

STRATEGIC SCHOOL PROFILE 2011-12**Cromwell School District**

MATT A. BISCEGLIA, Superintendent

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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.

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: 95.1%

*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, 2011	1,982
5-Year Enrollment Change	-1.3%

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	342	17.3	15.7	35.2
K-12 Students Who Are Not Fluent in English	41	2.1	2.4	5.6
Students Identified as Gifted and/or Talented*	67	3.4	4.4	4.0
PK-12 Students Receiving Special Education Services in District	196	9.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	132	93.0	85.0	79.8
Homeless	1	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	55	21.2	14.5	13.0

*94.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	111	5.6
Black	184	9.3
Hispanic	145	7.3
Pacific Islander	0	0.0
White	1,536	77.5
Two or more races	1	0.1
Total Minority	446	22.5

Percent of Minority Professional Staff: 4.8%

Open Choice:

64 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:

8.8% 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 30.

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.

Cromwell Public Schools continue to provide our students with a varied and diverse educational experience. The district's objectives regarding student performance for the 2011-2012 school year saw all teachers implementing differentiated instructional practice across all content areas. Additionally, we have created numerous school based programs to assist any student having difficulty reaching goal on CMT or CAPT testing. The graduating class of 2012 saw over eighty-seven (87%) of our graduates go on to attend four or two year colleges. Our district's Early Intervention Teams have been trained throughout the school year in the Early Intervention Program (EIP) process. Our vision for EIP is a systematic, data-driven process designed to assist students in achieving academic, social, and civic success. The process involves the collaborative efforts of students, parents/guardians, administrators, teachers and staff. We have also implemented a district-wide Positive Behavior Support System (PBS) to provide incentives to students who demonstrate academic success or supportive behaviors. The Cromwell High School PBS Team has completed two years of training regarding the PBS model. The 2011-2012 school year saw Cromwell High School's Scientifically Research Based Intervention (SRBI) Team continue their well-planned and organized blueprint for student assistance. The team is multidisciplinary in nature and meets multiple times weekly to monitor progress and plan programs for students with academic, behavioral, or social/emotional needs supplemental to their regular classroom schedule. Cromwell Middle School students participated in the Cultural Understanding and Literacy Experience through a Musical Theater Program for the tenth consecutive year. Eighteen Cromwell Middle School students joined approximately 150 students from six districts to focus on an awareness of the many ways human beings connect and communicate through the arts and experience an appreciation of diversity. The student production included vocal music, interpretive dance, and visual arts. Cromwell Public Schools also communicate and supports students and families in a number of ways. In an effort to further enhance and refine communication with families we now use the Power Announcer system that allows us to quickly inform parents/guardians of critical messages by an email, recorded phone message, and eventually, by text messaging. The district and school websites include all teacher and staff emails and parents/guardians are encouraged to contact their children's teachers directly. Monthly online newsletters keep parents/guardians informed of important dates, school happenings, and upcoming events. The superintendent of schools writes a monthly column for the local newspaper in an effort to keep as many constituent groups as possible abreast of school district happenings and events. Monthly Parent/Guardian Forums and PTO meetings provide all parents/guardians with an opportunity to share their suggestions and/or concerns with the school's administrative team.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	78.6	59.2	84.4	
Writing	78.7	62.7	80.6	
Mathematics	83.4	66.5	78.1	
Grade 4 Reading	80.9	64.1	80.0	
Writing	82.1	65.3	78.8	
Mathematics	80.3	68.0	59.4	
Grade 5 Reading	71.6	67.6	39.2	
Writing	73.5	68.1	49.4	
Mathematics	74.8	71.6	35.1	
Science	71.7	63.9	40.5	
Grade 6 Reading	88.5	74.1	75.9	
Writing	88.8	67.4	91.0	
Mathematics	92.4	69.3	95.2	
Grade 7 Reading	82.8	79.8	38.4	
Writing	73.0	65.6	49.1	
Mathematics	68.6	68.1	36.9	
Grade 8 Reading	87.0	76.8	62.3	
Writing	80.6	68.3	60.6	
Mathematics	75.9	67.2	44.7	
Science	73.3	61.9	53.1	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	52.3	47.5	48.9	
Writing Across the Disciplines	75.4	63.0	59.0	
Mathematics	61.5	49.2	63.9	
Science	53.5	47.1	51.5	

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
	55.7	50.6	61.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.1	77.3	
Average Score	Mathematics	499	505	41.2
	Critical Reading	496	502	42.7
	Writing	504	506	43.5

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, Adjusted Cohort Rate 2011	93.5	82.7	71.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.8	2.6	60.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.6	84.5
% Employed (Civilian Employment and in Armed Services)	4.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	132.80
Paraprofessional Instructional Assistants	24.70
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	23.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	102.90

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	13.0	14.6	13.9
% with Master's Degree or Above	77.6	80.6	79.6

Average Class Size	District	DRG	State
Grade K	18.0	17.6	18.5
Grade 2	18.0	18.9	19.7
Grade 5	23.7	21.7	21.6
Grade 7	23.1	20.4	20.3
High School	17.0	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	985	993
Middle School	1,015	1,030	1,024
High School	1,008	1,008	1,024

