

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



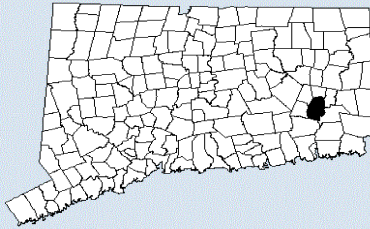
Norwich Free Academy District

860-887-2505

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	2,282
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,181	51.8	48.3
Male	1,101	48.2	51.6
American Indian or Alaska Native	28	1.2	0.2
Asian	174	7.6	4.9
Black or African American	330	14.5	12.8
Hispanic or Latino	332	14.5	23.0
Pacific Islander	22	1.0	0.0
Two or More Races	63	2.8	2.7
White	1,333	58.4	55.9
English Learners	151	6.6	6.4
Eligible for Free or Reduced-Price Meals	1,200	52.6	38.0
Students with Disabilities ¹	259	11.3	13.7

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	134	11.5	97	8.2
Male	111	10.3	171	15.6
Black or African American	44	11.9	67	17.7
Hispanic or Latino	60	16.1	76	19.9
White	122	10.1	101	8.3
English Learners	23	15.0	24	14.7
Eligible for Free or Reduced-Price Meals	159	15.0	215	17.6
Students with Disabilities	39	16.5	76	28.4
District	245	10.9	268	11.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 45

Number of school-based arrests: 11

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	139.0
Paraprofessional Instructional Assistants	11.9
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	18.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.3
Counselors, Social Workers and School Psychologists	20.4
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	94.8

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	3	1.5	1.0
Black or African American	6	2.9	3.5
Hispanic or Latino	5	2.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.5	0.1
White	191	92.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	9.4

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	47	49.0	48	49.5
Hispanic or Latino	44	46.8	41	54.7
White	206	59.5	174	61.1
English Learners	19	41.3	10	24.4
Eligible for Free or Reduced-Price Meals	134	51.0	124	53.2
Students with Disabilities	30	46.2	28	50.9
District	338	56.1	316	59.3
State		61.2		73.9

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	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

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	*	*	*	*	10	*
Asian	35	65.3	35	69.5	38	59.4
Black or African American	63	45.7	63	40.6	77	42.5
Hispanic or Latino	46	41.9	46	39.0	61	40.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	14	*
Two or More Races	*	*	*	*	19	*
White	404	61.3	404	54.6	304	60.8
English Learners	44	36.7	44	37.9	31	32.1
Non-English Learners	515	59.7	515	53.6	492	56.4
Eligible for Free or Reduced-Price Meals	249	48.8	249	44.1	250	45.4
Not Eligible for Free or Reduced-Price Meals	310	65.3	310	59.0	273	63.7
Students with Disabilities	70	42.6	70	33.8	62	36.0
Students without Disabilities	489	60.1	489	55.0	461	57.5
High Needs	273	48.7	273	43.8	271	44.9
Non-High Needs	286	66.7	286	60.6	252	65.7
District	559	57.9	559	52.4	523	54.9

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	N/A	N/A	N/A	88.6	498	88.6
Curl Up	N/A	N/A	N/A	82.1	498	82.1
Push Up	N/A	N/A	N/A	71.7	498	71.7
Mile Run/PACER	N/A	N/A	N/A	55.0	498	55.0
All Tests - District	N/A	N/A	N/A	42.4	498	42.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	96	82.3	79.8	Yes	81.6
Hispanic or Latino	78	75.6	78.1	No	80.1
English Learners	54	79.6	92.2	No	92.5
Eligible for Free or Reduced-Price Meals	286	78.7	79.5	No	81.3
Students with Disabilities	77	64.9	70.2	No	73.2
District	590	87.6	85.5	Yes	86.6
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	178	29.5
Male	96.6	159	29.9
Black or African American	94.3	16	8.3
Hispanic or Latino	96.4	21	12.4
White	97.5	225	35.7
English Learners	93.1	*	*
Eligible for Free or Reduced-Price Meals	95.8	73	14.7
Students with Disabilities	*	*	*
District	96.8	337	29.7
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.3	92.4
Male	69.7	83.3
Black or African American	66.7	89.2
Hispanic or Latino	69.2	80.0
White	77.2	90.7
English Learners	64.3	95.2
Eligible for Free or Reduced-Price Meals	61.2	81.0
Students with Disabilities	42.9	*
District	74.9	88.8
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the 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	57.9	75	77.2	100	77.2	67.7
	High Needs Students	48.7	75	64.9	100	64.9	56.7
Math Performance Index	All Students	52.4	75	69.8	100	69.8	61.4
	High Needs Students	43.8	75	58.4	100	58.4	49.9
Science Performance Index	All Students	54.9	75	73.3	100	73.3	57.5
	High Needs Students	44.9	75	59.9	100	59.9	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	10.9%	<=5%	38.1	50	76.2	9.6%
	High Needs Students	15.1%	<=5%	29.9	50	59.8	15.6%
Preparation for CCR	% Taking Courses	57.6%	75%	38.4	50	76.8	67.6%
	% Passing Exams	29.7%	75%	19.8	50	39.6	40.7%
On-track to High School Graduation		86.3%	94%	45.9	50	91.8	85.1%
4-year Graduation All Students (2015 Cohort)		87.6%	94%	93.2	100	93.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		76.4%	94%	81.3	100	81.3	78.6%
Postsecondary Entrance (Class of 2015)		74.9%	75%	99.9	100	99.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.1% 42.4%	75%	14.1	50	28.2	89.2% 50.5%
Arts Access		49.1%	60%	40.9	50	81.8	47.5%
Accountability Index				905.1	1250	72.4	

