STRATEGIC SCHOOL PROFILE 2011-12

Norwich Free Academy

DAVID J. KLEIN, Superintendent

Telephone:

Location: 305 Broadway
Norwich,
Connecticut

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: N/A
1990-2000 Population Growth: N/A
Number of Public Schools: 1

Per Capita Income in 2000: N/A
Percent of Adults without a High School Diploma in 2000*: N/A
Percent of Adults Who Were Not Fluent in English in 2000*: N/A
District Enrollment as % of Estimated. Student Population: N/A

*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): 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011   2,315
5-Year Enrollment Change   -7.0%

DISTRICT GRADE RANGE

Grade Range   9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	406	17.5	42.1	35.2
K-12 Students Who Are Not Fluent in English	101	4.4	3.8	5.6
Students Identified as Gifted and/or Talented	0	0.0	3.9	4.0
PK-12 Students Receiving Special Education Services in District	299	12.9	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	109	9.9	12.0	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	49	2.1
Asian American	79	3.4
Black	163	7.0
Hispanic	305	13.2
Pacific Islander	5	0.2
White	1,553	67.1
Two or more races	161	7.0
Total Minority	762	32.9

Percent of Minority Professional Staff: 8.1%

Non-English Home Language:

12.2% 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.

NFA's student population is approximately 37% minority. As a regional high school, our students also represent towns of various DRGs, illustrating the economic diversity of our population. All students representing NFA's diversity are included in all facets of academic and social life. We value and support a diverse community.The NFA Diversity Office personnel coordinate and support our multicultural efforts. The program personnel specifically address the academic achievement of students of color and ELL students. The program also focuses on community- building. The Diversity Office collaborates with various clubs, offices, and departments at NFA and with the larger community to promote multiculturalism. The office provides diversity training to staff and students to increase the knowledge of our various racial and ethnic groups and to facilitate communication among all groups. We offer leadership training for students of color to enhance their role in the school and the larger community. The diversity office also collaborates with the Student Advisory Board to offer a diversity program for future students from our sending districts.The Diversity Office works with the Guidance Department to increase the number of students of color that take the SAT and/or ACT. The office facilitates annual visits to colleges for students of color. We assist students with transition opportunities by offering career-oriented programs at our school. The office also works with the Athletic Office to sponsor a mentoring program for student athletes and to assist in increasing the number of minority coaches and the number of minority students participating in athletics. Priority continues to be given to assisting NFA families that struggle economically. All families are provided with application information for the subsidized lunch program. Students are also assisted financially with meeting any expenses related to NFA courses, College Board testing and fees for college courses given at NFA.

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	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.

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	37.7	47.5	26.3
Writing Across the Disciplines	52.3	63.0	22.4
Mathematics	41.7	49.2	30.1
Science	41.5	47.1	35.8

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
	42.2	50.6	28.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.5	77.3	
Average Score	Mathematics	513	505	51.1
	Critical Reading	513	502	53.4
	Writing	503	506	42.0

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 2011	81.3	82.7	24.1
2010-11 Annual Dropout Rate for Grade 9 through 12	2.1	2.6	26.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.3	84.5
% Employed (Civilian Employment and in Armed Services)	7.1	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	135.70
Paraprofessional Instructional Assistants	6.00
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.60
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	81.00

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.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	91.8	79.5	79.6

Average Class Size	District	DRG	State
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	20.9	19.4	19.6

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	957	1,013	1,024

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	3.3	2.1	2.1

*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.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	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
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
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

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.

NFA is a school district consisting of only one school. Equitable allocation of resources among schools does not apply to our district.

SPECIAL EDUCATION

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

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	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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	58.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.6	5.1

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	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	7.1	14.5	37.7	47.5
Writing Across the Disciplines	3.2	18.2	52.3	63.0
Mathematics	7.3	15.4	41.7	49.2
Science	7.9	13.6	41.5	47.1

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% 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

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The NFA Strategic Plan is the formal program of school improvement. The multi-faceted plan focuses on four interrelated areas: Academic Success, Team Synergy, Institutional Stewardship, and Community Engagement. The strategic goals have been identified and are being addressed by members of the school administration, governance board, and faculty.The Special Education Department is working more closely than ever with the regular education program to increase inclusion opportunities for our students across campus and to support teachers in developing/sharing methods of ensuring success for all members of our diverse population in their classrooms. This year, we increased the supports available to inclusion process by welcoming interns to the campus who have an educational background in areas as diverse as English, history, math, science, and business. The interns work in classes where students are most likely to be in need of additional support. Additionally, we have introduced a literacy lab and a math lab to our school offerings. The labs are staffed each period with adults with backgrounds in English and math.Several initiatives or programs are available to NFA students in an effort to reduce truancy. Each building is staffed with an attendance secretary whose job it is to track student attendance and communicate daily with the parents or guardians of any student who is absent.We have a variety of educational programs available to students, increasing the chances of academic success for all students. For example, we run both a traditional school day program and an afternoon/evening program for students who have difficulty in the day program. This year, we opened a transitional program at a nearby location for students who might need a smaller program than we have on a daily basis. This program currently serves between 65 and 70 students, allowing for a more intimate setting for students who might struggle with our campus setting. Additionally, we have a variety of support personnel available to students including a social worker, school psychologists, a medical center, a school-based health center, and weekly visits from a representative of the Department of Children and Families. We have also recently become a partner with the Families with Service Needs board.Over the past school year, a school committee was established to examine ways to improve the educational outcomes for students, particularly those who are in danger of failing or have already begun a pattern of failing classes in their early high school years. This committee made several recommendations for improvement, many which have already begun to be implemented.