

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



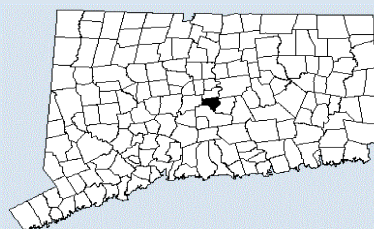
## Cromwell School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,984
Per Pupil Expenditures <sup>1</sup>	\$13,736
Total Expenditures <sup>1</sup>	\$28,350,479

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	946	47.7	48.3
Male	1,038	52.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	124	6.3	4.7
Black or African American	175	8.8	12.9
Hispanic or Latino	165	8.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	22	1.1	2.5
White	1,490	75.1	57.2
English Language Learners	52	2.6	6.3
Eligible for Free or Reduced-Price Meals	403	20.3	37.6
Students with Disabilities <sup>1</sup>	226	11.4	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	27	2.9	35	3.6
Male	31	3.0	103	9.7
Black or African American	9	5.2	25	14.0
Hispanic or Latino	12	7.7	13	8.0
White	32	2.2	96	6.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	8.1	56	13.4
Students with Disabilities	23	10.1	44	16.9
District	58	3.0	138	6.8
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 7**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2014-15

## Cromwell School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	128.0
Paraprofessional Instructional Assistants	10.0
<b>Special Education</b>	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	34.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	7.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	96.3

<sup>1</sup>In 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	1.0
Black or African American	2	1.1	3.5
Hispanic or Latino	4	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	180	96.3	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	55	48.7	76	73.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	10	*
Students with Disabilities	*	*	13	52.0
District	70	49.3	94	71.2
State		58.4		73.8

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	12	41.4
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	53	80.3
Other Health Impairment	25	78.1
Other Disabilities	*	*
Speech/Language Impairment	41	95.3
District	141	66.2
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	29	1.4	1.5
Emotional Disturbance	18	0.9	1.0
Intellectual Disability	9	0.4	0.5
Learning Disability	66	3.2	4.4
Other Health Impairment	32	1.6	2.6
Other Disabilities	16	0.8	1.0
Speech/Language Impairment	44	2.2	1.9
All Disabilities	214	10.5	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	12	5.6	8.1
Private Schools or Other Settings	16	7.5	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,708,835	9,091	9,134
Instructional Supplies and Equipment	509,826	262	334
Improvement of Instruction and Educational Media Services	305,815	157	498
Student Support Services	1,432,342	735	1,001
Administration and Support Services	2,796,893	1,436	1,694
Plant Operation and Maintenance	2,758,228	1,416	1,572
Transportation	1,283,452	587	813
Costs of Students Tuitioned Out	1,166,777	N/A	N/A
Other	388,311	199	186
Total	28,350,479	13,736	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,487,372	764	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,693,427	34.9	35.1
Noncertified Personnel	883,612	18.2	14.2
Purchased Services	213,493	4.4	5.2
Tuition to Other Schools	1,025,171	21.1	22.0
Special Ed. Transportation	450,530	9.3	8.6
Other Expenditures	583,935	12.0	14.9
Total Expenditures	4,850,168	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.5	77.5
State	19.6	19.4
Federal	2.2	2.3
Tuition & Other	0.8	0.8

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	73	74.1	73	65.3	36	59.1
Black or African American	92	66.1	92	52.1	39	49.8
Hispanic or Latino	88	64.0	88	52.3	36	52.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	803	74.5	801	64.5	350	60.5
English Language Learners	27	59.7	27	53.4	9	*
Non-English Language Learners	1039	73.2	1037	62.6	459	58.9
Eligible for Free or Reduced-Price Meals	208	63.3	208	50.9	107	52.9
Not Eligible for Free or Reduced-Price Meals	858	75.2	856	65.1	361	60.4
Students with Disabilities	136	51.1	135	41.4	67	43.5
Students without Disabilities	930	76.0	929	65.4	401	61.3
High Needs	309	60.0	308	48.8	153	50.6
Non-High Needs	757	78.1	756	67.8	315	62.7
District	1066	72.8	1064	62.3	468	58.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.0	77.9	82.4	84.0	596	80.4
Curl Up	90.2	90.3	92.2	92.0	596	91.1
Push Up	81.5	77.9	82.4	88.0	596	82.2
Mile Run/PACER	64.2	82.8	75.2	72.0	596	73.2
All Tests - District	52.0	61.4	58.8	68.0	596	59.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	28	82.1	.		.
Students with Disabilities	*	*	69.1	No	71.9
District	134	91.0	93.6	No	93.6
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	79.1	61	47.3
Male	67.6	68	46.9
Black or African American	66.7	*	*
Hispanic or Latino	*	*	*
White	73.3	112	51.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	50.0	*	*
Students with Disabilities	*	*	*
District	73.0	129	47.1
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.2	96.9
Male	73.7	83.7
Black or African American	*	*
Hispanic or Latino	*	*
White	79.8	93.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	67.7	80.0
Students with Disabilities	*	*
District	78.5	91.6
State	72.6	88.8

