	54	40.3
Black or African American	65.2	*	*
Hispanic or Latino	*	*	*
White	74.8	90	41.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.0	6	16.7
Students with Disabilities	*	0	*
District	73.4	105	38.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.4	84.5
Male	68.3	93.9
Black or African American	*	*
Hispanic or Latino	*	*
White	84.6	89.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	72.7	*
Students with Disabilities	*	*
District	80.5	88.8
State	72.7	88.5

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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Cromwell School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Cromwell Public Schools utilizes Professional Learning Communities to review student data, develop student responsive curriculum and instructional practices to support all students. Our district is focused on preparing our 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 ten Advanced Placement courses, Virtual High School courses, UConn Early College Experience, and Middlesex Community College courses. The class of 2014 saw a 128 of our students going on to two and four year colleges with an overall increase in our 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 Supports 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 offer credit recovery programs to support students' achievement and completion of curriculum. Additionally, both schools offer Plugged into Reading to support students' gaining necessary skills in reading and writing skills. Our middle and high school work collaboratively with Family with Service Needs teams to support families by addressing school attendance and other issues. Our elementary schools work collaboratively with a wide variety of community service providers inclusive of Cromwell Youth Services to support families who are experiencing attendance issues. Woodside Intermediate School and Edna C. Stevens School have intervention blocks scheduled to provide opportunities for students to receive additional support in math, reading and writing or enrichment. Teachers meet to review curriculum to align with Common Core State Standards and student assessment data from recently implemented Readers and Writers workshop units of study. Family Literacy, Math and Fitness evenings are available at our two elementary schools. These evenings provide families with information and strategies for families to work with their children at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Cromwell Public Schools continue to provide our students with a varied and diverse educational experience. Additionally, faculty have implemented a number of programs to support students throughout the district, including Structured Learning Centers, afterschool homework support, and morning check-in programs. Virtual High School is available for students wishing to accelerate their learning and Odysseyware, an online credit recovery software is available to promote student success. Our students participate in grant funded exchange programs which enable them to interact and build relationships with students from diverse communities. Culturally Responsive Practice professional learning has become a focus for our professional staff and many staff have participated in the twice yearly Community Read and annual Community Conversation to promote community understanding and appreciation of diversity. Our Parent Teacher Organization hosts an annual Cultural Fair through which students and their 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 diversity. Cromwell Public Schools have made a commitment to the Open Choice program by hosting over 70 students across the district.

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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 shared with the Board of Education. The Board of Education budget is developed in accordance with the district Five Year Strategic Plan.