

**NORWICH BOARD OF EDUCATION**  
**Norwich, Connecticut**

**MINUTES OF:**  
**December 8, 2015**  
**REGULAR BOARD MEETING – BOARD OF EDUCATION**  
**KELLY MIDDLE SCHOOL COMMUNITY ROOM**

**PRESENT:** Aaron Daniels, Dennis Slopak, Angelo Yeitz Jr, Yvette Jacaruso, Robert Aldi, Joyce Werden, Kevin Saythany, and Susan Thomas.

Margaret Becotte arrived at 5:35 p.m.

**ABSENT:** None

**STAFF:** Abby I. Dolliver, Superintendent  
Joseph Stefon, Director of Curriculum & Instruction  
Athena Nagel, Business Administrator  
Mary Donnelly, Director of Student Services & Special Education  
Amber Longolucco, Administrative Assistant to the Superintendent  
Administrators, Principals and Teachers

**MEDIA:** The Norwich Bulletin, The New London Day

Dr. Yvette Jacaruso called the meeting to order at 5:31 p.m. and a quorum was declared.

Dr. Jacaruso asked Robert Aldi to lead the Pledge of Allegiance.

**ACTION ITEMS**

**MOTION:** Made by Dennis Slopak (seconded by Aaron Daniels) to elect Angelo Yeitz as a temporary board secretary for election of officers. Motion passed unanimously.

**MOTION:** Made by Robert Aldi (seconded by Kevin Saythany) to nominate Yvette Jacaruso as Board Chairperson.

**MOTION:** Made by Angelo Yeitz (seconded by Susan Thomas) to nominate Aaron Daniels as Board Chairperson.

**MOTION:** Made by Aaron Daniels (seconded by Angelo Yeitz) to nominate Dennis Slopak as Vice Chairperson.

**MOTION:** Made by Susan Thomas (seconded by Dennis Slopak) to nominate Angelo Yeitz as Secretary.

**The following board members were voted in as officers:****Chairperson:** Aaron Daniels**Vice-Chairperson:** Dennis Slopak**Secretary:** Angelo Yeitz Jr.**For Chairperson:**

Aaron Daniels voted for himself

Dennis Slopak voted for Aaron Daniels

Angelo Yeitz voted for Aaron Daniels

Yvette Jacaruso voted for herself

Joyce Werden voted for Yvette Jacaruso

Robert Aldi voted for Yvette Jacaruso

Susan Thomas voted for Aaron Daniels

Margaret Becotte voted for Aaron Daniels

Kevin Saythany voted for Yvette Jacaruso

**For Vice-Chairperson:**

Aaron Daniels voted for Dennis Slopak

Dennis Slopak voted for himself

Angelo Yeitz voted for Dennis Slopak

Yvette Jacaruso voted for Dennis Slopak

Joyce Werden voted for herself

Robert Aldi did not vote

Susan Thomas voted for Dennis Slopak

Margaret Becotte voted for Dennis Slopak

Kevin Saythany voted for Dennis Slopak

**For Secretary:**

Aaron Daniels voted for Angelo Yeitz

Dennis Slopak voted for Angelo Yeitz

Angelo Yeitz voted for himself

Yvette Jacaruso voted for Angelo Yeitz

Joyce Werden voted for Angelo Yeitz

Robert Aldi did not vote

Susan Thomas voted for Angelo Yeitz

Margaret Becotte voted for Angelo Yeitz

Kevin Saythany voted for Angelo Yeitz

**APPROVAL OF MINUTES****MOTION:** Made by Yvette Jacaruso (seconded by Joyce Werden) to approve the minutes of the November 17, 2015 meeting. Motion passed unanimously.**DISCUSSION AND EXPLORIATION OF POSSIBLE ADDITIONAL  
HIGH SCHOOL CHOICE FOR NORWICH STUDENTS:**

Ledyard High School principal, Amanda Fagan and Director of Special Services, Phil Genova discussed Ledyard High School as a possible choice for Norwich high school students. There are

currently 850 students at LHS and they are proposing to offer enrollment to 40 students from Norwich. The tuition would be \$10,100 per student.

### **REPORT OF THE CHAIRPERSON**

Mr. Daniels attended the Norwich Adult Education Fall Festival & Multi-cultural brunch. He also chaperoned the school dance at Kelly Middle School on Friday December 4<sup>th</sup>. He thanked Dr. Yvette Jacaruso for all her hard work as the previous board chairperson.

### **PUBLIC COMMENT**

**Jesshua Ballaro**, 40 Hunters Avenue, Norwich, CT thanked the current board members and welcomed the new members. She asked that there be no more cuts to kindergarten, foreign language, or the music program. She also asked that Norwich consider building its own high school. She wanted to extend her services for public committees as a former board member and parent of Norwich students. She is very proud of Norwich Public Schools.

**Sheila Hayes**, 288 Central Avenue, Norwich, CT thanked the board members for attending the dedication of the David Ruggles Courtyard. She also asked the board to look into the next round of a pilot program for grades 5-8 called "Bringing the CT Freedom Trail to Life through the Arts".

**John Blackburn**, 15 Alice Street, Norwich, CT congratulated the board members on being elected and wished them good luck. He was surprised by the election results. He believes the voters are fed up with taxes and he said it does not matter if you are a Republican or a Democrat; you need to save money without hurting the school system.

### **REPORT OF THE SUPERINTENDENT**

Mrs. Dolliver reported on:

- Enrollment
- Thank you to Dr. Yvette Jacaruso
- Introduction of new Board of Education members
- Adult Education update
- Coherence/Capacity Training
- Stanton students touring City Hall

Dannika Kemp Avent, the new education liaison for the NAACP introduced herself and explained her role in this new position. She is working toward increasing qualified minority teachers in Norwich. The NAACP has also adopted Uncas Network School through their local Adopt-a-School program.

Athena Nagel gave an update on transportation issues. The bus cameras that were not properly working have all been replaced. There were a few extras purchases as back-ups. The remaining bus issues at the moment have to do with the after-school bus runs.

Doreen Marvin and Bill Magnotta spoke on the opportunity for Norwich to develop Uncas Network School into a magnet school with a different theme than Moriarty and Wequonnoc magnet schools already have. The 6<sup>th</sup> Grade Academy at Teachers' Memorial would work closely with the magnet schools to make an easier transition for students to sixth grade. Norwich would remain intra-district due to the space considerations.

**DISTRICT IMPROVEMENT INITIATIVES**

Lynn Depina, Cheryl Lamothe, and Barbara Seagraves gave a presentation on the importance of play for Bishop and Case Street Early Learning Centers. The presentation reviewed the funding presently available to these schools as well as the criteria that must be met for each program.

**COMMITTEES:****Policy Committee**

The next policy committee scheduled for January 13, 2016 has been cancelled.

**Budget/Expenditure Committee**

Athena Nagel gave an update on the Budget Committee meeting on December 8, 2015.

**Facilities Review Committee**

Angelo Yeitz and Dennis Slopak gave an update on facilities review. A meeting schedule was presented. The final proposal should be ready to be voted on for this November's election.

**Teacher Evaluation/Professional Learning-Joseph Stefon**

Next meeting: TEVAL professional development meeting for December 14, 2015 has been postponed until the beginning of January.

**BOARD REPORTS**

Joyce Werden attended the CABA/CAPSS convention on November 20<sup>th</sup> and 21<sup>st</sup>. She attended a session on Arts Integration as well as one called Capacity for Student Success. She was very impressed with the keynote speaker, Dr. Yong Zhao. Kevin Saythany also attended the CABA/CAPSS convention and reiterated the important relationship between the members of the board. He believes politics should stay out of education. Yvette Jacaruso also attended the convention and was very impressed with Dr. Elsa Nunez's presentation on Student Performance.

**ACTION ITEMS**

**MOTION:** Made by Yvette Jacaruso (seconded by Dennis Slopak) to approve Administrative Regulations Regarding Health Assessment/Screenings-(Policy Series 5000); Motion passed 8-0. Dennis Slopak, Angelo Yeitz, Joyce Werden, Margaret Becotte, Kevin Saythany, Susan Thomas, Yvette Jacaruso, and Aaron Daniels voted to approve; Robert Aldi abstained.

**MOTION:** Made by Joyce Werden (seconded by Kevin Saythany) to approve Administrative Regulations Regarding Immunizations (Policy Series 5000). Motion passed 8-0; Dennis Slopak, Angelo Yeitz, Joyce Werden, Margaret Becotte, Kevin Saythany, Susan Thomas, Yvette Jacaruso, and Aaron Daniels voted to approve; Robert Aldi abstained.

**MOTION:** Made by Kevin Saythany (seconded by Yvette Jacaruso) to approve Norwich Public Schools Bring Your Own Device (BYOD)-(Policy Series 5000). Motion passed 6-2; Dennis Slopak, Angelo Yeitz, Joyce Werden, Kevin Saythany, Yvette Jacaruso, and

Aaron Daniels voted to approve, Margaret Becotte and Susan Thomas voted in opposition, Robert Aldi abstained.

**MOTION:** Made by Susan Thomas (seconded by Joyce Werden) to approve Administration of Student Medications in the Schools (Policy Series 5000). Motion passed 8-0; Dennis Slopak, Angelo Yeitz, Joyce Werden, Margaret Becotte, Kevin Saythany, Susan Thomas, Yvette Jacaruso, and Aaron Daniels voted to approve, Robert Aldi abstained.

**MOTION:** Made by Yvette Jacaruso (seconded by Susan Thomas) to approve Administrative Regulations Concerning Restraint and Seclusion of Persons at Risk (Policy Series 5000). Motion passed 8-0, Dennis Slopak, Angelo Yeitz, Joyce Werden, Margaret Becotte, Kevin Saythany, Susan Thomas, Yvette Jacaruso, and Aaron Daniels voted to approve, Robert Aldi abstained.

