

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

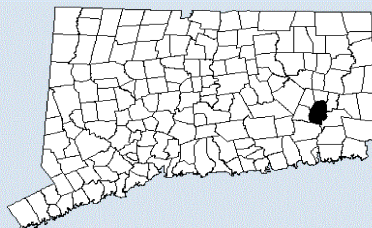


## Norwich Free Academy District

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

### District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	2,338
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,200	51.3	48.4
Male	1,138	48.7	51.6
American Indian or Alaska Native	36	1.5	0.3
Asian	180	7.7	5.1
Black or African American	385	16.5	12.9
Hispanic or Latino	385	16.5	24.0
Pacific Islander	18	0.8	0.1
Two or More Races	66	2.8	2.9
White	1,268	54.2	54.8
English Learners	140	6.0	6.8
Eligible for Free or Reduced-Price Meals	1,126	48.2	35.9
Students with Disabilities <sup>1</sup>	272	11.6	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	160	13.6	103	8.7
Male	179	15.8	222	19.3
Black or African American	54	14.4	90	23.5
Hispanic or Latino	98	24.9	94	23.4
White	151	12.3	110	8.9
English Learners	33	21.4	34	21.5
Eligible for Free or Reduced-Price Meals	219	21.6	249	21.1
Students with Disabilities	64	24.6	82	28.1
District	339	14.7	325	13.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 48

Number of school-based arrests: 17

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Norwich Free Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	141.2
Paraprofessional Instructional Assistants	12.5
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	7.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	18.2
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	22.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	102.7

<sup>1</sup>In 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	1.9	1.0
Black or African American	8	3.8	3.6
Hispanic or Latino	5	2.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	192	91.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	46	53.5	68	70.1
Hispanic or Latino	47	53.4	57	62.0
White	183	60.6	276	83.1
English Learners	6	20.0	25	53.2
Eligible for Free or Reduced-Price Meals	124	52.1	171	69.8
Students with Disabilities	19	37.3	37	61.7
District	337	59.3	461	78.4
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	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		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Norwich Free Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

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

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	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:<sup>4</sup>

#### 2015-16

	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

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Norwich Free Academy 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	10	*	10	*	8	*
Asian	53	61.0	53	72.1	42	54.6
Black or African American	85	44.1	85	40.5	83	35.4
Hispanic or Latino	70	44.9	70	41.8	105	42.9
Native Hawaiian or Other Pacific Islander	10	*	10	*	*	*
Two or More Races	11	*	11	*	33	52.9
White	284	62.5	284	57.6	255	58.7
English Learners	48	40.1	48	41.8	56	32.4
Non-English Learners	475	58.2	475	54.9	473	53.2
Eligible for Free or Reduced-Price Meals	220	45.8	220	44.2	284	44.9
Not Eligible for Free or Reduced-Price Meals	303	64.4	303	60.5	245	58.1
Students with Disabilities	44	35.9	44	35.4	63	33.0
Students without Disabilities	479	58.5	479	55.3	466	53.4
High Needs	247	45.3	247	43.8	304	44.3
Non-High Needs	276	66.7	276	62.5	225	60.1
District	523	56.6	523	53.7	529	51.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	84.2	557	84.2
Curl Up	N/A	N/A	N/A	85.3	557	85.3
Push Up	N/A	N/A	N/A	67.1	557	67.1
Mile Run/PACER	N/A	N/A	N/A	49.2	557	49.2
All Tests - District	N/A	N/A	N/A	37.7	557	37.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Norwich Free Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	101	82.2
Hispanic or Latino	86	75.6
English Learners	59	78.0
Eligible for Free or Reduced-Price Meals	316	75.0
Students with Disabilities	82	53.7
District	578	83.0
State		87.4

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	236	39.0
Male	96.9	192	34.8
Black or African American	94.5	26	14.2
Hispanic or Latino	95.6	25	13.9
White	98.7	283	44.6
English Learners	88.3	12	15.6
Eligible for Free or Reduced-Price Meals	95.4	88	18.2
Students with Disabilities	85.6	*	*
District	97.4	428	37.0
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	70.8	86.3
Male	67.4	76.4
Black or African American	59.8	65.5
Hispanic or Latino	54.4	71.8
White	75.2	85.4
English Learners	48.9	81.5
Eligible for Free or Reduced-Price Meals	59.2	71.2
Students with Disabilities	38.3	57.1
District	69.2	82.0
State	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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 2016-17

