

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



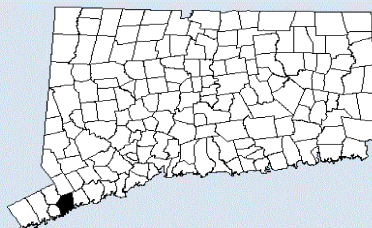
Norwalk School District

Mr. Manuel Rivera, Superintendent • 203-854-4001 • www.norwalk.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools	19
Enrollment	11,169
Per Pupil Expenditures ¹	\$15,878
Total Expenditures ¹	\$179,850,161

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,408	48.4	48.3
Male	5,761	51.6	51.6
American Indian	8	0.1	0.2
Asian	539	4.8	4.6
Black or African American	2,175	19.5	12.9
Hispanic or Latino	4,374	39.2	21.2
Pacific Islander	7	0.1	0.0
White	3,896	34.9	58.4
Two or More Races	170	1.5	2.3
English Language Learners	1,294	11.6	5.7
Eligible for Free or Reduced-Price Meals	5,462	48.9	37.3
Students with Disabilities ¹	1,275	11.4	12.8

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	564	10.6	218	4.0
Male	617	11.0	486	8.3
Black or African American	279	13.2	272	12.5
Hispanic or Latino	495	11.4	277	6.1
White	361	9.6	136	3.4
English Language Learners	142	10.4	86	6.2
Eligible for Free or Reduced-Price Meals	676	12.5	518	9.0
Students with Disabilities	227	17.9	158	10.6
District	1,181	10.8	704	6.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 279

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	699.7
Paraprofessional Instructional Assistants	112.3
Special Education	
Teachers and Instructors	86.3
Paraprofessional Instructional Assistants	116.1
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	39.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	13.5
Instructional Specialists Who Support Teachers	27.0
Counselors, Social Workers and School Psychologists	55.8
School Nurses	19.0
Other Staff Providing Non-Instructional Services/Support	321.6

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 (%)
Asian	18	1.9	1.0
Black or African American	68	7.3	3.5
Hispanic	64	6.9	3.6
Native American	1	0.1	0.1
White	779	83.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	23	8.5	46	20.9
White	101	31.5	132	42.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	26	8.0	44	15.3
Students with Disabilities	*	*	*	*
District	160	19.5	221	29.0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	61	49.6
Emotional Disturbance	23	41.1
Intellectual Disability	12	32.4
Learning Disability	416	89.8
Other Health Impairment	161	73.2
Other Disabilities	33	46.5
Speech/Language Impairment	160	89.9
District	866	75.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	126	1.1	1.4
Emotional Disturbance	56	0.5	1.0
Intellectual Disability	37	0.3	0.4
Learning Disability	463	4.1	4.2
Other Health Impairment	225	2.0	2.5
Other Disabilities	108	1.0	1.0
Speech/Language Impairment	206	1.8	1.9
All Disabilities	1,221	10.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	0.9	2.8
Private Schools or Other Settings	113	9.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	112,070,227	10,122	8,769
Instructional Supplies and Equipment	1,100,087	99	275
Improvement of Instruction and Educational Media Services	733,753	66	487
Student Support Services	12,051,958	1,089	965
Administration and Support Services	23,402,117	2,114	1,600
Plant Operation and Maintenance	15,460,953	1,396	1,472
Transportation	6,121,898	498	786
Costs of Students Tuitioned Out	7,764,172	N/A	N/A
Other	1,144,996	103	178
Total	179,850,161	15,878	14,642

Additional Expenditures

Land, Buildings, and Debt Service	14,276,650	1,289	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,945,356	35.1	35.6
Noncertified Personnel	5,039,270	13.7	14.5
Purchased Services	3,516,784	9.5	5.0
Tuition to Other Schools	7,623,498	20.7	21.4
Special Ed. Transportation	2,257,364	6.1	8.5
Other Expenditures	5,462,473	14.8	14.9
Total Expenditures	36,844,745	100.0	100.0

PK-12 Expenditures Used for Special Education	20.5	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.6	82.3
State	13.1	14.1
Federal	2.4	2.6
Tuition & Other	0.9	0.9

