

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



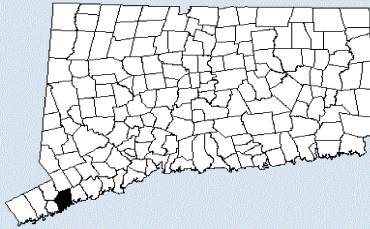
Norwalk School District

Mr. Steven Adamowski, Superintendent • 203-854-4001 • www.norwalk.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	11,409
Per Pupil Expenditures ¹	\$17,220
Total Expenditures ¹	\$197,686,457

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,510	48.3	48.3
Male	5,899	51.7	51.6
American Indian or Alaska Native	12	0.1	0.2
Asian	563	4.9	4.9
Black or African American	1,989	17.4	12.8
Hispanic or Latino	4,958	43.5	23.0
Pacific Islander	10	0.1	0.0
Two or More Races	221	1.9	2.7
White	3,656	32.0	55.9
English Learners	1,585	13.9	6.4
Eligible for Free or Reduced-Price Meals	5,752	50.4	38.0
Students with Disabilities ¹	1,466	12.8	13.7

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	546	10.0	221	4.0
Male	601	10.4	438	7.3
Black or African American	248	12.7	231	11.5
Hispanic or Latino	529	10.6	280	5.5
White	305	8.6	128	3.5
English Learners	163	9.5	73	4.3
Eligible for Free or Reduced-Price Meals	661	11.7	468	7.7
Students with Disabilities	214	14.4	144	8.4
District	1,147	10.2	659	5.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 168

Number of school-based arrests: 21

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	703.4
Paraprofessional Instructional Assistants	108.1
Special Education	
Teachers and Instructors	84.5
Paraprofessional Instructional Assistants	921.9
Administrators, Coordinators and Department Chairs	
District Central Office	14.1
School Level	42.9
Library/Media	
Specialists (Certified)	2.0
Support Staff	15.6
Instructional Specialists Who Support Teachers	20.0
Counselors, Social Workers and School Psychologists	58.7
School Nurses	22.5
Other Staff Providing Non-Instructional Services/Support	376.1

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	19	2.0	1.0
Black or African American	73	7.8	3.5
Hispanic or Latino	60	6.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	781	83.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.4

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	104	57.8	132	87.4
Hispanic or Latino	161	53.8	281	87.8
White	219	73.2	251	93.7
English Learners	29	39.2	36	83.7
Eligible for Free or Reduced-Price Meals	193	55.9	263	86.8
Students with Disabilities	49	51.0	66	79.5
District	524	62.9	703	89.7
State		61.2		73.9

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	66	48.5
Emotional Disturbance	34	42.5
Intellectual Disability	8	20.0
Learning Disability	463	88.0
Other Health Impairment	184	71.3
Other Disabilities	34	42.0
Speech/Language Impairment	195	92.4
District	984	73.9
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	143	1.2	1.6
Emotional Disturbance	81	0.7	1.0
Intellectual Disability	40	0.3	0.5
Learning Disability	526	4.6	4.6
Other Health Impairment	259	2.2	2.8
Other Disabilities	127	1.1	1.0
Speech/Language Impairment	245	2.1	1.9
All Disabilities	1,421	12.3	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	117,586,743	10,473	9,387
Instructional Supplies and Equipment	2,475,463	220	318
Improvement of Instruction and Educational Media Services	1,050,323	94	541
Student Support Services	14,459,247	1,288	1,048
Administration and Support Services	25,000,427	2,227	1,790
Plant Operation and Maintenance	17,982,611	1,602	1,608
Transportation	7,368,804	577	845
Costs of Students Tuitioned Out	10,212,428	N/A	N/A
Other	1,550,411	138	194
Total	197,686,457	17,220	15,762

Additional Expenditures

Land, Buildings, and Debt Service	15,280,987	1,361	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	13,590,114	33.1	35.1
Noncertified Personnel	4,853,336	11.8	14.5
Purchased Services	3,849,500	9.4	5.5
Tuition to Other Schools	10,034,303	24.4	21.6
Special Ed. Transportation	2,904,261	7.1	8.3
Other Expenditures	5,887,700	14.3	15.0
Total Expenditures	41,119,214	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.8	84.1
State	11.0	11.4
Federal	2.4	2.6
Tuition & Other	1.8	1.9

