

STRATEGIC SCHOOL PROFILE 2010-11**Norwalk School District**

SUSAN F. MARKS, Superintendent

Location: 125 East Avenue

Telephone: (203) 854-4001

Norwalk,
ConnecticutWebsite: www.norwalk.k12.ct.us/

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, 2010 11,050

5-Year Enrollment Change 0.1%

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	4,769	43.2	53.0	34.1
K-12 Students Who Are Not Fluent in English	1,360	12.5	12.7	5.6
Students Identified as Gifted and/or Talented*	929	8.4	3.3	4.0
PK-12 Students Receiving Special Education Services in District	1,092	9.9	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	794	85.6	75.1	80.2
Homeless	17	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	151	10.6	15.5	13.2

*99.9 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	32	0.3
Asian American	525	4.8
Black	2,380	21.5
Hispanic	4,018	36.4
Pacific Islander	0	0.0
White	4,018	36.4
Two or more races	77	0.7
Total Minority	7,032	63.6

Percent of Minority Professional Staff: 15.3%

Non-English Home Language:

35.9% 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 56.

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.

*Diversity is a point of pride in Norwalk. While the city is a naturally diverse community, the school district takes extra steps to ensure that it celebrates and promotes this important asset to students both within and outside of Norwalk. *A Diversity Employment Plan is in place that identifies the procedures which must be followed to ensure the equitable and fair treatment of all candidates and which articulates the District's plan to improve the diversity of the staff. Over the past six years, the District's hiring of individuals from diverse groups has increased. Approximately 23% of new teachers during the 2010-2011 school year were minorities: 6% Hispanic 12% African American and 5% Asian. *Norwalk offers in and out-of-district resident students a variety of opportunities to interact with a diverse peer population and to experience an array of rich academic alternatives. For example, the Center for Global Studies, housed at Brien McMahon High School, allows for intensive study during high school of Japanese, Chinese and Arab language, culture and history. The project renovated and expanded both the high school and Center for Global Studies Magnet program. *About 310 students attend an intradistrict magnet school at Columbus Elementary School based on the Bank Street Model and the program is 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. *Jefferson Elementary School offers a science intradistrict magnet program. The program provides about 585 students with hands-on studies of the life, physical, and earth sciences. *The District is a Commission on Children Parent Leadership Training Institute site. The emphasis of the program is to bring together a socio-economically diverse group of parents and provide them with civic leadership skills. The institute has an alumnae group comprised of one-hundred two graduates. *The District Improvement Plan ensures a focus on outreach to parents and community. *The District sponsors a People Empowering People (PEP) program for parents who speak Spanish only. PEP is a personal and family development program with a strong community focus. *Three (3) parent outreach workers performed translation services for 119 individuals, made 484 referrals/home visits to parents; upwards of 10,000 phone calls; and 2,045 community visits that resulted in an estimated 1,174 parents attending workshops and meetings.

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
Grade 3 Reading	51.9	58.4	18.8
Writing	56.4	61.1	23.6
Mathematics	62.2	63.0	35.4
Grade 4 Reading	54.8	62.5	19.6
Writing	62.3	65.5	26.2
Mathematics	65.6	67.0	31.7
Grade 5 Reading	57.3	61.4	27.0
Writing	65.2	66.8	31.3
Mathematics	70.7	72.5	33.1
Science	60.2	59.9	31.9
Grade 6 Reading	67.8	76.0	20.2
Writing	54.1	65.2	18.5
Mathematics	59.4	71.3	13.1
Grade 7 Reading	74.0	77.8	24.8
Writing	50.1	58.9	20.3
Mathematics	62.0	68.4	25.0
Grade 8 Reading	66.5	74.7	17.8
Writing	57.1	64.8	22.3
Mathematics	62.4	66.6	28.7
Science	56.3	63.1	22.3

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	39.6	44.7	36.4
Writing Across the Disciplines	51.1	61.2	22.6
Mathematics	34.7	49.5	23.3
Science	32.5	47.0	21.1

For more detailed 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."

