

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



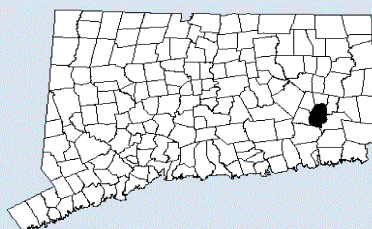
## Norwich School District

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

### District Information

Grade Range	PK-12
Number of Schools	16
Enrollment	3,804
Per Pupil Expenditures <sup>1</sup>	\$16,212
Total Expenditures <sup>1</sup>	\$62,837,257

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,838	48.3	48.3
Male	1,966	51.7	51.6
American Indian	30	0.8	0.2
Asian	269	7.1	4.6
Black or African American	683	18.0	12.9
Hispanic or Latino	1,062	27.9	21.2
Pacific Islander	10	0.3	0.0
White	1,366	35.9	58.4
Two or More Races	384	10.1	2.3
English Language Learners	467	12.3	5.7
Eligible for Free or Reduced-Price Meals	2,744	72.1	37.3
Students with Disabilities <sup>1</sup>	623	16.4	12.8

<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	255	15.0	77	4.1
Male	265	14.8	209	10.6
Black or African American	80	12.2	89	12.6
Hispanic or Latino	184	19.4	84	8.1
White	183	14.6	76	5.5
English Language Learners	55	11.8	30	6.3
Eligible for Free or Reduced-Price Meals	376	15.8	240	9.3
Students with Disabilities	157	25.9	70	9.5
District	520	14.9	286	7.5
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 129**

<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 2013-14

## Norwich School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	199.0
Paraprofessional Instructional Assistants	72.3
<b>Special Education</b>	
Teachers and Instructors	42.0
Paraprofessional Instructional Assistants	63.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	16.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	21.0
School Nurses	13.3
Other Staff Providing Non-Instructional Services/Support	221.5

<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 (%)
Asian	3	1.0	1.0
Black or African American	8	2.6	3.5
Hispanic	2	0.7	3.6
Native American	0	0	0.1
White	290	95.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	0	0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	*	*	0	0
District	*	*	0	0
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	17	24.3
Emotional Disturbance	34	30.1
Intellectual Disability	17	36.2
Learning Disability	134	62.0
Other Health Impairment	95	54.6
Other Disabilities	14	25.0
Speech/Language Impairment	105	78.4
District	416	51.4
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Norwich School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	1.4	1.4
Emotional Disturbance	113	2.1	1.0
Intellectual Disability	48	0.9	0.4
Learning Disability	216	3.9	4.2
Other Health Impairment	176	3.2	2.5
Other Disabilities	85	1.5	1.0
Speech/Language Impairment	158	2.9	1.9
All Disabilities	875	15.9	12.4

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	36	4.1	2.8
Private Schools or Other Settings	94	10.7	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	35,508,149	9,366	8,769
Instructional Supplies and Equipment	1,335,128	352	275
Improvement of Instruction and Educational Media Services	926,465	244	487
Student Support Services	5,190,260	1,369	965
Administration and Support Services	3,332,049	879	1,600
Plant Operation and Maintenance	4,538,056	1,197	1,472
Transportation	6,345,705	1,109	786
Costs of Students Tuitioned Out	5,661,445	N/A	N/A
Other	0	0	178
Total	62,837,257	16,212	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,536,146	405	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,794,567	18.5	35.6
Noncertified Personnel	1,674,190	8.2	14.5
Purchased Services	3,185,815	15.6	5.0
Tuition to Other Schools	7,890,516	38.6	21.4
Special Ed. Transportation	2,511,586	12.3	8.5
Other Expenditures	1,404,373	6.9	14.9
Total Expenditures	20,461,047	100.0	100.0

PK-12 Expenditures Used for Special Education	32.6	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	42.3	41.3
State	51.9	52.7
Federal	5.4	5.5
Tuition & Other	0.5	0.5

