

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

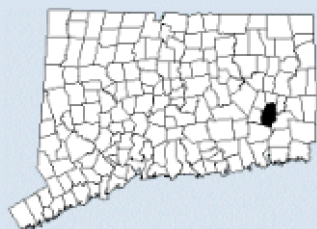
Norwich Free Academy District

Nathan Quesnel, Superintendent • 860-887-2505 • <http://www.nfaschool.org>

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	2,097
Per Pupil Expenditures	N/A
Total Expenditures	N/A

Expenditure data reflect the 2023-24 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>

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Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,066	50.8	48.4
Male	1,017	48.5	51.5
Non-Binary	14	0.7	0.1
American Indian or Alaska Native	21	1.0	0.2
Asian	143	6.8	5.2
Black or African American	389	18.6	12.4
Hispanic or Latino of any race	611	29.1	32.1
Native Hawaiian or Other Pacific Islander	6	0.3	0.1
Two or More Races	108	5.2	4.8
White	819	39.1	45.1
English Learners/Multilingual Learners	318	15.2	11.3
Eligible for Free or Reduced-Price Meals	1,247	59.5	44.8
Students with Disabilities	257	12.3	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	322	30.7	*	*
Male	*	*	160	15.2
Non-Binary	*	*	*	*
Black or African American	97	25.1	75	18.6
Hispanic or Latino of any race	229	38.6	87	13.7
White	211	26.0	58	7.0
English Learners/Multilingual Learners	114	36.1	54	16.0
Eligible for Free or Reduced-Price Meals	431	36.0	200	14.9
Students with Disabilities	138	53.5	74	25.2
All Students - District	617	29.9	248	11.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 429

Number of school-based arrests: 11

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	127.9
General Education Paraprofessionals	5.5
Special Education Teachers and Instructors	16.7
Special Education Paraprofessionals	20.0
District Central Office Administrators	5.5
School Level Administrators	14.5
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	21.4
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	122.5

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	5	2.6	1.4
Black or African American	11	5.8	4.9
Hispanic or Latino of any race	10	5.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	164	85.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	22	10.9	6.8
Teachers	18	11.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	84	93.3	81	97.6
Hispanic or Latino of any race	141	95.3	161	96.4
White	208	96.3	242	97.6
English Learners/Multilingual Learners	66	81.5	81	93.1
Eligible for Free or Reduced-Price Meals	288	96.6	289	98.0
Students with Disabilities	57	96.6	63	100.0
All Students - District	498	94.7	556	97.2
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	N/A	N/A	\$13,471
Support services - students	N/A	N/A	\$1,826
Support services - instruction	N/A	N/A	\$972
Support services - general administration	N/A	N/A	\$568
Support services - school based administration	N/A	N/A	\$1,274
Central and other support services	N/A	N/A	\$761
Operation and maintenance of plant	N/A	N/A	\$2,125
Student transportation services	N/A	N/A	\$1,695
Food services	N/A	N/A	\$10
Enterprise operations	N/A	N/A	\$219
Total	N/A	N/A	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	N/A	N/A	26.4
Instructional Aide Salaries	N/A	N/A	10.1
Other Salaries	N/A	N/A	10.5
Employee Benefits	N/A	N/A	13.3
Purchased Services Other Than Transportation	N/A	N/A	6.8
Special Education Tuition	N/A	N/A	22.8
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.7
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	N/A
State	25.7

Expenditures by Revenue Source: 2023-24

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

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 2024-25

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	24	55.9	24	55.1	*	*
Black or African American	76	50.0	76	42.9	74	52.5
Hispanic or Latino of any race	124	44.2	124	36.7	124	46.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	30	51.0	30	41.1	30	50.3
White	202	57.1	202	49.3	195	60.9
English Learners/Multilingual Learners	59	31.1	59	27.0	58	34.3
Non-English Learners/Non-Multilingual Learners	403	55.0	403	47.1	394	57.8
Eligible for Free or Reduced-Price Meals	256	46.8	256	39.2	250	48.9
Not Eligible for Free or Reduced-Price Meals	206	58.4	206	51.3	202	62.0
Students with Disabilities	43	33.0	43	25.0	42	33.2
Students without Disabilities	419	53.9	419	46.6	410	57.0
High Needs	280	45.4	280	38.0	274	47.1
Non-High Needs	182	62.0	182	54.6	178	66.6
All Students - District	462	52.0	462	44.6	452	54.8

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	71.1	467	71.1
Curl Up	N/A	N/A	N/A	72.4	463	72.4
Push Up	N/A	N/A	N/A	52.6	462	52.6
Mile Run/PACER	N/A	N/A	N/A	32.6	460	32.6
All Tests - District	N/A	N/A	N/A	21.4	457	21.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	71	93.0
Hispanic or Latino of any race	158	82.9
White	241	91.3
English Learners/Multilingual Learners	88	80.7
Eligible for Free or Reduced-Price Meals	329	85.4
Students with Disabilities	79	63.3
All Students - District	535	89.3
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	233	41.9
Male	*	*
Non-Binary	*	*
Black or African American	49	28.3
Hispanic or Latino of any race	78	24.8
White	247	53.2
English Learners/ Multilingual Learners	16	9.5
Eligible for Free or Reduced-Price Meals	157	26.5
Students with Disabilities	*	*
All Students - District	440	40.1
All Students - State		47.2

