

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



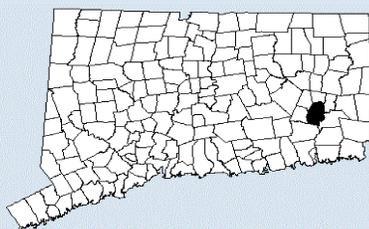
Norwich School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,595
Per Pupil Expenditures ¹	\$17,942
Total Expenditures ¹	\$69,291,366

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,902	52.9	51.6
American Indian or Alaska Native	21	0.6	0.3
Asian	256	7.1	5.1
Black or African American	663	18.4	12.8
Hispanic or Latino	1,130	31.4	24.8
Pacific Islander	13	0.4	0.1
Two or More Races	366	10.2	3.3
White	1,146	31.9	53.6
English Learners	610	17.0	7.2
Eligible for Free or Reduced-Price Meals	2,727	75.9	36.7
Students with Disabilities ¹	763	21.2	14.8

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	195	12.2	113	6.5
Male	259	14.5	218	11.1
Black or African American	70	11.1	94	13.4
Hispanic or Latino	183	16.4	124	10.3
White	133	12.8	80	7.0
English Learners	79	11.9	45	6.7
Eligible for Free or Reduced-Price Meals	412	15.2	306	10.2
Students with Disabilities	158	23.1	91	10.5
District	454	13.4	331	8.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 375

Number of school-based arrests: 7

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	198.0
Paraprofessional Instructional Assistants	60.9
Special Education	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	100.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.4
School Level	13.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	17.0
Counselors, Social Workers and School Psychologists	20.8
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	214.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.0	1.1
Black or African American	3	1.0	3.7
Hispanic or Latino	3	1.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	289	97.0	91.0

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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	*	*	12	57.1
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	*	*	22	66.7
District	*	*	22	61.1
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	25	23.4
Emotional Disturbance	27	26.7
Intellectual Disability	9	20.0
Learning Disability	206	63.4
Other Health Impairment	118	64.8
Other Disabilities	13	29.5
Speech/Language Impairment	93	85.3
District	491	53.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	122	2.2	1.8
Emotional Disturbance	102	1.8	1.1
Intellectual Disability	45	0.8	0.5
Learning Disability	326	5.9	5.2
Other Health Impairment	185	3.3	3.1
Other Disabilities	81	1.5	1.1
Speech/Language Impairment	135	2.4	1.8
All Disabilities	996	17.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	314	31.5	8.3
Private Schools or Other Settings	114	11.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	38,184,220	10,765	9,847
Instructional Supplies and Equipment	2,128,469	600	287
Improvement of Instruction and Educational Media Services	414,732	117	589
Student Support Services	4,770,670	1,345	1,120
Administration and Support Services	3,695,917	1,042	1,905
Plant Operation and Maintenance	4,025,655	1,135	1,648
Transportation	6,882,500	1,273	904
Costs of Students Tuitioned Out	9,189,203	N/A	N/A
Other	0	0	208
Total	69,291,366	17,942	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,550,574	437	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,104,867	18.3	33.8
Noncertified Personnel	2,219,404	8.0	14.5
Purchased Services	2,299,262	8.2	5.5
Tuition to Other Schools	12,971,771	46.5	23.4
Special Ed. Transportation	3,112,625	11.2	8.7
Other Expenditures	2,200,575	7.9	14.1
Total Expenditures	27,908,504	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	46.8	46.5
State	47.5	47.7
Federal	5.3	5.4
Tuition & Other	0.5	0.5