**MOTION:** Made by Angelo Yeitz (seconded by Kevin Saythany) to approve Video in the Classroom (Policy Series 6000). Motion passed 8-0, Dennis Slopak, Angelo Yeitz, Joyce Werden, Margaret Becotte, Kevin Saythany, Susan Thomas, Yvette Jacaruso, and Aaron Daniels voted to approve, Robert Aldi abstained

#### **EXECUTIVE SESSION**

None

**MOTION:** Made by Yvette Jacaruso (seconded by Susan Thomas) to adjourn the meeting. Motion passed unanimously.

The meeting was adjourned at 7:25 p.m.

Respectfully submitted,

*Angelo Yeitz Jr.*

Angelo Yeitz, Jr.,  
Secretary

# HOW OUR NEIGHBORS ARE DOING IT

	<u>SCHOOLDIGGER</u> <u>.COM</u>	<u>SCHOOLDIGGER</u> <u>.COM</u>	<u>SCHOOLDIGGER</u> <u>.COM</u>	<u>GREATSCHOOLS.</u> <u>ORG</u>
	RANK	SCORE	CHANGE	RATING (OUT OF POSSIBLE 10)
BOZRAH	93	.589	+16	6
FRANKLIN				8
LISBON	109	.513	-4	4
MONTVILLE	101	.555	+21	5
PRESTON	64	.704	+5	7
SPRAGUE	121	.452	-51	8
L.E.A.R.N.	114	.485	NA	4
IDCS	115	.477	+37	4
NFA	125	.406	+25	4
NORWICH	154	.189	+10	3
NEW LONDON COUNTY				
CONNECTICUT				

	<u>K12.NICH.</u> <u>COM</u>	<u>K12.NICH.</u> <u>COM</u>	<u>K12.NICH.</u> <u>COM</u>	<u>K12.NICH.</u> <u>COM</u>	<u>K12.NICH.</u> <u>COM</u>
	GRADE	RANKING (TOP 100 ONLY)	% FREE & REDUCED	STUDENT- TEACHER RATIO	STUDENT \$/ADMIN \$
BOZRAH	C-		13	10	11
FRANKLIN	C-		15	12	9
LISBON	A-	54	20	11	14
MONTVILLE	C+	91 (B)	30	11	13
PRESTON	B+		16	10	12
SPRAGUE	A		42	12	7
L.E.A.R.N.					
IDCS	B+		36		
NFA	A		24		
NORWICH	C		73	15	15
NEW LONDON COUNTY				12	11
CONNECTICUT				13	12

NORWICH PUBLIC SCHOOLS ENROLLMENT 2015-2016

ATTACH. #2

	12/23/2015										Totals				
GRAND TOTAL	Bishop	Case St	Hunt	Mahan	Moriarty	Stanton	Uncas	Vets	Weg	Kelly	6GA	VLA	Hickory	26	3,615
	238	59	356	285	414	343	223	323	244	749	341	14			
KDG - FULL DAY			19	22	22	21	23	21	21						
KDG - FULL DAY			19	19	20	21	20	21	22						
KDG - FULL DAY			16		21	21		21							
TOTAL KDG.			54	41	63	63	43	63	43						370
GRADE 1			21	23	22	15	19	14	22						
			19	25	21	16	19	15	21						
			20		22	17		15							
TOTAL GR. 1			60	48	65	48	38	44	43						346
GRADE 2			18	19	22	21	13	19	20						
			17	20	24	22	14	19	22						
			14		24	23		18							
TOTAL GR. 2			49	39	70	66	27	56	42						352
GRADE 3			19	24	25	15	23	18	18						
			18	23	25	17	19	18	19						
			19		24	17		19							
TOTAL GR. 3			56	47	74	49	42	55	37						360
GRADE 4			22	26	22	18	18	26	20						
			22	27	24	18	16	25	20						
			23		23	18									
TOTAL GR. 4			67	53	69	54	34	51	40						368
GRADE 5			17	20	23	22	19	26	18						
			18	17	23	21	20	28	21						
			19		23	20									
TOTAL GR. 5			54	37	69	63	39	54	39						355
SUB-TOTAL			340	265	410	343	223	323	244						2,148

NORWICH PUBLIC SCHOOLS ENROLLMENT 2015-2016

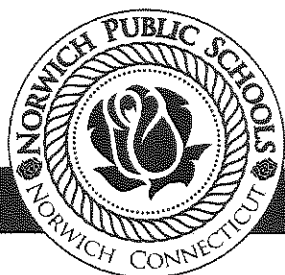
	Bishop	Casest	Hunt	Mahan	Moriarty	Stanton	Uncas	Vets	Weg	Kelly	6GA	VIA	Hickory	Totals
TOTAL GRADE 6											341			341
TOTAL GRADE 7										368				368
TOTAL GRADE 8										381				381
SUB-TOTAL			340	265	410	343	223	323	244	749	341	0		3,238
ABA PROGRAM			16											16
Bishop Early Learn	238													238
Case St ELC @ DTZ		59												59
SPED/RIGGS				11										11
SPED/STRICKLEY				9										9
IRS/Griffin					4									4
HICKORY STREET												14	26	26
VIA												14		14
GRAND TOTAL	238	59	356	285	414	343	223	323	244	749	341	14	26	3,615
2000/2001	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2012/2013	2013/2014	2014/2015	2015/2016	
4,006	4,131	3,980	3,910	3,976	3,944	3,829	3,910	3,878	3,758	3,808	3,735	3,668	3,601	
4,000	4,153	4,064	4,002	4,045	4,043	3,961	3,991	3,920	3,792	3,793	3,762	3,689	3,623	
4,029	4,199	4,046	4,034	4,050	4,078	3,968	4,016	3,901	3,853	3,786	3,754	3,701	3,640	
4,035	4,163	4,059	4,079	4,081	4,068	4,002	4,007	3,903	3,856	3,790	3,737	3,729	3,630	
4,048	4,165	4,079	4,071	4,088	4,035	4,005	4,017	3,887	3,845	3,784	3,750	3,740	3,615	
4,046	4,168	4,108	4,085	4,111	4,081	3,988	4,034	3,883	3,839	3,792	3,730	3,725		
4,043	4,156	4,095	4,129	4,106	4,060	4,004	4,041	3,886	3,766	3,827	3,739	3,729		
4,039	4,143	4,108	4,135	4,112	4,059	4,001	4,041	3,883	3,807	3,770	3,755	3,720		
4,032	4,142	4,109	4,132	4,109	4,049	3,989	4,042	3,887	3,828	3,775	3,741	3,718		
4,025	4,136	4,078	4,113	4,092	4,032	3,995	4,034	3,887	3,849	3,772	3,738	3,697		



Dec In	Bishop	Case	Hunt	Mahan	Mor	Stan	Uncas	Vets	Wed	KMS	6GA	VIA	HSS	
New	7	0	2	1	2	0	2	3	2	6	4	3	1	33
Intra Dist								1				1	1	3
<b>TOTAL:</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>36</b>
<b>Dec Out</b>														
Intra Dist				1					1	1				3
OOD	3			4	2	2	2	1	1	3	1	1		18
OOState	1		3		2	1		1		3	3			14
Parochial							2			0	2			4
Charter			1				1							2
OOD Magnet														0
OOCountry			1			2								3
Homeschool														0
Other (d/c, outplaced)							1			1	1	3	0	6
<b>TOTAL:</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>50</b>

Year to Date																				
<b>TOTALS:</b>																				
	Bishop	Case	Hunt	Mahan	Mor	Stan	Uncas	Vets	Wed	KMS	6GA	VLA	HSS							
Totals	New	5	16	10	10	10	15	24	18	24	24	8	1	198						
	Intra	0	0	1	19	4	0	7	9	0	0	2	3	48						
All In Total		5	19	11	29	14	15	31	27	24	24	10	4	246						
	Enrollment 12/31/2015	238	59	356	285	414	343	223	323	244	749	341	14	26	3615					
	% movement	13.9%	8.5%	5.3%	3.9%	7.0%	4.1%	6.7%	9.6%	11.1%	3.2%	7.0%	71.4%	15.4%	6.8%					
Exit's Total		12	4	11	12	11	24	30	19	30	12	7	0	200						
	Enrollment 12/31/2015	238	59	356	285	414	343	223	323	244	749	341	14	26	3615					
	% movement	5.0%	6.8%	3.1%	4.2%	2.7%	8.2%	10.8%	9.3%	7.8%	4.0%	3.5%	50.0%	0.0%	5.5%					
<b>Total % Mmv't</b>															<b>12.34%</b>					

School	Number of Students	Tuition/pp, if avail	Tuition Total
NFA - Reg Ed	1251.5	\$11,772.00	\$14,732,658.00
<b>Total NFA Reg Ed</b>			<b>\$14,732,658.00</b>
NFA - Spec Ed			
LSP	10	\$38,399.00	\$383,990.00
ACES	23	\$42,300.00	\$972,900.00
RESOURCE	103	\$17,417.00	\$1,793,951.00
ABLE	9	\$63,732.00	\$573,588.00
PACE	29	\$17,417.00	\$505,093.00
<b>Total NFA Spec Ed</b>			<b>\$4,229,522.00</b>
NFA - Sachem Street	49	\$25,938.00	\$1,270,962.00
<b>Total NFA Sachem Reg Ed</b>			<b>\$1,270,962.00</b>
LEAD - Spec Ed Sachem	8	\$44,757.00	\$358,056.00
<b>Total NFA Sachem Spec Ed</b>			<b>\$358,056.00</b>
Integrated Day Charter School	245	\$0.00	\$0.00
ACT	14	\$5,400.00	\$75,600.00
Marine Science Magnet School	7	\$5,525.00	\$38,675.00
Quinebaug Middle College	4	\$4,000.00	\$16,000.00
Three Rivers Middle College	16	\$5,834.00	\$93,344.00
New London Science & Technology	31	\$3,000.00	\$93,000.00
Norwich Regional Technical School	149	\$0.00	\$0.00
Grasso Technical High School	31	\$0.00	\$0.00
Ledyard High - Reg Ed	0	\$10,100.00	\$0.00
Ledyard High - VoAg	17	\$6,823.00	\$115,991.00
Winthrop - STEM plus ELL (\$16,540.20)	38	\$3,000.00	\$130,540.20
Nathan Hale	12	\$3,000.00	\$36,000.00
Regional Multicultural Magnet	35	\$2,841.00	\$99,435.00
Sacred Heart	115	\$0.00	\$0.00
St Patrick's Catholic School	111	\$0.00	\$0.00
Wildwood Christian Academy	24	\$0.00	\$0.00
STEM Magnet Middle School -NI	2	\$3,000.00	\$6,000.00
Montessori School	18	\$0.00	\$0.00
Dual Language	6	\$2,429.00	\$14,574.00
Charles Barrows STEM Academy	5	\$4,600.00	\$23,000.00
<b>Total</b>	<b>2362.5</b>		<b>\$21,333,357.20</b>



