

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



## Norwich Technical High School Connecticut Technical Education and Career System

860-889-8453 • <http://www.cttech.org/schools.html>

### School Information

Grade Range **9-12**  
Enrollment **643**

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	275	42.8	41.0
Male	368	57.2	59.0
American Indian or Alaska Native	*	*	0.3
Asian	*	*	1.2
Black or African American	33	5.1	11.9
Hispanic or Latino	104	16.2	36.1
Pacific Islander	*	*	0.1
Two or More Races	48	7.5	3.4
White	448	69.7	46.8
English Language Learners	6	0.9	3.6
Eligible for Free or Reduced-Price Meals	198	30.8	42.6
Students with Disabilities <sup>1</sup>	48	7.5	9.5

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	36	13.2	35	12.8
Male	22	6.0	47	12.8
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	16	15.7
White	44	9.9	51	11.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	13.1	35	14.5
Students with Disabilities	7	14.0	11	21.2
School	58	9.1	82	12.8
District		12.5		13.1

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2016-17

## Norwich Technical High School

### Connecticut Technical Education and Career System

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	53.3
Paraprofessional Instructional Assistants	0.5
<b>Special Education</b>	
Teachers and Instructors	3.7
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	8.8
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.1

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

### Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	2	2.7	4.9
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	69	93.2	89.0

### Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	16.8	17.8

## Instruction and Resources

### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1041
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:00 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	31	100.0	18	*
White	109	100.0	112	100.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	45	100.0	45	100.0
Students with Disabilities	11	*	*	*
School	148	100.0	152	100.0
District		99.8		99.9

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	33	97.1
Other Health Impairment	12	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
School	47	97.9
District		99.2

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2016-17

## Norwich Technical High School

### Connecticut Technical Education and Career System

## Performance and Accountability

### School Performance Index (SPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0	N/A	0	N/A	*	*
Black or African American	*	*	*	*	9	*
Hispanic or Latino	31	53.4	31	51.2	24	49.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	12	*
White	109	52.8	109	50.0	111	59.9
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	52.8	42	49.2	61	54.6
Not Eligible for Free or Reduced-Price Meals	106	53.1	106	50.5	100	60.5
Students with Disabilities	11	*	11	*	17	*
Students without Disabilities	137	54.3	137	51.3	144	60.3
High Needs	52	49.9	52	46.8	70	52.7
Non-High Needs	96	54.7	96	51.9	91	62.4
School	148	53.0	148	50.1	161	58.2

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
<b>MATH</b>				
Connecticut	41%	36%	32%	
National Public	39%	32%	25%	

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	94.1	153	94.1
Curl Up	N/A	N/A	N/A	96.7	153	96.7
Push Up	N/A	N/A	N/A	79.1	153	79.1
Mile Run/PACER	N/A	N/A	N/A	58.2	153	58.2
All Tests - School	N/A	N/A	N/A	54.9	153	54.9
All Tests - District	N/A	N/A	N/A	35.1		35.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2016-17

## Norwich Technical High School

### Connecticut Technical Education and Career System

#### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65	96.9
Students with Disabilities	*	*
School	154	96.8
District		97.1

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	18	16.5
Male	100.0	49	25.7
Black or African American	*	0	*
Hispanic or Latino	100.0	*	*
White	100.0	53	24.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	16	17.8
Students with Disabilities	*	*	*
School	100.0	67	22.3
District	100.0		14.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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#### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	60.8	79.5
Male	31.6	61.5
Black or African American	*	*
Hispanic or Latino	*	*
White	37.2	70.8
English Language Learners	37.2	*
Eligible for Free or Reduced-Price Meals	50.8	70.2
Students with Disabilities	*	*
School	41.6	70.5
District	44.8	76.4

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# School Profile and Performance Report for School Year 2016-17

## Norwich Technical High School

### Connecticut Technical Education and Career System

#### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.0	75	70.7	100	70.7	67.1
	High Needs Students	49.9	75	66.6	100	66.6	55.9
Math Performance Index	All Students	50.1	75	66.8	100	66.8	62.2
	High Needs Students	46.8	75	62.3	100	62.3	50.5
Science Performance	All Students	58.2	75	77.6	100	77.6	55.3
	High Needs Students	52.7	75	70.3	100	70.3	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.6	9.9%
	High Needs Students	13.0%	<=5%	34.0	50	68.0	15.8%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	70.7%
	% Passing Exams	22.3%	75%	14.9	50	29.8	43.5%
On-track to High School Graduation		96.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.8%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		96.2%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		41.6%	75%	55.5	100	55.5	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.4%   54.9%	75%	36.6	50	73.2	92.0%   51.6%
Arts Access		62.3%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>947.1</b>	<b>1250</b>	<b>75.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	54.7	49.9	4.8	16.6	
Math Performance Index Gap	51.9	46.8	5.2	18.5	
Science Performance Index Gap	62.4	52.7	9.7	16.5	
Graduation Rate Gap	94.0%	96.2%	-2.2%	9.3%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	99.4
	High Needs Students	100.0

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.