

**STRATEGIC SCHOOL PROFILE 2007-08****Cromwell School District**

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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](http://www.sde.ct.gov).

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**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: 93.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	1,987
5-Year Enrollment Change	7.6%

**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	223	11.2	10.5	28.7
K-12 Students Who Are Not Fluent in English	61	3.1	2.4	5.4
Students Identified as Gifted and/or Talented*	71	3.6	4.5	4.0
PK-12 Students Receiving Special Education Services in District	193	9.7	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	106	77.4	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	40	15.6	22.2	20.2

\*71.8% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	70	3.5
Black	161	8.1
Hispanic	108	5.4
White	1,644	82.7
Total Minority	343	17.3

**Percent of Minority Professional Staff:** 2.2%

**Open Choice:** 42 students 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:** 7.7% 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 35.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Cromwell Public Schools continue to provide our students with a varied and diverse educational experience. At CHS every effort is made to promote diversity in all activities involving students and staff. This includes participation in art and musical events, student senate meetings as well as athletic contests with neighboring schools. One of our newest clubs, Respect Ethic Pride (REP), has proven to be very successful and has become well-established within the school community. Members of the REP Club and the Unity Club regularly attend Connecticut Forum meetings. As part of Middlesex Consortium, we have been involved in leadership training, a diversity conference, and career. Once again, a group of our students attended Camp Anytown. As with all schools in the Cromwell School District, our membership in the CHOICE program is ongoing. Cromwell students also attend a variety of magnet schools in the Hartford area including the Greater Hartford Academy of the Arts, and the Greater Hartford Academy of Math and Science.

Cromwell Middle School believes that every student, regardless of his or her economic situation, is capable of completing post-secondary education, thereby reducing economic isolation. We begin this process by having sixth grade students research a career of their choice and create a paper on their chosen career. Students continue to learn about high school and post secondary opportunities throughout their three years here at CMS.

Cromwell Middle School participated in the Cultural Understanding through Theater and the Arts program for the 9th year. Nineteen 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 day-long diversity conference held at Wesleyan University, sponsored by the five-district consortium. Students learned about issues related to race, gender and age. There were also many activities at our elementary schools last year that increased our students' awareness of diversity and tolerance.

John Boiano, facilitator for Pulse Integration, presented a student workshop to grades six, seven and eight on the topic of bullying. This activity-based workshop assisted students in identifying behaviors that were hurtful to one another and asking each student to pledge stopping mistreatment on a personal level. Mr. Boiano also presented a workshop to the staff by demonstrating proactive strategies to manage this dilemma.

Our two elementary schools have provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences and personal experiences to connect cultures. Curriculum through the year focused on subjects that included Character Education lessons, holiday celebration of different cultures and cultural assemblies. Once again, we participated in the Choice Program. Fourteen Choice students attended our elementary schools this past year.

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## 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	51.0	52.0	33.1
Writing	63.1	63.4	31.9
Mathematics	57.6	60.0	28.2
Grade 4 Reading	61.7	55.9	46.8
Writing	72.2	62.9	56.6
Mathematics	63.0	60.3	44.7
Grade 5 Reading	65.5	62.2	39.5
Writing	70.3	64.5	45.7
Mathematics	79.1	65.9	66.7
Science	61.5	54.9	40.1
Grade 6 Reading	73.6	66.3	47.0
Writing	70.3	61.9	57.1
Mathematics	73.8	66.4	48.2
Grade 7 Reading	79.8	71.1	47.7
Writing	78.6	62.0	74.8
Mathematics	60.7	63.0	30.3
Grade 8 Reading	77.0	64.8	59.7
Writing	85.5	63.4	84.9
Mathematics	65.4	60.8	39.0
Science	75.2	58.6	59.7

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	64.2	45.5	75.4
Writing Across the Disciplines	79.4	57.9	83.1
Mathematics	58.0	50.1	51.5
Science	59.9	46.3	57.7

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	38.2	36.1	50.3

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.5	77.6	
Average Score	Mathematics	508	504	50.8
	Critical Reading	508	502	53.8
	Writing	518	503	66.9

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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 2007	96.9	92.6	59.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.9	6.2	55.6
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.1	83.4
% Employed (Civilian Employment and in Armed Services)	7.9	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	130.30
Paraprofessional Instructional Assistants	6.15
Special Education	
Teachers and Instructors	22.00
Paraprofessional Instructional Assistants	21.00
Library/Media Specialists and Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	79.50