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	*	*	*	*	0	N/A
Asian	255	74.3	254	68.8	108	65.2
Black or African American	1011	55.9	1011	47.7	452	47.8
Hispanic or Latino	2437	60.5	2436	53.4	998	51.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	95	69.6	94	63.2	24	61.0
White	1806	73.8	1800	66.5	752	63.0
English Learners	834	51.8	834	46.5	285	41.1
Non-English Learners	4777	67.0	4768	59.4	2049	57.0
Eligible for Free or Reduced-Price Meals	3015	58.6	3014	51.3	1204	49.4
Not Eligible for Free or Reduced-Price Meals	2596	71.9	2588	64.6	1130	61.1
Students with Disabilities	846	46.2	838	39.6	374	40.0
Students without Disabilities	4765	68.0	4764	60.6	1960	58.0
High Needs	3385	57.9	3377	50.7	1360	48.7
Non-High Needs	2226	75.2	2225	67.6	974	64.0
District	5611	64.7	5602	57.4	2334	55.1

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	82.8	76.6	77.1	77.2	2,763	78.8
Curl Up	83.9	84.0	85.9	83.4	2,763	84.3
Push Up	71.9	70.5	72.3	72.4	2,763	71.7
Mile Run/PACER	79.4	68.4	63.2	61.4	2,763	69.2
All Tests - District	52.9	46.0	43.1	44.2	2,763	47.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	203	88.2	85.7	Yes	86.7
Hispanic or Latino	287	84.7	83.2	Yes	84.6
English Learners	83	75.9	79.1	No	81.0
Eligible for Free or Reduced-Price Meals	439	84.7	82.4	Yes	83.9
Students with Disabilities	103	69.9	80.4	No	82.1
District	876	89.6	87.4	Yes	88.2
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	273	34.8
Male	97.0	238	28.6
Black or African American	96.7	42	12.7
Hispanic or Latino	96.8	138	22.3
White	98.2	275	48.5
English Learners	94.0	*	*
Eligible for Free or Reduced-Price Meals	97.1	112	17.3
Students with Disabilities	65.7	*	*
District	97.3	511	31.6
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.6	87.0
Male	70.0	83.3
Black or African American	75.7	77.5
Hispanic or Latino	63.1	81.8
White	79.8	90.7
English Learners	56.5	77.5
Eligible for Free or Reduced-Price Meals	64.1	77.4
Students with Disabilities	54.4	75.5
District	73.5	85.3
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.7	75	43.2	50	86.3	67.7
	High Needs Students	57.9	75	38.6	50	77.2	56.7
Math Performance Index	All Students	57.4	75	38.3	50	76.6	61.4
	High Needs Students	50.7	75	33.8	50	67.6	49.9
Science Performance Index	All Students	55.1	75	36.7	50	73.5	57.5
	High Needs Students	48.7	75	32.5	50	64.9	47.0
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	63.8%
	High Needs Students	54.3%	100%	54.3	100	54.3	58.3%
Math Academic Growth	All Students	58.6%	100%	58.6	100	58.6	65.0%
	High Needs Students	54.3%	100%	54.3	100	54.3	57.4%
Chronic Absenteeism	All Students	10.2%	<=5%	39.6	50	79.2	9.6%
	High Needs Students	11.7%	<=5%	36.6	50	73.2	15.6%
Preparation for CCR	% Taking Courses	75.9%	75%	50.0	50	100.0	67.6%
	% Passing Exams	31.6%	75%	21.1	50	42.1	40.7%
On-track to High School Graduation		90.4%	94%	48.1	50	96.2	85.1%
4-year Graduation All Students (2015 Cohort)		89.6%	94%	95.3	100	95.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.1%	94%	86.3	100	86.3	78.6%
Postsecondary Entrance (Class of 2015)		73.5%	75%	98.1	100	98.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.1% 47.1%	75%	15.7	50	31.4	89.2% 50.5%
Arts Access		51.6%	60%	43.0	50	86.0	47.5%
Accountability Index				981.3	1350	72.7	

