

STRATEGIC SCHOOL PROFILE 2008-09**Cromwell School District**

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Location: 9 Mann Memorial Drive
Cromwell,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Middlesex	Per Capita Income in 2000: \$29,786
Town Population in 2000: 12,871	Percent of Adults without a High School Diploma in 2000*: 13.5%
1990-2000 Population Growth: 4.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 94.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008	2,018
5-Year Enrollment Change	7.2%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	233	11.5	11.7	30.3
K-12 Students Who Are Not Fluent in English	49	2.5	2.3	5.2
Students Identified as Gifted and/or Talented*	70	3.5	4.9	4.0
PK-12 Students Receiving Special Education Services in District	198	9.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	134	87.6	85.8	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	38	20.5	22.8	19.0

*68.6% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	79	3.9
Black	168	8.3
Hispanic	120	5.9
White	1,648	81.7
Total Minority	370	18.3

Percent of Minority Professional Staff: 2.7%

Open Choice: 45 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 7.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 31.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Cromwell Public School District continues to provide numerous opportunities for school community members to gain an increased awareness of the diversity within our community as well as in the cities and towns in close proximity to Cromwell. First and foremost is the entire district's voluntary participation in the Open Choice Program during the last 8 years. Additionally, in response to Commissioner Mark K. McQuillan's call for greater participation among current participants in this program, Cromwell Public Schools has increased its number of Choice students to represent almost 3% of our school population.

Other opportunities for personal experiences to connect to diverse cultures include Cromwell Middle School's participation in the Cultural Understanding through Theater and the Arts program for the eighth year. Sixteen Cromwell Middle School students joined approximately 150 students from several districts to focus on the awareness of the many ways human beings communicate through the arts and the appreciation of diversity. Twenty students from seventh grade attended a daylong diversity conference held at Wesleyan University, sponsored by the five-district consortium. During this conference, students learned about issues related to race, gender, and age. Cromwell High School students and faculty have initiated clubs and activities designed to reduce social, ethnic, and economic isolation. The Unity Club and the REP (Respect Ethnic Pride) Club are successful in promoting diversity and have become an integral part of the school community. Members of the Unity Club and REP Club attend Connecticut Forum Meetings and State-wide Workshops. As part of our relationship with the Middlesex Consortium, we received leadership training, participated in a diversity conference, and attended a career fair. Finally, our students will continue to be encouraged to attend Camp Anytown.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.3	54.6	75.5
Writing	79.4	62.5	80.5
Mathematics	78.8	62.8	74.2
Grade 4 Reading	67.9	60.7	51.5
Writing	58.1	64.2	21.8
Mathematics	60.0	63.6	28.0
Grade 5 Reading	76.2	66.0	60.2
Writing	76.7	66.5	61.7
Mathematics	75.6	68.8	51.2
Science	76.1	58.1	67.9
Grade 6 Reading	74.0	68.9	38.7
Writing	74.8	62.2	62.6
Mathematics	78.2	68.8	55.8
Grade 7 Reading	80.0	74.9	45.9
Writing	72.3	62.9	58.6
Mathematics	67.9	66.0	42.0
Grade 8 Reading	81.1	68.4	65.2
Writing	88.9	66.5	89.0
Mathematics	66.2	64.5	36.1
Science	76.5	60.6	65.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	64.5	47.4	72.0
Writing Across the Disciplines	70.5	55.0	67.2
Mathematics	51.2	47.8	45.8
Science	49.7	42.8	52.7

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	30.7	36.2	32.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.2	74.5	
Average Score	Mathematics	491	507	31.0
	Critical Reading	499	503	39.5
	Writing	504	506	43.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.0	92.1	61.1
Cumulative Four-Year Dropout Rate for Class of 2008	3.5	6.6	58.4
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.0	84.1
% Employed (Civilian Employment and in Armed Services)	14.0	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	131.90
Paraprofessional Instructional Assistants	8.50
Special Education	
Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	22.50
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	8.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	93.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.6	14.1	13.6
% with Master's Degree or Above	71.2	75.1	76.1

