

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



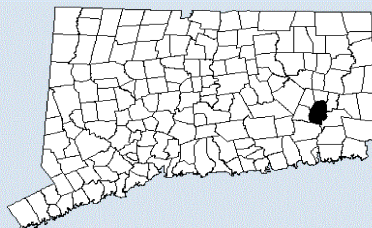
Norwich School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,652
Per Pupil Expenditures ¹	\$17,850
Total Expenditures ¹	\$68,453,375

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,737	47.6	48.4
Male	1,915	52.4	51.6
American Indian or Alaska Native	18	0.5	0.3
Asian	263	7.2	5.1
Black or African American	654	17.9	12.9
Hispanic or Latino	1,104	30.2	24.0
Pacific Islander	10	0.3	0.1
Two or More Races	369	10.1	2.9
White	1,234	33.8	54.8
English Learners	565	15.5	6.8
Eligible for Free or Reduced-Price Meals	2,763	75.7	35.9
Students with Disabilities ¹	727	19.9	14.3

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	182	11.0	77	4.3
Male	240	13.5	201	10.2
Black or African American	68	10.7	78	11.3
Hispanic or Latino	153	14.7	93	8.2
White	136	12.3	68	5.5
English Learners	53	8.7	29	4.7
Eligible for Free or Reduced-Price Meals	343	13.1	248	8.5
Students with Disabilities	142	21.0	67	8.0
District	422	12.3	278	7.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 341

Number of school-based arrests: 24

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	194.5
Paraprofessional Instructional Assistants	68.8
Special Education	
Teachers and Instructors	42.0
Paraprofessional Instructional Assistants	92.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.4
School Level	13.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	16.2
Counselors, Social Workers and School Psychologists	21.8
School Nurses	11.5
Other Staff Providing Non-Instructional Services/Support	229.6

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	3	1.0	1.0
Black or African American	3	1.0	3.6
Hispanic or Latino	3	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	289	97.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.6

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	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	*	*	9	26.5
District	*	*	9	25.7
State		63.6		77.5

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	31	32.6
Emotional Disturbance	27	27.0
Intellectual Disability	11	27.5
Learning Disability	193	65.0
Other Health Impairment	112	61.9
Other Disabilities	15	30.0
Speech/Language Impairment	84	83.2
District	473	54.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	108	2.0
Emotional Disturbance	101	1.8
Intellectual Disability	40	0.7
Learning Disability	299	5.4
Other Health Impairment	184	3.3
Other Disabilities	85	1.5
Speech/Language Impairment	125	2.3
All Disabilities	942	17.0

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	38,222,532	10,623 9,663
Instructional Supplies and Equipment	1,684,241	468 321
Improvement of Instruction and Educational Media Services	347,111	96 578
Student Support Services	5,023,755	1,396 1,103
Administration and Support Services	3,818,482	1,061 1,861
Plant Operation and Maintenance	4,842,020	1,346 1,637
Transportation	6,593,879	1,219 877
Costs of Students Tuitioned Out	7,921,355	N/A N/A
Other	0	0 201
Total	68,453,375	17,850 16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,535,362	427 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,822,750	20.3
Noncertified Personnel	1,954,330	8.2
Purchased Services	1,836,696	7.7
Tuition to Other Schools	10,897,448	45.8
Special Ed. Transportation	2,872,841	12.1
Other Expenditures	1,409,920	5.9
Total Expenditures	23,793,985	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	46.5	45.6
State	49.1	49.9
Federal	4.1	4.2
Tuition & Other	0.2	0.2

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).

District Profile and Performance Report for School Year 2016-17

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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	10	*	10	*	*	*
Asian	139	70.6	139	70.0	45	51.8
Black or African American	396	49.6	394	43.4	135	37.5
Hispanic or Latino	636	55.6	635	50.8	228	41.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	225	60.9	225	54.9	66	48.9
White	665	62.2	664	56.2	262	47.9
English Learners	414	52.1	414	48.1	131	38.6
Non-English Learners	1662	59.6	1658	54.0	610	45.6
Eligible for Free or Reduced-Price Meals	1616	55.6	1612	50.4	560	42.9
Not Eligible for Free or Reduced-Price Meals	460	67.0	460	61.4	181	49.0
Students with Disabilities	389	40.8	389	35.0	145	31.8
Students without Disabilities	1687	62.1	1683	57.0	596	47.4
High Needs	1729	55.4	1725	50.1	611	42.1
Non-High Needs	347	71.8	347	66.5	130	54.9
District	2076	58.1	2072	52.9	741	44.4

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	86.2	73.3	86.4	N/A	1,031	82.3
Curl Up	76.9	89.2	91.2	N/A	1,031	85.5
Push Up	52.6	71.4	75.6	N/A	1,031	66.2
Mile Run/PACER	67.5	63.8	63.7	N/A	1,031	65.1
All Tests - District	35.8	40.0	53.0	N/A	1,031	43.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	32.1	0	0.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	60.7	0	0.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	46.3	0	0.0
District	48.8	0	0.0
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	*	*
Black or African American	*	*
Hispanic or Latino	N/A	N/A
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	72.0	88.5

