

**STRATEGIC SCHOOL PROFILE 2010-11****Cromwell School District**

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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](http://www.sde.ct.gov).

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**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: 95.7%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010	2,016
5-Year Enrollment Change	4.7%

**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	297	14.7	13.8	34.1
K-12 Students Who Are Not Fluent in English	54	2.7	2.3	5.6
Students Identified as Gifted and/or Talented*	73	3.6	4.8	4.0
PK-12 Students Receiving Special Education Services in District	196	9.7	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	153	96.2	85.1	80.2
Homeless	1	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	60	25.2	17.2	13.2

\*83.6 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.3
Asian American	105	5.2
Black	190	9.4
Hispanic	139	6.9
Pacific Islander	7	0.3
White	1,568	77.8
Two or more races	1	0.0
Total Minority	448	22.2

**Percent of Minority Professional Staff:** 3.8%

**Open Choice:**

69 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:**

8.4% 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 31.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 High School (CHS) continues to focus on building a 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 student success. The Cromwell Board of Education goals regarding student performance for the years 2008 to 2011 are that all students will make academic progress and that all students will demonstrate consideration for others. The school objective regarding student performance for the 2010-11 school year is that all teachers will implement differentiated instructional practice across all content areas and that all teachers will establish a classroom environment that supports individual student strengths. Cromwell High School will continue to have students participate in differentiated instruction to support their learning needs and submit work samples that reflect their participation. Members of the (CHS) staff participated in a two day differentiated instruction workshop with colleagues from the Shoreline Conference schools. Students will also be engaged in activities that promote tolerance and understanding of individual strengths and weaknesses and respect for diversity. Our students have achieved annual yearly progress each year on CAPT tests and we have created a school-based program to assist any student having difficulty reaching goal on CAPT testing. In addition to twelve Advanced Placement courses, students earn college credits through the UConn Early College Experience Program and Middlesex Community College. For the Class of 2011, over 91% percent of our graduates went on to attend four or two year colleges.

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### 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	73.2	58.4	73.8
Writing	78.3	61.1	80.1
Mathematics	82.6	63.0	86.3
Grade 4 Reading	70.6	62.5	50.9
Writing	72.6	65.5	49.4
Mathematics	76.7	67.0	58.5
Grade 5 Reading	73.5	61.4	61.3
Writing	87.3	66.8	90.8
Mathematics	91.0	72.5	86.5
Science	77.2	59.9	68.7
Grade 6 Reading	78.2	76.0	36.3
Writing	63.6	65.2	35.1
Mathematics	75.2	71.3	44.0
Grade 7 Reading	91.9	77.8	81.5
Writing	77.0	58.9	75.3
Mathematics	74.1	68.4	44.9
Grade 8 Reading	84.4	74.7	54.8
Writing	82.1	64.8	68.8
Mathematics	81.6	66.6	65.6
Science	75.2	63.1	52.2

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	50.4	44.7	47.0
Writing Across the Disciplines	80.1	61.2	77.4
Mathematics	57.8	49.5	54.1
Science	53.6	47.0	50.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	49.6	51.0	41.3

<b>SAT® I: Reasoning Test Class of 2010</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		72.5	70.6	
Average Score	Mathematics	508	510	47.3
	Critical Reading	510	505	51.9
	Writing	517	510	54.2

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2010	95.1	81.8	93.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.0	84.8
% Employed (Civilian Employment and in Armed Services)	7.0	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	135.90
Paraprofessional Instructional Assistants	21.50
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	28.50
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	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	84.00

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	75.8	79.0	79.0

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	20.3	17.5	18.4
Grade 2	18.9	19.2	19.9
Grade 5	23.1	21.7	21.2
Grade 7	22.7	20.7	20.6
High School	16.4	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,000	984	992
Middle School	994	1,025	1,017
High School	1,014	1,004	1,010

\*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*	2.2	3.2	3.1
Middle School	2.3	2.5	2.4
High School	2.0	2.6	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$16,072	\$7,848	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$646	\$316	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$332	\$162	\$477	\$387	\$463
Student Support Services	\$1,148	\$561	\$875	\$828	\$872
Administration and Support Services	\$3,281	\$1,602	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$2,408	\$1,176	\$1,421	\$1,322	\$1,410
Transportation	\$1,260	\$514	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$711	N/A	N/A	N/A	N/A
Other	\$426	\$208	\$161	\$159	\$159
<b>Total</b>	<b>\$26,284</b>	<b>\$12,582</b>	<b>\$13,878</b>	<b>\$13,136</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,832	\$1,383	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$4,059,887	15.4	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	76.5	17.2	6.3	0.0
Excluding School Construction	76.1	17.0	6.9	0.0

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	195
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.6%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	19	0.9	1.2	1.1
Learning Disability	44	2.2	3.4	3.9
Intellectual Disability	8	0.4	0.4	0.4
Emotional Disturbance	8	0.4	0.9	1.0
Speech Impairment	69	3.4	2.3	2.2
Other Health Impairment*	31	1.5	2.2	2.1
Other Disabilities**	16	0.8	0.9	0.9
<b>Total</b>	<b>195</b>	<b>9.6</b>	<b>11.3</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	92.9	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

### 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	33.8	33.0	78.7	68.6
Writing	25.9	19.3	76.6	63.7
Mathematics	24.6	33.4	80.0	68.2
Science	15.4	21.2	76.3	61.5
CAPT Reading Across the Disciplines	14.3	14.1	50.4	44.7
Writing Across the Disciplines	14.3	17.3	80.1	61.2
Mathematics	7.7	15.8	57.8	49.5
Science	20.0	13.1	53.6	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	26.9
	% With Accommodations	73.1
CAPT	% Without Accommodations	17.6
	% With Accommodations	82.3
% Assessed Using Skills Checklist		12.7

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	13	6.7

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	157	80.5	77.0	74.1
40.1 to 79.0 Percent of Time	26	13.3	13.9	14.9
0.0 to 40.0 Percent of Time	12	6.2	9.1	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Cromwell Public Schools continued to demonstrate improvement in many areas. The 2011 Grades 3-8 Connecticut Mastery Test (CMT) and the Grade 10 Connecticut Academic Performance Test (CAPT) results saw all but one of the twenty-four (24) assessed areas at or above the State averages for students meeting goal while fifteen 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, they only serve as a jumping off point and 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 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 at Woodside Intermediate School implemented the Woodside Workshop model for reading, writing, and math, a 120 minute block of daily reading and writing organized around the workshop model. Teachers also meet in data teams for reading, math, and writing. Teams follow the WIS process: find the data, chart the data, create or review SMART goal, analyze the data, discuss instructional strategies, discuss results indicators, create a common formative assessment and rubric, create a unit map, discuss Team Time focus, and teacher self-reflection and action planning. Intervention blocks are utilized three times a week by classroom teachers for extra help or enrichment. The EIP team meets to uncover the underlying reasons why a student may be experiencing academic or behavioral difficulties and assembles classroom interventions to address those problems. We have expanded our Tier II supplemental support for students. At the Edna C. Stevens Elementary School, faculty and staff are committed to an instructional model that allows all students to work on reading and writing in the classrooms without pullouts or interruptions. Each classroom teacher is given support from a workshop partner for a one-hour literacy block of time during the 90-minute literacy block. In addition, all classrooms have a built in intervention block of time. ECS staff also places all their special education students throughout the grade level. Teachers and support staff are able to work cooperatively with flexible groups of students equitably during this literacy block of time. They also 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, common formative assessments, data teams, writing practices and overall effective teaching practices.

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