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.8	75	97.1	100	97.1	67.9
	High Needs Students	60.0	75	80.0	100	80.0	56.7
Math Performance Index	All Students	62.3	75	83.1	100	83.1	59.3
	High Needs Students	48.8	75	65.1	100	65.1	47.8
Science Performance Index	All Students	58.7	75	78.3	100	78.3	56.5
	High Needs Students	50.6	75	67.5	100	67.5	45.9
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.7%	<=5%	44.7	50	89.4	17.3%
Preparation for CCR	% Taking Courses	59.9%	75%	39.9	50	79.8	66.1%
	% Passing Exams	47.1%	75%	31.4	50	62.8	37.3%
On-track to High School Graduation		92.9%	94%	49.4	50	98.8	85.6%
4-year Graduation All Students (2014 Cohort)		91.0%	94%	96.9	100	96.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.4%	94%	90.9	100	90.9	77.6%
Postsecondary Entrance (Class of 2014)		79.2%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.9%   59.4%	75%	39.6	50	79.2	87.6%   51.0%
Arts Access		40.5%	60%	33.7	50	67.5	45.7%
<b>Accountability Index</b>				<b>1047.7</b>	<b>1250</b>	<b>83.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.0	15.0	17.3	
Math Performance Index Gap	67.8	48.8	19.0	19.6	
Science Performance Index Gap	62.7	50.6	12.0	17.2	
Graduation Rate Gap	94.0%	85.4%	8.6%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.6
	High Needs Students	99.7
Math	All Students	99.6
	High Needs Students	99.4
Science	All Students	100.0
	High Needs Students	100.0

### 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: 51.7      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Cromwell Public Schools utilizes Professional Learning Communities and Data Teams to review student data, develop student responsive curriculum and instructional practices to support all students. Our district is focused on preparing 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 11 Advanced Placement courses, Virtual High School courses, UCONN Early College Experience, and Middlesex Community College courses. The class of 2015 saw 115 of our students going on to two and four year colleges with an overall increase in the number of 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 Support 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 have joined the League of Innovative Schools and are actively working to implement mastery based learning practices. Additionally, these two schools also 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 are being implemented and data derived from these units supports instructional interventions for students. Family Literacy, Math and Wellness evenings are available at our schools and Parent Information evenings focused on internet safety and substance abuse prevention are offered as well. An Open Choice Family Liaison has been hired to support families participating in Open Choice and to serve as a coordinator between our schools and the CREC Open Choice Office. Lastly, all parents have an opportunity to provide continuous feedback and participate in school decision making through the Elementary and Secondary Programming Task Forces.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Cromwell Public Schools continue to provide our students with a variety and diverse educational experience. Faculty have implemented a number of programs to support students throughout the district, including Structured Learning Centers, afterschool homework support centers, and morning check-in programs. Virtual High School is available for students wishing to accelerate their learning and Odysseyware, an online credit recovery software program, is available to promote student success in completing curriculum. Our students participate in grant funded exchange programs which enable them to interact and build relationships with students from urban communities and diverse backgrounds. 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. Many community members and staff participate in the Community Read activities and the annual Community Conversation. The Parent Teacher Organization hosts an annual Cultural Fair through which students and 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 building understanding and appreciation of diversity. A newly formed Gay-Straight Alliance at Cromwell High School has actively worked to raise awareness and promote understanding. The Cromwell Public Schools continue to make a commitment to the Open Choice program by hosting over 74 students across the district. The district plans to offer Open Choice seats in the newly formed PreKindergarten full day program for the 2016-2017 school year.

# District Profile and Performance Report for School Year 2014-15

## Cromwell School District

### **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 district Five Year Strategic Plan.