

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



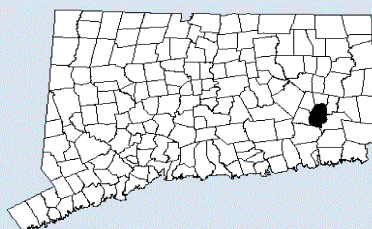
## Norwich School District

Ms. Abby Dolliver, Superintendent • 860-823-4200 • <http://www.norwichpublicschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	3,764
Per Pupil Expenditures <sup>1</sup>	\$16,812
Total Expenditures <sup>1</sup>	\$64,709,072

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.  
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).  
 State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,816	48.2	48.3
Male	1,948	51.8	51.6
American Indian or Alaska Native	26	0.7	0.2
Asian	268	7.1	4.7
Black or African American	673	17.9	12.9
Hispanic or Latino	1,065	28.3	22.1
Pacific Islander	11	0.3	0.0
Two or More Races	383	10.2	2.5
White	1,338	35.5	57.2
English Language Learners	494	13.1	6.3
Eligible for Free or Reduced-Price Meals	2,824	75.0	37.6
Students with Disabilities <sup>1</sup>	640	17.0	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	203	12.2	69	3.8
Male	261	14.5	185	9.2
Black or African American	68	10.5	80	11.3
Hispanic or Latino	162	16.3	78	7.2
White	172	13.8	74	5.4
English Language Learners	54	10.9	30	6.0
Eligible for Free or Reduced-Price Meals	360	13.8	227	7.9
Students with Disabilities	154	24.2	57	7.3
District	464	13.4	254	6.6
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 199**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	192.5
Paraprofessional Instructional Assistants	74.5
<b>Special Education</b>	
Teachers and Instructors	39.8
Paraprofessional Instructional Assistants	77.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.4
School Level	14.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	17.0
Counselors, Social Workers and School Psychologists	19.0
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	244.1

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.0
Black or African American	7	2.4	3.5
Hispanic or Latino	1	0.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	284	96.6	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	7	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	10	27.0
District	*	*	10	26.3
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	21	23.3
Emotional Disturbance	32	28.8
Intellectual Disability	17	33.3
Learning Disability	132	52.2
Other Health Impairment	107	60.5
Other Disabilities	14	29.8
Speech/Language Impairment	92	72.4
District	415	48.5
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	92	1.7	1.5
Emotional Disturbance	112	2.0	1.0
Intellectual Disability	51	0.9	0.5
Learning Disability	253	4.6	4.4
Other Health Impairment	179	3.2	2.6
Other Disabilities	74	1.3	1.0
Speech/Language Impairment	154	2.8	1.9
All Disabilities	915	16.6	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	344	37.6	8.1
Private Schools or Other Settings	72	7.9	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	34,023,698	9,097	9,134
Instructional Supplies and Equipment	2,028,911	542	334
Improvement of Instruction and Educational Media Services	603,180	161	498
Student Support Services	5,843,041	1,562	1,001
Administration and Support Services	3,679,002	984	1,694
Plant Operation and Maintenance	5,701,828	1,525	1,572
Transportation	6,325,738	1,146	813
Costs of Students Tuitioned Out	6,503,674	N/A	N/A
Other	0	0	186
Total	64,709,072	16,812	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,801,659	482	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,105,754	18.7	35.1
Noncertified Personnel	1,963,468	8.9	14.2
Purchased Services	3,199,732	14.5	5.2
Tuition to Other Schools	9,019,101	41.0	22.0
Special Ed. Transportation	2,501,104	11.4	8.6
Other Expenditures	1,210,889	5.5	14.9
Total Expenditures	22,000,048	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	40.4	43.8
State	54.6	51.2
Federal	4.3	4.4
Tuition & Other	0.7	0.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	140	70.8	140	67.0	46	56.0
Black or African American	425	51.4	423	42.6	165	41.2
Hispanic or Latino	580	53.5	584	45.3	205	44.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	193	59.0	192	49.5	59	47.0
White	771	59.3	766	51.5	257	53.2
English Language Learners	305	48.0	307	41.1	107	35.8
Non-English Language Learners	1824	58.2	1818	50.1	634	49.7
Eligible for Free or Reduced-Price Meals	1631	54.6	1629	46.4	547	45.1
Not Eligible for Free or Reduced-Price Meals	498	63.7	496	56.5	194	54.8
Students with Disabilities	409	41.1	409	34.0	150	36.6
Students without Disabilities	1720	60.5	1716	52.3	591	50.5
High Needs	1715	54.3	1713	46.2	586	44.8
Non-High Needs	414	67.1	412	59.3	155	58.7
District	2129	56.8	2125	48.8	741	47.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	67.9	57.6	79.3	N/A	1,108	68.2
Curl Up	60.8	76.4	87.5	N/A	1,108	75.2
Push Up	56.3	54.9	64.6	N/A	1,108	58.7
Mile Run/PACER	63.7	48.8	50.3	N/A	1,108	54.1
All Tests - District	28.2	26.8	35.1	N/A	1,108	30.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State <sup>4</sup>	87.0				

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	0.0	0	0.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	0.0	0	0.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	0.0	0	0.0
District	0.0	0	0.0
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	72.6	88.8

