

STRATEGIC SCHOOL PROFILE 2011-12**Norwalk School District**

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Norwalk,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 82,951

1990-2000 Population Growth: 5.9%

Number of Public Schools: 19

Per Capita Income in 2000: \$31,781

Percent of Adults without a High School Diploma in 2000*: 17.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 6.6%

District Enrollment as % of Estimated. Student Population: 87.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 11,111
 5-Year Enrollment Change 3.4%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	4,987	44.9	53.8	35.2
K-12 Students Who Are Not Fluent in English	1,284	11.8	12.5	5.6
Students Identified as Gifted and/or Talented*	1,444	13.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	1,044	9.4	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	798	83.3	75.4	79.8
Homeless	18	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	196	14.3	15.9	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	0.2
Asian American	541	4.9
Black	2,317	20.9
Hispanic	4,083	36.7
Pacific Islander	0	0.0
White	4,060	36.5
Two or more races	88	0.8
Total Minority	7,051	63.5

Percent of Minority Professional Staff: 15.0%

Non-English Home Language:

36.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 57.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

* Though some districts must go outside of their boundaries to expose children to diversity, Norwalk is itself a diverse community, where students of all ethnicities and many backgrounds are represented in every school. * In order to ensure that school faculties are fully diverse, hiring practices exist to encourage diversity among its staff and to ensure that all candidates and employees receive fair and equitable treatment. In 2010 – 2011, the last year with a large amount of staff hiring, approximately 23% of new teachers were minorities as follows: 6% Hispanic, 12% African American and 5% Asian. *Programs on different levels within the Norwalk Public Schools provide students with opportunities to experience a rich array of experiences that promote the value of diversity. *On the elementary level, about 325 students from all geographic areas in Norwalk attend the intra-district magnet at Columbus Elementary School, based on the Bank Street Model and funded by a State grant. 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 diverse city-wide population is housed at Jefferson Elementary School and connects learning through a focus on science. About 575 students learn about life, physical and earth sciences through hands-on experiences. *On the secondary level, students from within Norwalk mix with non-resident students in order to participate in 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 language, culture and history. They are housed in an expanded and renovated school facility and have opportunities throughout their high school years to be exposed to diversity through international travel. *Norwalk Public Schools is a Commission on Children Parent Leadership Training Institute side. The focus of this program has been to bring together a socio-economically diverse group of parents and to provide them with civic leadership skills. More than 100 parents have graduated from this program. *Within the District Improvement Plan is a focus on outreach to parents and community. *Three (3) parent outreach workers performed translation services for more than 100 individuals, carried out more than 480 referrals/home visits to parents, made more than 10,000 phone calls and made more than 2,000 community visits. This outreach resulted in more than 2,400 parents attending workshops and meetings district-wide.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	57.9	59.2	30.6	
Writing	60.5	62.7	31.9	
Mathematics	69.6	66.5	40.0	
Grade 4 Reading	56.7	64.1	18.8	
Writing	60.7	65.3	23.1	
Mathematics	65.1	68.0	26.3	
Grade 5 Reading	65.6	67.6	28.3	
Writing	61.8	68.1	25.6	
Mathematics	68.1	71.6	26.2	
Science	62.3	63.9	25.6	
Grade 6 Reading	71.0	74.1	27.1	
Writing	57.5	67.4	19.3	
Mathematics	60.1	69.3	18.7	
Grade 7 Reading	77.8	79.8	26.4	
Writing	56.0	65.6	15.5	
Mathematics	63.2	68.1	23.8	
Grade 8 Reading	70.1	76.8	20.8	
Writing	55.7	68.3	15.6	
Mathematics	59.2	67.2	23.9	
Science	55.9	61.9	24.4	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	36.8	47.5	24.8	
Writing Across the Disciplines	52.5	63.0	23.9	
Mathematics	32.2	49.2	20.3	
Science	32.1	47.1	23.9	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.4	50.6	44.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.8	77.3	
Average Score	Mathematics	462	505	16.8
	Critical Reading	472	502	18.3
	Writing	477	506	19.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	84.2	82.7	33.8
2010-11 Annual Dropout Rate for Grade 9 through 12	1.8	2.6	30.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.0	84.5
% Employed (Civilian Employment and in Armed Services)	3.7	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	739.07
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	90.10
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	16.00
School Level	47.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	9.00
Counselors, Social Workers, and School Psychologists	60.80
School Nurses	0.00
Other Staff Providing Non-Instructional Services and Support	19.00

