

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



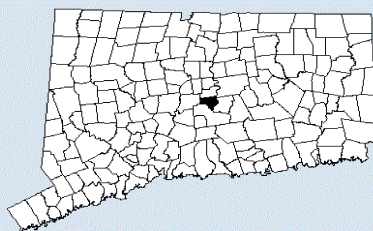
Cromwell School District

Mr. John Maloney Jr., Superintendent • 860-632-4830 • <http://www.cromwell.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,973
Per Pupil Expenditures ¹	\$14,918
Total Expenditures ¹	\$31,104,637

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	969	49.1	48.4
Male	1,004	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	132	6.7	5.1
Black or African American	166	8.4	12.8
Hispanic or Latino	179	9.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	55	2.8	3.3
White	1,434	72.7	53.6
English Learners	74	3.8	7.2
Eligible for Free or Reduced-Price Meals	366	18.6	36.7
Students with Disabilities ¹	230	11.7	14.8

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	48	5.1	29	3.0
Male	37	3.8	96	9.4
Black or African American	10	6.3	24	14.9
Hispanic or Latino	17	9.8	15	8.0
White	50	3.6	74	5.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	10.1	61	13.0
Students with Disabilities	20	9.6	36	14.2
District	85	4.4	125	6.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 21

Number of school-based arrests: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	133.4
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	34.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	8.4
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	90.6

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.1
Black or African American	2	1.0	3.7
Hispanic or Latino	5	2.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	185	95.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	6	*
Hispanic or Latino	*	*	*	*
White	59	64.8	100	83.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	52.9	19	73.1
Students with Disabilities	6	*	7	*
District	79	59.4	124	81.0
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	24	64.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	50	83.3
Other Health Impairment	33	78.6
Other Disabilities	*	*
Speech/Language Impairment	36	85.7
District	148	69.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	39	1.9	1.8
Emotional Disturbance	13	0.6	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	60	3.0	5.2
Other Health Impairment	43	2.1	3.1
Other Disabilities	13	0.6	1.1
Speech/Language Impairment	49	2.4	1.8
All Disabilities	223	11.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	9	4.0	8.3
Private Schools or Other Settings	12	5.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,642,016	8,367	9,847
Instructional Supplies and Equipment	890,975	448	287
Improvement of Instruction and Educational Media Services	407,089	205	589
Student Support Services	2,069,136	1,040	1,120
Administration and Support Services	3,567,950	1,794	1,905
Plant Operation and Maintenance	3,003,320	1,510	1,648
Transportation	1,512,192	714	904
Costs of Students Tuitioned Out	2,526,543	N/A	N/A
Other	485,416	244	208
Total	31,104,637	14,918	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,686,333	848	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,132,632	32.0	33.8
Noncertified Personnel	976,049	14.6	14.5
Purchased Services	130,341	2.0	5.5
Tuition to Other Schools	2,236,862	33.5	23.4
Special Ed. Transportation	595,622	8.9	8.7
Other Expenditures	596,591	8.9	14.1
Total Expenditures	6,668,097	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.3	77.2
State	18.9	19.9
Federal	2.1	2.1
Tuition & Other	0.8	0.8

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	75	73.2	74	71.3
Black or African American	100	62.1	100	56.0
Hispanic or Latino	84	62.9	83	56.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	24	64.0	24	56.3
White	745	74.0	745	69.5
English Learners	53	65.8	53	58.8
Non-English Learners	982	72.0	980	67.4
Eligible for Free or Reduced-Price Meals	259	61.6	257	55.8
Not Eligible for Free or Reduced-Price Meals	776	75.1	776	70.6
Students with Disabilities	112	51.2	110	44.3
Students without Disabilities	923	74.2	923	69.7
High Needs	344	60.8	342	54.8
Non-High Needs	691	77.1	691	73.0
District	1035	71.7	1033	67.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.4	95.0	93.5	90.9	549	92.7
Curl Up	95.7	70.7	73.2	90.9	549	82.5
Push Up	87.1	78.6	78.3	86.4	549	82.5
Mile Run/PACER	82.0	84.3	81.9	74.2	549	80.7
All Tests - District	73.4	55.7	61.6	69.7	549	65.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40	95.0
Students with Disabilities	23	91.3
District	144	97.9
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	77	54.2
Male	97.2	74	51.4
Black or African American	93.3	6	20.0
Hispanic or Latino	*	*	*
White	99.1	129	61.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.7	11	18.3
Students with Disabilities	87.9	*	*
District	98.3	151	52.8
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.6	98.2
Male	65.8	92.6
Black or African American	*	*
Hispanic or Latino	*	*
White	74.6	96.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.8	*
Students with Disabilities	40.9	*
District	74.0	95.4
State	70.9	88.3

⁵College 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.