Average Class Size	District	DRG	State
Grade K	19.0	17.5	18.3
Grade 2	19.9	19.0	19.3
Grade 5	23.9	20.9	21.0
Grade 7	20.4	20.7	20.5
High School	17.0	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	986	988
Middle School	1,014	1,026	1,016
High School	962	1,008	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.6	3.7	3.3
Middle School	2.5	3.0	2.6
High School	4.0	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,559	\$7,819	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$665	\$334	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$260	\$131	\$461	\$372	\$446
Student Support Services	\$1,048	\$527	\$808	\$754	\$806
Administration and Support Services	\$2,776	\$1,395	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$2,362	\$1,187	\$1,382	\$1,261	\$1,377
Transportation	\$1,036	\$450	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$926	N/A	N/A	N/A	N/A
Other	\$290	\$146	\$152	\$151	\$151
Total	\$24,922	\$12,387	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,285	\$1,148	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,729,259	15.0	20.6	20.5

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	78.2	19.4	2.2	0.2
Excluding School Construction	77.6	19.8	2.4	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Cromwell Board of Education has established policies and procedures to insure that each school in the district has comparable resources within the budget. In order to accomplish this, the budgetary process involves personnel in each school identifying needs and articulating these needs to their building administrators, to the superintendent then the Board of Education. Needs are framed within the context of the Board of Education's goals.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	192
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	14	0.7	1.0	0.8
Learning Disability	51	2.5	3.3	3.9
Intellectual Disability	5	0.2	0.4	0.5
Emotional Disturbance	9	0.4	0.9	1.0
Speech Impairment	70	3.5	2.5	2.3
Other Health Impairment*	30	1.5	2.2	2.1
Other Disabilities**	13	0.6	0.9	0.9
Total	192	9.5	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	94.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	19.4	30.2	75.2	65.7
	Writing	20.5	19.5	75.1	64.1
	Mathematics	13.5	30.7	71.1	65.7
	Science	33.3	23.8	76.3	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	64.5	47.4
	Writing Across the Disciplines	N/A	N/A	70.5	55.0
	Mathematics	N/A	N/A	51.2	47.8
	Science	N/A	N/A	49.7	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	50.0
	% With Accommodations	50.0
CAPT	% Without Accommodations	25.0
	% With Accommodations	75.0
% Assessed Using Skills Checklist		16.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	10	5.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	149	77.6	75.5	72.7
40.1 to 79.0 Percent of Time	29	15.1	15.2	16.1
0.0 to 40.0 Percent of Time	14	7.3	9.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Cromwell Public Schools are making every effort to improve academic performance across the district. The recent work to create a Five-Year Strategic Plan for the district, the development of professional learning communities at each school, and the judicious use of seven professional development days throughout the year combine to provide our certified and non-certified staff with exposure and hands-on experiences to best practice methodology and programs. Additionally, we have expanded Advanced Placement courses and classes, continue to participate in the UCONN Early College Experience Program and have also included Virtual Learning opportunities for students whenever appropriate. CHS students continue to take courses from which they may earn college credit through UCONN, Middlesex Community College and Wesleyan University. Also, we continue to strengthen our ties to the business community in our area through student internships and job shadowing. In the last four years, we have ensured that every graduating senior has a post-secondary placement. In the class of 2009, 91% of our graduates went on to attend two or four-year colleges, and 9% found positions in local business. At our middle school, CMS, faculty have focused on improving reading as part of a district-wide effort to address reading in the content areas through the development and implementation of their Plugged into Reading program. All staff review CMT data to create programs that specifically met the needs of students in their classes. Overall, 2009 CMT results demonstrated gains in the percentage of students at goal in 17 of the 20 assessed areas, grades 3-8. Across the district, teachers also meet in data teams for math and writing and conduct action research in their data teams for reading. Intervention blocks are utilized throughout the week by classroom teachers and support staff to provide extra help or enrichment activities for students. In each building EIP teams meet to uncover the underlying reasons why a student may be experiencing academic or behavioral difficulties and assembles classroom interventions to address those problems. District wide, we have expanded our Tier II and Tier III supplemental support systems for all identified students.
