

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

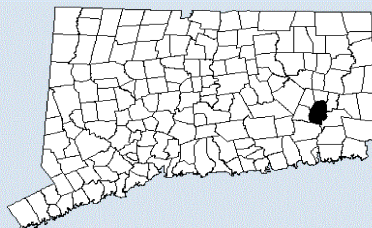


Norwich Free Academy District

860-887-2505 • <http://www.nfaschool.org>

District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	2,256
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,157	51.3	48.4
Male	1,099	48.7	51.6
American Indian or Alaska Native	22	1.0	0.3
Asian	174	7.7	5.2
Black or African American	337	14.9	12.8
Hispanic or Latino of any race	372	16.5	25.8
Native Hawaiian or Other Pacific Islander	22	1.0	0.1
Two or More Races	197	8.7	3.6
White	1,132	50.2	52.4
English Learners	188	8.3	7.6
Eligible for Free or Reduced-Price Meals	1,167	51.7	42.1
Students with Disabilities ³	251	11.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	213	19.0	129	10.3
Male	191	17.5	188	15.2
Black or African American	51	14.8	83	22.3
Hispanic or Latino of any race	118	31.7	79	17.5
White	170	15.1	112	9.4
English Learners	44	20.9	35	14.1
Eligible for Free or Reduced-Price Meals	269	24.3	233	17.2
Students with Disabilities	71	32.1	72	24.2
District	404	18.2	317	12.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 204

Number of school-based arrests: 53

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	141.0
Paraprofessional Instructional Assistants	12.5
Special Education	
Teachers and Instructors	20.4
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	16.8
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	24.2
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	105.2

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	4	2.0	1.1
Black or African American	7	3.4	3.8
Hispanic or Latino of any race	5	2.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	189	92.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	59	62.1	54	64.3
Hispanic or Latino of any race	61	57.0	80	73.4
White	233	71.9	210	87.1
English Learners	13	25.0	17	33.3
Eligible for Free or Reduced-Price Meals	169	58.5	176	69.8
Students with Disabilities	34	59.6	38	76.0
District	403	66.1	421	80.0
State		74.5		85.2

²College-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 Peers³

	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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,545
Support services - students	N/A	N/A	\$1,373
Support services - instruction	N/A	N/A	\$644
Support services - general administration	N/A	N/A	\$462
Support services - school based administration	N/A	N/A	\$1,007
Central and other support services	N/A	N/A	\$671
Operation and maintenance of plant	N/A	N/A	\$1,629
Student transportation services	N/A	N/A	\$1,231
Food services	N/A	N/A	\$13
Enterprise operations	N/A	N/A	\$157
Minor school construction	N/A	N/A	\$65
Total	N/A	N/A	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	29.7
Instructional Aide Salaries	N/A	N/A	9.6
Other Salaries	N/A	N/A	10.4
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.5
Special Education Tuition	N/A	N/A	22.6
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.4

Expenditures by Revenue Source:⁴

2017-18

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

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	46	57.2	46	68.7	45	66.2
Black or African American	82	47.6	82	42.1	86	45.8
Hispanic or Latino of any race	101	47.0	101	42.5	95	49.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	18	*	18	*	17	*
White	304	59.4	304	54.4	300	63.2
English Learners	58	36.2	58	36.6	54	42.0
Non-English Learners	501	57.3	501	52.8	496	59.8
Eligible for Free or Reduced-Price Meals	252	47.6	252	42.6	245	50.5
Not Eligible for Free or Reduced-Price Meals	307	61.3	307	58.1	305	64.2
Students with Disabilities	46	37.5	46	31.3	42	40.1
Students without Disabilities	513	56.7	513	52.9	508	59.6
High Needs	271	47.7	271	43.0	263	50.7
Non-High Needs	288	62.1	288	58.8	287	64.8
District	559	55.1	559	51.1	550	58.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	80.7	555	80.7
Curl Up	N/A	N/A	N/A	73.0	555	73.0
Push Up	N/A	N/A	N/A	61.6	555	61.6
Mile Run/PACER	N/A	N/A	N/A	42.7	555	42.7
All Tests - District	N/A	N/A	N/A	30.6	555	30.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	94	80.9
Hispanic or Latino of any race	101	78.2
English Learners	33	78.8
Eligible for Free or Reduced-Price Meals	300	79.0
Students with Disabilities	59	54.2
District	599	86.1
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	204	36.2
Male	96.3	191	33.3
Black or African American	94.4	17	9.5
Hispanic or Latino of any race	95.4	37	17.1
White	98.6	257	45.5
English Learners	84.5	*	*
Eligible for Free or Reduced-Price Meals	95.9	101	18.7
Students with Disabilities	88.8	*	*
District	97.2	395	34.8
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	72.8	86.7
Male	59.5	81.4
Black or African American	60.5	76.3
Hispanic or Latino of any race	50.6	61.4
White	71.4	88.8
English Learners	44.4	79.4
Eligible for Free or Reduced-Price Meals	53.7	75.5
Students with Disabilities	38.8	56.5
District	66.5	84.5
State	71.0	87.8