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	60.0	63.0	66.0	66.6	.	.	.	.
Hispanic or Latino	70.5	73.5	74.8	73.4	.	.	.	.
English Language Learners	53.8	56.8	55.7	54.4	.	.	.	.
Eligible for Free or Reduced-Price Meals	64.2	67.5	69.8	69.2	.	.	.	.
Students with Disabilities	39.6	43.3	48.2	46.8	.	.	.	.
High Needs	61.6	65.4	67.8	67.6	.	.	.	.
District	74.8	76.8	78.4	78.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	52.9	48.9	51.0	57.0	.	.	.	.
Hispanic or Latino	59.4	63.2	61.4	61.4	.	.	.	.
English Language Learners	35.0	35.2	33.7	27.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	51.5	55.0	55.4	55.8	.	.	.	.
Students with Disabilities	38.2	33.8	36.0	28.7	.	.	.	.
High Needs	50.5	52.1	52.4	53.4	.	.	.	.
District	67.0	67.6	66.8	69.3	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.9	78.2	85.2	76.9	2,805	80.5
Curl Up	90.7	86.9	87.8	80.0	2,805	86.8
Push Up	80.4	71.9	70.8	72.0	2,805	74.2
Mile Run/PACER	80.8	74.4	62.6	61.9	2,805	70.8
All Tests - District	59.0	49.4	43.0	52.8	2,805	51.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	179	82.1	83.6	No	84.7
Hispanic or Latino	282	76.2	80.6	No	81.9
English Language Learners	80	65	75.4	No	77.2
Eligible for Free or Reduced-Price Meals	356	76.7	79.5	No	81.0
Students with Disabilities	82	72	77.1	No	78.7
District	780	84.7	85.8	No	86.6
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	74.6	245	29.8
Male	63.2	192	25.2
Black or African American	64.1	46	12.4
Hispanic or Latino	51.5	69	14.1
White	82.6	280	44.2
English Language Learners	20.2	*	*
Eligible for Free or Reduced-Price Meals	55.0	74	12.1
Students with Disabilities	36.4	*	*
District	69.1	437	27.6
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.1	88.4
Male	72.3	88.0
Black or African American	70.3	85.5
Hispanic or Latino	73.8	82.7
White	84.0	92.3
English Language Learners	54.8	75.0
Eligible for Free or Reduced-Price Meals	70.0	81.2
Students with Disabilities	56.3	75.6
District	76.8	88.2
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Norwalk School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2014, Norwalk Public Schools adopted a new strategic plan with an overarching goal of closing the Achievement Gap and assuring that all students regardless of race, ethnicity or economic circumstances are meeting high standards. Action items are built around individual goals aimed to ensure that: All children are ready to enter Kindergarten; Students meet the goal level in 3rd grade reading; Children demonstrate mastery in Common Core State Standards mathematics; Students demonstrate mastery in Conn. State Standards ELA; English Language Learners will meet/exceed State annual Measureable Achievement Objectives; Norwalk's schools reach higher performance; and Norwalk students graduate from high school "College and Career Ready." In alignment with the Strategic Plan, the District's priorities are focused on the following areas: 1. Accountability: School quality and leadership standards; goals, common assessments and progress monitoring; school governance & improvement teams; District data dashboards; aligning standards with performance appraisal systems). 2. Building Knowledge, Skills & Capacity of Teachers & Leaders: (Conn. State Standards in Literacy, Math; Curriculum & Instruction Site Directors; Professional Development, including student engagement, K-3 literacy, math, Special Ed, SIOP training, new technologies & tools; Summer school expansion; diversity; early recruitment, early hiring. 3. Transforming the Learning Environment: (school culture, student engagement, and student progress monitoring and engagement; continued design & development of new programs, including early college, IB, international academy, and early childhood center; next phase of technology development. 4. Building Systems & Structures: (Human Resources policies and procedures; financial management; curriculum & instruction; facilities, including long-term facilities utilization plan, building specific improvements and building management system). 5. Partnerships: (Partnership with Norwalk ACTS to provide greater access to quality PreK programs; parent engagement and learning; increase number of mentors; student health, including physical, social & emotional services). In addition, our commitment to Special Education continued, with the Special Ed department reorganized to better service students and families. A new director of Pupil Personnel Services was also named. Parent outreach is also an ongoing commitment: NPS launched a new online "Parent Portal" to give families a place to track their students work and progress. Other initiatives to communicate with families, include a new website, an expanded auto call system, text messaging option, e-newsletters and social media sites. Open forums on school budgets are held annually, and sessions for parents (with translators present) are held on topics ranging from helping children with math to literacy to testing. Parents are notified of student absences, and school administrators reach out to families directly to address any 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

In focus groups and surveys, the community's diversity is continually ranked as one of the strengths of Norwalk Public Schools. Students of all ethnicities and backgrounds are represented in every school. In 2014, the District adopted a new strategic plan that included the goal of closing the Achievement Gap and ensuring that all students, regardless of race, ethnicity or economic circumstances, are meeting high standards. Programs within NPS provide students at all levels with opportunities and experiences that promote the value of diversity. On the elementary level, about 330 students from across Norwalk attend Columbus Magnet School, an intra-district magnet based on the Bank Street Model. The school has instituted important school reform initiatives that address issues of racial and economic isolation as well as the achievement gap. A second magnet program that draws from the city-wide population is housed at Jefferson Elementary School and connects learning through a focus on science. About 595 students learn about life, physical and earth sciences through hands-on experiences. On the secondary level, students from Norwalk mix with those from other communities at the Center for Global Studies, a magnet program housed at Brien McMahon High School. Students experience intensive study including instruction in Japanese, Chinese and Arab languages, culture and history. CGS students are housed in an expanded and renovated school facility, and have opportunities to be exposed to the world through international travel. All Norwalk schools also celebrate diversity as part of their regular activities, including heritage celebrations, recognition of Black History and Hispanic Heritage Months, and more. Parent outreach programs are also in place. Three parent outreach worker perform translation services, carry out referrals/home visits, and make phone calls and community visits. Public forums on topics ranging from Common Core to school budgets are held in locations throughout the City so that all can attend, and translators are made available. To ensure faculty diversity, recruitment and hiring practices 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 Norwalk Board of Education's policy regarding distribution of district resources ensures that each school within Norwalk Public Schools receives an equitable level of material and financial resources. This is based on the student population numbers in each school. The Board approves a yearly budget, which sets a base level of support for each school. Staff members are then assigned as determined by the number of students and programs operating in that individual school; this is done in accordance with contractual class size limits. Each school receives a per pupil allocation for non-personnel expenditures including such items as textbooks, supplies and equipment. Additional equipment, textbooks and supplies are purchased centrally on behalf of the schools based on need. Additional funding for improvement to school facilities is determined by a district-wide program. School administration assesses the condition of each school and prioritizes needs. These expenditures are approved by the Board of Education and funded through the City. The majority of this work is completed through a capital budget.