

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11**Norwich School District**

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Norwich,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 36,117

1990-2000 Population Growth: -3.4%

Number of Public Schools: 10

Per Capita Income in 2000: \$20,742

Percent of Adults without a High School Diploma in 2000*: 21.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%

District Enrollment as % of Estimated. Student Population: 89.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 3,805
5-Year Enrollment Change -4.7%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,674	70.3	53.0	34.1
K-12 Students Who Are Not Fluent in English	432	12.1	12.7	5.6
Students Identified as Gifted and/or Talented	0	0.0	3.3	4.0
PK-12 Students Receiving Special Education Services in District	533	14.0	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	284	77.2	75.1	80.2
Homeless	44	1.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	1	5.6	15.5	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	59	1.6
Asian American	299	7.9
Black	737	19.4
Hispanic	931	24.5
White	1,503	39.5
Total Minority	2,302	60.5

Percent of Minority Professional Staff: 4.7%

Non-English Home Language:

22.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 30.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Norwich Public Schools continued as a partner district in the "Bridges to Understanding" institute sponsored by the UCLA School Management Program. The last three of the district's schools will complete their training during the 2011-2012 school year. The institute is designed to give teachers and administrators a portfolio of strategies which enables them to ensure all our students, regardless of language or ethnicity, can participate actively in the classroom learning. Using funding from the Extended Schools Hours grant, each school offers after-school tutorial, enrichment and/or recreational programs for all students- again, regardless of language barriers. Norwich Public Schools is the fiduciary for a state grant which brings together students from three districts with very different demographics. Middle school students from Norwich, Bozrah and Montville participate in science-related activities funded by the Thames River Connection grant. The aim of these activities is to foster social relationships among children of varying socio-economic and ethnic backgrounds. The district's Extended Learning Coordinator continues to organize and lead the district's effort to give students the opportunity to complete service learning projects throughout the community.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	37.2	58.4	7.5
Writing	37.5	61.1	6.2
Mathematics	46.2	63.0	8.7
Grade 4 Reading	40.8	62.5	6.7
Writing	39.4	65.5	5.5
Mathematics	44.1	67.0	7.3
Grade 5 Reading	41.4	61.4	12.3
Writing	46.4	66.8	9.2
Mathematics	49.5	72.5	8.0
Science	31.9	59.9	8.0
Grade 6 Reading	63.1	76.0	11.9
Writing	48.6	65.2	11.9
Mathematics	41.4	71.3	4.8
Grade 7 Reading	58.1	77.8	8.9
Writing	34.0	58.9	8.2
Mathematics	46.9	68.4	9.6
Grade 8 Reading	56.8	74.7	10.2
Writing	34.3	64.8	5.1
Mathematics	47.5	66.6	11.5
Science	43.8	63.1	13.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	6.9	47.0	1.5

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	31.0	51.0	10.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2010	28.6	N/A	4.6
2009-10 Annual Dropout Rate for Grade 9 through 12	7.6	3.0	5.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	202.50
Paraprofessional Instructional Assistants	31.80
Special Education	
Teachers and Instructors	40.00
Paraprofessional Instructional Assistants	64.00
Library/Media Specialists and/or Assistants	9.30
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	13.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	21.60
School Nurses	13.40
Other Staff Providing Non-Instructional Services and Support	226.50

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	13.6	13.9
% with Master's Degree or Above	81.1	79.8	79.0

Average Class Size	District	DRG	State
Grade K	18.5	19.4	18.4
Grade 2	19.4	20.6	19.9
Grade 5	20.3	22.0	21.2
Grade 7	19.8	20.9	20.6
High School	14.2	18.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	956	968	987
Middle School	1,038	992	1,017
High School	1,041	1,009	1,009