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	13.7	13.9
% with Master's Degree or Above	77.2	80.9	79.6

Average Class Size	District	DRG	State
Grade K	20.9	19.6	18.5
Grade 2	19.4	20.1	19.7
Grade 5	19.1	21.9	21.6
Grade 7	18.1	20.0	20.3
High School	20.7	21.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	949	973	993
Middle School	985	992	1,024
High School	972	1,007	1,024

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.6	2.8
Middle School	2.9	3.0	2.2
High School	2.5	2.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$109,842	\$9,933	\$8,464	\$8,722	\$8,469
Instructional Supplies and Equipment	\$1,845	\$167	\$267	\$237	\$271
Improvement of Instruction and Educational Media Services	\$1,452	\$131	\$487	\$428	\$482
Student Support Services	\$10,986	\$994	\$901	\$879	\$901
Administration and Support Services	\$22,789	\$2,061	\$1,468	\$1,509	\$1,490
Plant Operation and Maintenance	\$15,404	\$1,393	\$1,471	\$1,393	\$1,463
Transportation	\$5,647	\$455	\$735	\$641	\$724
Costs for Students Tuitioned Out	\$6,915	N/A	N/A	N/A	N/A
Other	\$1,284	\$116	\$165	\$93	\$165
Total	\$176,165	\$15,644	\$14,238	\$13,972	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$15,680	\$1,418	\$1,290	\$1,004	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$33,458,814	19.0	21.3	21.7

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	85.2	10.5	3.7	0.6
Excluding School Construction	84.2	11.1	4.0	0.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 conditions 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,094
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	103	0.9	1.0	1.2
Learning Disability	417	3.7	3.9	3.9
Intellectual Disability	31	0.3	0.5	0.4
Emotional Disturbance	39	0.3	0.9	1.0
Speech Impairment	222	2.0	2.1	2.1
Other Health Impairment*	198	1.8	2.0	2.2
Other Disabilities**	84	0.7	1.2	1.0
Total	1,094	9.7	11.6	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	73.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.2	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	30.6	36.0	66.3	70.4
	Writing	18.2	21.5	58.7	66.3
	Mathematics	28.7	31.8	64.3	68.4
	Science	17.4	23.0	59.1	62.9
CAPT	Reading Across the Disciplines	17.9	14.5	36.8	47.5
	Writing Across the Disciplines	15.0	18.2	52.5	63.0
	Mathematics	9.5	15.4	32.2	49.2
	Science	9.5	13.6	32.1	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	34.9
	% With Accommodations	65.1
CAPT	% Without Accommodations	13.4
	% With Accommodations	86.6
% Assessed Using Skills Checklist		11.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	15	1.4
Private Schools or Other Settings	84	7.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	870	79.5	70.0	72.1
40.1 to 79.0 Percent of Time	112	10.2	14.9	16.3
0.0 to 40.0 Percent of Time	112	10.2	15.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Norwalk Public Schools are guided by a strategic multi-year District Improvement Plan (DIP) that establishes goals, objectives and strategies for the district-as-a-whole and for all its schools. The most current plan covers 2011 – 2014. There are three goals in the plan – numeracy, literacy and community involvement and outreach. Each goal includes specific objectives and strategies that focus on improvement in the areas of instruction and student achievement. Implementation of the plan is monitored by the District Data Team (DDT), including oversight of the alignment between the DIP and individual School Growth Plans (SGPs), which are established by School Data Teams (SDTs). SDTs work in conjunction with Instructional Data Teams (IDTs), organized by grade level and/or discipline. All programs cited in SGPs are research-based and include clear evidence that they meet the District's expectations for raising achievement at the targeted pace and the required levels. All schools are provided with school-wide and subgroup data that they use to establish their targets and these are aligned with the DIP so that when schools meet their targeted goals, the District will also meet its district-as-a-whole and subgroup targeted goals. There is alignment between IDTs, the SDT and the DDT to ensure that implementation of research-based instructional strategies improves learning outcomes and student achievement for all learners. The DDT, led by the Superintendent and Assistant Superintendent is charged with the strategic responsibility for monitoring implementation of the DIP. To this end, the DDT meets monthly to monitor progress; DDT members also conduct on-site scheduled visits with SDTs for progress monitoring and to provide the necessary support to ensure consistent implementation SGPs.
