

STRATEGIC SCHOOL PROFILE 2007-08**Norwich Free Academy**

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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	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 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, 2007	2,450
5-Year Enrollment Change	7.9%

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	533	21.8	31.0	28.7
K-12 Students Who Are Not Fluent in English	62	2.5	3.1	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.3	4.0
PK-12 Students Receiving Special Education Services in District	309	12.6	11.8	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	167	15.2	24.8	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	35	1.4
Asian American	138	5.6
Black	298	12.2
Hispanic	238	9.7
White	1,741	71.1
Total Minority	709	28.9

Percent of Minority Professional Staff: 7.9%

Non-English Home Language: 11.1% 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 28.

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.

The Norwich Free Academy is a large, comprehensive, independent, regional high school serving the communities of southeastern Connecticut. It is one of three endowed and incorporated academies in the state of Connecticut. The Norwich Free Academy serves the city of Norwich and is the designated high school for the small towns of Bozrah, Canterbury, Franklin, Lisbon, Preston, Sprague and Voluntown. In addition to these towns, the school accepts tuition paying students from towns that presently have a high school. These students are attracted to NFA for one or more of its outstanding programs.

The 2500 students comprising the school's current enrollment consist of approximately 60% of those students residing in Norwich. NFA has a very diverse population that consists of nearly 30% minority with an interesting mix of a multinational, multi-linguistic student body. There are 30 languages other than English spoken on campus and the students represent over 40 different countries of origin. There are nearly 300 students who go home at the end of the school day to homes that do not speak English including about 100 students needing English support services in the ELL program. The ethnic diversity is much smaller than the cultural, social and ethnic diversity the school experiences and celebrates. The diversity at the school is one of the many strengths of the Academy.

In our strategic plan is: "Celebrate and nurture an institutional commitment to both community and diversity." This action plan has become one of the top priorities at NFA in the past few years. The movement has been to celebrate and embrace diversity. The school has had a senior history elective entitled Multiracial Society for the past twenty years and has recently added a Multicultural Literature course. For the last fifteen years the school has had a multicultural coordinator. This position has taken on new responsibilities and direction to expand the outreach to the community with all its programs and has been changed to a Diversity Director. The Parents of Students of Color is an advocacy group of parents meeting to assist students in a multi-ethnic school setting..

New groups have been formed and activities been established to connect students with schools. These include the Human Concerns focus group (a multicultural discussion group), the Latinos Unidos (an outreach program for the Latino population), the Mosaic project (a multi-school district program to bridge cultures), a Haitian transition group and the Asian Cultures Club. There are three successful, diverse summer programs: Students Transforming Reading, Individual skills in English (STRIVE) for rising tenth graders to bring students together from diverse backgrounds while earning additional academic skills; STEP-UP to assist incoming ninth graders to make the transition to high school while gaining study skills and ELL Academy designed to have students gain functional literacy skills during the summer.

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.

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 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	44.4	45.5	40.8
Writing Across the Disciplines	56.7	57.9	32.3
Mathematics	51.7	50.1	41.5
Science	47.1	46.3	40.0

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
	43.6	36.1	68.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.1	77.6	
Average Score	Mathematics	510	504	53.8
	Critical Reading	507	502	52.3
	Writing	500	503	40.0

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, Class of 2007	94.7	92.6	38.5
Cumulative Four-Year Dropout Rate for Class of 2007	4.4	6.2	35.3
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.7	83.4
% Employed (Civilian Employment and in Armed Services)	16.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	141.30
Paraprofessional Instructional Assistants	8.50
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	70.75

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	13.2	14.6	13.6
% with Master's Degree or Above	74.8	76.5	75.6

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	20.0	20.4	18.6

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	1,014	997	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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	3.8	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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
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	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	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 with only one school so Equitable Allocation of Resources among Schools does not apply.

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 2006-07 with a Standard Diploma	N/A	N/A
2006-07 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	4.5	11.4	44.4	45.5
	Writing Across the Disciplines	6.2	16.3	56.7	57.9
	Mathematics	8.8	14.7	51.7	50.1
	Science	4.5	14.4	47.1	46.3

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	36.1
	% With Accommodations	63.9
% Assessed Using Skills Checklist		10.8

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 crowning achievement of the outstanding work at NFA was the recognition by the federal government naming NFA a Blue Ribbon School of Excellence during the 2001-2002 school year.

In the 2007-2008 school year, the students at The Norwich Free Academy have continued to perform at very high levels of achievement.

This year we had a record number of students earning college credit for course work done at NFA. A new partnership with Eastern Connecticut State University, the growth of the collaboration with the University of Connecticut and continued programming with Three Rivers Community College allows NFA students opportunities found at no other school in the state.

Advance Placement scores were outstanding this past spring. AP exams were taken in twenty- three different areas. Nearly 300 exams were taken by students with 83% of the students passing the exams. CAPT scores had the highest number of students in the proficient range and a record number of students scoring at the advanced level for all four of the subtests at NFA.

SAT scores in math, verbal writing scores are still above the state and national averages at a time that the scores in the state and the nation are beginning to fall. NFA is a leader in the state in advocating for students to participate in the ACT as another measure of showing their ability on college entrance examinations. We had a record number of students taking the ACT test and seeing a trend where there are students taking the ACT and not attempting the SAT which may change the percentage of students taking the SAT's. The results are good indicators of many students performing at high levels of achievement.

The fine arts program is nationally recognized and the students continue to dominate the awards ceremonies in local, regional and national art competitions.

Community service volunteerism is an all time high with over 100 students relinquishing a study hall to assist elementary students in gaining reading skills every week.
