

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



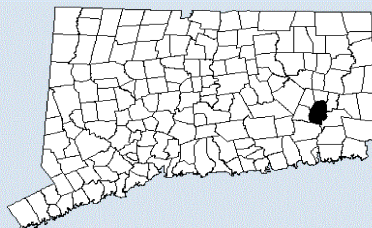
Norwich School District

Ms. Abby Dolliver, Superintendent • 860-823-4200 • <http://www.norwichpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,621
Per Pupil Expenditures ¹	\$16,610
Total Expenditures ¹	\$91,502,218

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

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	*	*	48.4
Male	1,879	51.9	51.6
American Indian or Alaska Native	13	0.4	0.3
Asian	251	6.9	5.2
Black or African American	678	18.7	12.8
Hispanic or Latino of any race	1,202	33.2	25.8
Native Hawaiian or Other Pacific Islander	14	0.4	0.1
Two or More Races	362	10.0	3.6
White	1,101	30.4	52.4
English Learners	632	17.5	7.6
Eligible for Free or Reduced-Price Meals	2,532	69.9	42.1
Students with Disabilities ³	752	20.8	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	176	10.8	134	7.2
Male	234	13.1	223	10.8
Black or African American	50	8.0	86	11.7
Hispanic or Latino of any race	168	14.3	130	9.8
White	126	12.4	82	7.0
English Learners	68	10.3	42	6.2
Eligible for Free or Reduced-Price Meals	305	12.7	301	10.7
Students with Disabilities	141	21.9	77	8.6
District	410	12.0	357	9.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 540

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2018-19

Norwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	207.5
Paraprofessional Instructional Assistants	102.6
Special Education	
Teachers and Instructors	44.0
Paraprofessional Instructional Assistants	106.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	14.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	18.8
Counselors, Social Workers and School Psychologists	23.0
School Nurses	11.7
Other Staff Providing Non-Instructional Services/Support	228.5

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	1.3	1.1
Black or African American	4	1.3	3.8
Hispanic or Latino of any race	3	0.9	3.8
Native Hawaiian or Other Pacific Islander	1	0.3	0.0
Two or More Races	0	0.0	0.1
White	307	96.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	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	*	*	*	*
Hispanic or Latino of any race	0	*	7	*
White	*	*	17	77.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	6	*	*	*
District	6	28.6	34	77.3
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	33	25.0
Emotional Disturbance	30	30.9
Intellectual Disability	11	22.0
Learning Disability	233	71.9
Other Health Impairment	132	65.3
Other Disabilities	6	14.6
Speech/Language Impairment	79	86.8
District	524	55.9
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).

District Profile and Performance Report for School Year 2018-19

Norwich School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	149	2.7	1.9
Emotional Disturbance	97	1.7	1.1
Intellectual Disability	50	0.9	0.5
Learning Disability	325	5.9	5.5
Other Health Impairment	205	3.7	3.2
Other Disabilities	81	1.5	1.1
Speech/Language Impairment	112	2.0	1.8
All Disabilities	1,019	18.3	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	338	33.2	8.2
Private Schools or Other Settings	119	11.7	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	\$68,999,146	\$12,525	\$10,545
Support services - students	\$5,401,855	\$1,550	\$1,373
Support services - instruction	\$321,494	\$92	\$644
Support services - general administration	\$473,300	\$136	\$462
Support services - school based administration	\$2,608,243	\$748	\$1,007
Central and other support services	\$1,341,549	\$385	\$671
Operation and maintenance of plant	\$4,791,165	\$1,374	\$1,629
Student transportation services	\$7,156,726	\$1,140	\$1,231
Food services	.	.	\$13
Enterprise operations	\$408,739	\$117	\$157
Minor school construction	.	.	\$65
Total	\$91,502,218	\$16,610	\$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	\$5,418,915	18.2	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$2,592,302	8.7	10.4
Employee Benefits	\$1,759,577	5.9	13.0
Purchased Services Other Than Transportation	\$2,489,860	8.4	5.5
Special Education Tuition	\$13,982,043	46.9	22.6
Supplies	\$58,749	0.2	0.6
Property Services	\$26,242	0.1	0.4
Purchased Services For Transportation	\$3,447,582	11.6	8.0
Equipment	\$7,463	0.0	0.2
All Other Expenditures	\$135	0.0	0.1
Total	\$29,782,869	100.0	100.0
Percent of Total Expenditures Used for Special Education		32.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	48.2
State	44.8
Federal	6.6
Tuition & Other	0.3

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).

District Profile and Performance Report for School Year 2018-19

Norwich School District

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	9	*	9	*	*	*
Asian	130	75.7	130	74.6	46	73.1
Black or African American	361	52.0	360	44.6	127	49.6
Hispanic or Latino of any race	699	55.0	699	50.5	234	52.9
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	213	56.6	213	51.0	72	52.9
White	592	62.7	591	57.3	205	58.3
English Learners	427	54.9	427	51.6	133	52.1
Non-English Learners	1,583	59.2	1,581	53.5	558	56.1
Eligible for Free or Reduced-Price Meals	1,414	55.8	1,414	50.5	487	53.2
Not Eligible for Free or Reduced-Price Meals	596	64.2	594	59.2	204	60.2
Students with Disabilities	350	39.4	350	33.4	128	41.5
Students without Disabilities	1,660	62.2	1,658	57.2	563	58.4
High Needs	1,594	55.1	1,593	50.1	551	52.3
Non-High Needs	416	70.5	415	64.6	140	67.0
District	2,010	58.3	2,008	53.1	691	55.3

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			
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	83.7	73.3	82.3	N/A	1,013	79.8
Curl Up	78.0	83.6	90.1	N/A	1,013	83.7
Push Up	60.9	68.3	55.3	N/A	1,013	61.6
Mile Run/PACER	79.7	68.6	55.3	N/A	1,013	68.2
All Tests - District	51.4	40.8	34.2	N/A	1,013	42.3
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.

