

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Norwich Free Academy Norwich Free Academy District

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

School Information

Grade Range	9-12
Enrollment	2,020
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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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	1,030	51.0	50.8
Male	976	48.3	48.5
Non-Binary	14	0.7	0.7
American Indian or Alaska Native	19	0.9	1.0
Asian	142	7.0	6.8
Black or African American	368	18.2	18.6
Hispanic or Latino of any race	582	28.8	29.1
Native Hawaiian or Other Pacific Islander	6	0.3	0.3
Two or More Races	103	5.1	5.2
White	800	39.6	39.1
English Learners/Multilingual Learners	311	15.4	15.2
Eligible for Free or Reduced-Price Meals	1,177	58.3	59.5
Students with Disabilities	229	11.3	12.3

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	281	28.0	*	*
Male	*	*	139	13.7
Non-Binary	*	*	*	*
Black or African American	76	21.1	65	17.1
Hispanic or Latino of any race	197	35.6	77	12.7
White	187	23.9	51	6.3
English Learners/Multilingual Learners	105	34.5	48	14.5
Eligible for Free or Reduced-Price Meals	360	32.4	173	13.6
Students with Disabilities	104	47.3	61	23.3
All Students - School	531	27.1	220	10.5
All Students - District		29.9		11.4

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.

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: 350
Number of school-based arrests: 10

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	121.5
General Education Paraprofessionals	5.5
Special Education Teachers and Instructors	14.6
Special Education Paraprofessionals	20.0
School Level Administrators	13.4
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	18.6
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	111.5

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.6	0.5
Asian	5	2.9	2.6
Black or African American	10	5.7	5.8
Hispanic or Latino of any race	10	5.7	5.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	149	85.1	85.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	11.9
District	12.4

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	24	12.7	10.9
Teachers	18	11.7	11.3

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	N/A	N/A
Support Services - Students	N/A	N/A
Improvement of Instruction	N/A	N/A
Library and Media Services	N/A	N/A
Support Services - Instruction	N/A	N/A
Support Services - School-Based Administration	N/A	N/A
Operation and Maintenance of Plant	N/A	N/A
Transportation Other Than to/From Home	N/A	N/A
Enterprise Operations	N/A	N/A
Total	N/A	N/A

Total per pupil expenditures (PPE) including share of district central expenditures is N/A.
Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

Disability	Count	Rate (%)
Autism	11	44.0
Emotional Disability	6	*
Intellectual Disability	*	*
Learning Disability	64	62.1
Other Health Impairment	33	56.9
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	119	52.4
All Disabilities - District		0.0

This table includes students ages 6-21 with an IEP or services plan.

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	76	92.7	70	97.2
Hispanic or Latino of any race	131	94.9	139	95.9
White	196	96.1	231	97.5
English Learners/Multilingual Learners	61	80.3	77	92.8
Eligible for Free or Reduced-Price Meals	263	96.3	246	97.6
Students with Disabilities	47	95.9	48	100.0
All Students - School	467	94.3	505	96.9
All Students - District		94.7		97.2

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

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1026
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:25 AM
School End Time	02:10 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	23	56.8	23	56.3	*	*
Black or African American	70	52.0	70	44.4	69	54.1
Hispanic or Latino of any race	119	45.2	119	38.1	118	47.1
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	194	57.9	194	50.0	190	61.6
English Learners/Multilingual Learners	56	31.4	56	27.6	55	34.9
Non-English Learners/Non-Multilingual Learners	386	56.1	386	48.2	380	58.7
Eligible for Free or Reduced-Price Meals	240	47.9	240	40.2	236	49.9
Not Eligible for Free or Reduced-Price Meals	202	59.0	202	51.9	199	62.5
Students with Disabilities	40	33.0	40	25.5	39	33.4
Students without Disabilities	402	55.0	402	47.6	396	57.9
High Needs	263	46.5	263	39.0	259	48.1
Non-High Needs	179	62.5	179	55.2	176	66.9
School	442	53.0	442	45.6	435	55.7

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	71.2	458	71.2
Curl Up	N/A	N/A	N/A	72.6	456	72.6
Push Up	N/A	N/A	N/A	52.7	455	52.7
Mile Run/PACER	N/A	N/A	N/A	32.9	453	32.9
All Tests - School	N/A	N/A	N/A	21.5	451	21.5
All Tests - District	N/A	N/A	N/A	21.4		21.4

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 - School	535	89.3
All Students - District		89.3

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	45.2
Male	*	*
Non-Binary	*	*
Black or African American	49	31.8
Hispanic or Latino of any race	78	27.6
White	247	56.0
English Learners/ Multilingual Learners	16	10.1
Eligible for Free or Reduced-Price Meals	157	29.9
Students with Disabilities	*	*
All Students - School	440	43.3
All Students - District		40.1

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

- SAT® - meets benchmark 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	71.3	83.1
Male	*	77.6
Non-Binary	*	*
Black or African American	60.0	72.1
Hispanic or Latino of any race	55.4	76.1
White	64.6	83.0
English Learners/ Multilingual Learners	34.4	87.5
Eligible for Free or Reduced-Price Meals	58.8	77.3
Students with Disabilities	39.5	75.0
All Students - School	62.8	80.8
All Students - District	57.6	79.3

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	53.0	75	106.0	150	70.6	64.7
ELA Performance Index	High Needs Students	46.5	75	93.0	150	62.0	54.9
Math Performance Index	All Students	45.6	75	91.1	150	60.8	61.1
Math Performance Index	High Needs Students	39.0	75	78.0	150	52.0	50.6
Science Performance Index	All Students	55.7	75	74.3	100	74.3	62.6
Science Performance Index	High Needs Students	48.1	75	64.1	100	64.1	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	40.0%	100%	20.0	50	40.0	58.7%
Progress Toward English Proficiency	Oral	50.4%	100%	25.2	50	50.4	55.7%
Chronic Absenteeism	All Students	27.1%	<=5%	5.9	50	11.8	17.2%
Chronic Absenteeism	High Needs Students	32.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	95.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	43.3%	75%	28.9	50	57.7	47.2%
On-track to High School Graduation	All Students	87.6%	94%	46.6	50	93.2	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	87.0%	94%	92.5	100	92.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.8%	75%	83.7	100	83.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	21.5%	75%	14.3	50	28.7	49.0%
Arts Access	All Students	56.7%	60%	47.3	50	94.6	55.1%
Accountability Index				1016.0	1550	65.6	

Physical Fitness Estimated Participation Rate - School: 95.4% | 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	62.5	46.5	16.0	17.1	N
Math Performance Index Gap	55.2	39.0	16.3	18.6	N
Science Performance Index Gap	66.9	48.1	18.8	18.3	Y
Graduation Rate Gap	94.0%	87.0%	7.0%	6.5%	Y

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	96.8
ELA	High Needs Students	95.2
Math	All Students	96.8
Math	High Needs Students	95.2
Science	All Students	95.8
Science	High Needs Students	94.6

Minimum participation standard is 95%.

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