## 2016-2017 Norwich Public Schools Calendar

If you would like this information translated into Spanish, Haitian Creole or Chinese, please contact Sheila Osko ~ 860.823.4205 ext. 2509  
 Si a usted le gustaría esta información traducida al español, criollo haitiano o chino, sírvase contactar a Sheila Osko ~ 860.823.4205 ext. 2509  
 Si ou ta renmen enfomasyon sa tradui an Espagnol, Kreyól Ayisyen oubyen Chinwa, tanpri kontakte Sheila Osko ~ 860.823.4205 ext. 2509  
 如果您想这些资料翻译成西班牙文，海地语或中文，请联系 Sheila Osko ~ 860.823.4205 ext. 2509

August 2016 (1)					<b>FIRST DAY OF SCHOOL FOR STUDENTS: August 31, 2016</b>																								
Mon	Tue	Wed	Thu	Fri	<b>LAST STUDENT DAY: June 12, 2017** (182 student days)</b>																								
		24	25	26	<b>LAST STAFF DAY: June 12, 2017 (186 staff days)</b>																								
<b>PD</b>	<b>PD</b>	<b>31</b>			September 2016 (21)					October 2016 (20)					November 2016 (18)					December 2016 (17)					January 2017 (20)				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
			1	2	3	4	5	6	7		1	2	3	4				1	2	<b>NS</b>	3	4	5	6	<b>NS</b>	3	4	5	6
<b>NS</b>	6	7	8	9	<b>NS</b>	11	12	13	14	7	<b>PD</b>	9	10	<b>NS</b>	5	6	<b>PTC</b>	<b>PTC</b>	<b>PTC</b>	9	10	11	<b>LED</b>	13	9	10	11	<b>LED</b>	13
12	13	14	15	16	17	18	19	<b>LED</b>	21	14	15	16	<b>LED</b>	18	12	13	14	<b>LED</b>	16	<b>NS</b>	17	18	19	20	<b>NS</b>	17	18	19	20
19	20	21	<b>LED</b>	23	24	25	26	27	28	21	22	<b>ER</b>	<b>NS</b>	<b>NS</b>	19	20	21	22	<b>ER</b>	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30	31					28	29	30			<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	30	31				30	31			
February 2017 (18)					March 2017 (22)					April 2017 (15)					May 2017 (22)					June 2017 (8)									
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
		1	2	3			1	2	3	3	4	5	6	7	1	2	3	4	5				1	2	5	6	7	8	9
6	7	8	9	10	6	7	8	9	<b>PD</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	8	9	10	11	12	5	6	7	8	9	5	6	7	8	9
13	14	15	<b>LED</b>	17	13	14	<b>PTC</b>	<b>PTC</b>	<b>PTC</b>	17	18	19	<b>LED</b>	21	15	16	17	<b>LED</b>	19	12**	13	14	15	16	12**	13	14	15	16
<b>NS</b>	<b>NS</b>	22	23	24	20	21	22	<b>LED</b>	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	19	20	21	22	23
27	28				27	28	29	30	31						<b>NS</b>	30	31			26	27	28	29	30	26	27	28	29	30

### HOLIDAYS, VACATIONS AND PROFESSIONAL DAYS

#### **NS-NO SCHOOL on the following days:**

Labor Day: September 5, 2016  
 Columbus Day: October 10, 2016  
 Veterans Day: November 11, 2016  
 Thanksgiving Recess: November 24 & 25, 2016  
 Holiday Recess: December 24, 2016-January 2, 2017  
 Martin Luther King Day: January 16, 2017  
 Winter Recess/President's Day: February 20 & 21, 2017  
 Spring Recess/Good Friday: April 10-14, 2017  
 Memorial Day: May 29, 2017

#### **PD – Professional Development Days (No School for Students)**

8/29/16, 8/30/16, 11/8/16, 3/10/17

#### **ER-EARLY RELEASE on the following days:**

**PTC: Parent Teacher Conferences: (Early Release):**

December 7, 8, & 9<sup>th</sup>, 2016

**PTC: Parent Teacher Conferences: (Early Release):**

March 15, 16, & 17<sup>th</sup> 2017

**LED: District Improvement Meetings: (Early Release):**

9/22/16, 10/20/16, 11/17/16, 12/15/16, 1/12/17, 2/16/17, 3/23/17, 4/20/17, 5/18/17

**Thanksgiving & Holiday Recess: (Early Release):** 11/23/16 & 12/23/16

#### **Kindergarten Registration**

March 6-10, 2017

#### **Progress Reports – Middle School**

TO BE DETERMINED

#### **Marking Periods for Elementary & Middle Schools**

8/31/2016-11/30/2016 (60 days)

12/1/2016-3/09/2017 (62 days)

3/13/2017-6/08/2017 (58 days)

#### **Report Card Dates**

Dec. 7, 8, 9<sup>th</sup> 2016 & March 15, 16, 17<sup>th</sup> 2017 – to be distributed at Parent Teacher Conferences & last day of school

#### **Standardized Testing Dates (SBAC)**

TO BE DETERMINED

**\*\* Tentative Last Day of School (Early Release): Additional days may be added due to cancellations.**

**Board of Education Meetings:** 9/13/16, 10/18/16, 11/15/16, 12/13/16, 1/10/17, 2/14/17, 3/14/17, 4/18/17, 5/9/17, 6/13/17. Meetings are held at 5:30 p.m. in the Kelly Middle School Community Room, are open to the public, and are televised on Comcast. Call 860-823-6284 for more information.

**Visit Our Website: [www.norwichpublicschools.org](http://www.norwichpublicschools.org)**

# WHY SHOULD BACON ACADEMY BE A CHOICE FOR NORWICH STUDENTS?

COMPARE NFA TO BACON ACADEMY BY THE NUMBERS...

## SAT SCORES

<u>READING</u>	<u>MATH</u>	<u>WRITING</u>	<u>AVERAGE</u>
498 <b>522</b>	495 <b>516</b>	494 <b>524</b>	1517 <b>1562</b>

## AP SCORES (2015)

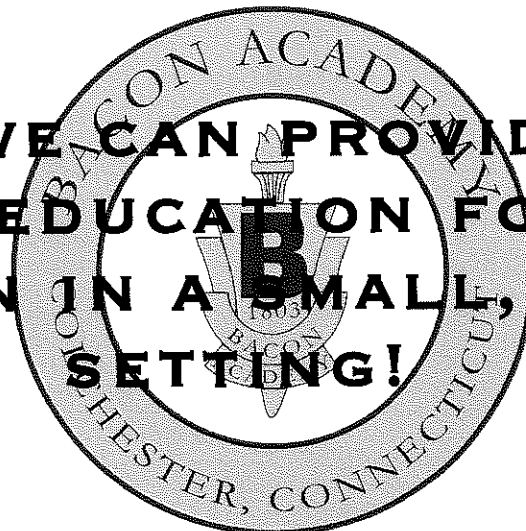
205**217** STUDENTS TOOK 319**334** EXAMS  
 \*63**82**% OF STUDENTS WHO EARNED A 3+  
 25**21** AP SCHOLARS  
 12**10** AP SCHOLARS WITH HONORS  
 92**3** AP SCHOLARS WITH DISTINCTION  
 0**1** NATIONAL AP SCHOLAR

\*GLOBAL60.6STATE OF CT72.7

## OTHER NUMBERS TO CONSIDER

22**25** CREDITS REQUIRED TO GRADUATE  
 163**264** CAREER & TECHNICAL EDUCATION CONCENTRATORS IN 8**11** AREAS  
 238**4848** STUDENTS

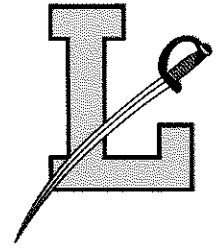
BECAUSE WE CAN PROVIDE A HIGH-QUALITY EDUCATION FOR YOUR CHILDREN IN A SMALL, FAMILY SETTING!



