

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



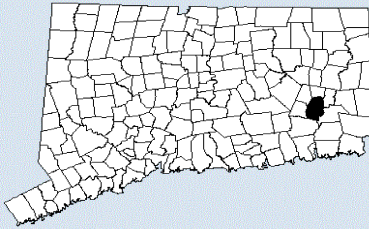
Norwich Free Academy District

860-887-2505

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	2,317
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure 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 \(EdSight.ct.gov\)](#).
 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	1,181	51.0	48.3
Male	1,136	49.0	51.6
American Indian or Alaska Native	44	1.9	0.2
Asian	185	8.0	4.7
Black or African American	366	15.8	12.9
Hispanic or Latino	252	10.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	1,439	62.1	57.2
English Language Learners	167	7.2	6.3
Eligible for Free or Reduced-Price Meals	1,048	45.2	37.6
Students with Disabilities ¹	294	12.7	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	191	16.4	99	8.4
Male	150	14.0	181	16.2
Black or African American	55	15.9	81	22.5
Hispanic or Latino	63	25.0	62	23.1
White	197	14.4	111	8.0
English Language Learners	18	14.0	22	13.4
Eligible for Free or Reduced-Price Meals	225	21.9	215	19.6
Students with Disabilities	59	22.7	81	27.5
District	341	15.2	280	12.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 42

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	142.2
Paraprofessional Instructional Assistants	12.4
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	13.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.3
Counselors, Social Workers and School Psychologists	19.6
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	97.7

¹In 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	4	2.0	1.0
Black or African American	7	3.5	3.5
Hispanic or Latino	5	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	185	92.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core 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	6.2	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	40	42.1	49	53.3
Hispanic or Latino	38	47.5	34	55.7
White	128	43.1	202	63.3
English Language Learners	8	20.5	10	33.3
Eligible for Free or Reduced-Price Meals	110	42.0	126	55.8
Students with Disabilities	22	40.0	21	33.3
District	246	44.7	336	62.2
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures 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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

⁴Revenue 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).

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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	64	66.4	64	69.1	40	65.1
Black or African American	76	46.2	80	39.1	91	42.8
Hispanic or Latino	69	39.1	73	36.8	53	39.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	*	20	63.6
White	270	62.3	261	52.1	379	61.6
English Language Learners	46	32.3	46	40.0	56	33.9
Non-English Language Learners	444	59.8	444	50.8	540	59.4
Eligible for Free or Reduced-Price Meals	217	47.4	226	41.8	276	47.3
Not Eligible for Free or Reduced-Price Meals	273	65.0	264	56.6	320	65.4
Students with Disabilities	51	37.9	56	30.2	80	37.6
Students without Disabilities	439	59.5	434	52.3	516	60.1
High Needs	243	46.8	254	41.8	304	47.2
Non-High Needs	247	67.4	236	58.4	292	67.3
District	490	57.2	490	49.8	596	57.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.4	527	81.4
Curl Up	N/A	N/A	N/A	83.1	527	83.1
Push Up	N/A	N/A	N/A	67.9	527	67.9
Mile Run/PACER	N/A	N/A	N/A	54.8	527	54.8
All Tests - District	N/A	N/A	N/A	43.5	527	43.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	66	83.3	78.1	Yes	79.8
Hispanic or Latino	99	82.8	76.1	Yes	78.1
English Language Learners	31	87.1	92.0	No	92.2
Eligible for Free or Reduced-Price Meals	231	77.5	77.7	No	79.5
Students with Disabilities	75	60.0	67.3	No	70.2
District	613	86.9	84.4	Yes	85.5
State ⁴		87.0			

¹The 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](#).

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

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	29.5	121	21.3
Male	24.5	123	23.5
Black or African American	14.4	13	7.0
Hispanic or Latino	17.7	13	9.2
White	32.1	168	27.3
English Language Learners	10.1	*	*
Eligible for Free or Reduced-Price Meals	15.2	48	9.8
Students with Disabilities	*	*	*
District	27.1	244	22.4
State	67.2		37.3

⁵College 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

⁶Participation 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.

Copyright © 2015 ACT, Inc. www.act.org

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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.0	87.9
Male	66.4	83.7
Black or African American	57.6	71.4
Hispanic or Latino	68.4	79.6
White	73.2	88.0
English Language Learners	75.0	87.9
Eligible for Free or Reduced-Price Meals	61.3	80.0
Students with Disabilities	36.2	60.9
District	70.2	86.2
State	72.6	88.8

⁷College 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.

