

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



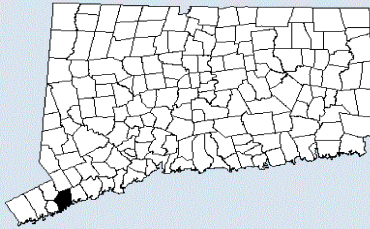
Norwalk School District

Mr. Steven Adamowski, Superintendent • 203-854-4000 • <https://www.norwalkps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	11,498
Per Pupil Expenditures ¹	\$17,548
Total Expenditures ¹	\$202,695,091

¹Expenditure data reflect the 2015-16 year.



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)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,510	47.9	48.4
Male	5,988	52.1	51.6
American Indian or Alaska Native	17	0.1	0.3
Asian	582	5.1	5.1
Black or African American	1,952	17.0	12.9
Hispanic or Latino	5,173	45.0	24.0
Pacific Islander	12	0.1	0.1
Two or More Races	223	1.9	2.9
White	3,539	30.8	54.8
English Learners	1,683	14.6	6.8
Eligible for Free or Reduced-Price Meals	5,925	51.5	35.9
Students with Disabilities ¹	1,577	13.7	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	482	8.8	235	4.2
Male	484	8.2	507	8.3
Black or African American	200	10.2	288	14.3
Hispanic or Latino	476	9.1	321	5.9
White	225	6.7	110	3.2
English Learners	143	7.8	103	5.6
Eligible for Free or Reduced-Price Meals	612	10.5	557	8.7
Students with Disabilities	210	13.3	194	10.7
District	966	8.5	742	6.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 316

Number of school-based arrests: 30

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	624.1
Paraprofessional Instructional Assistants	147.0
Special Education	
Teachers and Instructors	63.0
Paraprofessional Instructional Assistants	133.5
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	46.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	17.7
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	41.5
School Nurses	22.0
Other Staff Providing Non-Instructional Services/Support	244.7

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	18	2.3	1.0
Black or African American	66	8.2	3.6
Hispanic or Latino	48	6.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	668	83.4	91.4

¹In 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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	113	65.7	161	86.1
Hispanic or Latino	241	67.5	256	79.8
White	204	73.1	272	88.9
English Learners	53	51.0	49	73.1
Eligible for Free or Reduced-Price Meals	257	66.4	275	82.3
Students with Disabilities	63	63.0	83	69.7
District	600	69.1	733	84.5
State		63.6		77.5

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	80	55.6
Emotional Disturbance	44	48.4
Intellectual Disability	11	24.4
Learning Disability	498	86.0
Other Health Impairment	211	75.6
Other Disabilities	31	40.3
Speech/Language Impairment	209	93.7
District	1,084	75.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	156	1.3	1.7
Emotional Disturbance	92	0.8	1.0
Intellectual Disability	45	0.4	0.5
Learning Disability	581	5.0	4.9
Other Health Impairment	282	2.4	2.9
Other Disabilities	118	1.0	1.1
Speech/Language Impairment	253	2.2	1.8
All Disabilities	1,527	13.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	122,224,912	10,813	9,663
Instructional Supplies and Equipment	2,118,772	187	321
Improvement of Instruction and Educational Media Services	1,217,626	108	578
Student Support Services	13,936,131	1,233	1,103
Administration and Support Services	25,886,034	2,290	1,861
Plant Operation and Maintenance	15,296,699	1,353	1,637
Transportation	8,658,887	722	877
Costs of Students Tuitioned Out	11,679,128	N/A	N/A
Other	1,676,902	148	201
Total	202,695,091	17,548	16,236

Additional Expenditures

Land, Buildings, and Debt Service	13,534,971	1,197	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	14,053,931	29.9	34.6
Noncertified Personnel	5,048,666	10.7	14.6
Purchased Services	7,357,239	15.6	5.8
Tuition to Other Schools	11,548,207	24.5	21.8
Special Ed. Transportation	3,843,688	8.2	8.5
Other Expenditures	5,228,340	11.1	14.7
Total Expenditures	47,080,071	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.5	84.4
State	11.6	11.4
Federal	2.3	2.5
Tuition & Other	1.6	1.7

