

STRATEGIC SCHOOL PROFILE 2012-13**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.

COMMUNITY DATA

County: Middlesex

Town Population in 2000: 12,871

1990-2000 Population Growth: 4.8%

Number of Public Schools: 4

Per Capita Income in 2000: \$29,786

Percent of Adults without a High School Diploma in 2000*: 13.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%

District Enrollment as % of Estimated. Student Population: 95.6%

*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, 2012 1,971
5-Year Enrollment Change -0.8%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	268	13.6	17.8	36.7
K-12 Students Who Are Not Fluent in English	43	2.2	2.5	5.8
Students Identified as Gifted and/or Talented*	67	3.4	4.3	3.8
PK-12 Students Receiving Special Education Services in District	185	9.4	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	136	91.9	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	37	15.9	14.8	12.7

*95.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	121	6.1
Black	170	8.6
Hispanic	153	7.8
Pacific Islander	1	0.1
White	1,506	76.4
Two or more races	17	0.9
Total Minority	465	23.6

Percent of Minority Professional Staff: 5.4%

Open Choice:

61 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:

10.4% 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 37.

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. Teachers continue to work to differentiate instruction for all students and our schools continue to promote the Positive Behavior Support and Response to Intervention teams. These teams work to provide students with a number of academic, social, and behavioral interventions, such as tutoring and mentoring, to promote individual student success. For example, our Olweus bullying prevention program at both the middle school and elementary buildings has significantly reduced incidents of bullying and harassment in both schools. Additionally, faculty have implemented a number of programs to support students throughout the district. Virtual High School was utilized with those high school students who wanted to accelerate their learning via online courses. Students work with Odysseyware, a credit recovery system to promote success. Our elementary students participate in a collaborative classroom exchange with students from a more diverse population to promote growth. A number of school based programs are in place to promote cultural understanding and appreciation of diversity. Our Parent Teacher Organization hosts an annual Cultural Fair through which students and their families promote their cultural heritage. The Cromwell High School Unity Club and Camp Anytown program has active participation of our students. Cromwell Public Schools have made a commitment to the Open Choice program by hosting over 70 students across the district.

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
Grade 3 Reading	67.1	56.9	58.1
Writing	72.7	60.0	67.7
Mathematics	73.1	61.4	59.6
Grade 4 Reading	82.3	62.6	84.8
Writing	68.5	63.0	51.9
Mathematics	75.3	65.1	55.1
Grade 5 Reading	75.8	66.9	50.9
Writing	68.9	65.6	41.6
Mathematics	83.5	69.2	65.8
Science	71.1	62.3	45.3
Grade 6 Reading	75.9	73.3	38.9
Writing	72.1	65.1	47.6
Mathematics	72.4	67	42.3
Grade 7 Reading	94.8	78.9	93.7
Writing	91.7	64.9	99.4
Mathematics	86.9	65.4	84.2
Grade 8 Reading	83.9	76.2	50.0
Writing	74.3	67.2	45.3
Mathematics	67.2	65.0	36.5
Science	69.6	60.4	43.4

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 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
Reading Across the Disciplines	56.9	48.5	49.2
Writing Across the Disciplines	75.8	62.1	59.8
Mathematics	69.8	52.4	71.2
Science	58.3	48.8	54.1

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
	58.3	51.1	66.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.1	78.5	
Average Score	Mathematics	515	503	57.1
	Critical Reading	506	499	51.1
	Writing	514	504	50.4

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, Adjusted Cohort Rate 2012	91.4	84.8	52.9
2011-12 Annual Dropout Rate for Grade 9 through 12	0.2	2.1	78.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.7	82.6
% Employed (Civilian Employment and in Armed Services)	11.6	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	130.80
Paraprofessional Instructional Assistants	27.20
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	15.75
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	109.00

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	79.4	81.6	79.8

Average Class Size	District	DRG	State
Grade K	18.5	17.5	18.9
Grade 2	21.0	19.4	19.8
Grade 5	19.6	21.2	21.3
Grade 7	22.4	20.1	20.2
High School	15.4	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,040	995	999
Middle School	1,030	1,028	1,029
High School	1,010	1,000	1,027

*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	2.7	2.7
Middle School	2.5	2.2	2.1
High School	1.8	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$16,970	\$8,562	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$749	\$378	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$305	\$154	\$475	\$397	\$471
Student Support Services	\$1,376	\$694	\$949	\$919	\$950
Administration and Support Services	\$2,707	\$1,366	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$2,879	\$1,453	\$1,466	\$1,499	\$1,459
Transportation	\$1,138	\$528	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$787	N/A	N/A	N/A	N/A
Other	\$338	\$171	\$170	\$176	\$170
Total	\$27,249	\$13,228	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,166	\$1,093	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,208,115	15.4	22.0	21.8

