

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



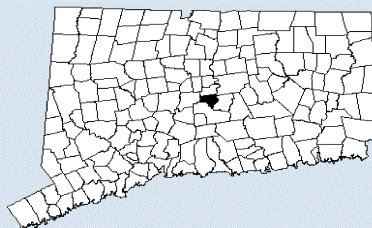
Cromwell School District

Dr. 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	2,004
Per Pupil Expenditures ¹	\$14,364
Total Expenditures ¹	\$30,236,529

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	970	48.4	48.4
Male	1,034	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	134	6.7	5.1
Black or African American	167	8.3	12.9
Hispanic or Latino	188	9.4	24.0
Pacific Islander	*	*	0.1
Two or More Races	48	2.4	2.9
White	1,458	72.8	54.8
English Learners	69	3.4	6.8
Eligible for Free or Reduced-Price Meals	425	21.2	35.9
Students with Disabilities ¹	239	11.9	14.3

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	16	1.7	26	2.7
Male	18	1.8	90	8.7
Black or African American	*	*	24	13.7
Hispanic or Latino	6	3.4	18	9.8
White	19	1.3	65	4.5
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	4.7	47	10.7
Students with Disabilities	13	5.5	34	12.5
District	34	1.8	116	5.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 8

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	132.4
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	38.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.4
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	94.2

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	1.0
Black or African American	3	1.6	3.6
Hispanic or Latino	5	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	182	95.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	10	*
White	67	54.5	94	83.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	8	36.4	24	77.4
Students with Disabilities	*	*	14	53.8
District	78	50.6	118	80.8
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	21	58.3
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	59	95.2
Other Health Impairment	31	75.6
Other Disabilities	*	*
Speech/Language Impairment	40	88.9
District	162	73.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	41	2.0
Emotional Disturbance	17	0.8
Intellectual Disability	6	0.3
Learning Disability	62	3.0
Other Health Impairment	43	2.1
Other Disabilities	16	0.8
Speech/Language Impairment	48	2.3
All Disabilities	233	11.4

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,463,821	8,811	9,663
Instructional Supplies and Equipment	799,942	404	321
Improvement of Instruction and Educational Media Services	410,593	207	578
Student Support Services	1,476,350	745	1,103
Administration and Support Services	3,128,962	1,579	1,861
Plant Operation and Maintenance	2,981,106	1,504	1,637
Transportation	1,492,725	673	877
Costs of Students Tuitioned Out	2,032,099	N/A	N/A
Other	450,931	228	201
Total	30,236,529	14,364	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,851,195	934	1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,854,681	30.6
Noncertified Personnel	1,101,424	18.1
Purchased Services	132,547	2.2
Tuition to Other Schools	1,789,663	29.5
Special Ed. Transportation	629,809	10.4
Other Expenditures	561,620	9.3
Total Expenditures	6,069,744	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.3	78.1
State	18.3	19.4
Federal	1.8	1.8
Tuition & Other	0.6	0.6

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	75	72.2	75	70.3	29	61.0
Black or African American	95	59.2	95	54.9	42	49.4
Hispanic or Latino	79	60.1	77	55.0	42	53.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	15	*	15	*	6	*
White	796	71.8	794	66.5	311	59.9
English Learners	44	63.0	44	60.6	18	*
Non-English Learners	1020	70.0	1016	64.8	414	58.4
Eligible for Free or Reduced-Price Meals	198	59.8	195	53.9	90	51.7
Not Eligible for Free or Reduced-Price Meals	866	72.0	865	67.1	342	59.8
Students with Disabilities	121	47.4	120	43.2	54	45.0
Students without Disabilities	943	72.6	940	67.4	378	60.0
High Needs	299	57.4	295	52.1	132	50.4
Non-High Needs	765	74.5	765	69.5	300	61.6
District	1064	69.7	1060	64.7	432	58.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	94.5	91.0	95.3	87.8	594	92.3
Curl Up	96.6	79.1	81.8	95.9	594	87.5
Push Up	93.2	87.0	83.1	86.2	594	87.4
Mile Run/PACER	79.5	75.7	77.0	61.8	594	74.1
All Tests - District	73.3	58.8	63.5	58.5	594	63.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	30	86.7
Students with Disabilities	*	*
District	143	93.0
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	84	56.8
Male	96.7	82	53.9
Black or African American	90.9	*	*
Hispanic or Latino	*	6	*
White	97.0	145	61.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.2	17	32.1
Students with Disabilities	78.0	*	*
District	97.0	166	55.3
State	96.1		43.5