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	277	74.4	276	73.2	120	61.4
Black or African American	989	57.2	987	50.6	447	44.6
Hispanic or Latino	2665	59.6	2657	55.0	1129	47.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	105	72.1	105	65.8	42	58.7
White	1794	74.7	1794	69.6	766	60.4
English Learners	1267	52.4	1266	49.7	474	39.9
Non-English Learners	4571	68.2	4561	62.6	2036	54.4
Eligible for Free or Reduced-Price Meals	3143	58.6	3136	53.5	1290	46.3
Not Eligible for Free or Reduced-Price Meals	2695	72.0	2691	67.2	1220	57.4
Students with Disabilities	843	47.9	839	42.8	352	39.0
Students without Disabilities	4995	67.6	4988	62.7	2158	53.8
High Needs	3595	58.0	3584	53.2	1497	46.0
Non-High Needs	2243	75.6	2243	70.4	1013	60.1
District	5838	64.8	5827	59.8	2510	51.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.4	76.7	77.7	78.9	3,246	79.5
Curl Up	89.2	84.5	87.6	92.4	3,246	88.5
Push Up	74.8	66.6	68.2	73.1	3,246	70.8
Mile Run/PACER	85.0	78.1	73.1	58.9	3,246	73.7
All Tests - District	63.1	51.8	50.9	46.3	3,246	53.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	161	88.8
Hispanic or Latino	331	89.4
English Learners	73	75.3
Eligible for Free or Reduced-Price Meals	431	86.1
Students with Disabilities	100	71.0
District	813	90.4
State		87.4

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

²Cohort 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 Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	320	37.6
Male	95.3	297	33.6
Black or African American	94.2	62	17.3
Hispanic or Latino	96.6	162	23.9
White	96.9	326	55.7
English Learners	95.3	14	8.2
Eligible for Free or Reduced-Price Meals	96.7	150	20.8
Students with Disabilities	81.7	6	2.7
District	96.3	617	35.6
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score 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

⁴Participation 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.9	91.3
Male	71.3	85.6
Black or African American	73.6	86.2
Hispanic or Latino	69.4	81.4
White	83.8	94.5
English Learners	50.8	80.0
Eligible for Free or Reduced-Price Meals	67.3	82.7
Students with Disabilities	52.1	69.8
District	75.8	88.8
State	72.0	88.5

⁵College 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.

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

Source: National Student Clearinghouse

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.8	75	43.2	50	86.4	67.1
	High Needs Students	58.0	75	38.7	50	77.4	55.9
Math Performance Index	All Students	59.8	75	39.9	50	79.8	62.2
	High Needs Students	53.2	75	35.4	50	70.9	50.5
Science Performance	All Students	51.7	75	34.5	50	68.9	55.3
	High Needs Students	46.0	75	30.6	50	61.3	45.2
ELA Academic Growth	All Students	58.5%	100%	58.5	100	58.5	55.4%
	High Needs Students	55.2%	100%	55.2	100	55.2	49.8%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	61.7%
	High Needs Students	60.9%	100%	60.9	100	60.9	53.7%
Chronic Absenteeism	All Students	8.5%	<=5%	43.0	50	86.0	9.9%
	High Needs Students	10.3%	<=5%	39.3	50	78.7	15.8%
Preparation for CCR	% Taking Courses	76.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	35.6%	75%	23.7	50	47.4	43.5%
On-track to High School Graduation		88.9%	94%	47.3	50	94.6	87.8%
4-year Graduation All Students (2016 Cohort)		90.4%	94%	96.2	100	96.2	87.4%
6-year Graduation - High Needs Students (2014)		86.8%	94%	92.3	100	92.3	82.0%
Postsecondary Entrance (Class of 2016)		75.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.3% 53.1%	75%	35.4	50	70.9	92.0% 51.6%
Arts Access		59.1%	60%	49.2	50	98.5	50.5%
Accountability Index				1037.9	1350	76.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	58.0	17.0	16.7	
Math Performance Index Gap	70.4	53.2	17.3	18.7	
Science Performance Index Gap	60.1	46.0	14.2	16.6	
Graduation Rate Gap	94.0%	86.8%	7.2%	12.0%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.6
	High Needs Students	98.3
Math	All Students	98.4
	High Needs Students	98.1
Science	All Students	98.3
	High Needs Students	97.8

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 51.2

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Norwalk School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2016, Norwalk Public Schools adopted a new 3-year Strategic Plan focused on intensifying work to raise the bar for all students and to close achievement gaps. With the plan's goals in mind, 2016-17 was a year of change and innovation. More than one third of the plan's priorities were either completed or put into progress. Working together with teachers, administrators, families and the community, NPS enhanced curriculum and expanded promising programs, added support for students who need it the most, and made structural changes, among other improvements. While many of these initiatives are continuing, we have already seen significant progress.