## Norwich Free Academy 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	56.6	75	75.4	100	75.4	67.1
	High Needs Students	45.3	75	60.4	100	60.4	55.9
Math Performance Index	All Students	53.7	75	71.6	100	71.6	62.2
	High Needs Students	43.8	75	58.4	100	58.4	50.5
Science Performance	All Students	51.0	75	68.0	100	68.0	55.3
	High Needs Students	44.3	75	59.1	100	59.1	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	14.7%	<=5%	30.6	50	61.3	9.9%
	High Needs Students	21.2%	<=5%	17.7	50	35.4	15.8%
Preparation for CCR	% Taking Courses	69.0%	75%	46.0	50	92.0	70.7%
	% Passing Exams	37.0%	75%	24.7	50	49.4	43.5%
On-track to High School Graduation		84.9%	94%	45.2	50	90.4	87.8%
4-year Graduation All Students (2016 Cohort)		83.0%	94%	88.3	100	88.3	87.4%
6-year Graduation - High Needs Students (2014)		81.1%	94%	86.3	100	86.3	82.0%
Postsecondary Entrance (Class of 2016)		69.2%	75%	92.3	100	92.3	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.2%   37.7%	75%	25.1	50	50.3	92.0%   51.6%
Arts Access		52.1%	60%	43.4	50	86.9	50.5%
<b>Accountability Index</b>				<b>892.6</b>	<b>1250</b>	<b>71.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	66.7	45.3	21.3	16.7	
Math Performance Index Gap	62.5	43.8	18.7	18.7	
Science Performance Index Gap	60.1	44.3	15.8	16.6	
Graduation Rate Gap	94.0%	81.1%	12.9%	12.0%	Y

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.1
	High Needs Students	91.5
Math	All Students	95.1
	High Needs Students	91.5
Science	All Students	98.4
	High Needs Students	97.3

<sup>3</sup>Minimum 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Norwich Free Academy District

### Narratives

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NFA's student population of 2326 students represents significant diversity on several levels. We greatly value and support this diversity. The NFA Diversity Office takes the lead in coordinating and supporting multicultural activities and programs. The Diversity Office staff works to promote understanding of and collaboration between students and faculty/staff of all backgrounds. Among the activities they oversee are: Pathways to Teaching program for minority students (collaboration with LEARN). Hispanic Heritage Month, Haitian Flag Day, and monthly diversity meetings featuring a variety of activities and presentations including field trips and speakers. Student co-curricular cultural organizations such as the Cape Verdean, Haitian, Latino and Chinese Clubs. Female student group stressing leadership skills. Class presentations/training on diversity, as requested. Summer internships that provide paid work for minority students. Partnership with NAACP Youth Council (now a joint NFA/community group). Student work planning/participating in community events that celebrate diversity, such as the NAACP Youth Freedom Fund Dinner, the annual MLK Luncheon, the MLK March, city-wide festivals and Multicultural Night at a town elementary school. Mentoring support for students from diverse backgrounds. Providing support for students and families from diverse backgrounds. Providing language support for EL students in classrooms. Providing language support for EL students and families at SSTs, PPTs, etc.

Celebration of events recognizing various cultures, including Hispanic Heritage Month, National French Week, Chinese New Year. Induction of students of excellence into organizations such as the Spanish National Honor Society and the Chinese National Honor Society.

In the classroom, the World Language Department offers eight languages and hires native speakers to teach those languages whenever possible. We offer field trips and exchange programs for our students. Students receiving free or reduced price lunch receive class workbooks at a discounted price, or free. World Language teachers also use "realia" and language-specific readers to teach languages and cultural diversity. Our ASL program conducts gatherings with the deaf community or visit the School of the Deaf.

# District Profile and Performance Report for School Year 2016-17

## Norwich Free Academy District

### **Equitable Allocation of Resources among District Schools**

NFA is a single-school district.