

**STRATEGIC SCHOOL PROFILE 2009-10****Norwich Free Academy**

MARK E. COHAN, Superintendent

Location: 305 Broadway

Telephone:

Norwich,  
Connecticut

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).

**COMMUNITY DATA**

County: New London

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 1

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000\*: N/A

Percent of Adults Who Were Not Fluent in English in 2000\*: N/A

District Enrollment as % of Estimated. Student Population: N/A

\*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.

District Reference Group (DRG): G 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, 2009      2,421  
5-Year Enrollment Change      -0.1%

**DISTRICT GRADE RANGE**

Grade Range      9 - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	432	17.8	36.4	32.6
K-12 Students Who Are Not Fluent in English	85	3.5	3.5	5.4
Students Identified as Gifted and/or Talented	0	0.0	4.0	4.1
PK-12 Students Receiving Special Education Services in District	340	14.0	12.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	2	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	112	10.0	14.8	13.6

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	38	1.6
Asian American	159	6.6
Black	342	14.1
Hispanic	282	11.6
White	1,600	66.1
Total Minority	821	33.9

**Percent of Minority Professional Staff:** 8.1%

**Non-English Home Language:**

11.9% 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 26.

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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.

Leaders of The Norwich Free Academy realize that the global competition and economic landscape that our student body will face upon graduation is ever changing. Our student body is diverse in race, ethnicity, and socio-economics. NFA mandates a postgraduate transition plan that truly recognizes the unique qualities of each student. NFA students are multinational and multilingual. Our population is approximately 30% minority. As a regional high school, our students represent elementary and middle schools of various DRGs, illustrating the economic diversity of our population. The NFA Diversity program supports, promotes, and coordinates the Academy's multicultural efforts. The program specifically addresses the academic achievement of students of color and English language learners. The program also focuses on community- building. The office collaborates with various clubs, offices, and departments within the Academy as well as community groups and educational institutions to promote multiculturalism. Examples of the efforts of our multicultural students include the Haitian Student Club, which successfully organizes a community wide celebration on Haitian Flag Day. It is the Academy's mission to celebrate and nurture an institutional commitment to diversity. We work to ensure that all students of NFA are included in all facets of academic and social success. In addition, we work to sustain a campus climate that values and actively supports a diverse community. The Diversity Office works in conjunction with the Guidance Department to increase the number of students of color that take either the SAT or ACT. The office facilitates a visit to Eastern Connecticut State University by students of color representing the NEXUS Black Achievement Group and the Successful Hispanics Alliance. The office also coordinates academic achievement and leadership presentations for ninth grade and tenth grade students of color who earn high grades. Finally, the office continues its collaboration with the Athletic Office and the Diversity Athletic Committee to sponsor a mentoring program for student athletes. This committee continues to assist in increasing the number of minority coaches and the number of minority students participating in athletics. NFA families that struggle economically are provided with application information for the subsidized lunch program. Students are also assisted financially with meeting expenses related to College Board testing and fees for college courses given at NFA.

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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	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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	44.3	45.9	40.9
Writing Across the Disciplines	51.9	59.6	25.6
Mathematics	47.6	48.7	39.4
Science	45.1	45.3	38.6

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
	43.0	50.7	28.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.7	68.5	
Average Score	Mathematics	504	508	41.9
	Critical Reading	508	503	46.5
	Writing	503	506	41.1

**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, Class of 2009	93.7	91.3	40.0
2008-09 Annual Dropout Rate for Grade 9 through 12	2.2	3.0	28.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.3	84.5
% Employed (Civilian Employment and in Armed Services)	11.7	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	144.80
Paraprofessional Instructional Assistants	7.50
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	5.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.60
Counselors, Social Workers, and School Psychologists	17.00
School Nurses	2.50
Other Staff Providing Non-Instructional Services and Support	87.00

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	14.0	14.6	13.8
% with Master's Degree or Above	87.0	78.5	77.8

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	20.8	19.8	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	997	1,002	1,006

\*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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	3.3	2.3	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

**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	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

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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.

NFA is a school district consisting of only one school. Equitable allocation of resources among schools does not apply to our district.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible N/A

Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities N/A

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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	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

## 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	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	6.0	13.8	44.3	45.9
	Writing Across the Disciplines	9.5	16.8	51.9	59.6
	Mathematics	10.6	16.7	47.6	48.7
	Science	11.8	13.0	45.1	45.3

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	51.9
	% With Accommodations	48.1
% Assessed Using Skills Checklist		8.3

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

### 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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The NFA 2020 Plan is the formal program of school improvement. The multi-faceted plan focuses on four interrelated areas: Increasing Academic Achievement, Maintaining a Dynamic Curriculum, Ensuring a Plan for Post-Graduate Success, and Maintaining NFA as a Premier School of Choice. The Academic Achievement group is sub-divided into four groups: Solidifying Partnerships, Support for Students, Literacy, and English Language Learners. NFA enjoys a strong partnership with Eastern Connecticut State University, one that grants ECSU college -credit to NFA students for coursework done at NFA and mirrors our cooperative with the University of Connecticut. Our students have benefited from significant advances in the world language department. The department added Arabic to the program offerings last year. The Chinese program expanded to enable students to take the class through the Advanced Placement level. NFA partners with the American Professional Training group of Norwich to offer certification programs in both Emergency Medical Technician (EMT) and Certified Nursing Assistant (CNA). In the 2009-2010 school year, NFA began administering the PSAT to all tenth and eleventh grade students free of charge to NFA families. We have begun to focus more heavily on using the results of such standardized tests to inform instruction at every level, starting with the ACT's EXPLORE test, which is taken by every ninth grade student in mid-September. The committee working on ensuring plans for post-graduate success focuses on topics related to college application and college life, as well as career topics such as getting and retaining a job and moving from a job to a career. Future work includes: creating a listing of current career/job partnerships in the Career Resource Center, creating a survey instrument that will be distributed to selected private sector organizations to assist NFA in becoming aware of the jobs/careers/internships available to our students, and creating additional internship opportunities that will provide students with much needed skills training. This committee also works to improve ways in which students, parents, and caregivers receive communication regarding postgraduate transition plans. We remain committed to improving parent attendance at college/career activities, broadening our efforts to send out information in other languages besides English (e.g. Spanish, Haitian Creole, and Chinese), having guidance counselors continue to inform students and parents/caregivers about the services provided by the Career Resource Center, and increasing the number of families participating in Student Education/Occupational Plan meetings. NFA stepped up efforts in teacher recruitment by participating in fairs at Eastern Connecticut State University and the University of Connecticut. NFA representatives participated in a minority teacher career fair in the Boston area and hopes to host such a fair on campus in the coming year. We will also partner with LEARN on a program aimed at increasing our base of minority teachers by identifying and nurturing the talent of our students and supporting them in getting enrolled in and succeeding in teacher certification programs in Connecticut universities. The Special Education Department is working to increase inclusion opportunities for our students across campus and to support teachers in developing/sharing methods of ensuring success for all members of our diverse population in their classrooms. The Curriculum Office now offers a semester-long schedule of professional development activities so that interested teachers can perfect their craft through a wide variety of workshops taking place on campus on a near-daily basis.

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