

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

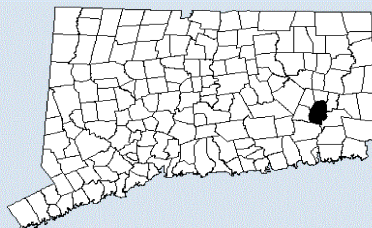


Norwich Free Academy District

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

District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	2,266
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,174	51.8	48.4
Male	1,092	48.2	51.6
American Indian or Alaska Native	26	1.1	0.3
Asian	180	7.9	5.2
Black or African American	333	14.7	12.7
Hispanic or Latino of any race	394	17.4	26.9
Native Hawaiian or Other Pacific Islander	11	0.5	0.1
Two or More Races	136	6.0	3.8
White	1,186	52.3	51.1
English Learners	212	9.4	8.3
Eligible for Free or Reduced-Price Meals	1,178	52.0	43.3
Students with Disabilities ³	253	11.2	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	261	22.4	108	8.9
Male	219	20.1	159	14.0
Black or African American	66	19.6	59	17.3
Hispanic or Latino of any race	116	29.7	87	20.0
White	214	18.2	82	6.9
English Learners	58	26.0	36	15.3
Eligible for Free or Reduced-Price Meals	322	27.7	192	15.0
Students with Disabilities	81	33.5	77	28.4
District	480	21.3	267	11.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 301

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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	140.6
Paraprofessional Instructional Assistants	12.6
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	17.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	24.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	105.8

¹ 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	1	0.5	0.1
Asian	4	1.9	1.2
Black or African American	7	3.4	4.0
Hispanic or Latino of any race	5	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	189	91.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	10.4

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	44	62.9	69	72.6
Hispanic or Latino of any race	34	45.3	68	66.7
White	232	74.1	276	88.7
English Learners	24	38.7	24	44.4
Eligible for Free or Reduced-Price Meals	203	67.9	200	71.9
Students with Disabilities	47	81.0	36	76.6
District	411	69.5	481	81.1
State		75.8		84.8

² 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 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		67.8

³ This 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	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,923
Support services - students	N/A	N/A	\$1,277
Support services - instruction	N/A	N/A	\$682
Support services - general administration	N/A	N/A	\$467
Support services - school based administration	N/A	N/A	\$1,021
Central and other support services	N/A	N/A	\$679
Operation and maintenance of plant	N/A	N/A	\$1,718
Student transportation services	N/A	N/A	\$1,288
Food services	N/A	N/A	\$12
Enterprise operations	N/A	N/A	\$163
Minor school construction	N/A	N/A	\$59
Total	N/A	N/A	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	28.5
Instructional Aide Salaries	N/A	N/A	10.1
Other Salaries	N/A	N/A	11.1
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.7
Special Education Tuition	N/A	N/A	22.5
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.3
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	24.6

Expenditures by Revenue Source⁴: 2018-19

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

⁴ Revenue 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	93	86.0
Hispanic or Latino of any race	131	73.3
English Learners	62	72.6
Eligible for Free or Reduced-Price Meals	432	81.7
Students with Disabilities	90	65.6
District	599	85.1
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	72.5	85.9
Male	57.4	73.5
Black or African American	55.6	73.9
Hispanic or Latino of any race	48.4	58.5
White	73.1	84.8
English Learners	52.7	*
Eligible for Free or Reduced-Price Meals	60.4	70.1
Students with Disabilities	49.0	*
District	65.5	80.6
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	44.2%	100%	60.4%
	Oral	43.0%	100%	57.6%
Chronic Absenteeism	All Students	21.3%	<=5%	12.2%
	High Needs Students	27.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	75.3%	75%	80.4%
On-track to High School Graduation		89.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		85.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		65.4%	75%	71.5%
Arts Access		50.6%	60%	51.8%

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
Graduation Rate Gap	94.0%	85.2%	8.8%	10.9%	N

¹ 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

NFA is committed to a comprehensive school improvement initiative led by NFA's School Data Team (SDT) that focuses on ensuring that all graduating students will either be accepted into the postsecondary program of their choice (including college/university, military or certification program) or employed full time.