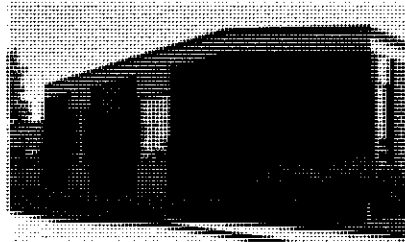
# Ledyard High School

*Home of the Colonels*

24 Gallup Hill Road • Ledyard, CT 06339 • 860-464-9600



## Academics



125 courses

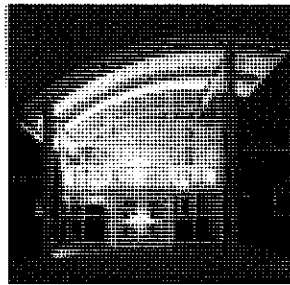
11 AP courses

10 ECE courses

5 pathways to college credit



## AgriScience



Animal Science

Aquaculture

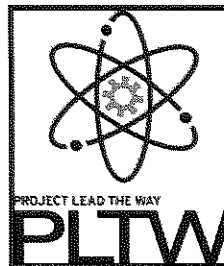
Plant Science

Ag Mechanics

Natural Resources



## Engineering



Intro to Engineering



Digital Electronics



Principles of Engineering



Civil Engineering & Architecture



## Athletics



## Music



10 Choral Ensembles

4 Instrumental Ensembles



**12**  
*towns*

**4**  
*grades*

**1**  
*identity*

*Colonels*

Anticipated Tuition Students  
2016-17

School	Number of Students	Tuition/pp, if avail	Tuition Total
		anticipated 2.5% increase included	
NFA - Reg Ed	1251.5	\$12,066.00	\$15,100,599.00
Ledyard High - Reg Ed	0	\$10,663.00	\$0.00
Ledyard High - VoAg	17	\$6,994.00	\$118,898.00
Bacon Academy	0	\$14,254.00	\$0.00
Quinebaug Middle College	4	\$4,100.00	\$16,400.00
Three Rivers Middle College	16	\$5,980.00	\$95,680.00
New London Science & Technology	31	\$3,075.00	\$95,325.00
Norwich Regional Technical School	149	\$0.00	\$0.00
Grosso Technical High School	31	\$0.00	\$0.00
<b>Total Reg Ed High School</b>			<b>\$15,426,902.00</b>
Ledyard High - Spec Ed	0	\$12,683.00	\$0.00
Bacon Academy Spec Ed	0		\$0.00
NFA - Spec Ed			
ILSP	10	\$39,359.00	\$393,590.00
ACES	23	\$43,358.00	\$997,234.00
RESOURCE	103	\$17,852.00	\$1,838,756.00
ABLE	9	\$65,325.00	\$587,925.00
PACE	29	\$17,852.00	\$517,708.00
<b>Total NFA Spec Ed</b>			<b>\$4,335,213.00</b>
NFA - Sachem Street	49	\$26,586.00	\$1,302,714.00
<b>Total NFA Sachem Reg Ed</b>			<b>\$1,302,714.00</b>
LEAD - Spec Ed Sachem	8	\$45,876.00	\$367,008.00
<b>Total NFA Sachem Spec Ed</b>			<b>\$367,008.00</b>
Integrated Day Charter School	245	\$0.00	\$0.00
ACT	14	\$5,535.00	\$77,490.00
Marine Science Magnet School	7	\$5,663.00	\$39,641.00
Winthrop - STEM plus ELL (\$16,540.20)	38	\$3,075.00	\$133,390.20
Nathan Hble	12	\$3,075.00	\$36,900.00
Regional Multicultural Magnet	35	\$2,912.00	\$101,920.00
Sacred Heart	115	\$0.00	\$0.00
St Patrick's Catholic School	111	\$0.00	\$0.00
Wildwood Christian Academy	24	\$0.00	\$0.00
STEM Magnet Middle School -NL	2	\$3,075.00	\$6,150.00
Montessori School	18	\$0.00	\$0.00
Dual Language	6	\$2,490.00	\$14,940.00
Charles Barrows STEM Academy	5	\$4,715.00	\$23,575.00
<b>Total</b>	<b>2362.5</b>		<b>\$21,865,843.20</b>

maximum 10 students accepted; potential savings basic SPED \$14,030

maximum 15 students year 1; potential cost \$32,820

potential cost savings \$5,167/pp basic SPED tuition

**Anticipated Tuition Students  
2016-17**

School	Number of Students	Tuition/pp, if avail	Tuition Total
NFA - Reg Ed	1226.5	\$12,066.00	\$14,798,949.00
Ledyard High - Reg Ed	10	\$10,663.00	\$106,630.00
Ledyard High - VoAg	17	\$6,994.00	\$118,898.00
Bacon Academy	15	\$14,254.00	\$213,810.00
Quinebaug Middle College	4	\$4,100.00	\$16,400.00
Three Rivers Middle College	16	\$5,980.00	\$95,680.00
New London Science & Technology	31	\$3,075.00	\$95,325.00
Norwich Regional Technical School	149	\$0.00	\$0.00
Grasso Technical High School	31	\$0.00	\$0.00
<b>Total Reg Ed High School</b>			<b>\$15,445,692.00</b>
Ledyard High - Spec Ed	0	\$12,683.00	\$0.00
Bacon Academy Spec Ed	0		\$0.00
NFA - Spec Ed			
ILSP	10	\$39,359.00	\$393,590.00
ACES	23	\$43,358.00	\$997,234.00
RESOURCE	103	\$17,852.00	\$1,838,756.00
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Winthrop - STEM plus ELL (\$16,540.20)	38	\$3,075.00	\$133,390.20
Nathan Hale	12	\$3,075.00	\$36,900.00
Regional Multicultural Magnet	35	\$2,912.00	\$101,920.00
Sacred Heart	115	\$0.00	\$0.00
SF Patricks Catholic School	111	\$0.00	\$0.00
Wildwood Christian Academy	24	\$0.00	\$0.00
STEM Magnet Middle School -NL	2	\$3,075.00	\$6,150.00
Montessori School	18	\$0.00	\$0.00
Dual Language	6	\$2,490.00	\$14,940.00
Charles Barrows STEM Academy	5	\$4,715.00	\$23,575.00
<b>Total</b>	<b>2362.5</b>		<b>\$21,884,633.20</b>

anticipated 2.5% increase included

reduced attending total by 15 to Bacon Academy and 10 to Ledyard maximum 10 students; potential savings \$14,030

maximum 15 students; potential cost \$32,820

With Maximum 15 attending Bacon Academy and 10 Ledyard potential cost savings \$5,169/pp basic Spec Ed tuition rates currently paid



# NORWICH BOARD OF EDUCATION

## NON-AGENDA January 12, 2016

### REPORTS

Monthly Out of District Special Education Report  
Monthly Object Summary Report #10  
Special Education Contracted Services & Tuition Report

### PERSONNEL

#### APPOINTMENTS:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE</u>
Erin Strait	Grade 1/Wequonnoc	\$53,214/BA5	1-6-2016

#### RESIGNATIONS:

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
Delfina Coombs	Teacher	Retirement	2-1-2016
Gwen Griffin	Teacher	Retirement	6-30-2016

### MISCELLANEOUS

- Board Committee Assignments
- Adopt-A-City Council Member Assignments
- Adopt-A-School Assignments
- NFA Class of 2015 Profile
- Every Student Succeeds Act (ESSA) of 2015
- Parent Teacher Conference Report

Norwich Public Schools  
 Out of District Report  
 2015-2016

		September	October	November	December	January	February	March	April	May
Ability Beyond Disability-Discover, Learn, Work	Bethel, CT	1	1	1	1	1				
Adelbrook	Cromwell, CT	1	1	1	1	1				
American School for the Deaf	W. Hartford, CT	1	1	1	1	1				
Arc, The	Norwich CT	3	4	4	4	4				
Bradley School	Westerly, RI	2	3	0	0	0				
Bradley School/New London Regional	Uncasville, CT	0	0	5	7	10				
Brookside Elementary School	Norwalk, CT	0	0	0	0	1				
Buckingham Community Services	Waterford, CT	4	4	4	4	4				
Charlies Hayden Boys and Girls Village	Milford, CT	2	2	2	1	1				
Children's Center of Hamden	Hamden, CT	0	0	1	1	1				
Connecticut Children's Medical Center	New Britain, CT	2	1	1	1	1				
CREC River ST	S. Windsor CT	2	2	2	2	2				
EASTCONN Autism Program	Columbia, CT	2	2	2	2	2				
EASTCONN Education & Vocation Ctr.	Columbia, CT	5	5	6	6	6				
EASTCONN Southeast Regional	Plainfield, CT	4	4	4	4	3				
EASTCONN Northeast Regional Program	Putnam, CT	0	1	0	0	0				
Futures School	Hartford, CT	1	1	1	1	1				
Gengras Center	Hartford, CT	0	0	1	1	1				
Griswold Elementary School	Griswold, CT	1	1	1	1	1				
Grove School	Madison CT	1	1	0	0	0				
High Road Learning Center at Bennie Dover	New London CT	3	3	3	3	4				
High Road Learning Center	New London CT	3	3	3	2	2				
High Road Learning Center	Wallingford, CT	1	1	1	1	1				
Homebound Instruction	Norwich CT	1	2	5	4	3				
Hopewell Elementary School	Glastonbury CT	1	1	1	1	1				
Journey House	Mansfield, CT	0	0	0	1	1				
LEARN -Kelly Middle School	Norwich CT	3	3	3	3	3				

Norwich Public Schools  
Out of District Report  
2015-2016

LEARN- Intensive Program at Marine Science Mag	Groton CT	4	4	4	4	4	4	4		
LEARN-Dual Language	Waterford CT	2	2	2	2	2	2	2		
LEARN-Lillie B. Haynes	Niantic, CT	6	6	5	5	5	5	5		
LEARN-Montoille/Palmer Academy	Montville CT	2	2	2	2	2	2	2		
LEARN- Salem Elementary School	Salem CT	1	1	1	1	1	1	1		
LEARN-Center School	Old Lyme, CT	1	1	1	1	1	1	1		
LEARN-Ledyard Middle School	Gales Ferry, CT	0	0	0	0	0	0	0		
Lighthouse Voc. Ed. Center-School Annex	Niantic, CT	4	4	4	4	4	4	4		
Lighthouse Voc. Ed. Center	Niantic, CT	2	2	2	2	2	2	2		
Middlesex Transition Academy-Region 13	Middletown, CT	2	2	2	2	2	2	2		
Mount St. John	Deep River CT	6	7	7	7	7	7	7		
Natchaug Joshua Center Northeast (CDT)	Danielson CT	1	1	1	1	2	2	2		
Natchaug Joshua Center Thames Valley CDT	Norwich CT	11	13	14	13	15	15	15		
Natchaug Joshua Center Mansfield	Mansfield, CT	0	0	0	0	1	1	1		
Natchaug Windham CDT	Willimantic CT	2	3	3	4	4	4	4		
New England Center for Children	Southborough MA	1	1	1	1	1	1	1		
NFA-LEAD	Norwich CT	8	8	8	8	8	8	8		
Passages	New Haven, CT	1	1	1	0	0	0	0		
Project Genesis	Willimantic CT	7	5	5	5	5	5	5		
Sharp Training	New London CT	5	6	5	5	4	4	4		
Thames River Academy	New London CT	2	2	2	2	2	2	2		
Tuttle Elementary School	East Haven, CT	0	1	1	1	1	1	1		
The Learning Clinic	Brooklyn CT	4	4	4	4	4	4	4		
Waterford Country School	Waterford CT	7	8	8	8	7	7	7		
<b>*Total</b>		121	131	136	137	141	141	141		
<b>Hickory Street School</b>	<b>Norwich CT</b>	22	21	24	24	26	26	26		
Virtual Learning Academy-Special Education	Norwich, CT	2	2	1	1	1	1	1		
<b>CHOICE- Special Education</b>										
EASTCONN ACT HS	Willimantic, CT	2	2	2	1	1	1	1		

