

STRATEGIC SCHOOL PROFILE 2008-09**Norwich School District**

PAMELA W. AUBIN, Superintendent
Telephone: (860) 823-4245

Location: 90 Town Street
Norwich,
Connecticut

Website: www.norwichpublicschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$20,742
Town Population in 2000: 36,117	Percent of Adults without a High School Diploma in 2000*: 21.3%
1990-2000 Population Growth: -3.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 89.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 3,923
5-Year Enrollment Change -3.5%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,513	64.1	45.2	30.3
K-12 Students Who Are Not Fluent in English	366	10.0	11.9	5.2
Students Identified as Gifted and/or Talented*	1	0.0	3.2	4.0
PK-12 Students Receiving Special Education Services in District	547	13.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	287	72.5	75.2	79.7
Homeless	58	1.5	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	15	39.5	22.1	19.0

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	108	2.8
Asian American	285	7.3
Black	928	23.7
Hispanic	841	21.4
White	1,761	44.9
Total Minority	2,162	55.1

Percent of Minority Professional Staff: 4.5%

Non-English Home Language: 22.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 27.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During the 2008-09 school year Norwich Public Schools continued its participation in the “Courageous Conversations” initiative run by SERC. This past year the district created a District Equity Leadership Team (DELT). The DELT was responsible for developing a “District Equity Plan”.

Three schools - Greeneville, Moriarty and Stanton participated in the “Bridges to Understanding” institute presented by UCLA School Management Program. The institute is designed to give educators a portfolio of strategies which enable them to ensure all students participate actively in the classroom learning when English is not their first language. Two schools participated in the previous year- three more will participate in the coming year.

Five district teachers continue their coursework through a grant-funded program with Southern Connecticut State University, which will allow them to be cross-endorsed as TESOL teachers.

All schools continued to provide after-school tutorial programs for all children. They were a combination of academic intervention and/or enrichment.

NPS continues its Thames River Connections science program with Montville Public Schools and the Bozrah School System. This affords middle schoolers with an opportunity to learn and socialize with students from other communities.

Service learning projects continue:

1. “Community Garden” at Moriarty School
 2. “Empty Bowls” project – joint fundraiser with Thames River Academy (alternative high school) and Teachers Memorial Middle School. Proceeds go to the local soup kitchen
-

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	37.8	54.6	15.1
Writing	50.0	62.5	14.5
Mathematics	44.7	62.8	11.9
Grade 4 Reading	38.9	60.7	8.0
Writing	39.2	64.2	4.8
Mathematics	38.2	63.6	7.3
Grade 5 Reading	46.3	66.0	8.7
Writing	49.9	66.5	10.5
Mathematics	51.9	68.8	9.9
Science	30.6	58.1	8.0
Grade 6 Reading	54.5	68.9	12.3
Writing	48.9	62.2	14.7
Mathematics	43.6	68.8	8.0
Grade 7 Reading	59.5	74.9	10.8
Writing	43.7	62.9	12.1
Mathematics	41.4	66.0	8.9
Grade 8 Reading	51.9	68.4	14.2
Writing	46.5	66.5	11.0
Mathematics	49.6	64.5	16.8
Science	44.1	60.6	16.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	0.0	47.4	0.8
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	5.0	47.8	1.5
Science	0.0	42.8	2.3

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	23.1	36.2	14.2

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	55.6	92.1	1.5
Cumulative Four-Year Dropout Rate for Class of 2008	92.0	6.6	0.7
2007-08 Annual Dropout Rate for Grade 9 through 12	22.4	2.5	0.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	20.0	84.1
% Employed (Civilian Employment and in Armed Services)	60.0	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	233.70
Paraprofessional Instructional Assistants	39.90
Special Education	
Teachers and Instructors	39.00
Paraprofessional Instructional Assistants	54.00
Library/Media Specialists and/or Assistants	14.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	15.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	24.20
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	272.50

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	13.9	13.6
% with Master's Degree or Above	79.9	75.7	76.1