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	3.5	3.1
Middle School	4.0	3.1	2.4
High School	1.8	2.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$31,644	\$8,175	\$8,245	\$8,676	\$8,237
Instructional Supplies and Equipment	\$634	\$164	\$312	\$252	\$300
Improvement of Instruction and Educational Media Services	\$449	\$116	\$273	\$418	\$463
Student Support Services	\$5,136	\$1,327	\$852	\$839	\$872
Administration and Support Services	\$4,724	\$1,220	\$1,718	\$1,488	\$1,459
Plant Operation and Maintenance	\$4,518	\$1,167	\$1,231	\$1,355	\$1,410
Transportation	\$5,054	\$908	\$644	\$619	\$692
Costs for Students Tuitioned Out*	\$5,491	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$86	\$105	\$159
Total*	\$57,651	\$14,677	\$14,049	\$13,795	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$10,869	\$2,808	\$1,449	\$1,182	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$76,200 Tuition Costs, \$24,041.
Total town expenditures per pupil for PK-12 are \$13,757.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$19,288,880	25.3	21.1	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	40.5	47.4	11.4	0.8
Excluding School Construction	38.9	47.3	13.0	0.9

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education's Budget Expenditure Committee is comprised of Board of Education members, a representative from the City Council, and the Central Office Administrators. The meetings are open to all district staff and community members. This committee monitors the budget throughout the school year. It begins in September of each school year with the process of developing the next year's budget. The school district continues to work with a "bare bones" budget- lay-offs have continued for four consecutive years. The Central Office Administrators and Budget Expenditure Committee work tirelessly at monitoring class sizes and ensuring that resources are equitable across the district. All teachers are "Highly Qualified", as are the district's paraeducators. Ongoing professional development is provided for both groups throughout the year. To ensure all students' needs are being met, student data is closely monitored by grade level data teams, schoolwide data teams and the district data team. Grant funding is equitably distributed across the district. These are used to provide the necessary services and materials for all students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	843
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	41	0.7	0.9	1.1
Learning Disability	269	4.9	3.9	3.9
Intellectual Disability	44	0.8	0.5	0.4
Emotional Disturbance	124	2.2	0.9	1.0
Speech Impairment	127	2.3	2.2	2.2
Other Health Impairment*	154	2.8	1.9	2.1
Other Disabilities**	84	1.5	1.3	0.9
Total	843	15.3	11.4	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	1,500.0	390.0

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.4	N/A	49.6	N/A
	Writing	5.6	N/A	40.0	N/A
	Mathematics	12.9	N/A	45.9	N/A
	Science	6.4	N/A	38.0	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	9.1	N/A	6.9	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	23.7
	% With Accommodations	76.3
CAPT	% Without Accommodations	82.4
	% With Accommodations	17.6
% Assessed Using Skills Checklist		10.6

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	15	1.8
Private Schools or Other Settings	93	11.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	370	0.4	71.2	74.1
40.1 to 79.0 Percent of Time	282	0.3	13.9	14.9
0.0 to 40.0 Percent of Time	191	0.2	14.9	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Improvement Plan was revised and adopted in June 2011. The goals and strategies were created based upon student data and need – all focused upon closing the achievement gap in the community. The overarching goal is to increase, by 5% a year, the number of students scoring at proficient or higher on CMT, CAPT, districtwide benchmark assessments, as well as increasing the graduation rate among high school students. In order to accomplish this the district will: 1. Expand opportunities for improving teacher and administrator knowledge and skills in literacy, numeracy, and team process skills and data analysis to improve instruction using CSDE Common Core Teaching and Learning Standards, ELL Frameworks and content area curriculum documents. 2. Expect all staff to demonstrate the use of a wide-range of positive intervention and instructional strategies throughout the learning environment to promote a positive school culture and climate in order to increase student achievement. Through the guidance and support of the district SRBI Committee, district staff are developing a greater understanding of Tiered instruction and providing students with prescriptive instructional support systems to address the needs of students, who are identified as achieving below proficiency in literacy and numeracy.
