

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



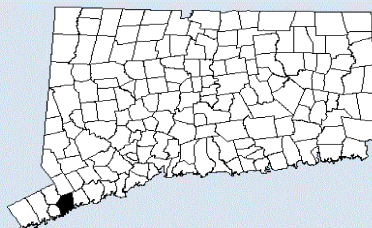
Norwalk School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	11,716
Per Pupil Expenditures ¹	\$18,488
Total Expenditures ¹	\$220,526,559

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	6,079	51.9	51.6
American Indian or Alaska Native	18	0.2	0.3
Asian	539	4.6	5.2
Black or African American	1,768	15.1	12.7
Hispanic or Latino of any race	6,027	51.4	26.9
Native Hawaiian or Other Pacific Islander	9	0.1	0.1
Two or More Races	325	2.8	3.8
White	3,030	25.9	51.1
English Learners	2,047	17.5	8.3
Eligible for Free or Reduced-Price Meals	7,191	61.4	43.3
Students with Disabilities ³	1,720	14.7	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	678	12.3	155	2.7
Male	744	12.5	297	4.7
Black or African American	232	13.5	137	7.6
Hispanic or Latino of any race	838	14.0	240	3.8
White	265	9.1	60	2.0
English Learners	343	15.9	90	4.0
Eligible for Free or Reduced-Price Meals	1,025	14.8	362	4.7
Students with Disabilities	271	16.7	143	7.6
District	1,422	12.4	452	3.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 1,592

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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	763.2
Paraprofessional Instructional Assistants	259.6
Special Education	
Teachers and Instructors	107.7
Paraprofessional Instructional Assistants	182.4
Administrators, Coordinators and Department Chairs	
District Central Office	19.3
School Level	58.3
Library/Media	
Specialists (Certified)	8.0
Support Staff	10.1
Instructional Specialists Who Support Teachers	47.3
Counselors, Social Workers and School Psychologists	71.7
School Nurses	25.8
Other Staff Providing Non-Instructional Services/Support	433.7

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	27	2.5	1.2
Black or African American	97	9.0	4.0
Hispanic or Latino of any race	83	7.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	874	80.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.4

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	111	76.0	153	86.0
Hispanic or Latino of any race	315	75.2	342	89.3
White	218	87.2	230	92.4
English Learners	65	55.1	72	83.7
Eligible for Free or Reduced-Price Meals	352	75.1	411	89.3
Students with Disabilities	66	66.7	97	70.8
District	695	79.5	771	89.5
State		75.8		84.8

² College-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	93	54.7
Emotional Disturbance	52	50.5
Intellectual Disability	6	14.0
Learning Disability	572	80.5
Other Health Impairment	191	76.1
Other Disabilities	19	28.4
Speech/Language Impairment	211	88.7
District	1,144	72.3
State		67.8

³ This 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	180	1.5	2.0
Emotional Disturbance	103	0.9	1.1
Intellectual Disability	44	0.4	0.5
Learning Disability	714	5.9	5.7
Other Health Impairment	257	2.1	3.3
Other Disabilities	109	0.9	1.1
Speech/Language Impairment	279	2.3	1.8
All Disabilities	1,686	14.0	15.6

¹ This 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	87	5.2	8.2
Private Schools or Other Settings	55	3.3	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$146,635,543	\$12,293	\$10,923
Support services - students	\$12,054,640	\$1,055	\$1,277
Support services - instruction	\$6,697,044	\$586	\$682
Support services - general administration	\$1,886,667	\$165	\$467
Support services - school based administration	\$13,732,680	\$1,202	\$1,021
Central and other support services	\$13,656,778	\$1,196	\$679
Operation and maintenance of plant	\$15,470,444	\$1,354	\$1,718
Student transportation services	\$9,267,567	\$1,034	\$1,288
Food services	\$481,450	\$42	\$12
Enterprise operations	\$643,747	\$56	\$163
Minor school construction	.	.	\$59
Total	\$220,526,559	\$18,488	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$11,149,490	22.7	28.5
Instructional Aide Salaries	\$6,075,098	12.3	10.1
Other Salaries	\$7,640,592	15.5	11.1
Employee Benefits	\$5,799,980	11.8	13.0
Purchased Services Other Than Transportation	\$4,502,244	9.1	5.7
Special Education Tuition	\$9,438,471	19.2	22.5
Supplies	\$187,577	0.4	0.6
Property Services	\$1,233	0.0	0.3
Purchased Services For Transportation	\$4,014,828	8.2	8.0
Equipment	\$398,554	0.8	0.2
All Other Expenditures	\$3,316	0.0	0.1
Total	\$49,211,384	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.5
State	12.3
Federal	2.2
Tuition & Other	1.0