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	76.3	74.9	75.6

Average Class Size	District	DRG	State
Grade K	15.6	17.4	18.1
Grade 2	20.3	19.1	19.3
Grade 5	21.6	20.6	20.9
Grade 7	22.8	21.0	20.5
High School	17.1	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	987	987
Middle School	1,019	1,023	1,017
High School	1,027	1,001	1,006

\*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	3.4
Middle School	2.5	3.0	2.7
High School	2.4	3.1	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$14,641	\$7,295	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$614	\$306	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$288	\$143	\$443	\$364	\$429
Student Support Services	\$1,004	\$500	\$764	\$705	\$761
Administration and Support Services	\$2,925	\$1,457	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$2,495	\$1,243	\$1,329	\$1,202	\$1,322
Transportation	\$950	\$452	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$483	N/A	N/A	N/A	N/A
Other	\$334	\$166	\$147	\$139	\$145
<b>Total</b>	<b>\$23,733</b>	<b>\$11,726</b>	<b>\$12,203</b>	<b>\$11,370</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,486	\$1,239	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,396,122
Percent of Total PK-12 Expenditures Used for Special Education	14.3%

**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	80.4	17.5	1.9	0.2
Excluding School Construction	81.5	16.2	2.1	0.3

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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 assure 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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	186
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	13	0.7	0.8	0.7
Learning Disability	50	2.5	3.3	4.0
Intellectual Disability	6	0.3	0.4	0.5
Emotional Disturbance	6	0.3	0.9	1.0
Speech Impairment	65	3.3	2.5	2.4
Other Health Impairment*	36	1.8	2.2	2.1
Other Disabilities**	10	0.5	0.8	0.9
<b>Total</b>	<b>186</b>	<b>9.4</b>	<b>10.9</b>	<b>11.5</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2006-07 with a Standard Diploma	88.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.3	2.8

## 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	19.2	20.4	68.1	62.1
	Writing	18.9	19.3	73.4	63.0
	Mathematics	12.2	22.6	66.3	62.7
	Science	29.6	22.2	68.4	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	64.2	45.5
	Writing Across the Disciplines	N/A	N/A	79.4	57.9
	Mathematics	N/A	N/A	58.0	50.1
	Science	N/A	N/A	59.9	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	51.1
	% With Accommodations	48.9
CAPT	% Without Accommodations	7.7
	% With Accommodations	92.3
% Assessed Using Skills Checklist		13.9

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	11	5.9

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	135	72.6	73.4	71.6
40.1 to 79.0 Percent of Time	34	18.3	16.6	16.6
0.0 to 40.0 Percent of Time	17	9.1	10.0	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Cromwell Public Schools are making every effort to improve academic performance across the district. For example, CHS has achieved AYP each year based upon CAPT assessments. Specifically, for the second year in a row, 2008 CAPT results demonstrated significant improvement in all four assessment areas. Additionally, a literacy action plan that includes the development of professional learning communities at each school, the hiring of a literacy coach, and continuing professional development opportunities throughout the year to support teachers has been on-going. Advanced Placement courses and/or classes through the UCONN Early College Experience Program were also available to students. Approximately 30% of CHS students took courses from which they could earn college credit through UCONN, Middlesex Community College and Wesleyan University. Also, we have introduced a new program to improve 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 2008, 90% of our graduates went on to attend two or four-year colleges and technical schools, while 10% found positions in local businesses. At our middle school, CMS, faculty focused on improving reading as part of a district-wide effort to address reading in the content areas. Consultants have been brought in to assist staff in creating a unified approach to reading in all areas. In addition, the staff is piloting new Social Studies and Mathematics curricula. Teachers used CMT data to create programs that specifically met the needs of students in their classes. Overall, 2008 CMT results demonstrated gains in the percentage of students at goal in 10 of 18 assessed areas, grades 3-8. Special education staff devoted a part of their instructional day to address specific reading strategies for their identified students, resulting in a more inclusive approach to service delivery that allowed students to sustain progress in the general education curriculum.

Our elementary schools continued to focus on instructional strategies that benefit student academic and social success. All grade level teachers meet weekly to discuss grade specific academic student issues. Professional development targeted differentiated instructional strategies. Common planning meetings and ongoing cross grade articulation meetings allowed sharing of best instructional practices to meet students' needs. An after-school academic academy was held for all students in grade 3-5 to target mathematics and language arts skills and will again be provided during the upcoming year.

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