

STRATEGIC SCHOOL PROFILE 2009-10**Norwich School District**

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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.

COMMUNITY DATA

County: New London

Town Population in 2000: 36,117

1990-2000 Population Growth: -3.4%

Number of Public Schools: 12

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: 89.5%

*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, 2009 3,870
 5-Year Enrollment Change -3.0%

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	2,560	66.1	47.0	32.6
K-12 Students Who Are Not Fluent in English	408	11.2	12.2	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.5	4.1
PK-12 Students Receiving Special Education Services in District	556	14.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	283	73.9	76.5	80.5
Homeless	47	1.2	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	3	8.3	15.8	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	111	2.9
Asian American	307	7.9
Black	927	24.0
Hispanic	843	21.8
White	1,682	43.5
Total Minority	2,188	56.5

Percent of Minority Professional Staff: 4.4%

Non-English Home Language:

23.0% 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 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.

Norwich Public Schools continues its participation in the “Bridges to Understanding” institute sponsored by the UCLA School Management Program. Over the past three years five school staffs have participated in the yearlong training. The institute is designed to give educators a portfolio of strategies which enable them to ensure all students participate actively in the classroom learning, especially when English is not their primary language. Three district teachers continued their coursework through a grant-funded program with Southern Connecticut State University. By December 2010 all three teachers will be cross-endorsed as TESOL teachers. Using grant funding from the Connecticut State Department of Education and ARRA funding each school sponsors after-school tutorial enrichment programs. These programs are available to all students. Norwich Public Schools participates in Thames River Connections, a grant-funding science collaborative with Montville Public Schools and Fields Memorial School in Bozrah. The program fosters social relationships and interactions among children of various socio-economic and ethnic groups, using science as the common learning thread. Many district students continue to participate in service learning projects.

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
Grade 3 Reading	42.7	57.0	9.2
Writing	33.6	58.3	3.7
Mathematics	47.9	62.4	11.7
Grade 4 Reading	40.9	59.9	8.8
Writing	39.9	63.6	6.3
Mathematics	42.0	67.0	8.2
Grade 5 Reading	44.1	61.8	11.5
Writing	49.1	68.2	7.8
Mathematics	53.4	72.4	9.0
Science	31.5	59.4	9.0
Grade 6 Reading	57.1	74.9	10.4
Writing	50.3	65.9	13.4
Mathematics	42.3	70.7	5.5
Grade 7 Reading	61.5	77.4	11.0
Writing	36.8	61.2	7.1
Mathematics	45.5	68.5	8.4
Grade 8 Reading	55.4	73.3	10.8
Writing	41.1	62.6	9.6
Mathematics	46.7	67.3	10.2
Science	44.7	62.8	10.8

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 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
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	3.8	48.7	1.5
Science	10.7	45.3	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
	34.9	50.7	15.2

SAT® I: Reasoning Test Class of 2009		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 2009	61.1	91.3	0.8
2008-09 Annual Dropout Rate for Grade 9 through 12	21.4	3.0	1.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	18.2	84.5
% Employed (Civilian Employment and in Armed Services)	36.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	218.00
Paraprofessional Instructional Assistants	36.50
Special Education	
Teachers and Instructors	42.00
Paraprofessional Instructional Assistants	67.00
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	21.60
School Nurses	14.90
Other Staff Providing Non-Instructional Services and Support	233.30

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	12.0	13.8	13.8
% with Master's Degree or Above	79.7	79.1	77.8

Average Class Size	District	DRG	State
Grade K	18.4	19.3	18.5
Grade 2	18.1	19.9	19.7
Grade 5	21.2	21.0	21.1
Grade 7	17.1	21.3	20.8
High School	12.3	20.9	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	955	966	992
Middle School	1,038	994	1,018
High School	1,042	1,007	1,006

*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*	2.9	3.5	3.2
Middle School	2.6	3.0	2.5
High School	1.7	2.7	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$31,331	\$7,987	\$7,843	\$8,337	\$7,829
Instructional Supplies and Equipment	\$710	\$181	\$336	\$241	\$279
Improvement of Instruction and Educational Media Services	\$388	\$99	\$252	\$466	\$459
Student Support Services	\$5,076	\$1,294	\$830	\$948	\$859
Administration and Support Services	\$3,820	\$974	\$1,627	\$1,461	\$1,426
Plant Operation and Maintenance	\$5,577	\$1,422	\$1,336	\$1,380	\$1,462
Transportation	\$5,033	\$899	\$658	\$597	\$694
Costs for Students Tuitioned Out*	\$5,450	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$93	\$90	\$162
Total*	\$57,385	\$14,429	\$13,721	\$13,589	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,597	\$917	\$1,232	\$1,433	\$1,825

*Town total expenditures (in 1000s) for PK-12 are: Total, \$76,140 Tuition Costs, \$24,205.

