

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



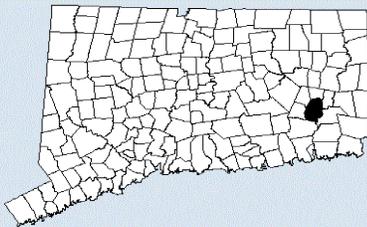
Norwich School District

Susan Lessard, Superintendent – Acting • 860-823-4200 • <http://www.norwichpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	3,336
Per Pupil Expenditures ¹	\$23,831
Total Expenditures ¹	\$122,751,936

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	1,766	52.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	9	0.3	0.2
Asian	206	6.2	5.2
Black or African American	617	18.5	12.5
Hispanic or Latino of any race	1,305	39.1	31.1
Native Hawaiian or Other Pacific Islander	12	0.4	0.1
Two or More Races	314	9.4	4.7
White	873	26.2	46.2
English Learners/Multilingual Learners	767	23.0	10.5
Eligible for Free or Reduced-Price Meals	2,513	75.3	44.0
Students with Disabilities ³	740	22.2	17.9

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	177	10.3
Male	408	24.4	282	14.4
Non-Binary	*	*	0	*
Black or African American	112	18.6	122	17.0
Hispanic or Latino of any race	356	28.5	179	12.3
White	200	24.3	99	10.4
English Learners/Multilingual Learners	183	22.1	94	10.3
Eligible for Free or Reduced-Price Meals	662	26.7	390	13.7
Students with Disabilities	232	34.5	124	13.9
District	775	24.3	459	12.4
State		17.7		7.0

Number of students qualified as truant under state statute: 962

Number of school-based arrests: Fewer than 6

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2023-24

Norwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	236.9
Paraprofessional Instructional Assistants	127.0
Special Education	
Teachers and Instructors	50.0
Paraprofessional Instructional Assistants	127.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.3
School Level	28.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	27.8
Counselors, Social Workers and School Psychologists	33.0
School Nurses	13.1
Other Staff Providing Non-Instructional Services/Support	238.4

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	9	2.3	1.4
Black or African American	10	2.5	4.8
Hispanic or Latino of any race	26	6.6	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	6	1.5	0.3
White	343	87.1	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	20.1	13.3

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	*	*	8	*
Hispanic or Latino of any race	*	*	12	*
White	*	*	18	78.3
English Learners/Multilingual Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	10	*	26	86.7
Students with Disabilities	10	*	*	*
District	10	*	44	88.0
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	78	40.4
Emotional Disability	37	39.4
Intellectual Disability	9	20.5
Learning Disability	261	84.2
Other Health Impairment	95	62.1
Other Disabilities	12	31.6
Speech/Language Impairment	105	92.9
District	597	63.2
State		66.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2023-24

Norwich School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	200	3.8	2.6
Emotional Disability	94	1.8	1.1
Intellectual Disability	44	0.8	0.6
Learning Disability	311	5.9	6.4
Other Health Impairment	155	2.9	3.5
Other Disabilities	76	1.4	1.2
Speech/Language Impairment	138	2.6	2.0
All Disabilities	1,018	19.3	17.3

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	355	34.9	8.0
Private Schools or Other Settings	101	9.9	4.6

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$94,358,572	\$18,318	\$12,942
Support services - students	\$6,447,090	\$1,972	\$1,724
Support services - instruction	\$1,285,817	\$393	\$905
Support services - general administration	\$1,366,061	\$418	\$520
Support services - school based administration	\$2,633,986	\$806	\$1,207
Central and other support services	\$1,991,571	\$609	\$771
Operation and maintenance of plant	\$5,114,723	\$1,564	\$2,101
Student transportation services	\$9,159,899	\$1,768	\$1,582
Food services	.	.	\$8
Enterprise operations	\$394,219	\$121	\$213
Total	\$122,751,936	\$23,831	\$21,143