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	66.7	48.7	18.0	16.5	
Math Performance Index Gap	60.6	43.8	16.8	18.9	
Science Performance Index Gap	65.7	44.9	20.8	17.2	
Graduation Rate Gap	94.0%	76.4%	17.6%	15.3%	Y

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	96.2
	High Needs Students	93.3
Math	All Students	96.2
	High Needs Students	93.3
Science	All Students	97.5
	High Needs Students	96.7

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: N/A

State: 51.4

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 campus leadership team has been working under the guidance of education consultant Dr. Michael Wasta to develop a long-range school improvement plan. This plan involves stakeholders at every level, including teachers, students, administrators, and parents. The team is looking at effective use of data resources to continuously improve the educational program and overall experience to students at NFA.

One area of focus for this group is the campus climate. While we are proud of the welcoming and respectful climate that exists at NFA, we want to continue to ensure that we are meeting the needs of an ever changing population of students, staff, and families. The Data teams developed out of Dr. Wasta's involvement with our school cover a wide range of school improvement and outreach issues, including the examination of students' career readiness skills, finding ways to adjust our schedule to provide more instructional time, and continuing to develop plans to ensure that all students are challenged in their academic work. Students are currently assigned to one of several buildings on campus for "home base" activities, based on their grade level. This assignment also connects students to an office staff that is "theirs." Building principals and attendance secretaries work to keep open lines of communication between school and families, and to alert families whenever a student is absent without prior notification from parents/guardians. We use an automated system to alert parents of daily absences, but the system is backed up to a large degree by personal contact with the staff of each building.

We hold Parent Night activities twice a year and open house events three times a year, and have a committee working on suggesting ways to increase parent participation in school activities.

Our school uses PowerSchool, which enables students and parents to have constant access to attendance and grades, and our teachers are quick to reach out to parents when they have concerns over a student. Teachers can also be counted on to respond to any parent contact immediately.

Our ninth grade program is organized in a unit structure to enhance home-school communication and to ease ninth grade students' concern over transitioning and acclimating to a large high school. In the ninth grade program, teachers meet weekly with unit personnel to discuss any concerns about students. Parents are welcomed in to these meetings when they are focused on their children. School counselors have annual Student Success Plan meetings with students, either individually or in small groups, depending on the students' current year in high school. Parents are invited to these meetings and routinely attend.

NFA personnel are in frequent contact with representatives of the schools that send students to us. We attend open houses and present on the NFA experience at local middle schools. We do everything we can to show parents that we view them as important partners in their children's high school experience.

The NFA Parents' Council meets monthly.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA's student population of 2340 students represent great diversity. We are a regional high school, and the majority of our students come from eight local towns representing various DRGs, which illustrates the economic range of our population. All students at NFA are included in all facets of academic and social life. We greatly value and support the diversity of our community.

The NFA Diversity Office personnel take the lead in coordinating and supporting multicultural efforts, for both our students and adults in the local community. The Diversity/ELL program personnel specifically address the academic achievement of students of color and ELL students. The program also focuses on community-building. The Diversity Office collaborates with various clubs, offices, and departments at NFA and with the larger community to promote multiculturalism. The office provides diversity training to staff and students to increase the knowledge of our various racial and ethnic groups and to facilitate communication among all groups. We offer leadership training for students of color to enhance their role in the school and the larger community. The diversity office also collaborates with the student advisory board to offer a diversity program for students from our sending districts and other local districts.

The diversity office facilitates annual visits to colleges for students of color. We assist students with transition opportunities by offering career-oriented programs at our school, including a paid summer internship for students recommended for this experience.

Priority continues to be given to assisting NFA families that struggle economically. All families are provided with application information for the subsidized lunch program. Students are also assisted financially with meeting any expenses related to NFA courses, College Board testing, and fees for college-credit-bearing courses given at NFA.

The faculty and staff contribute many thousands of dollars each year to support struggling students through NFA's annual fund. We also provide a food pantry and clothing shop to students, and welcome the United Way mobile food pantry to campus every month to support students/families.

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Equitable Allocation of Resources among District Schools

Norwich Free Academy is a single-school district.