⁶College 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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.6	67.6
	High Needs Students	60.8	75	40.5	50	81.1	57.5
Math Performance Index	All Students	67.0	75	44.6	50	89.3	62.7
	High Needs Students	54.8	75	36.5	50	73.0	52.0
ELA Academic Growth	All Students	71.0%	100%	71.0	100	71.0	60.7%
	High Needs Students	66.7%	100%	66.7	100	66.7	55.6%
Math Academic Growth	All Students	78.2%	100%	78.2	100	78.2	61.9%
	High Needs Students	70.2%	100%	70.2	100	70.2	55.4%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.3%	<=5%	43.4	50	86.7	16.6%
Preparation for CCR	% Taking Courses	71.0%	75%	47.3	50	94.6	74.8%
	% Passing Exams	52.8%	75%	35.2	50	70.4	44.8%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.9%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		94.3%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		74.0%	75%	98.6	100	98.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.2% 65.0%	75%	43.4	50	86.7	96.6% 50.1%
Arts Access		65.6%	60%	50.0	50	100.0	51.2%
Accountability Index				1073.4	1250	85.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.8	14.2	15.9	
Math Performance Index Gap	73.0	54.8	18.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	94.3%	-0.3%	12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.1
Math	All Students	99.1
	High Needs Students	97.5
Science	All Students	98.4
	High Needs Students	97.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52.7

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Our district is focused on preparing students to be successful members of a global community with the requisite 21st century skills that will build success for both college and career. Cromwell Public Schools utilizes Professional Learning Communities and Data Teams to review student data, develop student responsive curriculum and instructional practices to support all learners.

Cromwell High School offers students a variety of courses, including 13 Advanced Placement, 5 UCONN Early College Experience courses, Middlesex Community College courses, as well as courses utilizing Virtual High School and Edgenuity. Eighty-five percent of the class of 2018 were accepted to two and four year colleges. Sixty-nine percent of students attend. 4 year colleges, 16% attended community college, 2% to career education, 7% to employment, 3% to the military, and 1% 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 Lab support as well as Academic Support sections. Cromwell Middle School supports students through a team-based teaching model that offers students individualized instructional plans. Each of the grades is separated into two teams and the schedule incorporates a Flex period that offers students time for individualized and small group instruction. Additionally, both Cromwell High and Cromwell Middle School 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. Our elementary schools 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. Woodside Intermediate School and Edna C. Stevens School have scheduled intervention blocks which provide opportunities for students to receive additional support in math, reading, and writing, and enrichment. Teachers continue to review curriculum to align with Connecticut Core Standards. Readers and Writers workshop units have been implemented and data derived from these units supports instructional interventions for students. A new math curriculum has been implemented at both Edna C. Stevens and Woodside as well as new curriculum addressing the Next Generation of Science Standards and the new Social Studies framework. Community Conversations are held throughout the year and provide all parents an opportunity to remain informed about district initiatives, as well to offer continuous feedback directly to the Superintendent and Assistant Superintendent.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cromwell Public Schools provides our students with a 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. Virtual High School is available for students wishing to accelerate their learning through online credit recovery software programs and Edgenuity, which provide student success in completing curriculum. Building Cultural Competence has become a goal for all staff, students and parents throughout our 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. For 2018-2019, Cromwell High School will be partnering with CREC and their Diversity and Inclusion Coordinator to facilitate professional development where a group of staff will be trained on how to have proactive and productive discussions in their classrooms about racism, ethnic and cultural differences, turning these situations into learning opportunities. Additionally, students will have an opportunity to participate in a Dialogue Series, creating action plans to address issues that may occur throughout the 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. Cromwell Middle and High Schools attend the annual Diversity Conference that is sponsored by the Cromwell Public Schools and held at Wesleyan University. The Cromwell Public Schools continue to make a commitment to the Open Choice program with over 80 students coming to us from Hartford. The district offers Open Choice seats from PreKindergarten through grade 12. Lastly, Cromwell Public Schools will establish a PTO that represents parents with students who have special needs which will foster a deeper understanding of the needs of others.

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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 presented to the Board of Education. The Board of Education budget is developed in accordance with the Strategic Framework that outlines the district vision.