⁸College 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

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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	57.2	75	76.3	100	76.3	67.9
	High Needs Students	46.8	75	62.4	100	62.4	56.7
Math Performance Index	All Students	49.8	75	66.4	100	66.4	59.3
	High Needs Students	41.8	75	55.8	100	55.8	47.8
Science Performance Index	All Students	57.0	75	76.1	100	76.1	56.5
	High Needs Students	47.2	75	63.0	100	63.0	45.9
Chronic Absenteeism	All Students	15.2%	<=5%	29.5	50	59.1	10.6%
	High Needs Students	21.2%	<=5%	17.6	50	35.3	17.3%
Preparation for CCR	% Taking Courses	52.6%	75%	35.0	50	70.1	66.1%
	% Passing Exams	22.4%	75%	14.9	50	29.8	37.3%
On-track to High School Graduation		86.4%	94%	46.0	50	92.0	85.6%
4-year Graduation All Students (2014 Cohort)		86.9%	94%	92.5	100	92.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		79.4%	94%	84.5	100	84.5	77.6%
Postsecondary Entrance (Class of 2014)		69.8%	75%	93.1	100	93.1	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		87.1% 43.5%	75%	14.5	50	29.0	87.6% 51.0%
Arts Access		48.4%	60%	40.4	50	80.7	45.7%
Accountability Index				867.9	1250	69.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	67.4	46.8	20.6	17.3	
Math Performance Index Gap	58.4	41.8	16.5	19.6	
Science Performance Index Gap	67.3	47.2	20.1	17.2	
Graduation Rate Gap	93.1%	79.4%	13.6%	15.2%	N

¹If 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.

²If 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	90.7
	High Needs Students	85.8
Math	All Students	89.9
	High Needs Students	88.4
Science	All Students	100.0
	High Needs Students	100.0

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: N/A State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

NFA's School Leadership team has been working under the guidance of education consultant Dr. Michael Wasta to develop a long-range school improvement plan. This plan involves stakeholders at every level, including teachers, students, administrators, and parents. The team is looking at effective use of data resources to continuously improve the educational program and overall experience offered to students at NFA.

One area of focus for this group is the Campus Climate. While we are proud of the welcoming and respectful climate that exists at NFA, we want to continue to ensure that we are meeting the needs of our students, staff, and families. The Data teams developed out of Dr. Wasta's involvement with our school cover a wide range of school improvement and outreach issues, including the examination of our students' Career Readiness skills, finding ways to adjust our schedule to provide more instructional time, and continuing to develop plans to ensure that all students are challenged in their academic work. Students are currently assigned to one of several buildings on campus for their homeroom. This assignment also connects students to an office staff that is "theirs." Building principals and attendance secretaries work to keep open lines of communication between school and families, and to alert families whenever a student is absent without prior notification from parents/guardians. We use an automated system to alert parents of daily absences, but the system is backed up to a large degree by personal contact with the staff of each building.

We hold regular Parent Night activities twice a year and have a committee currently working on suggesting ways to increase parent participation in school activities.

Our school uses PowerSchool, which enables students and parents to have constant access to attendance and grades, and our teachers are quick to reach out to parents when they have concerns over a student. Teachers can also be counted on to respond to any parent contact immediately.

Our ninth grade program is organized in a unit structure to enhance home-school communication and to ease ninth grade students' transition to a large school. In the ninth grade program, teachers meet weekly with unit personnel to discuss any concerns about students. Parents are welcome to come in and take part in these meetings.

School counselors have annual Student Success Plan meetings with students, either individually or in small groups, depending on the students' year of graduation. Parents are invited to these meetings and routinely attend.

NFA personnel are in frequent contact with representatives of the schools that send students here. We attend open houses and present on the NFA experience at local middle schools. We do everything we can to show parents that we see them as important partners in their children's high school experience.

The NFA Parents' Council meets monthly.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA's student population of 2280 students represents great diversity. Our population is approximately 53% Caucasian, 8% Asian/Pacific Islander, 16% Black, 17% Hispanic/Latino, and 5% Two or More Races. We are a regional high school, and the majority of our students come from eight local cities and towns representing various DRGs, which illustrates the economic range of our population. All students at NFA are included in all facets of academic and social life. We greatly value and support the diversity of our community.

The NFA Diversity Office personnel take the lead in coordinating and supporting 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 students from our sending districts and other local districts.

The Diversity Office facilitates annual visits to colleges for students of color. We assist students with transition opportunities by offering career-oriented programs at our school, including a paid summer internship for students recommended for this experience.

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.

The faculty and staff support these financial offerings to students through their participation in fundraising activities that target aid to struggling students. We run a food pantry and clothing shop, and welcome the United Way mobile food pantry to campus every month to support students/families.

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Equitable Allocation of Resources among District Schools

NFA is a single-school district.