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	56.8	75	75.7	100	75.7	67.9
	High Needs Students	54.3	75	72.4	100	72.4	56.7
Math Performance Index	All Students	48.8	75	65.0	100	65.0	59.3
	High Needs Students	46.2	75	61.7	100	61.7	47.8
Science Performance Index	All Students	47.7	75	63.6	100	63.6	56.5
	High Needs Students	44.8	75	59.7	100	59.7	45.9
Chronic Absenteeism	All Students	13.4%	<=5%	33.3	50	66.5	10.6%
	High Needs Students	15.0%	<=5%	30.0	50	60.0	17.3%
Preparation for CCR	% Taking Courses	28.3%	75%	18.9	50	37.7	66.1%
	% Passing Exams	N/A	75%	0.0	50	0.0	37.3%
On-track to High School Graduation		80.8%	94%	43.0	50	85.9	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		38.7%	94%	41.2	100	41.2	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.8%   30.1%	75%	20.0	50	40.1	87.6%   51.0%
Arts Access		39.5%	60%	32.9	50	65.8	45.7%
<b>Accountability Index</b>				<b>617.2</b>	<b>1050</b>	<b>58.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.1	54.3	12.9	17.3	
Math Performance Index Gap	59.3	46.2	13.0	19.6	
Science Performance Index Gap	58.7	44.8	13.9	17.2	
Graduation Rate Gap	.	38.7%	.	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.2
	High Needs Students	97.9
Math	All Students	98.1
	High Needs Students	97.9
Science	All Students	99.1
	High Needs Students	98.8

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 40.0**

**State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools is home to seven elementary schools, one sixth grade academy, one seventh and eighth grade middle school, a preschool center and a family resource center.

Each school has a Family Liaison assigned to support families, students, staff and community members. The Liaisons have numerous responsibilities they tend to each day. They monitor daily attendance and truancy. When warranted they contact parents to discuss any issues or family needs, and encourage parents to send their children attend school regularly. The Liaisons work closely with school social workers and guidance counselors to address any specific school concerns which are affecting the student's progress. Through the year Family Liaisons collaborate with other school staff, PTO parents, and community partners to organize school and community activities such as curriculum nights, movie nights, Welcoming Walkthroughs, pot luck dinners, etc. A yearly online parent survey is done and the results shared with families and staff.

All schools have School Governance Councils which meets once per month. The SGC consists of parent representatives, school staff, and community representatives. The monthly meeting affords parents and community representatives to have input into school programs, activities and curriculum activities.

When the district piloted a new standards based report card for the elementary schools, parent forums were held in each of the schools to introduce the revised document and respond to parent questions or concerns.

School based Instructional Specialists host information nights to explain grade level standards and expectations and offer strategies and materials for helping children while at home.

Norwich is a culturally and linguistically diverse community. The school district, in collaboration with Dr. Tamika LaSalle from the University of Connecticut, provided sixteen days of professional development, including summer sessions for teams of teachers from each school. The teams examined student data (demographics, achievement) and subsequently planned for integrating students' cultural norms and values into the curriculum and daily lessons. Developing ways to strengthen family and home partnerships was also a focus of Dr. LaSalle's work with teacher teams. The overarching goal of Dr. LaSalle's work with Norwich teachers was to develop their capacity to create a culturally responsive classroom environment. The teachers explored culturally responsive teaching practices, how to make better home and school connections, and ways to incorporate family and cultural practices into the classroom.

Student Services Department worked on redesigning the Special Education Preschool program by making one for children with autism and one for students with behavioral issues. All special education teachers received additional training in Readers and Writers Workshop, as well as Wilson Reading and Visualize Verbalize. Speech Pathologists had training in Talkies, which is a younger version of Verbalize and Visualize.

All Student Services staff participated in CREC's Blue Print training for building IEP's. Special education preschool teachers were trained in the Connecticut Early Learning and Development Standards, along with their general education partners.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intradistrict magnet schools; one which focuses on environmental education and the other focuses on technology and the arts. Student recruitment efforts at both magnet schools are intended to reduce racial and ethnic isolation. Wequonnoc Arts and Technology Magnet School is supported through a PEACE grant which focuses on attracting more white students and more affluent families to the school. The application and selection process has resulted in a deep and diverse applicant pool from the community.

At Moriarty Environmental Magnet School the fourth grade students complete a distance learning unit of study with similar age students in Costa Rica and farmers. The students look at climate changes and its impact on the forests of Costa Rica and Connecticut. Through the use of video conferencing the students are able to discuss their data.

Within the community of Norwich, parents have school choice for their children. Besides the two intradistrict magnet schools parents can opt to send their child to magnet schools in the city of New London or to one of the LEARN sponsored magnet schools in the region.

Uncas School, a K-5 Network School, has been adopted by the Mohegan Indian Tribe. Tribal members visit the school several times a year. During the visits tribal members work with students sharing information about their language, culture, customs, tribal dances, and tribal history. Each Fall Uncas School holds an appreciation ceremony, inviting tribal members, parents, local community members, staff and students to celebrate this partnership.

A District Administrative Literacy Specialist oversees several district initiatives related to the District Improvement Plan and the Alliance Grant goals. One initiative is the recruitment of more minority educators for the district.

Several schools participate in grant funded interdistrict programs which bring together urban and nonurban students to collaborate on projects.

Each year the district's music department holds their All City Music Festival for parents and community members. The group reflects the diversity of our district population.

# District Profile and Performance Report for School Year 2014-15

## Norwich School District

### **Equitable Allocation of Resources among District Schools**

Norwich has purchased over a million dollars worth of literacy materials to support the ELA Curriculum. The district also purchased the Math in Focus program used to supplement the revised math curriculum. Sufficient resources were purchased to support special education students and EL students. Using leveled readers, teachers are able to differentiate instructional groups and meet individual needs more effectively. Math in Focus has online resources, manipulatives, hard copy resources, and materials to support ELL and special education students. These were purchased using Alliance funding. It also pays for professional development for staff.

The district relies heavily on state and federal grants to support initiatives and District Improvement goals. The District Data Team reviews student data, curriculum and instructional practices, reviews initiatives, goals and resources. The DDT makes yearly recommendations on how the grant funding should be utilized to ensure equitable distribution among all students and programs.