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	78.0	18.4	3.5	0.0
Excluding School Construction	76.3	19.9	3.8	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 ensure that each school in the district has comparable resources within their budget. Staff at each school participate in the budget process by identifying needs and prioritizing these needs with building administration. Members of the leadership team meet to review the entire district budget which is then shared with the Board of Education. The Board of Education budget is developed in accordance with the goals of the Five Year Strategic Plan.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	199
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	27	1.3	1.4	1.3
Learning Disability	54	2.7	3.6	4.0
Intellectual Disability	9	0.4	0.3	0.4
Emotional Disturbance	9	0.4	0.9	1.0
Speech Impairment	54	2.7	2.1	2.0
Other Health Impairment*	21	1.0	2.4	2.4
Other Disabilities**	25	1.2	1.0	1.0
Total	199	9.8	11.8	12.1

*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 2011-12 with a Standard Diploma	54.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

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	45.1	34.5	80.3	69.2
	Writing	20.5	19.9	74.9	64.4
	Mathematics	22.2	29.0	76.0	65.5
	Science	32.3	21.3	70.2	61.3
CAPT	Reading Across the Disciplines	9.1	15.7	56.9	48.5
	Writing Across the Disciplines	13.3	16.7	75.8	62.1
	Mathematics	27.3	16.8	69.8	52.4
	Science	20.0	14.6	58.3	48.8

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	34.0
	% With Accommodations	66.0
CAPT	% Without Accommodations	22.2
	% With Accommodations	77.8
% Assessed Using Skills Checklist		12.4

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	2	1.0
Private Schools or Other Settings	16	8.0

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	156	78.4	74.7	72.0
40.1 to 79.0 Percent of Time	31	15.6	16.4	16.4
0.0 to 40.0 Percent of Time	12	6.0	8.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Cromwell Public Schools utilizes Professional Learning Communities to review student achievement data and develop curriculum and instruction to support all students. The district is focused on improving student learning in all areas and preparing our students for college and career readiness. Our high school offers students a variety of opportunities to earn college credit inclusive of 12 Advance Placement courses, Virtual High School courses, UConn Early College Experience, and Middlesex Community College. The Class of 2013 saw over 92% of graduates go on to two or four year colleges with an increase in the number of students going on to four year colleges. Results from the 2013 CAPT test indicated that the number of students meeting goals continues to increase. Additional instructional support is available through Math and Reading Labs. Cromwell Middle School continued to offer Plugged into Reading to support students needing additional literacy skill development. This successful intervention has helped many students gain necessary reading and writing skills. All certified faculty at Cromwell Middle School teach small workshops for students in enrichment, test taking, writing, math and science. Teachers work in data teams to analyze classroom created assessments, and district and state testing results to align instruction with students' needs. Both Cromwell High School and Cromwell Middle School offer credit recovery programs to support students' achievement and completion of curriculum. Woodside Intermediate School continues to refine the school's SRBI process to focus on providing both academic and behavioral interventions through engagement of full and part time reading and math support tutors hired to provide additional one to one instruction for students identified through CMT, SRI and SMI assessments. Intervention blocks are scheduled for all grade levels which allow teachers to provide both support and enrichment to small groups of students. Teachers continue to refine reading and writing instructional practices through the Reading and Writing workshop process. Teachers meet in data teams to review math and literacy student data, student work, and to revise and align curriculum with the Common Core and student needs. At Edna C. Stevens School faculty and support staff meet regularly to discuss current programming for students exhibiting difficulty both academically and behaviorally. Teachers work in data teams to develop flexible groups for instruction in literacy and numeracy. Classroom teachers are provided with a literacy partner to provide individual and small group instruction during a 90 minute teaching block to maximize students' skill development. The SRBI process has been revised to better meet the needs of students through a careful review of student data, strategies that have been employed, and progress monitoring. An Early Readiness Program was provided to incoming kindergarten students to ensure a smooth transition to kindergarten. Common assessments are utilized throughout the district to provide ongoing information to teachers regarding students' achievement of both content learning and skill development. In addition to the use of state standardized measures, particular grade levels participated in the Common Core Practice Assessment, the SBAC Pilot Assessment and the NEAP test. As a result, plans for the development of assessments that better align with the common core and provide students with the rigorous experiences needed for the new SBAC assessments are being developed.