District Profile and Performance Report for School Year 2018-19

Norwich School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
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	54.5	0	0.0
Male	58.1	0	0.0
Black or African American	*	0	*
Hispanic or Latino of any race	*	0	*
White	63.3	0	0.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	51.7	0	0.0
District	56.9	0	0.0
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.

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
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

District Profile and Performance Report for School Year 2018-19

Norwich School District

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	58.3	75	38.8	50	77.7	67.7
	High Needs Students	55.1	75	36.7	50	73.4	58.1
Math Performance Index	All Students	53.1	75	35.4	50	70.8	63.1
	High Needs Students	50.1	75	33.4	50	66.8	52.7
Science Performance Index	All Students	55.3	75	36.9	50	73.7	63.8
	High Needs Students	52.3	75	34.9	50	69.8	54.2
ELA Academic Growth	All Students	48.1%	100%	48.1	100	48.1	59.9%
	High Needs Students	47.7%	100%	47.7	100	47.7	55.1%
Math Academic Growth	All Students	47.6%	100%	47.6	100	47.6	62.5%
	High Needs Students	47.6%	100%	47.6	100	47.6	55.2%
Progress Toward English Proficiency	Literacy	61.6%	100%	30.8	50	61.6	60.0%
	Oral	55.1%	100%	27.5	50	55.1	52.1%
Chronic Absenteeism	All Students	12.0%	<=5%	36.0	50	72.0	10.4%
	High Needs Students	13.4%	<=5%	33.1	50	66.3	16.1%
Preparation for CCR	% Taking Courses	61.5%	75%	41.0	50	82.1	80.0%
	% Passing Exams	.	75%	.	50	.	42.6%
On-track to High School Graduation		83.7%	94%	44.5	50	89.1	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.0% 42.3%	75%	28.2	50	56.5	96.4% 52.9%
Arts Access		40.4%	60%	33.7	50	67.3	51.9%
Accountability Index				682.0	1150	59.3	

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?					Y
ELA Performance Index Gap	70.5	55.1	15.4	15.4	
Math Performance Index Gap	64.6	50.1	14.5	17.6	
Science Performance Index Gap	67.0	52.3	14.6	16.1	
Graduation Rate Gap	

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	98.7
	High Needs Students	98.7
Math	All Students	98.5
	High Needs Students	98.4
Science	All Students	97.9
	High Needs Students	97.7

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: 49.1 State: 51.5

District Profile and Performance Report for School Year 2018-19

Norwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools (NPS) is home to seven elementary schools, two middle schools, two preschools and two family resource centers. During the 2018-19 school year, the district continued several district improvement efforts including improvement of academic programs, special education programs, truancy prevention, and parental outreach efforts.

Improving Academic Programs: During the 2018-2019 school year, the district implemented new reading curriculum for grades K-5. Curriculum development is underway in Writing and Social Studies for grades K-5 and in ELA in grades 6-8. New systems for monitoring intervention programs were implemented in 2018-2019. We are also continuing to develop new themed based integrated core and extended core curriculum at our two middle magnet schools.

Improving Special Education Programs: During the 2018-2019 school year the district focused on increasing consistency in collecting, organizing, analyzing, sharing and reporting data to stakeholders through implementation of consistent Scientific Research Based Interventions (SRBI) practices outlined in the new district SRBI Manual. Additionally, the district continues to provide professional development for teachers on specialized instruction.

Truancy Prevention: NPS continues regular communication with staff throughout the year to review attendance procedures and policies, goal setting, and review of progress related to school day attendance. Daily phone contact was made with each family of an absent child, by 10am each day, especially when the parent had not phoned in a message as to the child's absence. Home visits and school meetings were utilized as needed, and in compliance with state truancy laws. Each school hosted an attendance team meeting every two weeks where teams reviewed students identified as chronically absent, identified next steps related to individualized outreach to families, and discussed school-wide messaging and incentive plans.

Engaging Families in Student Learning: A variety of family engagement offerings were completed during the school year including whole-school events, intimate smaller-group workshops and conversations, and individualized outreach as needed. These family learning opportunities included health, wellness, curricular, and climate related activities. The board adopted a new policy on family engagement which stressed the need to partner with families in planning for improvement of school programs. Our leadership team has engaged in professional development to improve our engagement with families. Plans are underway to increase events and attendance at events where families are learning literacy and math strategies. This year we also created Community Ambassador part-time positions to serve as liaisons for the schools at community events.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district magnet elementary schools; one which focuses on environmental education and the other focuses on technology and the arts. During the 2016-17 school year, Norwich Public Schools partnered with LEARN to submit a federal Magnet Schools of America grant application, which was ultimately funded to create two magnet middle schools in the district: one with a STEAM focus, and the other with a Global Studies focus. Student recruitment efforts at all magnet schools are intended to reduce racial, ethnic, and socio-economic isolation. Within the community of Norwich, parents have school choice for their children. Besides the four intra-district magnet schools, parents can opt to send their child to magnet schools in the city of New London or to one of the LEARN sponsored magnet schools in the region.

District Profile and Performance Report for School Year 2018-19

Norwich School District

Equitable Allocation of Resources among District Schools

The district ensures instructional supply budgets are distributed on a per pupil basis. Student needs are met through a variety of state, federal, and local funding sources to enhance the general fund offerings. Norwich Public Schools relies heavily on state and federal grants to support initiatives and District Improvement Goals. These additional funding sources often require an analysis of student need including free/reduced lunch status, or number of ELs and/or special education students. School enrollment and student need are both considered ensuring an equitable distribution of funds.