

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



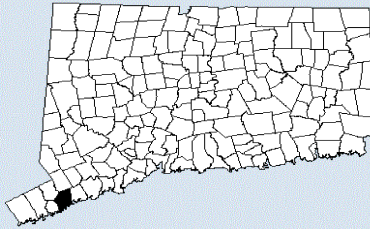
Norwalk School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	11,501
Per Pupil Expenditures ¹	\$17,977
Total Expenditures ¹	\$215,440,504

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	5,953	51.8	51.6
American Indian or Alaska Native	12	0.1	0.3
Asian	546	4.7	5.2
Black or African American	1,839	16.0	12.8
Hispanic or Latino of any race	5,629	48.9	25.8
Native Hawaiian or Other Pacific Islander	10	0.1	0.1
Two or More Races	280	2.4	3.6
White	3,185	27.7	52.4
English Learners	1,801	15.7	7.6
Eligible for Free or Reduced-Price Meals	6,783	59.0	42.1
Students with Disabilities ³	1,671	14.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	196	3.4
Male	605	10.3	408	6.6
Black or African American	269	15.1	210	11.0
Hispanic or Latino of any race	603	10.6	300	5.0
White	206	6.8	72	2.2
English Learners	193	9.8	90	4.4
Eligible for Free or Reduced-Price Meals	842	12.4	479	6.5
Students with Disabilities	258	15.6	190	9.9
District	1,164	10.3	604	5.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 2,332

Number of school-based arrests: 28

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	753.2
Paraprofessional Instructional Assistants	273.0
Special Education	
Teachers and Instructors	106.9
Paraprofessional Instructional Assistants	163.7
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	44.7
Library/Media	
Specialists (Certified)	6.0
Support Staff	10.6
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	66.4
School Nurses	23.8
Other Staff Providing Non-Instructional Services/Support	460.9

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	23	2.2	1.1
Black or African American	93	9.1	3.8
Hispanic or Latino of any race	77	7.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	0.2	0.1
White	825	80.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	126	79.2	148	92.5
Hispanic or Latino of any race	275	82.3	344	91.7
White	204	86.1	248	92.5
English Learners	48	72.7	75	85.2
Eligible for Free or Reduced-Price Meals	343	81.9	406	92.7
Students with Disabilities	73	76.8	91	76.5
District	646	82.8	776	92.1
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	74	47.7
Emotional Disturbance	48	51.6
Intellectual Disability	7	15.6
Learning Disability	546	81.1
Other Health Impairment	190	75.7
Other Disabilities	23	31.9
Speech/Language Impairment	212	86.5
District	1,100	71.7
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	171	1.5	1.9
Emotional Disturbance	93	0.8	1.1
Intellectual Disability	45	0.4	0.5
Learning Disability	673	5.7	5.5
Other Health Impairment	257	2.2	3.2
Other Disabilities	104	0.9	1.1
Speech/Language Impairment	282	2.4	1.8
All Disabilities	1,625	13.8	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	77	4.7	8.2
Private Schools or Other Settings	75	4.6	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$142,840,214	\$11,919	\$10,545
Support services - students	\$12,001,911	\$1,044	\$1,373
Support services - instruction	\$7,338,207	\$638	\$644
Support services - general administration	\$2,956,339	\$257	\$462
Support services - school based administration	\$14,224,533	\$1,238	\$1,007
Central and other support services	\$8,827,158	\$768	\$671
Operation and maintenance of plant	\$17,143,078	\$1,491	\$1,629
Student transportation services	\$9,147,376	\$1,051	\$1,231
Food services	\$372,134	\$32	\$13
Enterprise operations	\$589,553	\$51	\$157
Minor school construction	.	.	\$65
Total	\$215,440,504	\$17,977	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,113,195	19.5	29.7
Instructional Aide Salaries	\$5,495,229	10.6	9.6
Other Salaries	\$6,836,834	13.2	10.4
Employee Benefits	\$6,616,762	12.8	13.0
Purchased Services Other Than Transportation	\$6,909,552	13.3	5.5
Special Education Tuition	\$10,467,002	20.2	22.6
Supplies	\$440,634	0.9	0.6
Property Services	\$10,393	0.0	0.4
Purchased Services For Transportation	\$4,124,080	8.0	8.0
Equipment	\$792,557	1.5	0.2
All Other Expenditures	\$2,374	0.0	0.1
Total	\$51,808,612	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	84.3
State	12.5
Federal	2.4
Tuition & Other	0.8

