

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Thames River Academy**Norwich School District**

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Location: 526 East Main Street
Norwich,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Alternative School
School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 87
5-Year Enrollment Change: 3.6%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	62	71.3	46.3	29.3
Students Who Are Not Fluent in English	3	3.4	8.1	3.6
Students Identified as Gifted and/or Talented	0	0.0	2.7	5.2
Students with Disabilities	9	10.3	10.7	10.7
Juniors and Seniors Working 16 or More Hours Per Week	1	5.6	15.5	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	25.0	20.7	18.8
Biology I	12.0	17.9	19.0
English, Grade 10	10.0	18.5	19.1
American History	16.0	18.2	20.1

Language Instruction:

No world language instruction was provided

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,041	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	N/A	N/A

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	21.0	21.3	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.6
Chemistry	0.0	72.3
4 or More Credits in Mathematics	0.0	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	6.7	54.3
Credit for Level 3 or Higher in a World Language	0.0	60.7
2 or More Credits in Vocational Education	0.0	57.4
2 or More Credits in the Arts	26.7	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in science, community service

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	3.4	7.9	3.5
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	55.6	77.8	74.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.8	2.8	2.2
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	96.2	98.2
# of Print Volumes Per Student*	N/A	11.0	16.5
# of Print Periodical Subscriptions	N/A	25	37

*This school does not have its own library.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	5.05
	Paraprofessional Instructional Assistants	2.00
Special Education:	Teachers and Instructors	1.00
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		0.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		0.25
Other Staff Providing Non-Instructional Services and Support		3.25

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	8.4	13.7	14.1
% with Master's Degree or Above	85.7	76.1	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.0	9.8	8.1
% Assigned to Same School the Previous Year	71.4	90.2	90.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Thames River Academy maintains continuous contact and communication with parents and students. Parents are notified via telephone and mail of student efforts both behavioral and academic. Progress reports are sent out frequently, and Thames River Academy awards grades and credit at the quarter mark rather than at the end of the semester so students and parents understand their status throughout the school year. The "Graduation Review and Student Study Team" monitors each student's progress and convenes meetings with parents if a student's scores and grades begin to decline, or if the student begins to miss days of school. Parent-Teacher Conferences are held twice each year in the Fall and in the Spring, as well as a Dinner Open House in the Fall to welcome the families back to school. In addition, award ceremonies are held at the end of each quarter to which parents and guardians are invited. For those families that are not proficient in English the Norwich Public School District maintains a translation service to provide accurate communication. In addition, Thames River Academy publishes a News Letter to provide relevant information on services that may be of use to the families.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	2.3
Asian American	2	2.3
Black	21	24.1
Hispanic	20	23.0
White	38	43.7
Total Minority	49	56.3

Percent of Minority Professional Staff : 11.1

Non-English Home Language:
5.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1

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.

Thames River Academy in the city of Norwich in New London County is an alternative “transitional” high school consisting of a population that is approximately 57% White and 43% students of color including African American, Spanish Speaking, Asian, and Native American Indian. Economically, the school population is over 50% free and reduced lunch. Thames River Academy focuses on five major areas: literacy across the disciplines to raise academic achievement and student performance, school-community partnerships to foster community service and citizenship, creating a school climate based on respect and positive relationships, developing rigorous and relevant curriculum and lesson plans, and preparing students to transition to the next level whether it is a traditional comprehensive high school, college, or post-secondary technical certification. Thames River Academy has an ongoing relationship with East Lyme High School during the school year to discuss various current social issues and the cultural differences between urban, suburban, and rural environments. Thames River Academy also has partnerships with Three Rivers Community College, the Rose City Senior Center, the NAACP, and the Jewish Federation of Eastern Connecticut. Thames River Academy students often hold fundraisers at the Senior Center to raise money for Youth and Family Service’s children in need campaign. In April, Thames River Academy students partner with Three Rivers Community College, the NAACP, Meklim Kiln Works, Teachers’ Memorial Middle School, and Kelly Middle School for the Empty Bowls Project to raise money for the St. Vincent DePaul Soup Kitchen and Food Pantry. In addition, this year Thames River Academy has been included in Norwich Public Schools CHOICES Program with a focus on after-school enrichment to foster leadership, team-building, and creative and entrepreneurial skills.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	10.5	51	4.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	0	10.6
% of Grade 12 Students Tested	0.0	24.2
% of Exams Scored 3 or More*	N/A	N/A

*A score of three or higher is generally required for earning college credit.

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 scoreable 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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
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	N/A	N/A	N/A

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

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

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

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2010	33.3	N/A	0.5
2009-10 Annual Dropout Rate for Grade 9 through 12	3.6	3.0	18.6

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	N/A	N/A	% Present on October 1	94.3	93.3
% Employed, Civilian and Military	N/A	N/A			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 36 students were responsible for these incidents. These students represent 39.1% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	4	3
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	51	1
Total	62	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Thames River Academy is in the process of revising its entire curriculum. Thames River Academy participated this past summer In a State of Connecticut sponsored Algebra 1 curriculum workshop resulting in this school becoming a pilot school to test the effectiveness of the new Algebra curriculum. Staff and administration at Thames River Academy are focused on enhancing academic literacy in reading comprehension, expository writing, and mathematical computation. Teachers will utilize effective teaching strategies of Robert Marzano and Willard R. Daggett of the International Center for Leadership in Education, as well as strategies for student engagement and curriculum development outlined by Mike Schmoker. Student outcomes will be measured by increased academic performance and career related success. Measurement indicators will be Benchmark Assessments, the CAPT, increased graduation rates, decreased dropout rates, increased accumulation of credits, classroom engagement, and job retention. The Thames River Academy School-Wide Data Team analyzes monthly data while the School Instructional Team creates and implements strategies for more effective classroom instruction. Thames River Academy is in its third year of Positive Behavior Interventions Support (PBIS) to help change and mold the school climate and culture, is engaged in Scientific Research Based Intervention (SRBI) to support Tier II and Tier III students, and will continue with “courageous conversations” to find strategies to close the achievement gap between students of color and white students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A