Norwich Public Schools  
 Out of District Report

2015-2016

Science and Technology High School	New London, CT	1	1	1	1	1	1	1						
Marine Science Magnet High School	Groton, CT	5	5	5	5	5	4	4						
Ledyard High School Vo-Ag	Ledyard, CT	2	2	2	2	2	2	2						
Three Rivers Middle College	Norwich, CT	2	2	2	2	2	2	2						
LEARN Multicultural Magnet RMMS	New London, CT	3	3	3	3	3	3	3						
ISSAC Charter	New London, CT	3	3	3	3	3	4	4						
Path Academy	Willimantic, CT	2	2	2	3	3	3	2						
Winthrop Stem Elementary Magnet	New London, CT	1	0	0	0	0	0	0						

# ***OUT OF DISTRICT PLACEMENT REPORT***

## *January 2016*

### **Overview**

One hundred and forty-one students are currently enrolled in programs out of the Norwich Public School District.

Twenty-six students are enrolled at Hickory Street School (HSS).

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### **Outside agency placements impacting the OOD roster:**

One student with a Norwich Nexus is attending Brookside Elementary School.  
One student attending the Marine Science Magnet High School is no longer a Norwich Nexus.

### **NPS initiated changes to the OOD roster:**

Two students from Norwich Elementary Schools moved to the Hickory Street School Program.  
One student from a Norwich Elementary School moved to the Bradley School.  
One student from Homebound Instruction moved to the Bradley School.  
One student attending NFA moved to the Bradley School.  
One student attending EASTCONN SRP was placed on Homebound tutoring pending new placement.  
One student from a Norwich elementary school moved to High Roads at Bennie Dover.  
One student moved back to Norwich from out of state is on Homebound tutoring while awaiting placement.  
One student already attending a LEARN program at Ledyard Middle School moved to Norwich.  
One student already attending ISAAC school moved to Norwich.  
One student is placed at Joshua Center Thames Valley as an alternate educational site.  
One student was placed at Joshua Center/Thames Valley from Homebound tutoring.  
One student on a diagnostic placement at Joshua Center/Mansfield was found eligible for Special Education Services and will remain placed at JC/Mansfield.

### **NPS students exiting Out of District programs:**

One student attending Waterford Country School has withdrawn to homeschool.  
One student attending ISAAC school was exited from Special Education.  
One student receiving services with Sharp Training has withdrawn from NPS.  
One student on homebound tutoring began to attend the Sachem/NFA campus.

**OBJECT SUMMARY**  
**Norwich Public Schools**

01 GENERAL FUND

Object	ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
Object 111	\$18,421,139.17	\$0.00	\$18,421,139.17	\$0.00	\$6,424,459.41	\$10,811,739.71	\$1,184,940.05	93.57%
Object 112	\$5,329,021.57	\$0.00	\$5,329,021.57	\$8,790.73	\$2,137,929.99	\$2,680,066.56	\$519,815.75	90.25%
Object 121	\$265,000.00	\$0.00	\$265,000.00	\$700.00	\$195,250.18	\$0.00	\$70,449.82	73.42%
Object 122	\$154,000.00	\$0.00	\$154,000.00	\$0.00	\$119,630.43	\$0.00	\$34,369.57	77.68%
Object 200	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 201	\$4,992,666.64	\$0.00	\$4,992,666.64	\$40,148.25	\$1,789,944.94	\$6,770.00	\$3,226,099.95	35.38%
Object 203	\$34,202.01	\$0.00	\$34,202.01	\$0.00	\$16,306.11	\$0.00	\$17,895.90	47.68%
Object 204	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$37,906.11	\$0.00	(\$7,906.11)	126.35%
Object 205	\$150,000.00	\$0.00	\$150,000.00	\$17,321.65	\$30,511.00	\$0.00	\$136,810.65	8.79%
Object 206	\$574,093.00	\$0.00	\$574,093.00	\$0.00	\$224,625.00	\$0.00	\$349,468.00	39.13%
Object 207	\$980,000.00	\$0.00	\$980,000.00	\$5,973.95	\$484,618.55	\$0.00	\$501,355.40	48.84%
Object 208	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$3,620.00	\$0.00	\$96,380.00	3.62%
Object 209	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$14,801.74	\$0.00	(\$4,801.74)	148.02%
Object 322	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 323	\$714,169.00	\$0.00	\$714,169.00	\$0.00	\$179,678.75	\$351,511.29	\$182,978.96	74.38%
Object 330	\$203,600.00	\$0.00	\$203,600.00	\$0.00	\$39,431.19	\$40,647.82	\$123,520.99	39.33%
Object 333	\$3,566,137.88	\$0.00	\$3,566,137.88	\$6,689.26	\$633,295.25	\$0.00	\$2,739,531.89	23.18%
Object 410	\$775,952.00	\$0.00	\$775,952.00	\$1,225.53	\$421,136.96	\$368,263.15	(\$12,222.58)	101.58%
Object 411	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 431	\$190,955.00	\$0.00	\$190,955.00	\$3,377.75	\$55,139.46	\$47,799.23	\$91,394.06	52.14%
Object 440	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 510	\$2,669,000.00	\$0.00	\$2,669,000.00	\$0.00	\$625,445.64	\$1,843,030.80	\$523.56	99.98%
Object 511	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 520	\$316,425.84	\$0.00	\$316,425.84	\$0.00	\$252,746.65	\$0.00	\$63,679.19	79.88%
Object 521	\$272,004.21	\$0.00	\$272,004.21	\$0.00	\$120,943.84	\$0.00	\$151,060.37	44.46%

**OBJECT SUMMARY**  
Norwich Public Schools

Object	ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
Object 530	TELEPHONE	\$0.00	\$140,632.00	\$47,277.96	\$41,847.17	\$0.00	\$146,062.79	-3.86%
Object 531	ADVERTISING	\$0.00	\$10,000.00	\$0.00	\$1,015.00	\$0.00	\$8,985.00	10.15%
Object 532	METERED POSTAGE	\$0.00	\$25,000.00	\$92.22	\$847.11	\$10,000.00	\$14,245.11	43.02%
Object 560	TUITION PAYMENTS	\$0.00	\$27,682,841.00	\$0.00	\$14,344,048.12	\$16,991,587.33	(\$3,652,794.45)	113.20%
Object 580	REIMBURSABLE EXPENSES	\$0.00	\$30,900.00	\$0.00	\$12,625.69	\$2,440.32	\$15,833.99	48.76%
Object 590	OTHER PURCH SERVICES	\$0.00	\$3,125,885.58	\$50,422.43	\$1,160,694.41	\$1,071,713.49	\$943,900.11	69.80%
Object 591	CONTRACT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 592	ADULT EDUCATION	\$0.00	\$156,782.00	\$0.00	\$156,782.00	\$0.00	\$0.00	100.00%
Object 593	MAINTENANCE SERVICES	\$0.00	\$386,111.00	\$0.00	\$128,796.53	\$87,317.48	\$169,986.99	55.97%
Object 594	FINANCIAL SERVICES	\$0.00	\$43,000.00	\$0.00	\$29,507.42	\$0.00	\$13,492.58	68.62%
Object 611	INSTRUCTIONAL SUPPLIES	\$0.00	\$375,027.00	\$151.65	\$123,092.43	\$28,387.03	\$223,689.19	40.35%
Object 612	HEALTH SUPPLIES	\$0.00	\$22,000.00	\$0.00	\$8,915.82	\$3,084.18	\$10,000.00	54.55%
Object 613	MAINTENANCE SUPPLIES	\$0.00	\$65,375.00	\$96.74	\$25,263.27	\$27,957.02	\$12,251.45	81.26%
Object 614	CUSTODIAL SUPPLIES	\$0.00	\$120,000.00	\$0.00	\$90,011.08	\$27,762.93	\$2,225.99	98.15%
Object 620	HEATING EXPENSES	\$0.00	\$552,883.00	\$0.00	\$61,530.18	\$484,950.82	\$6,402.00	98.84%
Object 627	FUEL	\$0.00	\$807,304.10	\$44,650.00	\$116,982.94	\$56,100.12	\$678,871.04	15.91%
Object 641	TEXTBOOKS	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0.00%
Object 642	LIBRARY SUPPLIES/MTRLS.	\$0.00	\$25,000.00	\$0.00	\$356.77	\$22,680.91	\$1,982.32	92.07%
Object 680	OTHER SUPPLIES & MATERIALS	\$0.00	\$8,000.00	\$0.00	\$591.73	\$150.00	\$7,258.27	9.27%
Object 692	OFFICE SUPPLIES	\$0.00	\$59,432.00	\$6,593.93	\$26,389.49	\$4,072.91	\$35,563.53	40.16%
Object 693	AFTER SCHOOL PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 694	PROFESSIONAL MATERIALS	\$0.00	\$3,000.00	\$0.00	\$2,294.37	\$546.46	\$159.17	94.69%
Object 701	INSTRUCTIONAL SOFTWARE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object 720	CAPITAL PROJECTS	\$0.00	\$300,000.00	\$1,729.00	\$270,617.57	\$126,340.41	(\$95,228.98)	131.74%
Object 730	INSTRUCT. EQUIP. REPAIR	\$0.00	\$3,400.00	\$0.00	\$0.00	\$0.00	\$3,400.00	0.00%