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	268	76.5	268	75.0	109	69.7
Black or African American	902	57.8	903	51.6	406	49.6
Hispanic or Latino of any race	2,809	60.4	2,808	56.3	1,124	53.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	111	70.2	111	64.9	37	67.1
White	1,554	75.2	1,553	71.2	676	66.2
English Learners	1,273	55.7	1,272	52.9	482	51.8
Non-English Learners	4,380	67.7	4,380	63.0	1,873	59.0
Eligible for Free or Reduced-Price Meals	3,418	59.8	3,418	55.2	1,379	53.2
Not Eligible for Free or Reduced-Price Meals	2,235	73.0	2,234	69.1	976	63.7
Students with Disabilities	883	46.1	883	40.7	355	42.4
Students without Disabilities	4,770	68.5	4,769	64.4	2,000	60.2
High Needs	3,791	59.3	3,791	54.9	1,539	52.8
Non-High Needs	1,862	76.7	1,861	72.6	816	66.5
District	5,653	65.0	5,652	60.7	2,355	57.5

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.3	77.3	78.8	81.1	4,125	80.6
Curl Up	87.9	90.7	90.2	79.8	4,125	85.7
Push Up	79.6	73.8	72.9	73.5	4,125	74.7
Mile Run/PACER	89.1	78.0	68.6	48.4	4,125	66.9
All Tests - District	67.1	56.2	51.9	39.2	4,125	51.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	181	90.6
Hispanic or Latino of any race	373	89.3
English Learners	94	77.7
Eligible for Free or Reduced-Price Meals	441	88.7
Students with Disabilities	107	68.2
District	893	91.6
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	323	40.1
Male	95.8	*	*
Black or African American	93.4	52	16.3
Hispanic or Latino of any race	97.0	214	30.2
White	96.2	282	55.8
English Learners	93.5	19	12.3
Eligible for Free or Reduced-Price Meals	96.5	230	26.8
Students with Disabilities	75.7	*	*
District	96.2	600	37.0
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	71.2	89.2
Male	60.2	84.5
Black or African American	65.1	82.6
Hispanic or Latino of any race	51.2	81.6
White	81.0	92.2
English Learners	24.8	85.7
Eligible for Free or Reduced-Price Meals	55.7	79.6
Students with Disabilities	45.3	75.0
District	66.0	86.8
State	71.0	87.8

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	65.0	75	43.4	50	86.7	67.7
	High Needs Students	59.3	75	39.5	50	79.1	58.1
Math Performance Index	All Students	60.7	75	40.5	50	80.9	63.1
	High Needs Students	54.9	75	36.6	50	73.1	52.7
Science Performance Index	All Students	57.5	75	38.4	50	76.7	63.8
	High Needs Students	52.8	75	35.2	50	70.4	54.2
ELA Academic Growth	All Students	60.4%	100%	60.4	100	60.4	59.9%
	High Needs Students	57.3%	100%	57.3	100	57.3	55.1%
Math Academic Growth	All Students	60.9%	100%	60.9	100	60.9	62.5%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.2%
Progress Toward English Proficiency	Literacy	68.4%	100%	34.2	50	68.4	60.0%
	Oral	60.1%	100%	30.1	50	60.1	52.1%
Chronic Absenteeism	All Students	10.3%	<=5%	39.4	50	78.9	10.4%
	High Needs Students	12.5%	<=5%	34.9	50	69.8	16.1%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	37.0%	75%	24.6	50	49.3	42.6%
On-track to High School Graduation		91.6%	94%	48.7	50	97.5	88.0%
4-year Graduation All Students (2018 Cohort)		91.6%	94%	97.4	100	97.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.5%	94%	96.2	100	96.2	83.3%
Postsecondary Entrance (Class of 2018)		66.0%	75%	88.0	100	88.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		114.4% 51.0%	75%	34.0	50	68.0	96.4% 52.9%
Arts Access		64.9%	60%	50.0	50	100.0	51.9%
Accountability Index				1096.7	1450	75.6	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	59.3	15.7	15.4	
Math Performance Index Gap	72.6	54.9	17.7	17.6	
Science Performance Index Gap	66.5	52.8	13.7	16.1	
Graduation Rate Gap	94.0%	90.5%	3.5%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.8
Math	All Students	98.8
	High Needs Students	98.7
Science	All Students	98.4
	High Needs Students	98.0

³Minimum participation standard is 95%.