Students 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	67.0	81.2
Male	*	76.6
Non-Binary	*	*
Black or African American	54.4	72.7
Hispanic or Latino of any race	48.5	70.6
White	61.0	81.8
English Learners/ Multilingual Learners	31.0	87.5
Eligible for Free or Reduced-Price Meals	51.2	74.4
Students with Disabilities	34.0	75.0
All Students - District	57.6	79.3
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.0	75	103.9	150	69.3	64.7
ELA Performance Index	High Needs Students	45.4	75	90.9	150	60.6	54.9
Math Performance Index	All Students	44.6	75	89.1	150	59.4	61.1
Math Performance Index	High Needs Students	38.0	75	76.0	150	50.7	50.6
Science Performance Index	All Students	54.8	75	73.0	100	73.0	62.6
Science Performance Index	High Needs Students	47.1	75	62.8	100	62.8	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	39.6%	100%	19.8	50	39.6	58.7%
Progress Toward English Proficiency	Oral	49.8%	100%	24.9	50	49.8	55.7%
Chronic Absenteeism	All Students	29.9%	<=5%	0.3	50	0.5	17.2%
Chronic Absenteeism	High Needs Students	36.2%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	96.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	40.1%	75%	26.7	50	53.4	47.2%
On-track to High School Graduation	All Students	87.2%	94%	46.4	50	92.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	89.3%	94%	95.0	100	95.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.2%	94%	91.7	100	91.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.6%	75%	76.8	100	76.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	21.4%	75%	14.3	50	28.6	49.0%
Arts Access	All Students	57.9%	60%	48.2	50	96.5	55.1%
Accountability Index				990.0	1550	63.9	

Physical Fitness Estimated Participation Rate - District: 94.1% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	62.0	45.4	16.5	16.9	N
Math Performance Index Gap	54.6	38.0	16.6	18.4	N
Science Performance Index Gap	66.6	47.1	19.5	18.2	Y
Graduation Rate Gap	94.0%	86.2%	7.8%	8.6%	N

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.

If 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 (%)
ELA	All Students	94.7
ELA	High Needs Students	92.1
Math	All Students	94.7
Math	High Needs Students	92.1
Science	All Students	93.2
Science	High Needs Students	91.0

Minimum 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: N/A

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Our school improvement plan for 2024/25 identified priorities in the areas of Academic Achievement, Campus Culture and Student Life and Experience. We worked on several projects aligned with these priorities including a restructure of our special education programs, a focus on tiered attendance interventions and planning events to encourage parent/guardian involvement.

As a result of data and feedback, we reduced our number of specialty programs for special education students from five to four, which included the addition of the Atlas program which is a special education program designed to empower students with emotional challenges through a comprehensive support system. The program's mission is to cultivate each student's social, emotional, and academic growth. This restructure has allowed us to create clear criteria and a process for identifying the most appropriate program for a student based on his or her individual needs.

Our Student Support Services department partnered with SERC, CT Center for School Safety and PD Monster to participate in multiple trainings this year aimed at improving our understanding of the IEP, UDL, De-Escalation, Crisis Management and Risk Assessments.

Our Truancy Prevention Committee focused on strengthening our Tier 1 attendance interventions which included creating an "Attendance Matters" page on our parent portal. Information related to attendance definitions and guidelines as well as resources to support families to improve student attendance is posted there. In addition to attendance robocalls, absence notifications are now sent out as text messages and emails which can be translated into the preferred language. Grade-level attendance incentives as well as targeted incentives for those students at-risk for being chronically absent were implemented.

Our district attendance team developed criteria to identify students for Tier 2 and Tier 3 attendance interventions. Members of the grade-level support teams participated in professional development on evidence-based attendance interventions to support the Tier2/3 students.

NFA participated in the LEAP program and trained 47 faculty/staff in conducting relational home visits with families in an effort to improve attendance.

We held several parent events throughout the school year to involve families in student learning which included: family welcome events for accepted 9th grade students, a parents' night for students accepted into our pipeline programs and a "tech night" to showcase our school-to-work programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA has had a focus on international student recruitment and has commitments from new students for the 25/26 school year representing 9 different countries.

NFA has developed a strategic plan focused on recruiting, hiring, and retaining high-quality educators of color for the 2025-2026 year, addressing three critical areas. Recruitment efforts will include earlier hiring timelines, university partnerships, job fairs, and support systems for new faculty of color, including pathways for high-potential non-certified staff. The hiring process will incorporate inclusive practices, improved reference checks, and a question bank to assess candidates' commitment to diversity, along with a stronger onboarding experience. Retention will be supported through mentorship, coaching, leadership development, and assistance with advanced degrees and certification for educators of color.

We conducted an analysis of enrollment in our rigorous courses and determined that, overall, the demographics are reflective of the racial/ethnic diversity of our entire student body. Where gaps existed, we have introduced new, accessible college credit courses to match student interests.

In addition to teacher-led bite-sized PL offerings related to ML instruction, teachers were offered the opportunity to participate in personalized, on-site coaching focusing on planning lessons to provide linguistic support, enhance instructional strategies and improve student outcomes.

NFA students planned the third annual "NFA Around the Globe" event in the spring where all were exposed to the different cultures represented by our student population through cultural performances and activities.

We have a very active Diversity department and NAACP youth chapter which hosts clubs and events to expose all students to other languages and cultures.

The Wildcat Loft allows all students free access to clothing, hygiene products and school supplies regardless of need. This past year they recorded the highest number of transactions at 2,220. Similarly, the NFA Food Pantry exists to combat food insecurity for any NFA student. Both are housed on campus. On average, 60 food bags were distributed to students weekly to take home over the weekend totaling 1,980 total bags for the school year.

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Equitable Allocation of Resources among District Schools

NFA is a comprehensive independent high school that has a Master Educational Agreement with the Boards of Education from eight local Partner Communities. To that end, NFA is regarded as a single school district (one high school) that serves students from approximately twenty-one CT communities.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	8.3	6.7
Position Eliminated or Expired	4	33.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	8.3	32.0
Retired	3	25.0	23.7
Teach/Admin in Other CT Dist	1	8.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	2	16.7	2.3
TOTAL	12		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.