

STRATEGIC SCHOOL PROFILE 2007-08**Norwich School District**

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Location: 90 Town Street
Norwich,
Connecticut

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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	Per Capita Income in 2000: \$20,742
Town Population in 2000: 36,117	Percent of Adults without a High School Diploma in 2000*: 21.3%
1990-2000 Population Growth: -3.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 89.2%

*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, 2007 3,992
5-Year Enrollment Change -1.3%

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	2,199	55.1	41.8	28.7
K-12 Students Who Are Not Fluent in English	383	10.2	12.0	5.4
Students Identified as Gifted and/or Talented*	58	1.5	4.2	4.0
PK-12 Students Receiving Special Education Services in District	574	14.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	296	77.5	76.8	79.2
Homeless	63	1.6	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	3	9.7	23.3	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	103	2.6
Asian American	289	7.2
Black	928	23.2
Hispanic	824	20.6
White	1,848	46.3
Total Minority	2,144	53.7

Percent of Minority Professional Staff: 3.6%

Non-English Home Language: 20.1% 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 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.

The Norwich Public Schools continued with several initiatives which began in the previous school year. During the 2007-08 school year the District Equity Team continued its participation in "Courageous Conversations", sponsored by SERC. A second team, consisting of seven district administrators, began their initial training with this program. Both the District Equity Team and Cohort 2 participated in several seminars throughout the school year. SERC coaches also facilitated in-district discussion meetings throughout the year.

A cohort of district teachers participated in TAT (Teaching All Teachers) training which was sponsored in-district with staff from Southern Connecticut State University. Middle school staff has also begun the TAT training with the expected completion date in January 2009.

The Bilingual Coordinator presented numerous workshops to staff across the district on how to integrate S.I.O.P. strategies in their daily classroom instruction. At this time all preschool through grade 1 and grades 6-8 teachers have had training.

Teachers Memorial Middle School has a multicultural club which meets several times a week. Students are involved in various learning activities which focus upon cultural sensitivity and awareness, learning about various cultures and developing appropriate social skills when interacting with one another.

Many service learning projects continue to take place:

1. The "community garden" at Moriarty School. Students and staff from throughout the district maintain the garden. The produce is given to needy families and the local soup kitchen.
 2. Thames River Academy and Teachers Memorial Middle School student host their annual "Empty Bowls". Money raised goes to the local soup kitchen.
 3. Students in the Haitian-Creole class at Moriarty School participate in a knitting project each winter making hats and scarves for needy children in the schools.
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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	34.8	52.0	8.0
Writing	44.6	63.4	6.1
Mathematics	41.1	60.0	9.2
Grade 4 Reading	37.6	55.9	9.5
Writing	40.2	62.9	4.4
Mathematics	42.3	60.3	10.7
Grade 5 Reading	49.3	62.2	14.8
Writing	44.2	64.5	8.0
Mathematics	52.6	65.9	14.2
Science	34.4	54.9	11.1
Grade 6 Reading	47.7	66.3	9.5
Writing	47.1	61.9	16.1
Mathematics	44.2	66.4	8.3
Grade 7 Reading	60.1	71.1	16.1
Writing	47.2	62.0	13.5
Mathematics	49.5	63.0	16.8
Grade 8 Reading	47.9	64.8	10.7
Writing	41.8	63.4	10.1
Mathematics	49.1	60.8	20.1
Science	44.9	58.6	17.0

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	0.0	45.5	1.5
Writing Across the Disciplines	4.8	57.9	0.8
Mathematics	12.5	50.1	3.8
Science	16.0	46.3	8.5

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
	20.4	36.1	9.1

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		37.5	77.6	
Average Score	Mathematics	340	504	1.5
	Critical Reading	467	502	14.6
	Writing	393	503	2.3

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	33.3	92.6	0.8
Cumulative Four-Year Dropout Rate for Class of 2007	57.1	6.2	0.8
2006-07 Annual Dropout Rate for Grade 9 through 12	16.3	1.7	0.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	37.5	83.4
% Employed (Civilian Employment and in Armed Services)	12.5	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	232.50
Paraprofessional Instructional Assistants	43.10
Special Education	
Teachers and Instructors	38.00
Paraprofessional Instructional Assistants	53.00
Library/Media Specialists and Assistants	14.00
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)	7.00
Counselors, Social Workers, and School Psychologists	24.60
School Nurses	14.10
Other Staff Providing Non-Instructional Services and Support	271.40