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	55.1	75	110.3	150	73.5	67.7
	High Needs Students	47.7	75	95.3	150	63.6	58.1
Math Performance Index	All Students	51.1	75	102.2	150	68.2	63.1
	High Needs Students	43.0	75	85.9	150	57.3	52.7
Science Performance Index	All Students	58.1	75	77.4	100	77.4	63.8
	High Needs Students	50.7	75	67.7	100	67.7	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	46.4%	100%	23.2	50	46.4	60.0%
	Oral	56.3%	100%	28.2	50	56.3	52.1%
Chronic Absenteeism	All Students	18.2%	<=5%	23.5	50	47.0	10.4%
	High Needs Students	23.4%	<=5%	13.3	50	26.6	16.1%
Preparation for CCR	% Taking Courses	72.5%	75%	48.4	50	96.7	80.0%
	% Passing Exams	34.8%	75%	23.2	50	46.4	42.6%
On-track to High School Graduation		85.1%	94%	45.3	50	90.5	88.0%
4-year Graduation All Students (2018 Cohort)		86.1%	94%	91.6	100	91.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		79.9%	94%	85.0	100	85.0	83.3%
Postsecondary Entrance (Class of 2018)		66.5%	75%	88.6	100	88.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% 30.6%	75%	20.4	50	40.8	96.4% 52.9%
Arts Access		50.0%	60%	41.7	50	83.4	51.9%
Accountability Index				1071.2	1550	69.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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?					N
ELA Performance Index Gap	62.1	47.7	14.5	15.4	
Math Performance Index Gap	58.8	43.0	15.8	17.6	
Science Performance Index Gap	64.8	50.7	14.1	16.1	
Graduation Rate Gap	94.0%	79.9%	14.1%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	94.6
	High Needs Students	91.5
Math	All Students	94.6
	High Needs Students	91.5
Science	All Students	93.6
	High Needs Students	89.5

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

NFA is in a continuous improvement cycle, seeking to strengthen or improve services and delivery systems to engage all stakeholders at all levels.

New initiatives include a coordinated Honors Program to meet the unique needs of high performing students and their parents with tiered programming, grades 10-12, including workshops and seminars with alumni and community partners. This initiative has driven faculty PD and committee study of literature in the field.

A manufacturing pipeline through EWIB is the first step in a growing school-to-work initiative which will ultimately address medical & healthcare, business & finance, technology, travel & tourism, and other employment sectors. A steering committee of community partners and school officials and teachers has outlined the "hard" and "soft" skills employers seek in high school graduates for immediate employment. This initiative has driven curriculum change and development of a new senior seminar. Also, there has been considerable committee study of school-to-work literature in the field. The steering committee will continue to oversee program expansion.

New materials were developed with the School Counseling Dept. to engage and inform parents in the registration and four-year planning processes of incoming 9th-graders. New materials were developed for parents and special education professionals to explain NFA's portfolio of special education services. These are helpful communication pieces for PPTs and registration of new students. Communication with parents and community is frequent, segmented, and targeted to constituent needs. Social media platforms are institutional and deploy strategically to share information. An integrated, tiered daily and weekly communication plan segments information to parents, students, faculty & staff, alumni, and communities.

PD focused on EL instructional strategies this year, and Special Education focused on PD with Dr. Larry Preziant and the SCERTS model. A new collaboration with the United Community & Family Services expanded physical and behavioral health for students and families, and for many, extends a continuum of services from middle school.

Truancy prevention measures have been revised and aggressively implemented in the past two years with a three-tier intervention plan to reduce truancy. All tiers involve parental/family outreach. An Attendance Review Board with community partners now works with the most difficult cases, and results often include partnership among school, family, and community service providers to mitigate truancy.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA's 2218 students represent diversity on many levels - ethnic, racial, linguistic, economic, and geographic. An institution that first admitted women in 1856 and graduated daughters of a former slave in 1866 & 1867, NFA continues a profound historical commitment to diversity.

NFA's Diversity Office plans, coordinates and supports cultural activities, programs, volunteer opportunities and field trips to promote understanding. There are co-curricular cultural and language clubs (Asian Cultures, Circolo Italiano, CapeVerdean Student Group, Haitian Support Group, etc.). An active link with Norwich's NAACP Roberstine Duncan Youth Council promotes leadership and participation in events celebrating diversity and achievement. The Pathways to Teaching program seeks to interest students of color in careers in education. NFA sponsors clubs to empower females, and an active Ally Group promotes understanding of and education about our LGBTQ community.

.An EL program with a New Arrival Center and a three-tiered academic program in major content areas supports NFA's non-native speakers in the acquisition of English language and culturalization. PD this year focused on improving instructional strategies for mainstream teachers to support ELs. The World Language Department offers 7 languages, employs native speakers, and supports honor societies for students who excel in the study of Spanish and Chinese. The World Language Department offers state bi-literacy certification. American Sign Language students are active in the deaf community.

NFA is an award-winning supporter of a Unified Culture & Program with academic, athletic, and social components to promote understanding among students with and without disabilities. PD with Dr. Larry Preziant introduced the SCERTS model to NFA and initiated a mindset change from disability to diff-ability.

.The NFA Foundation, Inc. assists students in need to waive fees for testing, materials and supplies, and participation in field trips, activities, and school events. NFA maintains a clothing outlet and pantry to assist students and families in need of everyday essentials and food. NFA's Project Outreach assists in establishing a school culture of volunteerism, much of which assists members of the school and communities in need.

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Equitable Allocation of Resources among District Schools

NFA is a one school district.