NFA's School-to-Work (STW) Program prepares students with the necessary academic and social skills to successfully enter the workplace immediately following graduation. To properly support this initiative, the Anne Mitchell College & Career Center was dedicated and has a new and high-profile location on campus. The STW initiative has been enthusiastically embraced by the local business community with many of these industry leaders serving on the STW Steering Committee. With the help and guidance of these partners, the initiative has driven curriculum change in several of our courses. Through partnerships with EWIB and TRCC, NFA provides opportunities for students to enroll in healthcare and manufacturing pipelines preparing them with workplace credentials while they are still in high school. A new Senior Seminar Course was developed in order to give students experience in areas identified by community employers.

A "push-in" model of academic support has been implemented in several general education courses across all core curricular areas to deliver instruction in a smaller classroom setting using a more team-based methodology. An Honors Program is in place to support the intellectual needs, academic goals and aspirations of high performing students and their families. Professional learning has most recently been focused upon student engagement, grading and assessment techniques and supporting all students (academically, socially and emotionally). The Special Education department continued to partner with Dr. Barry Prizant to provide the school community with strategies and techniques for students to become social communicators, while also preventing problem behaviors that may interfere with their ability to foster relationships with others.

Parent conferences are provided at formally scheduled times in November. In addition, all 9th grade families are invited for a transition meeting immediately prior to the start of school. The School Counseling department invites families to attend Student Success Plan (SSP) meetings and/or evening information sessions for all students. NFA's social media presence is strategically used to share important information and generate improved student and family engagement. A unique portfolio of daily and weekly communication pieces are used to inform all stakeholders of important information. Surveys were sent to all families at the end of the school year to gather feedback on how to improve our instructional practices specifically in a remote learning situation for the upcoming school year.

Grade-level House Support Teams consisting of the House Principal, School Counselors, a School Psychologist and a School Social Worker have been in place to monitor the progress of all students. When they identify students with an attendance issue, the team follows a three-tiered intervention plan aimed at reducing truancy. Each tier involves outreach to the family. An Attendance Review Board comprised of school personnel and community partners works together with the family to intervene in the most difficult cases.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA is one of the most diverse and inclusive high schools in the state. Its 2,250 students represent diversity on many levels - ethnic, racial, linguistic, intellectual, socio-economic and geographic.

NFA's Diversity Office plans, coordinates and supports cultural activities, programs, volunteer opportunities and field trips to promote awareness and understanding. There are co-curricular cultural and language clubs (Asian Cultures, Circolo Italiano, Cape Verdean Student Group, Haitian Student Group, etc.) as well as an active Ally Group that promotes understanding of and education about our LGBTQ community. An active link with Norwich's NAACP Roberstine Duncan Youth Council promotes leadership and participation in events celebrating diversity and achievement.

A robust and forward thinking EL program with a New Arrival Center and a three-tiered academic program in major content areas support NFA's non-native speakers in the acquisition of English language and culturalization. Under the direction of the Director of Diversity and the EL Program Coordinator, the EL department is staffed with interventionists who speak multiple languages to assist with linguistic needs in the classroom and with communication between school and home. The World Language Department offers six languages (including American Sign Language), employs native speakers, supports honor societies for students who excel in the study of Spanish and Chinese and offers state bi-literacy certification.

The NFA Foundation, Inc. annually assists students in need to waive fees for testing, materials and supplies and participation in field trips, activities, and school events. When school closed in March, devices in our classroom Chromebook carts were reallocated to students in need so they would have the technology to participate in remote learning opportunities at home. In addition to participating in the National School Lunch Program (NSLP) which provides breakfast and lunch each day, NFA also offers free after school snack and dinner opportunities for all students regardless of economic need. The Wildcat Clothing Loft and Food Pantry are available to any student to support his or her clothing or food needs.

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Equitable Allocation of Resources among District Schools

NFA is a comprehensive independent high school that has a Master Educational Agreement with the Boards of Education from eight local Partner Communities. To that end, NFA is regarded as a single school district (one high school) that serves students from approximately twenty-one CT communities.