⁴ Revenue 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

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

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	167	87.4
Hispanic or Latino of any race	397	86.1
English Learners	116	65.5
Eligible for Free or Reduced-Price Meals	535	86.4
Students with Disabilities	120	73.3
District	861	90.4
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	75.6	89.9
Male	*	83.0
Black or African American	64.4	83.5
Hispanic or Latino of any race	63.0	83.8
White	80.7	90.0
English Learners	18.6	71.4
Eligible for Free or Reduced-Price Meals	62.7	82.1
Students with Disabilities	36.8	79.1
District	70.2	86.9
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	63.3%	100%	60.4%
	Oral	58.9%	100%	57.6%
Chronic Absenteeism	All Students	12.4%	<=5%	12.2%
	High Needs Students	14.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	84.5%	75%	80.4%
On-track to High School Graduation		92.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		90.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		70.2%	75%	71.5%
Arts Access		58.4%	60%	51.8%

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
Graduation Rate Gap	94.0%	92.3%	1.7%	10.9%	N

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

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2019-20, NPS was in the final year of a Strategic Operating Plan 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, while a data dashboard tracks student outcomes in relation to the Plan's goals. A new multi-year Strategic Operating Plan will be developed under the direction of Norwalk's new superintendent, Dr. Alexandra Estrella, who joined the district on July 1.

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. 2019-20 pre-COVID highlights included implementation of a capstone requirement for graduation, the expansion of NPS Summer Academy to Grade 7, and the addition of two Montessori primary level classrooms to the district. The RULER approach to social-emotional learning was initiated at four elementary schools. Phase 1 recommendations from the Counseling Services study committee were rolled out, including the implementation of student success plans, and social-emotional learning and executive functioning training. For the health and well-being of students, the Board of Ed approved recommendations outlined in a comprehensive report from our School Start Time Committee to move high school start times to 8:30am in 20-21. On March 13, NPS closed for a day for staff to prepare for distance learning. The next day, elementary packets were delivered to cover 10 days of instruction; those materials were renewed by mail in 10 day phases for the remainder of the year. All secondary students were given Chromebooks and chargers to access remote instruction via Google Classroom. Special Education staff prepared specific online and at-home learning plans for students with disabilities, as well as plans for providing services. Meal sites were set up in locations throughout the city for families to pick up meals for their children during closure. Both in normal times and during the pandemic, 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 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 meet parent needs during the closure, a Distance Learning Parent Portal and Special Ed pages were added to the district website. A Tech Depot helped parents with technology issues. 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, and communications are in both English and Spanish.

To address growing enrollment, a comprehensive school building program is underway. Construction was completed this year on the Ponus Ridge STEAM Academy, a K-8 campus. Renovations and priority repairs are underway or completed at others. Program choices are also increasing. Two Montessori classrooms opened in 2019 at Brookside Elementary. Tracey Elementary has been named a National School of Character and transitioned into an intra-district magnet. Norwalk offers the intra-district Columbus Magnet, a Bank Street model evolving into a K-8 school. Silvermine Dual-Language Magnet offers a full English-Spanish model for K-5.

The Center for Global Studies offers study in Japanese, Chinese and Arabic languages, culture and history. In partnership with IBM and NCC, students can choose P-TECH Norwalk and earn both a HS diploma and an associate's degree. Blended learning programs are available for credit recovery. Other choices include an International Baccalaureate diploma program, health sciences academy and digital media and marine science pathways. The Seal of Billiteracy is awarded to graduates who demonstrate language proficiency.

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. During the spring COVID-19 closure, NPS ensured that all students had access to distance learning by providing WiFi hot spots for those without reliable home internet at home. A plan to provide every student had a Chromebook or laptop was initiated for summer roll out, in preparation of any future closures.

Recruitment and hiring practices encourage candidates from all backgrounds and ensure fair and equitable treatment. The Board of Education approved a new minority recruitment policy in 2019-20, and 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 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.

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.