

**STRATEGIC SCHOOL PROFILE 2008-09****Norwich Free Academy**

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Telephone:

Location: 305 Broadway  
Norwich,  
Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): G 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	2,489
5-Year Enrollment Change	7.7%

**DISTRICT GRADE RANGE**

Grade Range	9-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	366	14.7	33.7	30.3
K-12 Students Who Are Not Fluent in English	77	3.1	3.3	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	342	13.7	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	192	17.2	21.3	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	36	1.4
Asian American	164	6.6
Black	336	13.5
Hispanic	259	10.4
White	1,694	68.1
Total Minority	795	31.9

**Percent of Minority Professional Staff:** 7.7%

**Non-English Home Language:** 10.6% 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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Leaders of The Norwich Free Academy realize that the global competition and economic landscape that our student body will face upon graduation is much different than it was years ago. Our student body is diverse in the areas of race, ethnicity, and socio-economics. NFA mandates that a postgraduate transition plan that truly recognizes the unique qualities of each student be an essential part of his/her academic experience. NFA students are multinational and multilingual. Our population is approximately 30% minority. As a regional high school, our students represent elementary and middle schools of various DRGs; this illustrates the economic diversity of our population. The NFA Diversity program supports, promotes, and coordinates the Academy's multicultural efforts. The Diversity program specifically addresses the academic achievement of students of color and English language learners. The program also focuses on community building. The Diversity Office facilitates multicultural activities that take place at NFA. The office collaborates with various clubs, offices, and departments within the Academy as well as community groups and educational institutions to promote multiculturalism. Examples of the efforts of our multicultural students include the Haitian Student Club, made up of 25 students, which successfully organized a community wide celebration held on Haitian Flag Day. Additionally, over 20 students participated in the John Fox Slater Legacy program held in collaboration with the NAACP. This program celebrated Slater's support of Historical Black Colleges. It is the Academy's mission to celebrate and nurture an institutional commitment to diversity. Therefore we work to ensure that all students representing the racial, ethnic, and socio-economic diversity of NFA are included in all facets of academic and social success. In addition, we work to sustain a campus climate that values and actively supports a diverse community. The Diversity Office worked in conjunction with the Guidance Department to increase (by 30%) the number of students of color that took either the SAT or ACT test last year. The office successfully collaborated with Norwich Public Schools English Language Learners (ELL) program to conduct a successful professional development activity for both NFA and Norwich Public Schools staff. The office facilitated a visit to Eastern Connecticut State University by 35 students of color representing the NEXUS Black Achievement Group and the Successful Hispanics Alliance. The office also coordinated two academic achievement and leadership presentations for approximately 75 ninth grade and tenth grade students of color who earned high grades for this academic year. Finally, the office continued its collaboration with the Athletic Office and the Diversity Athletic Committee to sponsor a mentoring program for student athletes. This committee continues to assist in increasing the number of minority coaches and the number of minority students participating in athletics. During the 2008-2009 school year, priority was given to assisting NFA families that struggle economically. All families were provided with application information for the subsidized lunch program. Students were also assisted financially with meeting expenses related to College Board testing and fees for college courses given at NFA.

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## 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	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	45.6	47.4	40.2
Writing Across the Disciplines	51.2	55.0	32.1
Mathematics	51.0	47.8	45.0
Science	43.2	42.8	41.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	39.2	36.2	53.7

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		69.4	74.5	
Average Score	Mathematics	519	507	60.5
	Critical Reading	509	503	50.4
	Writing	502	506	41.1

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	95.8	92.1	58.0
Cumulative Four-Year Dropout Rate for Class of 2008	3.2	6.6	60.6
2007-08 Annual Dropout Rate for Grade 9 through 12	2.4	2.5	20.4

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	84.1
% Employed (Civilian Employment and in Armed Services)	10.9	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	146.50
Paraprofessional Instructional Assistants	8.50
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	5.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	16.00
School Nurses	2.50
Other Staff Providing Non-Instructional Services and Support	72.00

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.5	14.5	13.6
% with Master's Degree or Above	75.0	77.2	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	19.5	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,014	1,005	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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	3.5	2.6	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	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

**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	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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

NFA is a school district with only one school. Equitable Allocation of Resources among Schools is not relevant to our district.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	N/A	N/A
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## 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	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	7.8	14.1	45.6	47.4
	Writing Across the Disciplines	5.3	13.6	51.2	55.0
	Mathematics	9.5	15.4	51.0	47.8
	Science	5.1	10.6	43.2	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	32.7
	% With Accommodations	67.3
% Assessed Using Skills Checklist		0.0

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Norwich Free Academy developed the NFA 2020 Plan as the formal program of school improvement. The multi-faceted plan focuses on four distinct yet interrelated areas: Increasing Academic Achievement, Maintaining a Dynamic Curriculum, Ensuring a Plan for Post-Graduate Success, and Maintaining NFA as a Premier School of Choice. The Academic Achievement group is sub-divided into four groups: Solidifying Partnerships (which focuses improving NFA's partnerships with parents, caregivers, families, and sending towns), Support for Students (which makes recommendations for improvement of NFA's current programs), Literacy (which works to improve NFA's literacy programs to ensure that ALL students are literate), and ELL (which works to improve NFA's programs in order to expedite the language acquisition of English Language Learners).

In the area of Curriculum, in the 2008-2009 school year, a new partnership with Eastern Connecticut State University began that granted ECSU college credit to NFA students for coursework done at NFA, mirroring our cooperative with the University of Connecticut. Record numbers of students received college credit this past year. Over 50% of the graduating class of 2009 graduated with some type of college credit. Three new computer mobile labs increased computer access to students. New Interactive White Boards were installed in over forty classrooms. Increased Internet access has had a major impact on student research at NFA.

Our students have benefitted from significant advances in the world language department. The department added Chinese to the program offerings last year. A course in Chinese II is newly offered in the 2009-2010 school year. NFA partnered with the American Professional Training group of Norwich to offer certification programs in both Emergency Medical Technician (EMT) and Certified Nursing Assistant (CNA.) Forty-five students completed the course work that included clinical affiliations in convalescent homes and alongside EMT professionals in six-hour ambulance shifts.

The committee working on ensuring plans for post-graduate success worked with the Norwich Chamber of Commerce to set plans for workshops entitled "Getting and Retaining a Job" and "Moving it up to a Career."

Recommendations for future work include: creating a listing of current career/job partnerships in the Career Resource Center, creating a survey instrument that will be distributed to selected private sector organizations to assist NFA in becoming aware of the jobs/careers/internships available to our students, and creating additional internship opportunities that will provide students with much needed skills training.

This committee also researched ways in students, parents, and caregivers receive communication regarding postgraduate transition plans and recommends: improving efforts to increase parent attendance at college/career activities through phone calls, mailings, and providing information to parent and community groups, broadening our efforts to send out information in other languages besides English (e.g. Spanish, Haitian Creole, and Chinese), having guidance counselors continue to inform students and parents/caregivers about the services provided by the Career Resource Center, and increasing the number of families participating in Student Education/Occupational Plan meetings.

NFA stepped up efforts in teacher recruitment by participating in fairs at Eastern Connecticut State University and the University of Connecticut. There are plans to visit a regional minority recruitment fair during the 09-10 school year.

A major initiative of the Special Education Department this year was technology training for the IEP Direct program. This labor-intensive initiative will ultimately streamline the development of individualized education plans for students while also allowing for enhanced data analysis of special education services.

The ABLE Program, one component of the Special Education program, was revamped this year to provide more specialized living skills instruction to students. Parent and community-provider feedback has been very positive regarding the experiences brought to students

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