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,503,194	14.5	27.6
Instructional Aide Salaries	\$4,020,451	10.6	10.2
Other Salaries	\$483,430	1.3	10.5
Employee Benefits	\$2,567,788	6.8	13.2
Purchased Services Other Than Transportation	\$1,549,046	4.1	6.4
Special Education Tuition	\$19,230,937	50.8	22.2
Supplies	\$65,389	0.2	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$4,375,244	11.6	8.4
Equipment	\$69,635	0.2	0.3
All Other Expenditures	\$2,510	0.0	0.1
Total	\$37,867,625	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.8	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	46.0
State	38.5
Federal	15.3
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2023-24

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	138	65.6	138	66.3	52	66.8
Black or African American	393	48.8	389	40.6	140	41.8
Hispanic or Latino of any race	764	47.1	762	41.7	267	42.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	192	52.7	191	45.7	70	44.4
White	490	59.0	484	53.8	163	55.4
English Learners/Multilingual Learners	600	46.4	597	42.3	205	43.1
Non-English Learners/Non-Multilingual Learners	1,387	54.8	1,377	48.5	492	49.0
Eligible for Free or Reduced-Price Meals	1,552	50.4	1,542	44.3	533	45.2
Not Eligible for Free or Reduced-Price Meals	435	58.9	432	54.6	164	54.1
Students with Disabilities	374	37.3	369	30.2	126	33.4
Students without Disabilities	1,613	55.7	1,605	50.3	571	50.3
High Needs	1,708	49.8	1,696	44.1	596	45.3
Non-High Needs	279	67.2	278	61.8	101	58.9
District	1,987	52.2	1,974	46.6	697	47.3

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	66.4	61.5	74.2	N/A	988	67.4
Curl Up	63.7	77.0	73.2	N/A	978	71.2
Push Up	56.9	55.0	53.2	N/A	983	55.0
Mile Run/PACER	69.8	53.6	33.9	N/A	971	52.5
All Tests - District	27.8	24.4	23.5	N/A	939	25.2
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2023-24

Norwich School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/Multilingual 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		88.4

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	0	0.0
Male	0	0.0
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino	0	*
White	0	0.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	0	0.0
Students with Disabilities	0	0.0
District	0	0.0
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	68.4	87.2

⁵ 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.

⁶ 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 2023-24

Norwich School District

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	52.2	75	34.8	50	69.7	63.9
	High Needs Students	49.8	75	33.2	50	66.4	54.1
Math Performance Index	All Students	46.6	75	31.1	50	62.1	60.2
	High Needs Students	44.1	75	29.4	50	58.8	49.5
Science Performance Index	All Students	47.3	75	31.5	50	63.0	61.8
	High Needs Students	45.3	75	30.2	50	60.4	51.4
ELA Academic Growth	All Students	51.9%	100%	51.9	100	51.9	58.7%
	High Needs Students	50.3%	100%	50.3	100	50.3	54.2%
Math Academic Growth	All Students	50.1%	100%	50.1	100	50.1	61.4%
	High Needs Students	47.9%	100%	47.9	100	47.9	55.1%
Progress Toward English Proficiency	Literacy	63.8%	100%	31.9	50	63.8	58.9%
	Oral	55.9%	100%	27.9	50	55.9	55.2%
Chronic Absenteeism	All Students	24.3%	<=5%	11.4	50	22.8	17.7%
	High Needs Students	26.3%	<=5%	7.5	50	14.9	25.5%
Preparation for CCR	% Taking Courses	83.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	.	75%	.	50	.	44.3%
On-track to High School Graduation		79.2%	94%	42.1	50	84.3	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		87.6% 25.2%	75%	8.4	50	16.8	93.6% 47.2%
Arts Access		25.6%	60%	21.3	50	42.7	55.0%
Accountability Index				590.9	1150	51.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	67.2	49.8	17.4	16.9	
Math Performance Index Gap	61.8	44.1	17.7	18.2	
Science Performance Index Gap	58.9	45.3	13.6	17.9	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	98.1
Math	All Students	97.7
	High Needs Students	97.4
Science	All Students	97.1
	High Needs Students	96.7

³Minimum participation standard is 95%.