Highlights in 2016-17 included initiatives to "raise the bar," including rigorous new ELA and math curriculums; the highly successful first phase of a middle school redesign; the launch of the Teach to One math program at Nathan Hale MS, becoming a national model for best implementation; a pilot for a middle school "encore" exploratory program; and the introduction of a districtwide STEM Expo. Rollout of the CK3LI elementary literacy initiative was completed, increasing the percentage of students reading on grade level. To increase the achievement of Norwalk's high needs students and reduce the achievement gap, NPS also implemented new math and reading supports at the elementary level; added more support (Read 180, Math 180, Systems 44) for middle school students who need it; and expanded summer learning to an additional grade.

Work continued on implementing recommendations from a comprehensive report on reforming special ed in Norwalk. 2016-17 saw the creation of an autism classroom within Wolfpit Elementary; a therapeutic program at Norwalk High; a dyslexia clinic pilot; and a revamped summer program for special needs students. The new Norwalk Early Childhood Center opened in a state-of-the art building designed to serve both special needs and typical peers. An updated procedures manual was completed in Nov. 2016. An experienced leader was recruited and hired for the role of chief of specialized learning & student services, which now reports directly to the superintendent.

Parent outreach is also an ongoing commitment. To encourage feedback on a proposed School Facilities Master Plan, a comprehensive outreach program included multiple public forums throughout the city with translators present, hosted by the superintendent and Board of Ed. At the secondary level, families have access to a "Parent Portal" that gives families a place to track student work and progress. Other initiatives to communicate with families include continued enhancements to district and school websites, an auto call system, text messaging option, e-blasts, a District Facebook page and Twitter account, and regular parent newsletters. Board of Ed meetings are streamed live on the District's YouTube channel, and past meetings can be viewed on demand.

To deter truancy, families are notified of student absences from school or classes via our School Messenger system, and school administrators reach out to families directly to follow up and address any ongoing issues. Parents can also monitor attendance through the Parent Portal.

Throughout Norwalk, positive school cultures are reinforced regularly through the implementation of PBIS, as well as "Tribes" and "Character Counts" programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwalk's diversity is continually ranked as one of its strengths. Students of all backgrounds are represented in every school. Schools regularly celebrate diversity with heritage celebrations, recognition of Black History and Hispanic Heritage Months, and more.

A strategic priority is to ensure all children have safe and attractive schools that support learning and provide a nurturing environment. To address growing enrollment, a comprehensive school building program includes a new school in South Norwalk, a K-8 campus at Ponus Ridge, the elimination of modular classrooms, and priority repairs at every school.

To provide educationally robust choices for all families, program choices are increasing. Norwalk offers the intra-district Columbus Magnet School, a Bank Street model that will add a Grade 6 class this year. Silvermine Elementary is transitioning into a full school dual language instructional model. The Center for Global Studies, an inter-district HS magnet program, offers intensive study includes instruction in Japanese, Chinese and Arabic languages, culture and history. In partnership with IBM and Norwalk Community College, students can choose Norwalk Early College Academy, the state's first early college program. NECA students earn both a high school diploma and college degree at no cost; the program's first students will graduate in June 2018. A digital media pathways is launching at Norwalk HS and a health sciences academy was expanded at Brien McMahon HS. In 2016-17, Brien McMahon also earned official authorization as an IB World School.

For recent arrivals, including unaccompanied minors, Norwalk International Academy offers ELL classes, culture lessons and remedial academic support for students with interrupted schooling. Staffed by bilingual personnel, a "Welcome Center," provides support for new families.

Public forums are held on topics from Special Education to school budgets to the need for new schools. Locations are throughout the city so that all can attend. Translators are made available at public meetings, PPTs and parent-teacher conferences.

To ensure faculty diversity, recruitment and hiring policies are in place to encourage candidates from all backgrounds, and to ensure that all receive fair and equitable treatment. .

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Equitable Allocation of Resources among District Schools

The Board of Ed's policy regarding distribution of resources strives to ensure that each school receives an equitable level of material and financial resources. In 2016-17, NPS continued to roll out Student Based Budgeting, which provides a per pupil expenditure based on the student population numbers in each school. School principals have been trained in Student Based Budgeting so that they have the knowledge needed to allocate those resources according to the needs of their individual schools. A magnet school supplement ensures programs have the support they need for specialized themes. In 2016-17, School Governance Councils were established at every school, providing additional opportunities for parents to actively participate in school decision-making, including school budget decisions.