**OBJECT SUMMARY**  
**Norwich Public Schools**

01 GENERAL FUND

	ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
Object 731	INSTRUCTIONAL EQUIPMENT	\$0.00	\$3,200.00	\$0.00	\$1,777.59	\$363.59	\$1,058.82	66.91%
Object 734	TECHNOLOGY EQUIPMENT	\$0.00	\$52,293.00	\$0.00	\$18,276.30	\$1,100.00	\$32,916.70	37.05%
Object 735	SOFTWARE LICENSING	\$0.00	\$150,000.00	\$4,485.00	\$86,508.30	\$11,735.15	\$56,241.55	62.51%
Object 736	MAINT VEH/EQUIP REPAIR	\$0.00	\$24,250.00	\$0.00	\$21,920.81	\$3,060.80	(\$731.61)	103.02%
Object 739	OTHER EQUIPMENT	\$0.00	\$29,188.00	\$0.00	\$13,234.20	\$70.94	\$15,882.86	45.58%
Object 810	DUES & SUBSCRIPTIONS	\$0.00	\$30,130.00	\$0.00	\$8,909.00	\$480.00	\$20,741.00	31.16%
Fund 01	GENERAL FUND	\$0.00	\$74,000,000.00	\$239,726.05	\$30,970,256.50	\$35,111,720.45	\$8,157,749.10	88.98%



**OBJECT SUMMARY**

**Norwich Public Schools**

ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
\$74,000,000.00	\$0.00	\$74,000,000.00	\$239,726.05	\$30,970,256.50	\$35,111,720.45	\$8,157,749.10	88.98%

**Grand Total for Report**

**SPED Contracted Services and Tuition Report**  
**FY 2015-2016**  
**AS OF 1/4/2016**

Account 323	Budgeted	Expended	Projected	Difference
Summer Program Service OT/PT/Speech	\$ 16,000.00	\$ 753.50	\$ -	\$ 15,246.50
Mahan Summer Program	\$ 16,500.00	\$ 52,209.85	\$ -	\$ (35,709.85)
Bishop Summer Program	\$ -	\$ -	\$ -	\$ -
Community Theraputix OT Services - In District	\$ 200,000.00	\$ 48,740.00	\$ 151,260.00	\$ -
Community Theraputix PT Services- In District	\$ 100,000.00	\$ 14,640.00	\$ 85,360.00	\$ -
Contracted Services	\$ 84,000.00	\$ 14,128.89	\$ 16,687.50	\$ 53,183.61
Contract Services - Evals		\$ 1,250.00	\$ 15,850.00	\$ (17,100.00)
Contract Services - IDCS (1 teacher & 3 paras) OT Services (SECT)	\$ 170,000.00	\$ 3,880.00	\$ 26,120.00	\$ 140,000.00
Hearing Impaired Program	\$ 51,669.00	\$ 19,370.75	\$ 35,033.79	\$ (2,735.54)
Audiological Services (NECHEAR)	\$ 50,000.00	\$ 3,800.00	\$ 21,200.00	\$ 25,000.00
Speech Services - Public	\$ 18,000.00		\$ -	\$ 18,000.00
Independent Evaluations	\$ -	\$ -	\$ -	\$ -
<b>TOTALS for Contract Serv.</b>	<b>\$ 706,169.00</b>	<b>\$ 158,772.99</b>	<b>\$ -</b>	<b>\$ 195,884.72</b>

**SPED Contracted Services and Tuition Report**  
**FY 2015-2016**  
**AS OF 1/4/2016**

Account 560	Budgeted	Expended	Projected	Difference
Tuition - In State- Public	\$ 1,200,000.00	\$ 1,557,481.67	\$ 1,648,238.93	\$ (2,005,720.60)
Tuition - In State - Non Public	\$ 2,824,050.00	\$ 2,732,625.99	\$ 2,442,397.46	\$ (2,350,973.45)
Tuition- Out of State- NonPublic	\$ -	\$ 21,370.00	\$ -	\$ (21,370.00)
Tuition - Out of State - Public	\$ 875,472.00	\$ 132,280.79	\$ 268,430.83	\$ 474,760.38
NFA Sped Tuition	\$ 4,211,364.64	\$ 1,529,192.67	\$ 4,077,847.11	\$ (1,395,675.14)
Ledyard Sped Tuition	\$ -	\$ -	\$ -	\$ -
Ledyard VOAG Tuition	\$ 109,349.00	\$ -	\$ -	\$ 109,349.00
NL Science Magnet Tuition	\$ 36,198.00	\$ -	\$ -	\$ 36,198.00
ABA Program-In State Tuition	\$ -	\$ -	\$ -	\$ -
<b>TOTALS for Tuition</b>	<b>\$ 9,256,433.64</b>	<b>\$ 5,972,951.12</b>	<b>\$ 8,436,914.33</b>	<b>\$ (5,153,431.81)</b>
<b>GRAND TOTAL</b>	<b>\$ 9,962,602.64</b>	<b>\$ 6,131,724.11</b>	<b>\$ 8,436,914.33</b>	<b>\$ (4,957,547.09)</b>

**2015 – 2016  
BOARD COMMITTEE ASSIGNMENTS**

**POLICY**

Joyce Werden\*  
Aaron Daniels  
Dennis Slopak  
Kevin Saythany  
Yvette Jacaruso

**BUDGET EXPENDITURE**

Yvette Jacaruso\*  
Kevin Saythany  
Margaret Becotte  
Aaron Daniels  
Joyce Werden

**BUILDING & SPACE**

Dennis Slopak\*  
Aaron Daniels  
Kevin Saythany  
Angelo Yeitz

**FACILITIES REVIEW**

Dennis Slopak\*  
Angelo Yeitz

**EXPULSION**

Aaron Daniels\*  
Yvette Jacaruso  
Susan Thomas  
Alternate : Joyce Werden

**PROFESSIONAL LEARNING/TEVAL**

Kevin Saythany

**NEGOTIATIONS**

Dennis Slopak\*  
Angelo Yeitz  
Aaron Daniels  
Yvette Jacaruso

**TRANSPORTATION**

Angelo Yeitz

**Children First/School Readiness**

**LIAISON**

Joyce Werden

**LEARN LIAISON**

Susan Thomas

**INTEGRATED DAY CHARTER**

**SCHOOL LIAISON**

Joyce Werden

**CABE LIAISON**

Yvette Jacaruso

**OTIS LIBRARY LIAISON**

Yvette Jacaruso

\*Denotes Chairperson

All board members are welcome to  
attend all committee meetings.

Updated : 12/18/15

**ADOPT A CITY COUNCIL MEMBER**

**2015-2016**

**COUNCIL MEMBER**

**BOARD MEMBER**

H. Tucker Braddock

Kevin Saythany

Stacy Gould

Margaret Becotte

Deb Hinchey

Dennis Slopak

Gerald Martin

Yvette Jacaruso

William Nash

Robert Aldi

Peter Nystrom

Angelo Yeitz Jr.

Joanne Philbrick

Joyce Werden

City Manager (John Bilda)

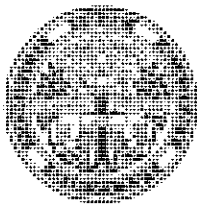
Susan Thomas

Other

Aaron Daniels

ADOPT-A-SCHOOL ASSIGNMENTS  
2015-2016

<u>SCHOOL</u>	<u>BOARD MEMBER</u>
BISHOP & CASE STREET Early Learning Centers	Susan Thomas
HUNTINGTON	Angelo Yeitz
MAHAN	Margaret Becotte
MORIARTY	Kevin Saythany
STANTON	Joyce Werden
UNCAS	Dennis Slopak
VETERANS	Robert Aldi
WEQUONNOC	Kevin Saythany
KELLY MIDDLE	Aaron Daniels
6 <sup>th</sup> GRADE ACADEMY	Yvette Jacaruso
ADULT ED	Aaron Daniels
HICKORY STREET	Angelo Yeitz



# NORWICH FREE ACADEMY

## Class of 2015 PROFILE

CEEB High School Code 070590 \* ACT School Code 212490  
Accreditation: New England Association of Schools & Colleges

Norwich Free Academy offers over 2,300 students a breadth of opportunities for academic, co-curricular, and social engagement. Since opening its doors in 1856, Norwich Free Academy, a privately endowed, independently governed high school, has served a vital public purpose: to enrich, develop, refine, and prepare students to reach their goals beyond high school. NFA serves as a school of choice for partner communities (Brooklyn, Bozrah, Canterbury, Franklin, Lisbon, Norwich, Preston, Sprague and Voluntown) and for private tuition students.

### ADMINISTRATORS

David Klein, Head of School  
Leo Butler, Director, Diversity  
Jeanne Elliott, Director, School Counseling  
Denise Grant, Director, Curriculum & Instruction  
John Iovino, Director, Student Affairs  
Lisa Wheeler, Director, Student Services

### SCHOOL COUNSELORS

Jeanne Elliott.....860-425-5600  
Robert Briones.....860-425-5619  
Christina Burdzy Herrick.....860-425-5616  
Margaret Daley.....860-425-5610  
December Heffernan.....860-425-5767  
Kelsey Klaeson.....860-425-5613  
AnneMarie Larkin.....860-425-5611  
Kathleen Machnik.....860-425-5609  
Rosalie Nogiec.....860-425-5614  
Ron Noyes.....860-425-5615  
Lyndsie Sumner.....860-425-5621  
Jessica St. George.....860-425-5622  
Joe Tella.....860-425-5617

### GRADING SYSTEM

Grades on transcripts and report cards are by letter and based on the GPA system of 4.0.

A = 4.00	B- = 2.66	D+ = 1.33
A- = 3.66	C+ = 2.33	D = 1.00
B+ = 3.33	C = 2.00	D- = 0.67
B = 3.00	C- = 1.66	F = 0.00

### WEIGHTING OF GRADES

Each course is designated level 1, 2, or 3; grade point average is based on a 4.0 scale. The weighting system works as follows:

Level	Description	Multiplier
1	AP/University-level course	1.2
2	Honors or advanced course	1.1
3	Standard-level course	1.0

### ETHNIC DIVERSITY

NFA's student body represents 24 different primary languages spoken at home as well as 258 students (9.1%) born outside of the United States. Ethnicity/Race data; 1.8% American Indian, 7.6% Asian, 15.7% Black, 61.6% Caucasian, 11.5% Hispanic, and 1.5% Native Hawaiian or Other Pacific Islander.