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

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: 45.2 State: 49.7

District Profile and Performance Report for School Year 2023-24

Norwich School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools (NPS) is home to seven elementary schools (six of those include our preschool programs), two middle schools, one transition academy, and one family resource center. During the 2023-2024 school year, the district continued several district improvement efforts including improvement of academic programs, special education programs, truancy prevention, and parental outreach efforts. During the 2023-2024 school year, the focus on Tier 1 instruction in literacy and mathematics, improved the academic achievement of special education students, and focus on the instruction of multilingual learners were the goals. The district invested in Reading and Mathematics Specialists to provide explicit instruction utilizing research-based interventions in reading and math. The district invested in better supports and streamlined practices for English Language (EL) Learners. Our Teachers English to Speakers of Other Languages (TESOL) delivered lessons in core classes as well as small groups that allowed EL learners to acquire academic knowledge. EL coaching occurred focusing on collaboration and co-teaching to support in implementing Sheltered Instruction Observation Protocol (SIOP) strategies across Tier 1 instruction. In addition, the district focused on strengthening the comprehensive core classroom (Tier 1) mathematics instructional program by providing training for administrators and teachers in the continued implementation of core curriculum and professional development through Eureka. Many efforts were made to ensure that students continued to attend school throughout the year. Norwich participated in the LEAP Program facilitating home visits and used our transportation agreement to target chronic students. School Resource Officers connected with families of chronically absent students and the continued effort by classroom teachers to communicate with families prompted wellness checks if contact was not established with the student or family. Throughout the year, the district held monthly district-level and bi-weekly school-based attendance team meetings which included representatives from each school. These meetings included a review of bi-weekly chronic absenteeism data as a review of the effectiveness of tier I and II attendance interventions and facilitated building-wide attendance campaigns, incentives, small group interventions, and individual outreach to students and families inclusive of home visits, connections with local agencies as needed, and individual goal setting. Services were provided that families viewed as beneficial and relevant such as services ESL, GED, HS Diploma, technology supports, other educational supports for adults, and language transition services. Regular scheduled notices, memos, phone calls, newsletters, and other communications were a priority. Home visits at transition points were facilitated with parents. Norwich continued to provide the opportunity to communicate verbally with all of our families using Language Line as a translation service in 240 languages.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district two magnet middle schools provide opportunities for students in the areas of STEAM and Global Studies. 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 choices for their children. Besides the two 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. In conjunction with the magnet school offerings, a high leverage Equity Policy has established a framework for racial equity for Norwich Public School students, to ensure the elimination of racial bias, particularly institutional racism, and any prejudice or unlawful discrimination that may affect student achievement and learning experiences, and to promote learning and working environments that welcome, respect, and value equity and diversity. The Equity Director oversees the equity plan to eliminate barriers to achieving race equity, and support opportunities and bridges to race equity success. Norwich Public Schools participated in The Connecticut Teacher Residency Program and the RELAY Program as an alternate route to elementary and secondary certification programs focused on increasing educators of color in the Norwich Public Schools. Our Teacher in Residence in the teacher prep program through CT-TRP successfully completed their mentor year and has been assigned to their residency classroom for the 24-25 school year. For the 24-25 School year we have 2 CT-TRP candidates who will begin the first year of their residency. Norwich Public Schools attended recruitment fairs such as the RESC Alliance Recruitment Fair, and held our very own in-district job fair. In addition, the district has a focus on retention and has included intermittent surveys and interviews regarding hiring practices and climate.

District Profile and Performance Report for School Year 2023-24

Norwich School District

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. The additional funding sources often require an analysis of student needs including free and reduced lunch status, or the number of ELs and/or special education students. School enrollment and student needs are both considered to ensure an equitable distribution of funds.