<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 2013-14

## Norwich School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	54.7	50.2	51.8	48.1	.	.	.	.	
Hispanic or Latino	55.7	56.5	55.3	54.3	.	.	.	.	
English Language Learners	36.6	37.4	40.1	37.0	.	.	.	.	
Eligible for Free or Reduced-Price Meals	58.3	57.2	58.3	56.0	.	.	.	.	
Students with Disabilities	31.8	31.9	29.6	29.2	.	.	.	.	
High Needs	57.3	56.5	57.6	55.5	.	.	.	.	
District	64.3	63.3	63.6	61.2	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	43.5	44.4	48.4	49.4	.	.	.	.	
Hispanic or Latino	49.2	50.4	.	.	.	.	.	.	
English Language Learners	.	.	29.6	34.6	.	.	.	.	
Eligible for Free or Reduced-Price Meals	41.7	39.1	44.4	49.4	.	.	.	.	
Students with Disabilities	25.7	23.6	23.8	24.7	.	.	.	.	
High Needs	39.8	37.0	41.9	46.9	.	.	.	.	
District	63.6	62.3	59.2	61.7	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	73.3	75.8	86.9	N/A	1,045	78.6
Curl Up	58.1	82.4	87.2	N/A	1,045	76.0
Push Up	48.5	60.4	62.6	N/A	1,045	57.2
Mile Run/PACER	67.4	50.0	42.1	N/A	1,045	53.2
All Tests - District	28.8	33.5	32.9	N/A	1,045	31.8
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Norwich School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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 Language 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 <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	*	0	0.0
Male	0.0	0	0.0
Black or African American	*	0	0.0
Hispanic or Latino	*	0	*
White	0.0	0	0.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	0	0.0
District	*	0	0.0
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	N/A	N/A
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	*	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	*	*
District	*	*
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Norwich School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The District Improvement Plan, originally adopted in 2011 has gone through numerous revisions as the needs and focus of the district have changed. The action steps and strategies focus on student achievement, teacher effectiveness and parent engagement. District teachers are given four district-planned professional learning days, as well as two additional days which are based upon individual teacher need and choice.

The district is now in its second year of implementing the Readers Writers Workshop for ELA, and in year one of implementing the Math in Focus program to support math instruction. Professional Learning support for both has been provided by National Consultants, Partnership with Uconn Neag School of Education, Job –embedded support from instructional specialists and LEARN consultants.

The District Improvement Plan addresses SRBI expectations for teachers.

Each school has a School Governance Council; opportunities for parent involvement ; and outreach for community involvement and support. (Read to Ride, Bearingstar Insurance Company, People's Bank,...)

Each school has a dedicated Family Liaison who works with families in need, and monitors student attendance, and truancy. They organize parent activities outside of the normal school day throughout the school year.

The District Improvement Plan's goals, action steps and expected outcomes are aligned to the goals and outcomes of the Alliance grant.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Norwich Public Schools offers students and community members multiple opportunities to interact with one another in a variety of settings. Every school offers students extended learning opportunities at the end of the regular school day- academic support, sports, the arts, multicultural activities. No child is denied the opportunity to participate in extended school hour programs. These programs are run using district staff, community partners and parents.

In addition to interacting with age and grade appropriate peers in school-based extended programs, there is also opportunity to engage students of various ages and grade levels in extended hour programs: all-city chorus concert, musicals and after-school academic support using area high school students.

The Director of Strategic Initiatives for the district makes a concerted effort to continue to find funding opportunities to pay for these programs.

# District Profile and Performance Report for School Year 2013-14

## Norwich School District

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

The district's Budget Expenditure Committee which consists of selected Board of Education members, central office administrators and a city council representative strive each year to create a responsible and equitable budget. All meetings are open to the public with established meeting times to receive public input. In addition to creating a yearly budget, the committee reviews monthly expenditures.

Any increase in funding from the city is minimal to none and whatever increase may be received basically cover tuition costs to the city's designated high school, Norwich Free Academy which is a quasi-public and private high school.

The district relies heavily on other sources of funding: Priority School District grant, Alliance grant, Title I, II, III, Network School funding, Magnet School funding.

The district schedules six professional learning days per year for teachers and four for paraeducators. Job –embedded support for teachers is also provided by school-based Instructional Specialists.

Student growth and achievement are monitored on a weekly basis at grade level data team meetings.