

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



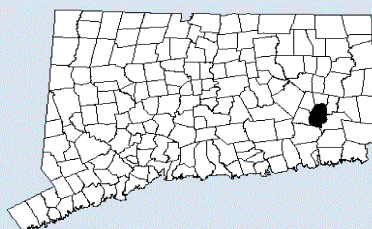
Norwich School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,705
Per Pupil Expenditures ¹	\$17,111
Total Expenditures ¹	\$66,014,818

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,778	48.0	48.3
Male	1,927	52.0	51.6
American Indian or Alaska Native	26	0.7	0.2
Asian	272	7.3	4.9
Black or African American	664	17.9	12.8
Hispanic or Latino	1,078	29.1	23.0
Pacific Islander	6	0.2	0.0
Two or More Races	378	10.2	2.7
White	1,281	34.6	55.9
English Learners	522	14.1	6.4
Eligible for Free or Reduced-Price Meals	2,790	75.3	38.0
Students with Disabilities ¹	665	17.9	13.7

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	150	9.1	67	3.8
Male	182	10.3	215	10.9
Black or African American	44	7.1	86	12.7
Hispanic or Latino	130	13.0	83	7.5
White	117	9.9	82	6.4
English Learners	41	7.8	33	6.3
Eligible for Free or Reduced-Price Meals	284	11.0	252	8.6
Students with Disabilities	115	17.8	93	11.7
District	332	9.7	282	7.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 280

Number of school-based arrests: 21

²A 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.

³The 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 2015-16

Norwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	201.1
Paraprofessional Instructional Assistants	76.4
Special Education	
Teachers and Instructors	42.0
Paraprofessional Instructional Assistants	73.2
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	15.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	23.0
School Nurses	14.2
Other Staff Providing Non-Instructional Services/Support	220.1

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	2	0.6	1.0
Black or African American	6	1.9	3.5
Hispanic or Latino	4	1.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	302	96.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	*	*	10	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	13	54.2
Students with Disabilities	*	*	21	63.6
District	*	*	21	61.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	35	36.1
Emotional Disturbance	35	33.7
Intellectual Disability	11	28.9
Learning Disability	189	74.1
Other Health Impairment	116	65.5
Other Disabilities	10	24.4
Speech/Language Impairment	91	85.0
District	487	59.5
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Norwich School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	102	1.9	1.6
Emotional Disturbance	104	1.9	1.0
Intellectual Disability	38	0.7	0.5
Learning Disability	255	4.7	4.6
Other Health Impairment	180	3.3	2.8
Other Disabilities	63	1.2	1.0
Speech/Language Impairment	131	2.4	1.9
All Disabilities	873	16.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,467,329	9,085	9,387
Instructional Supplies and Equipment	2,680,743	728	318
Improvement of Instruction and Educational Media Services	316,309	86	541
Student Support Services	5,219,550	1,417	1,048
Administration and Support Services	4,151,448	1,127	1,790
Plant Operation and Maintenance	4,698,968	1,276	1,608
Transportation	6,687,996	1,212	845
Costs of Students Tuitioned Out	8,792,475	N/A	N/A
Other	0	0	194
Total	66,014,818	17,111	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,539,550	418	1,524
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,591,631	17.9	35.1
Noncertified Personnel	2,112,824	8.2	14.5
Purchased Services	2,309,315	9.0	5.5
Tuition to Other Schools	12,387,257	48.2	21.6
Special Ed. Transportation	2,825,579	11.0	8.3
Other Expenditures	1,472,006	5.7	15.0
Total Expenditures	25,698,612	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	44.4	43.4
State	51.0	51.9
Federal	3.9	4.0
Tuition & Other	0.7	0.7

⁴Revenue 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 2015-16

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	*	*	*	*	*	*
Asian	144	68.5	144	65.5	46	55.2
Black or African American	397	51.6	397	43.8	150	41.6
Hispanic or Latino	591	54.7	588	48.5	194	45.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	210	60.1	210	52.8	60	48.6
White	716	62.7	716	55.4	260	52.7
English Learners	302	50.3	301	44.9	77	36.6
Non-English Learners	1770	59.8	1768	52.7	635	49.6
Eligible for Free or Reduced-Price Meals	1599	56.0	1597	49.2	550	46.1
Not Eligible for Free or Reduced-Price Meals	473	66.3	472	59.4	162	55.3
Students with Disabilities	410	42.6	409	36.0	137	34.9
Students without Disabilities	1662	62.3	1660	55.4	575	51.3
High Needs	1688	55.8	1685	49.1	567	45.8
Non-High Needs	384	69.5	384	62.2	145	57.3
District	2072	58.4	2069	51.6	712	48.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.4	69.1	78.1	N/A	1,058	75.4
Curl Up	75.9	77.4	93.7	N/A	1,058	82.5
Push Up	59.7	73.4	61.2	N/A	1,058	64.5
Mile Run/PACER	68.2	47.4	46.2	N/A	1,058	54.2
All Tests - District	38.6	28.4	33.6	N/A	1,058	33.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2015-16

Norwich School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State ⁴	87.2				

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	39.4	0	0.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	50.0	0	0.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	48.4	0	0.0
Students with Disabilities	47.8	0	0.0
District	46.8	0	0.0
State	95.6		40.7

⁵College 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

⁶Participation 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.

Copyright © 2016 The College Board. www.collegeboard.org

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

Copyright © 2016 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.9	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.9	88.3

⁷College 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.

