

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



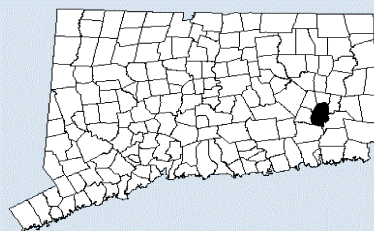
## Norwich Free Academy District

860-887-2505 • <http://www.nfaschool.org>

### District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	2,326
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure 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](http://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	1,199	51.5	48.4
Male	1,127	48.5	51.6
American Indian or Alaska Native	29	1.2	0.3
Asian	193	8.3	5.1
Black or African American	352	15.1	12.8
Hispanic or Latino	390	16.8	24.8
Pacific Islander	84	3.6	0.1
Two or More Races	99	4.3	3.3
White	1,179	50.7	53.6
English Learners	157	6.7	7.2
Eligible for Free or Reduced-Price Meals	1,049	45.1	36.7
Students with Disabilities <sup>1</sup>	268	11.5	14.8

<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	190	16.1	109	9.1
Male	192	17.6	206	18.3
Black or African American	57	16.6	92	25.5
Hispanic or Latino	107	25.6	86	20.0
White	171	15.0	108	9.3
English Learners	33	20.9	31	19.0
Eligible for Free or Reduced-Price Meals	259	23.1	242	20.2
Students with Disabilities	66	29.3	82	29.4
District	382	16.8	315	13.6
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 266**

**Number of school-based arrests: 32**

<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 2017-18

## Norwich Free Academy District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	141.2
Paraprofessional Instructional Assistants	12.5
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	6.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	18.2
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	24.2
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	106.3

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	2.4	1.1
Black or African American	8	3.8	3.7
Hispanic or Latino	6	2.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	191	91.0	91.0

<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.

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	43	50.0	55	65.5
Hispanic or Latino	75	63.6	52	58.4
White	180	70.6	233	81.8
English Learners	12	26.7	9	30.0
Eligible for Free or Reduced-Price Meals	149	54.4	176	67.4
Students with Disabilities	23	41.8	30	75.0
District	359	65.0	412	75.6
State		69.3		80.1

<sup>2</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>3</sup>

	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		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Norwich Free Academy District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	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
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Additional Expenditures			
Land, Buildings, and Debt Service	N/A	N/A	N/A

<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: 2016-17

	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
<b>Total Expenditures</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	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

<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 2017-18

## Norwich Free Academy 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.

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	7	*	7	*
Asian	44	60.2	44	73.0
Black or African American	79	37.9	79	37.8
Hispanic or Latino	100	47.0	100	45.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	41	55.3	41	50.4
White	240	62.6	240	58.5
English Learners	53	35.9	53	35.7
Non-English Learners	460	57.0	460	55.2
Eligible for Free or Reduced-Price Meals	243	46.6	243	45.0
Not Eligible for Free or Reduced-Price Meals	270	62.3	270	60.6
Students with Disabilities	52	35.4	52	33.7
Students without Disabilities	461	57.1	461	55.4
High Needs	261	46.3	261	44.4
Non-High Needs	252	63.7	252	62.3
District	513	54.9	513	53.2

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

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
<b>MATH</b>				
Connecticut	40%	36%	32%	
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.5	606	81.5
Curl Up	N/A	N/A	N/A	72.4	606	72.4
Push Up	N/A	N/A	N/A	65.3	606	65.3
Mile Run/PACER	N/A	N/A	N/A	51.7	606	51.7
All Tests - District	N/A	N/A	N/A	37.5	606	37.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Norwich Free Academy District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	99	87.9
Hispanic or Latino	96	79.2
English Learners	63	85.7
Eligible for Free or Reduced-Price Meals	340	78.2
Students with Disabilities	92	65.2
District	637	86.7
State		87.9

<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.