Total town expenditures per pupil for PK-12 are \$13,589.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20,199,938	26.5	20.6	20.7

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	41.3	53.0	5.0	0.6
Excluding School Construction	41.9	52.1	5.3	0.7

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 Budget Expenditure Committee comprised of school board members and the central office administrators met bi-weekly during the 2009-10 school year. Together this group closely monitors the budget throughout the school year, especially in times of a “bare bones” budget (3 consecutive years) central office administrators carefully monitor class sizes on a monthly basis and work to ensure all teachers are “Highly Qualified” for their teaching position. The curriculum department and business department ensure there is adequate funding for teacher and student supplies- instructional supplies, textbooks, resource materials. Without adequate materials and resources both effective teaching and productive learning can not take their place. The entire school system is entrenched in data analysis at every level- classroom, school, and district. Student progress is carefully monitored and adjusted as necessary based upon the data. Grant funds are equitably distributed across the district and are used to provide services and materials to children.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	861
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	39	0.7	0.8	1.0
Learning Disability	277	4.9	3.9	3.9
Intellectual Disability	55	1.0	0.5	0.5
Emotional Disturbance	127	2.3	0.9	1.0
Speech Impairment	128	2.3	2.3	2.2
Other Health Impairment*	147	2.6	1.8	2.1
Other Disabilities**	88	1.6	1.2	0.9
Total	861	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 2008-09 with a Standard Diploma	77.1	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.9	4.1

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	9.4	31.6	50.5	67.5
	Writing	6.5	19.6	41.8	63.3
	Mathematics	13.5	32.9	46.3	68.1
	Science	4.1	23.7	38.3	61.1
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	3.8	48.7
	Science	N/A	N/A	10.7	45.3

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	21.6
	% With Accommodations	78.4
CAPT	% Without Accommodations	82.1
	% With Accommodations	17.9
% Assessed Using Skills Checklist		10.7

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	21	2.4
Private Schools or Other Settings	99	11.5

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	369	42.9	69.5	73.4
40.1 to 79.0 Percent of Time	309	35.9	14.9	15.3
0.0 to 40.0 Percent of Time	183	21.3	15.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Improvement Plan guides the district in its efforts toward improving teaching, learning and school climate. The Superintendent Cabinet meets monthly and serves both in an advisory capacity for the Superintendent and the district data team. There are three district improvement strategies outlined in the District Improvement Plan. The first focuses on improving teaching and administrator knowledge in literacy, data analysis for improving instruction and team process skills. The second strategy helps focus the district on the expansion of available instruction time in the area of literacy. The third strategy has focused the district toward its revision of the (former) Building Instructional Team format to one more closely aligned to the “data team process” outlined by the Leadership and Learning Center. District literacy coaches and content-area coordinators continued their efforts in providing job-embedded professional development throughout the district. Each school has an active PTO which in most cases meet each month. This gives all parents the opportunity to be active participants in their child’s school. Parent conferences are held twice a year- November and March. This provides parents an opportunity to give input regarding their child’s progress and receive feedback from the teacher. Each Title I school hosts a yearly Parent Forum to discuss specific intervention support their child might be receiving. In the area of special education the district continues to increase the opportunities for special education students to have access to the regular education curriculum. Grade level teams are meeting to develop pre-teaching materials related to reading and vocabulary development for struggling readers. Special education teachers are providing push-in services during the literacy block. To support Tier II instruction resource room teachers are providing specialized reading instructions during enrichment periods to small groups. The district is working to reduce the number of self-contained programs, while increasing their inclusive practices. The number of dual certified staff has increased in the preschool programs increasing the opportunities for preschool programs to maintain a 50:50 ration. Re-organizing district wide behavioral programs increased the number of para-professionals to support student in regular education classrooms. The district ABA program for students on the autism spectrum continues to provide student with specialized instruction and inclusion in grade level classes with supports. The district established a Transition Coordinator position to support high school students with vocational and transitional services.