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.

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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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.3	94.0
Male	74.0	94.2
Black or African American	*	*
Hispanic or Latino	*	*
White	83.2	96.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.7	*
Students with Disabilities	*	*
District	80.1	94.1
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.7	75	46.5	50	93.0	67.1
	High Needs Students	57.4	75	38.3	50	76.6	55.9
Math Performance Index	All Students	64.7	75	43.1	50	86.2	62.2
	High Needs Students	52.1	75	34.7	50	69.5	50.5
Science Performance	All Students	58.1	75	38.8	50	77.5	55.3
	High Needs Students	50.4	75	33.6	50	67.2	45.2
ELA Academic Growth	All Students	53.7%	100%	53.7	100	53.7	55.4%
	High Needs Students	43.1%	100%	43.1	100	43.1	49.8%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	61.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	53.7%
Chronic Absenteeism	All Students	1.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.2%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	65.3%	75%	43.6	50	87.1	70.7%
	% Passing Exams	55.3%	75%	36.9	50	73.8	43.5%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.0%	94%	98.9	100	98.9	87.4%
6-year Graduation - High Needs Students (2014)		84.2%	94%	89.6	100	89.6	82.0%
Postsecondary Entrance (Class of 2016)		80.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.5% 63.5%	75%	42.3	50	84.6	92.0% 51.6%
Arts Access		63.3%	60%	50.0	50	100.0	50.5%
Accountability Index				1069.1	1350	79.2	

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	74.5	57.4	17.1	16.7	
Math Performance Index Gap	69.5	52.1	17.4	18.7	
Science Performance Index Gap	61.6	50.4	11.2	16.6	
Graduation Rate Gap	94.0%	84.2%	9.8%	12.0%	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	99.5
	High Needs Students	99.0
Math	All Students	99.2
	High Needs Students	97.7
Science	All Students	98.9
	High Needs Students	97.8

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: * **State: 50.2**

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. 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 12 Advanced Placement, 6 UCONN Early College Experience courses, Middlesex Community College courses, as well as courses utilizing Virtual High School, Edgenuity and OdysseyWare. Eighty-nine percent of the class of 2017 were accepted to two and four year colleges. Seventy percent of students attend 4 year colleges, 19% attended community college, 4% to career education, 3% to employment, 2% to the military, and 1% to the Transitional Academy. 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 interventions which include tutoring, mentoring, attendance, and Mathematics and Reading Lab support. 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 are being 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 Standards. Community Conversations are held throughout the year and provide all parents an opportunity to be informed on district initiatives, as well as an opportunity to offer continuous feedback directly to the Superintendent and Assistant Superintendent. Additionally, the community is provided the opportunity to provide feedback to the school administrators through the Elementary and Secondary Programming Task Forces as well as Community Conversations.

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 as are online credit recovery software programs, Edgenuity and Odysseyware, 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.

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. Cromwell Middle School and Cromwell High School attend the annual Diversity Conference that is hosted by the Middlesex Consortium. The Cromwell Public Schools continue to make a commitment to the Open Choice program by hosting over 76 students across the district. The district offers Open Choice seats in the newly formed PreKindergarten full day program for the 2017-2018 school year.

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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 district Five Year Strategic Plan and the Strategic Framework.