<sup>2</sup>Cohort 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 Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	220	38.5
Male	96.8	177	33.7
Black or African American	95.3	12	7.1
Hispanic or Latino	95.7	30	14.5
White	99.3	259	48.0
English Learners	84.0	*	*
Eligible for Free or Reduced-Price Meals	96.3	100	18.7
Students with Disabilities	89.5	*	*
District	97.8	397	36.2
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	72.0	84.4
Male	70.3	83.2
Black or African American	67.0	76.0
Hispanic or Latino	58.2	68.6
White	73.4	87.8
English Learners	61.8	81.8
Eligible for Free or Reduced-Price Meals	59.7	74.6
Students with Disabilities	42.6	*
District	71.2	83.8
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Norwich Free Academy 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.

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	54.9	75	73.1	100	73.1	67.6
	High Needs Students	46.3	75	61.8	100	61.8	57.5
Math Performance Index	All Students	53.2	75	71.0	100	71.0	62.7
	High Needs Students	44.4	75	59.2	100	59.2	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	16.8%	<=5%	26.4	50	52.7	10.7%
	High Needs Students	22.5%	<=5%	14.9	50	29.8	16.6%
Preparation for CCR	% Taking Courses	70.3%	75%	46.9	50	93.7	74.8%
	% Passing Exams	36.2%	75%	24.1	50	48.3	44.8%
On-track to High School Graduation		86.9%	94%	46.2	50	92.4	87.5%
4-year Graduation All Students (2017 Cohort)		86.7%	94%	92.2	100	92.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		78.5%	94%	83.5	100	83.5	81.8%
Postsecondary Entrance (Class of 2017)		71.5%	75%	95.3	100	95.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.0%   37.5%	75%	25.0	50	49.9	96.6%   50.1%
Arts Access		55.8%	60%	46.5	50	93.1	51.2%
<b>Accountability Index</b>				<b>766.1</b>	<b>1050</b>	<b>73.0</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?					Y
ELA Performance Index Gap	63.7	46.3	17.4	15.9	
Math Performance Index Gap	62.3	44.4	17.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	78.5%	15.5%	12.7%	Y

<sup>1</sup>If 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.

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

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	95.9
	High Needs Students	94.9
Math	All Students	95.9
	High Needs Students	94.9
Science	All Students	94.4
	High Needs Students	91.1

<sup>3</sup>Minimum 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: N/A**

**State: 51.5**

#### 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 2017-18

## Norwich Free Academy District

### Narratives

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NFA's student population of 2272 students represents significant diversity on several levels. We greatly value and support this diversity. The NFA Diversity Office takes the lead in coordinating and supporting multicultural activities and programs. The Diversity Office staff works to promote understanding of and collaboration between students and faculty/staff of all backgrounds. Among the activities they oversee are:

Pathways to Teaching program for minority students. Hispanic Heritage Month, Haitian Flag Day, and monthly diversity meetings featuring a variety of activities and presentations including field trips and speakers. Student co-curricular cultural organizations such as the Cape Verdean, Haitian, Latino, and Chinese Clubs. Female student group stressing leadership among young women. Class presentations/training on diversity, as requested. Summer internships providing paid work for minority students. Partnership with NAACP Youth Council. Student work planning/participating in community events that celebrate diversity, such as the NAACP Youth Freedom Fund Dinner, the annual MLK luncheon, the MLK March in town, city-wide festivals and a Multicultural Night at a local elementary school. Mentoring support for students from diverse backgrounds. Providing support for students and families from diverse backgrounds. Providing language support for EL students in the classrooms. Providing language support for EL students and their families at SSTs, PPTs, and other meetings. Celebrating events recognizing various cultures, including Hispanic Heritage Month, National French Week, Chinese New Year. Induction of students of excellence into organizations such as the Spanish National Honor Society and the Chinese National Honor Society.

In the classroom, the World Language Department offers eight languages and we hire native speakers to teach those classes whenever possible. We offer field trips and exchange programs for our students. Students receiving free or reduced price lunch receive class workbooks at a discounted price or for free. World Language teachers also use "realia" and language-specific readers to teach languages and cultural diversity. Our ASL program conducts gatherings with the deaf community or visit the School of the Deaf to practice the language.

# District Profile and Performance Report for School Year 2017-18 Norwich Free Academy District

## Equitable Allocation of Resources among District Schools

NFA is a one-school district.