

**STRATEGIC SCHOOL PROFILE 2012-13****Norwich School District**

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Norwich,  
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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

Town Population in 2000: 36,117

1990-2000 Population Growth: -3.4%

Number of Public Schools: 9

Per Capita Income in 2000: \$20,742

Percent of Adults without a High School Diploma in 2000\*: 21.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.8%

District Enrollment as % of Estimated. Student Population: 89.4%

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\*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): 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      3,791  
 5-Year Enrollment Change      -5.0%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 8

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,645	69.8	55.3	36.7
K-12 Students Who Are Not Fluent in English	440	12.5	12.7	5.8
Students Identified as Gifted and/or Talented	0	0.0	3.3	3.8
PK-12 Students Receiving Special Education Services in District	592	15.6	11.9	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	319	82.6	74.8	79.3
Homeless	47	1.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	24	0.6
Asian American	281	7.4
Black	711	18.8
Hispanic	991	26.1
Pacific Islander	13	0.3
White	1,404	37.0
Two or more races	367	9.7
Total Minority	2,387	63.0

**Percent of Minority Professional Staff: 3.5%**

**Non-English Home Language:**

24.0% 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 34.

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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.

Norwich Public Schools offers multiple opportunities for students and community members to interact with one another regardless of race or language. All schools offer extended learning opportunities after the close of the regular school day. These programs include academic support and enrichment, using district staff and/or community partners. Several of the elementary schools, along with the two middle schools also offer programs funded by programs using 21st Century Learning money. Students who participate interact with age appropriate peers of various abilities, race and language, along with an extremely ethnically diverse staff. The district's Director of Strategic Initiatives continues to lead efforts to fund programs which encourage service learning within the community.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	34.3	56.9	4.4	
Writing	36.5	60.0	3.7	
Mathematics	36.7	61.4	5.0	
Grade 4 Reading	39.8	62.6	5.1	
Writing	37.5	63.0	3.8	
Mathematics	37.8	65.1	3.8	
Grade 5 Reading	48.0	66.9	8.7	
Writing	46.3	65.6	10.6	
Mathematics	45.2	69.2	6.8	
Science	38.7	62.3	9.9	
Grade 6 Reading	51.4	73.3	4.8	
Writing	39.9	65.1	4.1	
Mathematics	36.9	67	4.8	
Grade 7 Reading	62.2	78.9	10.8	
Writing	39.2	64.9	6.3	
Mathematics	31.0	65.4	4.4	
Grade 8 Reading	62.4	76.2	9.5	
Writing	49.5	67.2	10.1	
Mathematics	40.9	65.0	10.1	
Science	40.3	60.4	11.3	

**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 scorable 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	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

**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
	35.0	51.1	15.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		7.1	78.5	
Average Score	Mathematics	490	503	34.6
	Critical Reading	620	499	100.0
	Writing	520	504	60.2

**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, Adjusted Cohort Rate 2012	22.4	84.8	2.2
2011-12 Annual Dropout Rate for Grade 9 through 12	3.6	2.1	7.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	7.1	82.6
% Employed (Civilian Employment and in Armed Services)	42.9	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	190.00
Paraprofessional Instructional Assistants	62.10
Special Education	
Teachers and Instructors	43.00
Paraprofessional Instructional Assistants	80.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	15.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	20.60
School Nurses	13.25
Other Staff Providing Non-Instructional Services and Support	239.10

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	11.0	13.8	13.9
% with Master's Degree or Above	85.8	80.8	79.8

Average Class Size	District	DRG	State
Grade K	20.1	20.6	18.9
Grade 2	20.8	20.6	19.8
Grade 5	22.8	22.0	21.3
Grade 7	19.2	20.4	20.2
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	985	977	999
Middle School	1,020	992	1,029
High School	N/A	N/A	N/A

\*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*	4.6	3.4	2.7
Middle School	2.8	2.9	2.1
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$29,702	\$7,781	\$8,481	\$8,708	\$8,570
Instructional Supplies and Equipment	\$372	\$97	\$334	\$211	\$257
Improvement of Instruction and Educational Media Services	\$477	\$125	\$424	\$347	\$471
Student Support Services	\$5,595	\$1,466	\$998	\$888	\$950
Administration and Support Services	\$4,157	\$1,089	\$1,742	\$1,562	\$1,547
Plant Operation and Maintenance	\$3,937	\$1,032	\$1,277	\$1,367	\$1,459
Transportation	\$6,324	\$1,066	\$731	\$678	\$765
Costs for Students Tuitioned Out*	\$5,928	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$106	\$89	\$170
<b>Total*</b>	<b>\$56,492</b>	<b>\$14,590</b>	<b>\$14,878</b>	<b>\$13,932</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,667	\$1,223	\$1,117	\$879	\$1,398

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$75,704 Tuition Costs, \$25,140.

Total town expenditures per pupil for PK-12 are \$13,988.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20,616,444	27.2	21.9	21.8

**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	38.6	55.9	5.1	0.4
Excluding School Construction	41.3	52.9	5.4	0.4

## 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 Board of Education's Budget Expenditure Committee works closely with city officials to create a responsible and equitable budget. All meetings are open to the public. The committee monitors monthly expenditures, along with the Business Administration. Budget planning begins in September for the following school year. The district receives minimal to no increase in yearly funding from the city. Any increase in funding usually takes care of the tuition increase from Norwich Free Academy, the city's designated high school. The Board depends heavily on other funding sources: Alliance grant, Priority grant, Title I, II, III, Network School funding. All teachers, administrators, and paraeducators are "highly qualified". Six professional learning days are provided each year for staff, along with job-embedded classroom support by Instructional Specialists. Grade level data teams closely monitor student data in every school, with supports and resources put in place as necessary.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	891
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.2%

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	70	1.3	1.1	1.3
Learning Disability	236	4.3	4.1	4.0
Intellectual Disability	43	0.8	0.4	0.4
Emotional Disturbance	123	2.2	0.9	1.0
Speech Impairment	150	2.7	2.1	2.0
Other Health Impairment*	183	3.3	2.1	2.4
Other Disabilities**	86	1.6	1.2	1.0
<b>Total</b>	<b>891</b>	<b>16.2</b>	<b>12.0</b>	<b>12.1</b>

\*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 2011-12 with a Standard Diploma	26.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	2.7	3.2

## 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	19.5	34.5	49.6	69.2
	Writing	6.5	19.9	41.5	64.4
	Mathematics	9.1	29.0	38.1	65.5
	Science	8.5	21.3	39.5	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	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

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	17.5
	% With Accommodations	82.5
CAPT	% Without Accommodations	85.9
	% With Accommodations	14.1
% Assessed Using Skills Checklist		11.0

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	29	3.3
Private Schools or Other Settings	110	12.3

### 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	503	56.5	68.7	72.0
40.1 to 79.0 Percent of Time	231	25.9	16.3	16.4
0.0 to 40.0 Percent of Time	157	17.6	15.1	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The District Improvement Plan, adopted in 2011 and revised, again, in 2013 is on file at the district's central office. It includes strategies and action steps focused on student achievement and teacher effectiveness by providing ongoing professional learning opportunities, using numerous venues and platforms for new learning and collaboration. It also focuses on the effective implementation of the SRBI framework, parent engagement and building stronger parent and community connections. Truancy and attendance is monitored using SWIS attendance data. It tracks attendance, truancy, office referrals, etc. The goal is to increase the overall in-class instructional time and decrease truancy, poor attendance, and office referrals.

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