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

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: 50.1 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Norwalk Public Schools has a Strategic Operating Plan that is focused on raising the bar for all students and closing achievement gaps. To achieve the plan's goals, 10 measurable priority outcomes are set each year, as well as 25+ priority implementation steps. Results and accomplishments are publicly reviewed each year. A data dashboard has been designed to track student outcomes in relation to the Strategic Plan's goals. Under the Strategic Plan, NPS has worked together with teachers, administrators, families and the community to enhance curriculum and expand programs, add support for students who need it the most, and make structural change. School Governance Councils at every school provide parents, staff and the community with opportunities to engage in school planning and improvement.

2018-19 highlights included a redesigned HS program of study, a proactive discipline strategy through restorative practices, and a redesign of our gifted and talented program in partnership with UCONN. Phase III of a full redesign of our middle schools was completed, with Roton MS receiving national recognition for its middle school redesign work. NPS has expanded math and reading supports at the elementary level, rolled out the initial phase of an additional 30 minutes of elementary instruction, and expanded summer learning up to Grade 6. New high school "pathways" were put in place. For the health and well-being of students, a School Start Time Committee worked through the year on recommendations for implementing later start times for high school students.

Work continued on implementing recommendations from a comprehensive report on reforming special ed. Recent additions include an autism classroom within Wolfpit Elementary, a therapeutic program at Norwalk High and a revamped summer program for special needs students. This year, the Norwalk Center for Specialized Learning in Literacy officially opened to serve students with dyslexia. An assistive technology specialist and additional BCBSs have been put in place, as well as a new director for the Norwalk Early Childhood Center, a state-of-the-art facility that serves both special needs PreK students and typical peers. An incentive and recruitment program for hard-to-find special ed staff is in progress. An Ad-Hoc Special Education Committee of the Board of Ed meets regularly to provide oversight; a Parent Advisory Committee was formed this year and meets monthly with the chief of specialized learning and student services.

Parent outreach is an ongoing commitment. Families have access to a "Parent Portal" to track student work and progress. Family communication include district and school websites, an auto call system, text messaging option, e-blasts, a District Facebook page and Twitter account. District E-Newsletters are sent to families every 2 weeks in English and Spanish. Schools and the district ensure that translators are available to families at conferences, parent meetings and open houses. Board of Ed meetings are live streamed on the District's YouTube channel; past meetings can be viewed on demand.

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwalk's diversity is one of its strengths. Schools regularly celebrate diversity with cultural celebrations, recognition of Black History and Hispanic Heritage months, and more. Translators are available at public forums, PPTs and parent conferences.

A Strategic Operating Plan goal is for all children to have safe and attractive schools that support learning and provide a nurturing environment. To address growing enrollment, a comprehensive school building program is underway. Construction is in progress on the Ponus Ridge STEAM School, a K-8 campus. A new school will be added in South Norwalk, and renovations and priority repairs completed at others.

Program choices are increasing. After a feasibility study, two Montessori classrooms will open in 2019 at Brookside Elementary. Tracey Elementary has been named a National School of Character and will become an intra-district magnet. Norwalk offers the intra-district Columbus Magnet, a Bank Street model evolving into a K-8 school. Silvermine Elementary is transitioning into a full-school dual language model. The Center for Global Studies, an inter-district magnet, offers study in Japanese, Chinese and Arabic languages, culture and history. In partnership with IBM and NCC, students can choose Norwalk Early College Academy and earn both a HS diploma and an associate's degree in software engineering or web design. Blended learning programs are available for credit recovery. Other choices include a digital media pathway at Norwalk HS with CPTV, a health sciences academy at Brien McMahon HS with Norwalk Hospital, and a Marine Science pathway launching in 2019-20. Norwalk now offers the Seal of Billiteracy to graduates who demonstrate proficiency in languages. After years of preparation, in 2019 Brien McMahon HS will award the district's first International Baccalaureate diplomas.

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

Recruitment and hiring practices encourage candidates from all backgrounds and ensure fair and equitable treatment. A bilingual Chief Talent Officer works to support diversity recruitment.

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Equitable Allocation of Resources among District Schools

Norwalk Public Schools procedures regarding distribution of resources strives to ensure that each school receives an equitable level of material and financial resources. In 2016-17, School Governance Councils were established at every school, providing additional opportunities for parents, staff and community members to actively participate in school decision-making, including school budget decisions.

NPS has successfully implemented Student Based Budgeting, which provides a per pupil expenditure based on student population numbers in each school. School principals and School Governance Councils are 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.

Staff members are assigned as determined by the number of students and programs operating in that individual school, in accordance with contractual class size limits. Additional equipment, textbooks and supplies are purchased centrally on behalf of schools.