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	11	*	11	*
Asian	117	75.9	117	72.4
Black or African American	357	49.4	356	42.1
Hispanic or Latino	643	54.4	641	50.0
Native Hawaiian or Other Pacific Islander	6	*	6	*
Two or More Races	213	58.4	213	53.0
White	604	62.3	603	56.6
English Learners	375	53.3	374	48.7
Non-English Learners	1576	58.7	1573	53.1
Eligible for Free or Reduced-Price Meals	1554	55.1	1550	49.6
Not Eligible for Free or Reduced-Price Meals	397	67.8	397	62.5
Students with Disabilities	370	39.3	367	32.3
Students without Disabilities	1581	62.0	1580	56.9
High Needs	1626	55.0	1622	49.5
Non-High Needs	325	71.2	325	65.9
District	1951	57.7	1947	52.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	85.8	66.7	77.7	N/A	987	77.5
Curl Up	78.7	64.6	91.6	N/A	987	78.9
Push Up	58.6	48.6	69.0	N/A	987	59.2
Mile Run/PACER	60.8	59.4	62.3	N/A	987	60.9
All Tests - District	42.0	22.2	49.4	N/A	987	38.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	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		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	59.1	0	0.0
Male	69.7	0	0.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	71.4	0	0.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	75.0	0	0.0
Students with Disabilities	61.7	0	0.0
District	65.5	0	0.0
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.7	75	38.4	50	76.9	67.6
	High Needs Students	55.0	75	36.6	50	73.3	57.5
Math Performance Index	All Students	52.3	75	34.8	50	69.7	62.7
	High Needs Students	49.5	75	33.0	50	66.0	52.0
ELA Academic Growth	All Students	47.3%	100%	47.3	100	47.3	60.7%
	High Needs Students	45.6%	100%	45.6	100	45.6	55.6%
Math Academic Growth	All Students	47.8%	100%	47.8	100	47.8	61.9%
	High Needs Students	46.9%	100%	46.9	100	46.9	55.4%
Chronic Absenteeism	All Students	13.4%	<=5%	33.2	50	66.3	10.7%
	High Needs Students	14.8%	<=5%	30.3	50	60.7	16.6%
Preparation for CCR	% Taking Courses	47.3%	75%	31.5	50	63.0	74.8%
	% Passing Exams	N/A	75%	0.0	50	0.0	44.8%
On-track to High School Graduation		82.9%	94%	44.1	50	88.2	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 38.6%	75%	25.7	50	51.5	96.6% 50.1%
Arts Access		29.3%	60%	24.5	50	48.9	51.2%
Accountability Index				519.9	950	54.7	

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	71.2	55.0	16.3		15.9	
Math Performance Index Gap	65.9	49.5	16.4		18.2	
Science Performance Index Gap	.	N/A	.		.	
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	99.4
	High Needs Students	99.3
Math	All Students	99.2
	High Needs Students	99.1
Science	All Students	98.8
	High Needs Students	98.5

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: 46.7

State: 51.5

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

Norwich Public Schools (NPS) is home to seven elementary schools, two middle schools, two preschools and two family resource centers. During the 2017-18 school year, the district continued several district improvement efforts including improvement of academic programs, special education programs, truancy prevention, and parental outreach efforts.

Improving Academic Programs: During the 2017-2018 school year, the district implemented new math and science curriculum for grades K-5. Curriculum development is underway in Reading, Writing, and Social Studies for grades K-5. New systems for monitoring intervention programs will be implemented in 2018-2019. We are currently developing new themed based integrated core and extended core curriculum at our two middle schools.

Improving Special Education Programs: During the 2018-2019 school year the district will be focused on increasing consistency in collecting, organizing, analyzing, sharing and reporting data to stakeholders through implementation of consistent Scientific Research Based Interventions (SRBI) practices outlined in the new district SRBI Manual. Additionally, the district will continue to provide professional development for teachers on specialized instruction.

Truancy Prevention: NPS continues 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 finalized a new district-wide handbook to ensure consistent practices to address both truancy and chronic absenteeism in 2017-2018.

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. The district developed a vision for culture, climate and family engagement and professional development is planned for 2018-2019 on effective family engagement practices.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district magnet elementary schools; one which focuses on environmental education and the other focuses on technology and the arts. 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 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 holds an appreciation ceremony, inviting tribal members, parents, local community members, staff and students to celebrate this partnership.

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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 (DDT) 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.