⁸College 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 2015-16

Norwich School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	58.4	75	38.9	50	77.8	67.7
	High Needs Students	55.8	75	37.2	50	74.5	56.7
Math Performance Index	All Students	51.6	75	34.4	50	68.7	61.4
	High Needs Students	49.1	75	32.8	50	65.5	49.9
Science Performance Index	All Students	48.2	75	32.1	50	64.2	57.5
	High Needs Students	45.8	75	30.5	50	61.1	47.0
ELA Academic Growth	All Students	60.4%	100%	60.4	100	60.4	63.8%
	High Needs Students	58.9%	100%	58.9	100	58.9	58.3%
Math Academic Growth	All Students	59.7%	100%	59.7	100	59.7	65.0%
	High Needs Students	58.1%	100%	58.1	100	58.1	57.4%
Chronic Absenteeism	All Students	9.7%	<=5%	40.5	50	81.0	9.6%
	High Needs Students	10.9%	<=5%	38.1	50	76.2	15.6%
Preparation for CCR	% Taking Courses	55.3%	75%	36.9	50	73.8	67.6%
	% Passing Exams	N/A	75%	0.0	50	0.0	40.7%
On-track to High School Graduation		81.9%	94%	43.6	50	87.2	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 33.7%	75%	22.5	50	45.0	89.2% 50.5%
Arts Access		35.7%	60%	29.8	50	59.5	47.5%
Accountability Index				654.4	1050	62.3	

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	69.5	55.8	13.7	16.5	
Math Performance Index Gap	62.2	49.1	13.1	18.9	
Science Performance Index Gap	57.3	45.8	11.5	17.2	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	97.9
Math	All Students	98.0
	High Needs Students	97.8
Science	All Students	98.4
	High Needs Students	98.1

³Minimum 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: 47.5

State: 51.4

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 2015-16

Norwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools (NPS) is home to seven elementary schools, one sixth grade academy, one seventh and eighth grade middle school, a preschool center and a family resource center. During the 2015-16 school year, the district embarked on several district improvement efforts, including improvement of special education programs, truancy prevention, and parental outreach efforts.

Improving Special Education Programs:

In October of 2015, NPS held a 2-day Verbalize and Visualize training for 15 special education teachers. The training ensured proper implementation of a scientifically research based program that addressed the needs for students with deficits in language and reading comprehension. Ongoing district supports included assigning 2 model sites, and additional training for district administrators. All K-1 teachers and special education teachers began full implementation of Foundations in the Fall 2015 and speech and language pathologists began implementing the Primer Talks. Throughout the year, the director of student services did periodic observations of teachers to ensure effective implementation of the program.

Truancy Prevention:

NPS had 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. During Fall parent teacher conferences, schools distributed a letter from the superintendent, clearly describing the district's attendance policy and reinforcing the importance of regular school attendance. NPS collaborated with a citywide group (Engaging City Leaders on Juvenile Justice Reform) to plan for a \$10,000, city wide messaging campaign.

Engaging Families in Student Learning:

Community Engagement: Family Day, Help Me Grow Parent Group, Bully Busters World Youth Day Celebrations

Wraparound Services: Uniform Exchanges, Heating Assistance Sign Ups, SNAP Sign Ups, Mobile Crisis Unit Sessions, Madonna Place Info Sessions, Emergency Preparedness, Smiles on the Move

Parent Workshops: Autism Fairs, Wellness Fairs, STEP Parenting Group, Meet and Greets, Coffee Talks, Morning Greets, Tax Talks, Financial Literacy Workshops, Raising Readers, Fatherhood Initiative

Family School Connection: Open Houses, Unified Arts Nights, PBIS Celebrations, SBAC Parent Forum, Guys and Games Nights

Curriculum Nights: Curriculum Carnivals, Read Across America Day, Read to Ride Rally, United Way Readers, Dr. Seuss Nights, Math and Technology Nights, Discovery Nights,

Volunteerism: Book Fairs, Community & Campus Clean Ups, Welcoming Walkthroughs

Family Fun Activities: Field Days, Harvest Nights, Potlucks, Paint Nights, Walk to School Day, Choir Concerts, Bring your Parent to Bridges Night, Moving Up Days, Winter Festivals, Parent and Child Basketball Games, Multicultural Nights, Parent Showcases

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district magnet schools; one which focuses on environmental education and the other focuses on technology and the arts. Student recruitment efforts at both magnet schools are intended to reduce racial and ethnic isolation. Wequonnoc Arts and Technology Magnet School is supported through a PEACE grant which focuses on attracting more white students and more affluent families to the school. The application and selection process has resulted in a deep and diverse applicant pool from the community.

Within the community of Norwich, parents have school choice for their children. Besides the two 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.

Uncas School, a K-5 network School, has been adopted by the Mohegan Indian Tribe. Tribal members visit the school several times a year. During the visits tribal members work with students sharing information about their language, culture, customs, tribal dances, and tribal history. Each Fall, Uncas School holds an appreciation ceremony, inviting tribal members, parents local community members, staff and students to celebrate this partnership.

A District Administrative Literacy Specialist oversees several district initiatives related to the District Improvement Plan. One initiative is the recruitment of more minority educators for the district.

Several schools participate in grant funded inter-district programs which bring together urban and non-urban students to collaborate on projects. Each year the district's music department holds their All City Music Festival for parents and community members. the group reflects the diversity of our district population.

District Profile and Performance Report for School Year 2015-16

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. The District Data Team reviews student data, curriculum and instructional practices, reviews initiatives, goals and resources. The DDT makes yearly recommendation on how the grant funding should be utilized to ensure equitable distribution among all students and programs.