Average Class Size	District	DRG	State
Grade K	18.3	18.9	18.3
Grade 2	18.8	19.1	19.3
Grade 5	19.1	20.2	21.0
Grade 7	21.1	19.8	20.5
High School	10.0	21.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	961	963	988
Middle School	1,044	1,007	1,016
High School	1,040	995	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	3.5	3.3
Middle School	1.9	2.9	2.6
High School	2.3	2.8	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$29,741	\$7,450	\$7,411	\$8,113	\$7,522
Instructional Supplies and Equipment	\$871	\$218	\$332	\$262	\$271
Improvement of Instruction and Educational Media Services	\$297	\$74	\$232	\$454	\$446
Student Support Services	\$5,129	\$1,285	\$796	\$803	\$806
Administration and Support Services	\$4,016	\$1,006	\$1,508	\$1,397	\$1,369
Plant Operation and Maintenance	\$5,447	\$1,364	\$1,249	\$1,297	\$1,377
Transportation	\$4,857	\$866	\$610	\$577	\$644
Costs for Students Tuitioned Out*	\$5,382	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$87	\$83	\$151
Total*	\$55,739	\$13,797	\$12,897	\$13,078	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,443	\$361	\$1,185	\$1,197	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$73,412; Tuition Costs, \$23,055.

Total town expenditures per pupil for PK-12 are \$13,067.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$19535392	26.6	20.7	20.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	41.1	53.3	5.0	0.5
Excluding School Construction	41.4	52.9	5.1	0.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Norwich Public Schools closely monitors and adheres to budget guidelines in order to ensure equity of educational resources. The Budget Expenditure Committee, along with Central Office administrators carefully monitor class sizes, ensures all teachers are “Highly Qualified”, and that the yearly budget provides equitably for textbooks, supplies and materials.

The Board of Educators, Facilities Supervisor, and the Superintendent systematically review the conditions of each school and work diligently to ensure each school is a safe and healthy learning environment.

The student-teacher ratio remains equitable across the school district.

Each school’s School Wide Data Team works closely with the building administrator to monitor student academic progress, school building goals, and school/district resources.

The district allocates grant funds equitably across the district so that supplementary services (intervention, enrichment, after-school tutorial, etc...) are available for all students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	871
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.4%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	38	0.7	0.7	0.8
Learning Disability	284	5.0	4.0	3.9
Intellectual Disability	58	1.0	0.5	0.5
Emotional Disturbance	130	2.3	0.9	1.0
Speech Impairment	115	2.0	2.3	2.3
Other Health Impairment*	148	2.6	1.9	2.1
Other Disabilities**	98	1.7	1.2	0.9
Total	871	15.4	11.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	73.6	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	7.0	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.9	30.2	48.3	65.7
	Writing	7.4	19.5	46.3	64.1
	Mathematics	11.2	30.7	44.9	65.7
	Science	12.1	23.8	37.2	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	0.0	47.4
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	5.0	47.8
	Science	N/A	N/A	0.0	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	30.5
	% With Accommodations	69.5
CAPT	% Without Accommodations	91.1
	% With Accommodations	8.9
% Assessed Using Skills Checklist		15.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	23	2.6
Private Schools or Other Settings	94	10.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	360	41.3	68.5	72.7
40.1 to 79.0 Percent of Time	305	35.0	16.6	16.1
0.0 to 40.0 Percent of Time	206	23.7	14.8	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Improvement Plan continues to be both a guiding force and a monitoring system for Norwich Public Schools. The Superintendent's Cabinet (aka District Data Team) meets twice per month and serves in an advisory capacity to the Superintendent.

The three main district improvement strategies are:

1. Expand opportunities for improving teacher and administrator knowledge and skills in the areas of: literacy, team process skills, and data analysis to improve instruction
2. Expand available instructional time to meet instructional needs in literacy
3. Revise Building Instructional Team process to align with the Data Team process and leadership walkthroughs (completed)

The district continues to take advantage of the CALI workshops in order to increase teacher knowledge and instructional capacity.

Literacy coaches provide job-embedded professional development throughout the district.