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.1	75	38.7	50	77.5	67.1
	High Needs Students	55.4	75	36.9	50	73.8	55.9
Math Performance Index	All Students	52.9	75	35.2	50	70.5	62.2
	High Needs Students	50.1	75	33.4	50	66.8	50.5
Science Performance	All Students	44.4	75	29.6	50	59.2	55.3
	High Needs Students	42.1	75	28.1	50	56.2	45.2
ELA Academic Growth	All Students	54.7%	100%	54.7	100	54.7	55.4%
	High Needs Students	52.8%	100%	52.8	100	52.8	49.8%
Math Academic Growth	All Students	56.7%	100%	56.7	100	56.7	61.7%
	High Needs Students	55.3%	100%	55.3	100	55.3	53.7%
Chronic Absenteeism	All Students	12.3%	<=5%	35.4	50	70.7	9.9%
	High Needs Students	13.6%	<=5%	32.9	50	65.8	15.8%
Preparation for CCR	% Taking Courses	27.9%	75%	18.6	50	37.2	70.7%
	% Passing Exams	N/A	75%	0.0	50	0.0	43.5%
On-track to High School Graduation		81.8%	94%	43.5	50	87.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.3% 43.0%	75%	28.6	50	57.3	92.0% 51.6%
Arts Access		35.3%	60%	29.4	50	58.8	50.5%
Accountability Index				609.9	1050	58.1	

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?					N
ELA Performance Index Gap	71.8	55.4	16.4	16.7	
Math Performance Index Gap	66.5	50.1	16.4	18.7	
Science Performance Index Gap	54.9	42.1	12.8	16.6	
Graduation Rate Gap	

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

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	99.0
Math	All Students	98.8
	High Needs Students	98.8
Science	All Students	99.4
	High Needs Students	99.2

³Minimum participation standard is 95%.

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: 49.7

State: 50.2

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 2016-17

Norwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools (NPS) is home to seven elementary schools, one sixth grade academy, one seventh and eighth grade middle school, two preschools and two family resource centers. During the 2016-17 school year, the district embarked on several district improvement efforts, including improvement of special education programs, truancy prevention, and parental outreach efforts.

Improving Special Education Programs: During the 2016-17 school year, NPS Department of Student Services and Special Education formed two new teams: an Assistive Technology Team and an Accessible Materials Team. Each team was charged with creating an inventory of resources available to assist teachers in supporting individual needs of students for the purpose of ensuring student access to tier I instruction. Norwich Public Schools additionally worked with the State Education Resource Center to conduct an analysis of Individualized Education Plans to ensure improved writing of objectives and goals.

Truancy Prevention: NPS had regular communication with staff throughout the year to review attendance procedures and policies, goal setting, and review of progress related to school day attendance. Daily phone contact was made with each family of an absent child, by 10am each day, especially when the parent had not phoned in a message as to the child's absence. Home visits and school meetings were utilized as needed, and in compliance with state truancy laws. Each school hosted an attendance team meeting every two weeks where teams reviewed students identified as chronically absent, identified next steps related to individualized outreach to families, and discussed school-wide messaging and incentive plans. The district additionally began to create a district-wide handbook to ensure consistent practices to address both truancy and chronic absenteeism.

Engaging Families in Student Learning: A variety of family engagement offerings were completed during the school year including whole-school events, intimate smaller-group workshops and conversations, and individualized outreach as needed. These family learning opportunities included health, wellness, curricular, and climate related activities. The board adopted a policy on family engagement, and the district began work on a revised district compact to be completed and executed during the 2017-18 school year. Additionally, the district developed a vision for culture, climate and family engagement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district magnet schools; one which focuses on environmental education and the other focuses on technology and the arts. Additionally, during the 2016-17 school year, Norwich Public Schools partnered with LEARN to submit a federal Magnet Schools of America grant application, which was ultimately funded to create two additional magnet middle schools in the district: one with a STEAM focus, and the other with a Global Studies focus. Student recruitment efforts at all magnet schools are intended to reduce racial, ethnic, and socio-economic isolation. Within the community of Norwich, parents have school choice for their children. Besides the four intra-district 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. One initiative is the recruitment of more minority educators for the district. 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.

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Equitable Allocation of Resources among District Schools

The district ensures instructional supply budgets are distributed on a per pupil basis. Student needs are met through a variety of state, federal, and local funding sources to enhance the general fund offerings. Norwich Public Schools relies heavily on state and federal grants to support initiatives and District Improvement Goals. These additional funding sources often require an analysis of student need including free/reduced lunch status, or number of ELs and/or special education students. School enrollment and student need are both considered ensuring an equitable distribution of funds. The District Data Team reviews student data, curriculum and instructional practices, reviews initiatives, goals and resources. The DDT makes yearly recommendation on how the grant funding should be utilized to ensure equitable distribution among all students and programs.