*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*	3.1	2.9	2.8
Middle School	2.4	2.3	2.2
High School	1.9	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$16,783	\$8,321	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$501	\$249	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$332	\$164	\$487	\$385	\$482
Student Support Services	\$1,338	\$663	\$901	\$873	\$901
Administration and Support Services	\$2,896	\$1,436	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$4,007	\$1,986	\$1,471	\$1,420	\$1,463
Transportation	\$1,097	\$447	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$706	N/A	N/A	N/A	N/A
Other	\$326	\$161	\$165	\$162	\$165
Total	\$27,986	\$13,572	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,426	\$2,194	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,008,984	14.3	22.0	21.7

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	74.5	19.6	5.9	0.0
Excluding School Construction	77.1	16.0	6.8	0.0

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 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	203
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	23	1.1	1.3	1.2
Learning Disability	46	2.3	3.5	3.9
Intellectual Disability	11	0.5	0.4	0.4
Emotional Disturbance	10	0.5	0.9	1.0
Speech Impairment	61	3.0	2.2	2.1
Other Health Impairment*	30	1.5	2.3	2.2
Other Disabilities**	22	1.1	0.9	1.0
Total	203	10.1	11.4	11.7

*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 2010-11 with a Standard Diploma	60.9	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	32.8	36.0	81.6	70.4
	Writing	25.3	21.5	79.2	66.3
	Mathematics	24.3	31.8	78.9	68.4
	Science	22.6	23.0	72.5	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	52.3	47.5
	Writing Across the Disciplines	N/A	N/A	75.4	63.0
	Mathematics	N/A	N/A	61.5	49.2
	Science	N/A	N/A	53.5	47.1

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	43.4
	% With Accommodations	56.6
CAPT	% Without Accommodations	30.8
	% With Accommodations	69.2
% Assessed Using Skills Checklist		7.4

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	1	0.5
Private Schools or Other Settings	19	9.4

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	159	78.3	74.6	72.1
40.1 to 79.0 Percent of Time	28	13.8	16.2	16.3
0.0 to 40.0 Percent of Time	16	7.9	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Cromwell Public Schools continued to demonstrate improvement in many areas. Scholastically, our schools continued to demonstrate improvement in many areas. The 2012 Grades 3-8 Connecticut Mastery Test (CMT) and the Grade 10 Connecticut Academic Performance Test (CAPT) results saw all of the twenty-four (24) assessed areas at or above the State averages for students at or above goal while fourteen (14) of the assessed areas were above both state and District Reference Group D (DRG D) averages for students at or above goal. While we believe these results are good, we also know we can do better and will use this information and a variety of other school and student indicators to help more clearly define the goals and objectives needed for continued student and district growth. The Cromwell Public Schools also continue to focus on building a district wide Professional Learning Community that will support our efforts to improve teaching and learning. PLCs provide time and opportunity for teachers to work collaboratively, find evidence of student learning, create common assessments, and develop action plans for individual student success. We are also making every effort to improve academic performance across the district. As measured by NCLB, our high school students have achieved annual yearly progress each year on CAPT tests. Additionally, we have created a school based program to assist any student having difficulty reaching goal on CAPT testing. In addition to nine Advanced Placement courses, students earn college credits through the UConn Early College Experience Program and Middlesex Community College. The Class of 2011 saw over ninety-one percent (91%) of our graduates go on to attend four or two year colleges. Cromwell Middle School's faculty are all working toward improving their reading program. They have implemented Plugged-Into-Reading as a course requirement, independent of the language arts block, for students in grades 6, 7, and 8 who need extra reinforcement of their reading skills. Cromwell Middle School continues to utilize and strengthen its Bridge to Success early intervention program as a tool to develop individual student plans for students who need academic, social, or organizational assistance. Teachers use CMT data to assess the academic strengths and needs of their students and make decisions on how to best serve their students' educational needs. Regular education teachers work closely with special education staff to prepare co-taught programs that specifically meet the needs of the students in their classes. Cromwell Middle School staffs full-time tutors to provide supplemental instructional services to students in need of academic support. All certified staff members at Cromwell Middle School organize CMT preparatory workshops for small groups of students to remediate specific skills, provide content enrichment, or supply students with a bank of test taking strategies in math, reading, writing, and science. The 2011 Connecticut Mastery Tests cohort data revealed a consistent and continuous upward trend in student achievement in Reading, Writing, Mathematics, and Science. Cromwell Middle School offers a summer credit recovery program and plans to expand the summer program to include an enrichment component. They will continue to refine our data team process and institute positive behavior support initiatives to accelerate students toward advanced placement classes and increase overall student achievement. Teachers and administration strive for continuous improve at Woodside Intermediate School. Student learning is measured through various means and linked directly to classroom instruction. Teachers meet in data teams for reading math, and writing. Data on student progress is charted over time. Intervention blocks are designed to help support student learning in targeted curricular areas. Edna C. Stevens Elementary School's faculty and staff continued to use a push in model that allowed all students to work on reading, writing and math in the classrooms without pullouts or interruptions. Teachers and support staff are able to work cooperatively with flexible groups during this literacy block of time. In addition, students go outside for recess before the lunch period each day. They administered the DRA in grades K-2 in an effort to better analyze student reading progress. Teachers received professional development and support throughout the year to help implement the Reader's Workshop Model, data teams, writing practices and overall effective teaching practices. A daily instrumental performance by students of all ages is a daily event in the front hallway