### GRADUATION REQUIREMENTS

English.....	4 credits
Mathematics.....	3 credits
Social Studies.....	3 credits
(1 credit must be in US History)	
(.5 credit must be in Civics)	
Science.....	3 credits
Physical Education.....	1 credit
Arts or Vocational Education.....	1 credit
<u>Electives</u> .....	<u>7 credits</u>
TOTAL.....	22 credits

### TOTAL NUMBER OF STUDENTS – 2015

Seniors.....	582
Uppers (11 <sup>th</sup> grade).....	563
Lower (10 <sup>th</sup> grade).....	613
Juniors (9 <sup>th</sup> grade).....	549

### POST HIGH SCHOOL ACTIVITY

Class of '15 Graduates.....	529
Total attending college.....	80%

### STANDARDIZED TEST DATA

	Critical Reading	Math	Writing
NFA SAT Mean	498	490	491
State of CT Mean	504	506	504
National Mean	495	511	484
NFA ACT Mean Composite	22.6		
State of CT ACT Mean Composite	24.2		
National ACT Mean Composite	20.9		

### FINE ARTS AT NFA

Norwich Free Academy's Fine Arts program is one of the oldest high school art programs in the country. The Academy is one of two high schools in the US with a full-time, professionally staffed art museum on campus open to the public. Nationally recognized, the Fine Arts program is rigorous, preparing students to continue their studies in competitive and prestigious art colleges and universities. Both students and faculty have been recognized for their achievements.

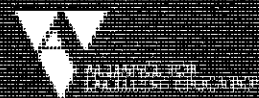
### MISSION STATEMENT

Since 1854, the mission of Norwich Free Academy has been "to return to our hamlets and our homes its priceless freight of youthful minds, enriched by learning, developed by a liberal culture, refined by study of all that is beautiful in nature and art, and prepared for the highest usefulness and the purest happiness."

Founder: John P. Gulliver, Dedication Ceremony - 1856

# Every Student Succeeds Act Primer:

December 2015



**Under the Every Student Succeeds Act (ESSA) of 2015, states are accountable for focusing resources on low-performing schools and traditionally underserved students who consistently demonstrate low academic performance.**

**State goals and accountability systems.** States are required to establish long-term goals for, at minimum, student achievement, high school graduation rates, and English language proficiency with measurements of interim progress. States also must establish multiple-measure accountability systems that include

- student scores on annual assessments and, at the state's discretion, for high schools also may include student growth based on annual assessments in addition to students' annual assessment scores;
- English language proficiency;
- at least one indicator of school quality or success that allows for meaningful differentiation among student performance;
- for elementary and middle schools, a "measure of student growth" or other academic indicator that allows for meaningful differentiation in student performance; and
- for high schools, graduation rates.

**Comprehensive support and improvement schools.** Schools are identified for comprehensive support and improvement based on the performance of all students. At least once every three years, states must identify the lowest-performing 5 percent of Title I schools and high schools with graduation rates at or below 67 percent for comprehensive, locally-determined, evidence-based intervention. These schools have up to four years to meet state-set criteria that would allow them to exit the comprehensive support and improvement status. If the schools do not meet these criteria, they must implement more rigorous state-determined interventions. In addition, districts may allow students in these schools to transfer to other public schools in the district.

**Targeted support and improvement schools.** Schools are identified for targeted support and intervention based on the performance of student subgroups. Annually, states must identify any school with any student subgroup that is consistently underperforming based on all indicators in the state accountability system. Those schools must receive targeted, locally-determined, evidence-based intervention. If implementation of targeted interventions is unsuccessful in improving student outcomes based on the indicators in the state accountability system, additional action may be taken after a number of years to be determined by the district.

**Other support and improvement schools.** A school with a student subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools, based on the state accountability system, must receive targeted support. That school also must identify resource inequities to address through the implementation of its improvement plan. If these schools do not reach state-set criteria for exiting targeted-support status within a state-set time period, the school will be identified for comprehensive support and improvement.

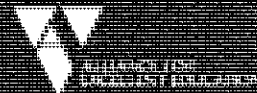
**School improvement funding.** States must use 7 percent of their Title I allocations for school improvement activities. States may use 3 percent of their Title I allocations for "direct student services," including Advanced Placement, International Baccalaureate, and other advanced course work; career and technical education that leads to an industry-recognized credential; credit recovery; and personalized learning.

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Requires accountability based on adequate yearly progress (AYP) toward the goal of having 100 percent of students reach proficiency in math and English	Yes	No	No
Requires state accountability system with more than two indicators	No	Permits	Yes
Requires federally-determined interventions in low-performing schools	Yes (i.e., school choice and supplemental educational services)	Yes (within the lowest-performing 5 percent of Title I schools and high schools with a graduation rate below 60 percent)	No



# Every Student Succeeds Act Primer:

December 2015



**Under the Every Student Succeeds Act (ESSA) of 2015, states and districts are responsible for supporting and improving the quality of low-performing high schools.**

**High school graduation rate goals.** For all students and student subgroups, states must set long-term goals for the four-year high school graduation rate with measurements of interim progress. States may set goals for extended-year graduation rates (e.g., five-year or six-year graduation rate), but these goals must be higher than the four-year graduation rate goal.

**Low-graduation-rate high schools.** At least once every three years, states must identify high schools with graduation rates at or below 67 percent for *comprehensive*, locally-determined, evidence-based intervention. These schools have up to four years to meet state-set criteria that would allow them to exit the comprehensive support and improvement status. If these schools do not meet these criteria they must implement more rigorous state-determined interventions. In addition, districts may allow students in these schools to transfer to other public schools in the district.

**Funding for high schools.** Currently, high schools receive 10 percent of Title I funding; however, they enroll nearly one-quarter of students from low-income families.<sup>1</sup> In addition, there are 3,102 high schools that have a poverty rate of at least 50 percent, yet they do not receive Title I funds.<sup>2</sup> To address this inequity, ESSA allows districts to target Title I funds to high schools. Districts are allowed to lower the priority threshold to receive Title I funds from 75 percent to 50 percent for high schools. The priority threshold to receive Title I funds remains at 75 percent for elementary and middle schools.

**School improvement funding.** ESSA eliminates the School Improvement Grants program. However, it requires states to utilize 7 percent of their Title I funds to support school improvement activities. In addition, states may use 3 percent of their Title I funding to provide "direct student services," which may include Advanced Placement, International Baccalaureate, and other advanced course work; career and technical education that leads to an industry-recognized credential; credit recovery; and personalized learning.

**High school program.** ESSA eliminates the High School Graduation Initiative (HSGI) included in the No Child Left Behind Act. HSGI was the only program dedicated to high school dropout prevention and recovery. However, ESSA creates a new grant program for states and districts called the Student Support and Academic Enrichment Grant program. Funds from this new program may be used for dropout prevention as well as a variety of other activities related to supporting a well-rounded education, improving school conditions, and digital literacy.

**State and district plans.** State plans must describe how the state will work with districts to provide for the effective transition of students from middle school to high school and from high school to postsecondary education. Strategies for doing so may include integrating rigorous academics, career and technical education, and work-based learning; dual enrollment; and coordination with institutions of higher education and employers. In addition, district plans may use Title I funds to support experiential and work-based learning opportunities that provide students with in-depth interactions with industry professionals and academic credit. Plans also may support dual enrollment, early college high schools, and career counseling.

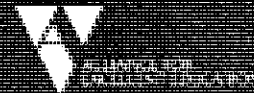
Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Requires intervention in low-graduation-rate high schools	No	Yes (within high schools with a graduation rate below 60 percent)	Yes (within high schools with a graduation rate at or below 67 percent)
Includes a program dedicated to dropout prevention and recovery	Yes	Yes (HSGI was maintained under waivers.)	No

<sup>1</sup> J. Chambers et al., *State and Local Implementation of the No Child Left Behind Act, Volume IV—Targeting the Uses of Federal Education Funds* (Washington, DC: U.S. Department of Education, 2009), p. 49, <http://www2.ed.gov/rschstat/eval/disadv/nclb-targeting/nclb-targeting.pdf> (accessed September 28, 2015).

<sup>2</sup> Alliance for Excellent Education unpublished analysis of Title I data from the Common Core of Data, National Center for Education Statistics, School Year 2012–13.

# Every Student Succeeds Act Primer:

December 2015



The Every Student Succeeds Act (ESSA) of 2015 supports states in implementing high-quality assessments by providing new assessment flexibility, funding, and a new pilot program. These new policies will support teachers in using assessments to foster deeper learning among students, including the ability to master core academic content, think critically and solve complex problems, and communicate effectively.

**Annual statewide assessments.** ESSA requires states to administer an annual assessment of students in grades three through eight, and once in high school, in math and English/language arts.

**New assessment flexibility.** ESSA includes several provisions intended to strengthen the quality of state assessments:

- Assessments may be delivered, in part, in the form of projects, portfolios, and extended-performance tasks.
- In high schools, districts may implement nationally recognized assessments that meet state and federal technical standards and are approved by "peer review" and the state.
- States may, but are not required to, set a target limit on the aggregate amount of time spent on assessment administration.

**Funding.** ESSA maintains federal funding to support state assessments, authorizing up to \$378 million annually. States may use these funds to develop and implement the annual assessments required under the law. In addition, states and districts may use funds to develop balanced assessment systems (i.e., formative, interim, and summative assessments) and competency-based assessments. Furthermore, states may use federal funds to conduct assessment audits of state and district assessments to ensure they are necessary and of high quality.