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	57.9	17.1	16.5	
Math Performance Index Gap	67.6	50.7	16.9	18.9	
Science Performance Index Gap	64.0	48.7	15.3	17.2	
Graduation Rate Gap	94.0%	81.1%	12.9%	15.3%	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	98.0
	High Needs Students	97.8
Math	All Students	97.8
	High Needs Students	97.5
Science	All Students	98.5
	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: 50.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. The Plan's vision is to make Norwalk the most successful city school system in Connecticut, and outlines a Managed Performance Empowerment theory of action that provides autonomy within a system of accountability. Goals of the Plan are to: 1. Improve achievement of all Norwalk students in ELA, math and science, ensuring students graduate on time, college and career ready; 2. Increase the achievement of high needs student subgroups to reduce achievement gaps; 3. Create educationally robust choices that meet diverse needs and interests; 4. Develop exemplary teachers and school leaders; fill a majority of school and staff leadership positions through succession planning and development of existing staff; 5. Ensure safe and attractive schools that support learning and provide a nurturing, inclusive environment, with positive behavior interventions and supports at every school; 6. Develop external partnerships and operating systems necessary to achieve equity and support strategic priorities in the most cost-effective manner.

To improve Special Education, Norwalk began implementing recommendations from the 2015 CREC report on special education. Town hall meetings, hosted by the superintendent, were held with special ed families to explain the report and its recommendations, and to hear from parents about their concerns. Work on implementing the report began immediately. The head of the Specialized Learning and Student Services department was elevated to a Senior Management Team position that reports directly to the superintendent. Work began on an updated Special Ed procedures manual, to be completed by Nov. 2016. An administrator was hired to supervise special education preschool, and the new Norwalk Early Childhood Center opened in a new, state-of-the art building designed to serve both special needs and typical peers. Work to implement the CREC recommendations will continue into 2016-17.

Parent outreach is also an ongoing commitment. To encourage community feedback on the Strategic Operating Plan, a comprehensive community outreach program included public forums throughout Norwalk, 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 the district website, an auto call system, text messaging option, e-blasts, a District Facebook page and Twitter account. Board of Ed meetings are streamed live on the District's YouTube channel, and past meetings can be viewed on demand. In 2015-16, the Board of Ed also approved a policy establishing School Governance Councils at every school, providing additional opportunities for parents to actively participate in school decision-making.

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. 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. All schools celebrate diversity as part of regular activities, including heritage celebrations, recognition of Black History and Hispanic Heritage Months, and more.

On the elementary level, 330 students from across Norwalk attend the intra-district Columbus Magnet School, a Bank Street model. A school choice fair was held for the first time in 2015-16, giving incoming Kindergarten families from South Norwalk an opportunity to learn more about available school options. Also in 2015-16, the decision was made to transition the Mano-a-Mano program at Silvermine Elementary into a full dual language instructional model, beginning with the next Kindergarten class.

On the secondary level, students from Norwalk mix with those from other communities at the Center for Global Studies, an inter-district magnet program housed at Brien McMahon HS. Students experience intensive study including instruction in Japanese, Chinese and Arabic languages, culture and history. CGS students also have opportunities to be exposed to the world through international travel. Through a partnership with IBM and Norwalk Community College, Norwalk Early College Academy was the state's first early college program. NECA expanded to two classes in 2015-16 and will enable students to earn both a high school diploma and college degree at no cost.

For recent arrivals, which includes unaccompanied minors, Norwalk International Academy operates in both high schools, offering ELL classes as well as culture lessons and remedial academic support for students who may have had interrupted schooling. Norwalk also operates a "Welcome Center" for new families who need support in entering the school district, staffed by bilingual personnel.

NPS holds public forums on topics ranging from Special Education to school budgets to the need for new schools. These are held in locations throughout the city so that all can attend. Translators are made available at all programs.

To ensure faculty diversity, recruitment and hiring policies are in place to encourage candidates from all backgrounds, and to ensure that all candidates and employees 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 2015-16, NPS introduced Student Based Budgeting, which provides a per pupil expenditure based on the student population numbers in each school. School principals were trained in Student Based Budgeting so that they would have the knowledge needed to allocate those resources according to the needs of their individual schools.

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.

In 2015-16, the Board of Education commissioned a comprehensive study of public school facilities. The study examined the current status of school facilities, and made recommendations for future improvements based on enrollment projections, and an analysis of housing and building utilization needs. The resulting report and recommendations is being used to inform active discussions and future decisions about Norwalk's school facility needs.