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	13.7	13.7	13.6
% with Master's Degree or Above	83.0	75.1	75.6

Average Class Size	District	DRG	State
Grade K	17.5	18.8	18.1
Grade 2	18.9	19.2	19.3
Grade 5	18.9	19.8	20.9
Grade 7	21.0	19.0	20.5
High School	8.8	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	955	972	987
Middle School	1,038	1,003	1,017
High School	1,043	990	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*	2.2	3.1	3.4
Middle School	1.8	2.7	2.7
High School	1.4	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	Elementary Districts	DRG	State
Instructional Staff and Services	\$27,904	\$7,046	\$7,141	\$7,736	\$7,159
Instructional Supplies and Equipment	\$591	\$149	\$314	\$256	\$266
Improvement of Instruction and Educational Media Services	\$331	\$84	\$219	\$355	\$429
Student Support Services	\$4,676	\$1,181	\$732	\$772	\$761
Administration and Support Services	\$3,669	\$926	\$1,370	\$1,325	\$1,271
Plant Operation and Maintenance	\$3,905	\$986	\$1,146	\$1,209	\$1,322
Transportation	\$4,537	\$803	\$575	\$542	\$601
Costs for Students Tuitioned Out*	\$5,052	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$83	\$145
Total*	\$50,664	\$12,500	\$12,187	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,498	\$378	\$1,737	\$1,429	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$67,757; Tuition Costs, \$22,144.

Total town expenditures per pupil for PK-12 are \$11,997.

Special Education Expenditures	
Total Expenditures	\$18,388,258
Percent of Total PK-12 Expenditures Used for Special Education	27.1%

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	41.4	52.3	5.6	0.6
Excluding School Construction	41.9	51.7	5.7	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.

Norwich Public Schools closely monitors and adheres to budget guidelines in providing equity of educational resources. The school board's Budget Expenditure Committee vigilantly monitors class size, ensures all students are taught by Highly Qualified teachers, and that the yearly budget provides equitably for textbooks, supplies and materials. The Board of Education and Facilities Supervisor systematically review the condition of each school to ensure a safe and healthy environment for students and staff. The student-teacher ratio remains equitable across the district and comparable to other districts.

The School-wide Data Teams meet monthly to analyze data, review building goals and monitor student progress and ensure equitable opportunity for success.

Grants received by the district are equitably allocated to provide supplementary services and programs which address the particular needs of particular schools and populations.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	870
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.3%

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	33	0.6	0.6	0.7
Learning Disability	299	5.3	4.1	4.0
Intellectual Disability	63	1.1	0.5	0.5
Emotional Disturbance	131	2.3	0.9	1.0
Speech Impairment	105	1.8	2.4	2.4
Other Health Impairment*	156	2.7	1.8	2.1
Other Disabilities**	83	1.5	1.2	0.9
Total	870	15.3	11.5	11.5

*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	57.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.8	2.8

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	10.4	20.4	46.3	62.1
	Writing	6.7	19.3	44.1	63.0
	Mathematics	9.7	22.6	46.5	62.7
	Science	8.2	22.2	40.4	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	0.0	45.5
	Writing Across the Disciplines	N/A	N/A	4.8	57.9
	Mathematics	N/A	N/A	12.5	50.1
	Science	N/A	N/A	16.0	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	19.2
	% With Accommodations	80.8
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		11.8

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	24	2.8
Private Schools or Other Settings	87	10.0

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	346	39.8	69.8	71.6
40.1 to 79.0 Percent of Time	326	37.5	15.8	16.6
0.0 to 40.0 Percent of Time	198	22.8	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Norwich Public Schools three-year District Improvement Plan outlines goals and plans for staff and administration. The plan has three main strategies:

1. Expend opportunities for improving teacher and administrator knowledge and skills in the areas of literacy, team process skills and data analysis to improve instruction.
 2. Expand the available instructional time to meet instructional needs in literacy.
 3. Revise the Building Instructional Team process to align with the Data Team process and leadership walkthrough.
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