**Innovative assessment pilot.** ESSA allows up to seven states, and a consortia not to exceed four states, to implement an innovative assessment and accountability pilot. This pilot may include the use of competency- or performance-based assessments for accountability purposes, and removes the requirement for annual statewide assessments to be used for accountability purposes.

**Opt-out.** At least 95 percent of students and 95 percent of each group of traditionally underserved students must be assessed. This provision aims to ensure that students will participate in annual statewide assessments.

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Requires annual statewide assessments	Yes	Yes	Yes
Includes an innovative assessment pilot	No	Limited (New Hampshire received approval for innovative assessments.)	Yes

# Every Student Succeeds Act Primer:

December 2015



Under the Every Student Succeeds Act (ESSA) of 2015, states and districts are responsible for improving the quality and effectiveness of teachers, principals, and other school leaders in increasing student academic achievement.

**Eliminates “highly qualified teacher” requirement.** ESSA eliminates the highly qualified teacher (HQT) provision that existed under the No Child Left Behind Act requiring that students from low-income families and students of color not be taught by ineffective, inexperienced, unqualified, or out-of-field teachers at higher rates than their peers. The bill does not set a minimum bar of entry into the teaching profession.

**Student access to effective teaching.** ESSA replaces the HQT provision with the following requirements:

- School districts must describe how they will identify and address any disparities that result in students from low-income families and students of color being taught by ineffective, inexperienced, unqualified, or out-of-field teachers at higher rates than other students.\*
- States must collect and publicly report data on these disparities.\*
- State plans must describe how students from low-income families and students of color will not be served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.\*
- School districts must have mechanisms to notify parents regarding the professional qualifications of their child's teacher.
- States may use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

\* Does not apply to students with disabilities and English language learners.

**Professional development.** ESSA slightly decreases federal funding for professional development activities. For Fiscal Year 2015, the U.S. Congress appropriated \$2.35 billion for these activities, while ESSA sets the authorization level at \$2.30 billion. ESSA authorizes federal funding for states and school districts to provide professional development activities that support improving teacher and school leader effectiveness. These activities include reforming teacher/leader certification requirements (including ensuring that teachers have the necessary subject-matter knowledge and teaching skills and may include a teacher performance assessment); induction, residency, and mentoring programs; and efforts to increase recruitment and retention, such as career ladders. States may use professional development funding for leaders to develop the instructional leadership skills necessary for teachers to teach to the state standards and help students meet those standards. This may include supporting teachers in using data and assessments to improve classroom practice; developing and implementing instructional practices that support dual or concurrent enrollment programs; and integrating rigorous academics, career and technical education, and work-based learning, such as using common planning time to help prepare students for postsecondary education and the workforce.

**Teacher and leader evaluations.** States may use federal professional development funds to implement teacher and leader evaluation systems based on student achievement, growth, and multiple measures of performance and to inform professional development; however, states are not required to implement such systems.

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Requires equitable distribution of highly qualified teachers	Yes	Yes	No
Requires teacher and leader evaluation systems	No	Yes	No

# Every Student Succeeds Act: Accountability Provisions

December 2015



In November 2015, the U.S. Senate and U.S. House of Representatives reached a compromise agreement on a bill to reauthorize the Elementary and Secondary Education Act. The bill, Every Student Succeeds Act (ESSA) of 2015, is set to become law and will replace No Child Left Behind (NCLB), the previous version of ESEA. ESSA also will supersede the ESEA waivers created by the U.S. Department of Education to provide states with flexibility from certain requirements of NCLB. The following chart compares NCLB, ESEA waivers, and ESSA.

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
<b>Goals for Student Achievement</b>	<p>A federally set goal was made calling for 100 percent of students to reach "proficiency" in math and English language arts by 2014.</p> <p>States must set annual measurable objectives (AMOs) for demonstrating adequate yearly progress toward the goal of having 100 percent of students reach proficiency.</p>	<p>States must set AMOs that either</p> <ul style="list-style-type: none"> <li>reduce by half the percentage of students who are not proficient within six years;</li> <li>are set in annual equal increments toward the goal of having 100 percent of students reach "proficiency" by 2020; or</li> <li>are ambitious but achievable and must be approved by the U.S. Department of Education.</li> </ul>	<p>States must set long-term student achievement goals with measurements of interim progress.</p>
<b>Goals for High School Graduation Rates</b>	<p>States must set a long-term high school graduation rate goal and annual targets for meeting that long-term goal that are "continuous and substantial" (as defined in federal regulation).</p>	<p>States must set a long-term high school graduation rate goal and annual targets for meeting that long-term goal that are "continuous and substantial" (as defined in federal regulation).</p>	<p>States must set a long-term goal for the four-year high school graduation rate with measurements of interim progress.</p> <p>States may set goals for extended-year high school graduation rates, but those goals must be higher than the four-year graduation rate goal.</p>
<b>Accountability Indicators</b>	<p>Elementary and middle schools:</p> <ul style="list-style-type: none"> <li>test scores</li> <li>one indicator selected by the state</li> </ul> <p>High schools:</p> <ul style="list-style-type: none"> <li>test scores</li> <li>graduation rates</li> </ul>	<p>Multiple indicators are permitted.</p>	<p>Elementary and middle schools:</p> <ul style="list-style-type: none"> <li>test scores</li> <li>a "measure of student growth" or other academic indicator that allows for meaningful differentiation among student groups</li> <li>English language proficiency</li> <li>at least one indicator of school quality or success that allows for meaningful differentiation among student performance</li> </ul> <p>High schools:</p> <ul style="list-style-type: none"> <li>test scores (In addition to this, states may use student growth based on annual assessments.)</li> <li>four-year graduation rate (In addition to this, states may use an extended-year graduation rate.)</li> <li>English language proficiency</li> <li>at least one indicator of school quality or success that allows for meaningful differentiation among student groups</li> </ul>

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Schools Identified for Comprehensive Reform Based on Performance of All Students	No such requirement.	States must classify the lowest-performing 5 percent of Title I schools as "priority" schools.  States must classify Title I high schools with a graduation rate below 60 percent as "priority" or "focus" schools.	States must identify the lowest performing 5 percent of Title I schools for comprehensive support.  States must identify all high schools with a graduation rate at or below 67 percent for comprehensive support.  States must identify these low-performing schools and low-graduation-rate high schools at least once every three years.
Schools Identified for Targeted Reform Based on Performance of Subgroups of Students	Any school that misses a performance target for any subgroup for two or more consecutive years is identified for improvement.	States must classify 10 percent of Title I schools with the largest achievement gaps as "focus" schools.	Any school with a subgroup of students that is consistently underperforming based on all of the indicators in the state accountability system is identified by the state for targeted intervention and support.
Intervention and Support for Struggling Schools	Interventions escalate based on the number of years a school is identified for improvement. Interventions include <ul style="list-style-type: none"> <li>• public school choice,</li> <li>• supplemental educational services (i.e., tutoring),</li> <li>• corrective action, and</li> <li>• restructuring.</li> </ul>	Priority schools must implement comprehensive interventions that incorporate seven turnaround principles: <ul style="list-style-type: none"> <li>• strong leadership,</li> <li>• effective teaching,</li> <li>• redesigning school time,</li> <li>• strengthening instructional program,</li> <li>• using data to strengthen instruction,</li> <li>• strengthening school climate, and</li> <li>• family and community engagement.</li> </ul> Focus schools must implement interventions determined by the school district.	States must identify these schools annually.  There are two categories of interventions and support: comprehensive and targeted.  The following schools must implement comprehensive, locally-determined, evidence-based interventions: <ul style="list-style-type: none"> <li>• lowest-performing 5 percent of Title I schools;</li> <li>• high schools with graduation rates at or below 67 percent; and</li> <li>• schools with a subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools, based on the state accountability system, that do not improve within a state-set period of time.</li> </ul> In addition, districts may allow students in these schools to transfer to other public schools in the district.  Schools with a low-performing subgroup must implement evidence-based, locally-determined targeted intervention. A school with a subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools, based on the state accountability system, also must identify resource inequities to address through the implementation of its improvement plan.
Timeline	Schools must meet increasingly rigorous targets each year or implement interventions that escalate annually.	Priority schools must implement interventions for at least three years; states set criteria to enable schools to exit priority status.  States must identify focus schools annually and set criteria to enable schools to exit focus status.	Schools implementing comprehensive interventions have four years to meet state-set criteria allowing them to exit the comprehensive interventions status. If they do not meet these criteria, they must implement more rigorous state-determined interventions, which may include school-level operations.  Any school with a subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools that is implementing targeted intervention must reach state-set exit criteria by a state-set time period or the school will be identified for comprehensive support.

Policy	No Child Left Behind Act (NCLB)	Elementary and Secondary Education Act (ESEA) Waivers	Every Student Succeeds Act (ESSA)
Student Assessment Opt-Out	States must assess 95 percent of all students.	States must assess 95 percent of all students.	States must assess 95 percent of all students.
School Improvement Funding	A separate federal funding stream is authorized for school improvement. States are required to implement specific intervention models to receive funding.	Not applicable.	States must use 7 percent of their Title I allocations for school improvement activities.  States may use 3 percent of their Title I allocations for "direct student services," including Advanced Placement, International Baccalaureate, and other advanced course work; career and technical education that leads to an industry-recognized credential; credit recovery; and personalized learning.

*The Alliance for Excellent Education is a Washington, DC-based national policy and advocacy organization dedicated to ensuring that all students, particularly those traditionally underserved, graduate from high school ready for success in college, work, and citizenship. [www.all4ed.org](http://www.all4ed.org)*  
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**2015-2016 Parent/Teacher Conference Report**

School	Number of students	Number of Conferences	Percent of students for whom one or more conferences were held
Bishop Early Learning Center	231	219	95%
Case Street	59	54	92%
Huntington	360	336	93%
Mahan	274	262	96%
Moriarty	412	641	88%
Stanton	346	338	98%
Uncas	278	233	84%
Veterans	324	303	94%
Wequonnoc	243	235	97%
6th Grade Academy	343	308	90%
Kelly	758	499	66%
Total Students	3628	3428	94%