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
	48.4	51.0	39.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.0	70.6	
Average Score	Mathematics	477	510	22.9
	Critical Reading	476	505	19.8
	Writing	485	510	24.4

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 2010	83.6	81.8	28.2
2009-10 Annual Dropout Rate for Grade 9 through 12	1.0	2.8	46.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.3	84.8
% Employed (Civilian Employment and in Armed Services)	4.2	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	711.17
Paraprofessional Instructional Assistants	102.78
Special Education	
Teachers and Instructors	89.10
Paraprofessional Instructional Assistants	227.46
Library/Media Specialists and/or Assistants	33.77
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)	11.00
Counselors, Social Workers, and School Psychologists	59.30
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	372.56

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	13.6	13.9
% with Master's Degree or Above	76.6	79.8	79.0

Average Class Size	District	DRG	State
Grade K	20.2	19.4	18.4
Grade 2	19.9	20.6	19.9
Grade 5	20.6	22.0	21.2
Grade 7	18.8	20.9	20.6
High School	19.2	18.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	947	968	992
Middle School	978	992	1,017
High School	1,035	1,009	1,010

*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*	3.1	3.5	3.1
Middle School	2.8	3.1	2.4
High School	2.6	2.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$110,958	\$10,221	\$8,232	\$8,676	\$8,237
Instructional Supplies and Equipment	\$1,376	\$127	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$1,700	\$157	\$477	\$418	\$463
Student Support Services	\$8,629	\$795	\$875	\$839	\$872
Administration and Support Services	\$22,753	\$2,096	\$1,433	\$1,488	\$1,459
Plant Operation and Maintenance	\$14,519	\$1,337	\$1,421	\$1,355	\$1,410
Transportation	\$5,867	\$477	\$701	\$619	\$692
Costs for Students Tuitioned Out	\$6,104	N/A	N/A	N/A	N/A
Other	\$1,785	\$164	\$161	\$105	\$159
Total	\$173,692	\$15,727	\$13,878	\$13,795	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$15,804	\$1,456	\$1,622	\$1,182	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$33,475,471	19.3	21.1	21.5

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	82.3	12.9	4.2	0.6
Excluding School Construction	81.6	13.1	4.6	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 the district receives an equitable level of material and financial resources based on the student population in each school. The base level of support for each school is determined by the approved school board yearly budget. Staff are assigned to each school based on the number of students and programs operating in that particular school in accordance with contractual class size limits. Each school receives a per pupil allocation for non-personnel expenditures, such as textbooks, supplies and equipment. Additional equipment, textbooks and other supplies are purchased for the schools as needed. The schools receive funding for improvements to their facilities based on a program developed by the school administration, after assessing the conditions of the school and determining needs based on priority, approved by the Board of Education, and funded through the City. The majority of this work is completed through the capital budget.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,141
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	100	0.9	0.9	1.1
Learning Disability	463	4.1	3.9	3.9
Intellectual Disability	33	0.3	0.5	0.4
Emotional Disturbance	33	0.3	0.9	1.0
Speech Impairment	247	2.2	2.2	2.2
Other Health Impairment*	183	1.6	1.9	2.1
Other Disabilities**	82	0.7	1.3	0.9
Total	1,141	10.1	11.4	11.6

*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 2009-10 with a Standard Diploma	61.4	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	18.2	33.0	61.9	68.6
	Writing	14.8	19.3	57.5	63.7
	Mathematics	25.5	33.4	63.7	68.2
	Science	19.8	21.2	58.2	61.5
CAPT	Reading Across the Disciplines	6.1	14.1	39.6	44.7
	Writing Across the Disciplines	4.1	17.3	51.1	61.2
	Mathematics	7.6	15.8	34.7	49.5
	Science	7.0	13.1	32.5	47.0

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	20.3
	% With Accommodations	79.7
CAPT	% Without Accommodations	24.1
	% With Accommodations	75.9
% Assessed Using Skills Checklist		13.2

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	13	1.1
Private Schools or Other Settings	81	7.1

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	948	83.1	71.2	74.1
40.1 to 79.0 Percent of Time	90	7.9	13.9	14.9
0.0 to 40.0 Percent of Time	103	9.0	14.9	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Norwalk District Improvement Plan is a strategic plan that establishes the goals, objectives and strategies for the District and its schools for 2009-2011. The three identified goals address numeracy, literacy, and community involvement and outreach. Each goal incorporates specific objectives and strategies that guide the District's focus for the improvement of instruction and student achievement. Teachers use instructional strategies that are successful in meeting school targets. The District uses these strategies which are monitored by the District Data Team. Schools identify specific research-based programs if they can demonstrate, on the basis of clear evidence, that these programs meet the District's expectations for raising achievement at the targeted pace and the required levels. Schools have been provided with statistical data that identifies the targets which each school must meet by 2012 based on its student population and specific subgroup; the school targets contribute to and align with goals for meeting the District's targets. Schools are required to develop School Growth Plans and to work within the framework of a School Data Team. The School Data Team works in collaboration with the grade level and instructional data teams to identify and support the implementation of research-based instructional strategies to improve student achievement for all learners. The District Data Team, led by the Superintendent and Assistant Superintendent, is invested with the strategic responsibility for monitoring the implementation of the District Improvement Plan. The District Data Team meets monthly to monitor progress of the District Improvement Plan. Additionally, the members of the District Data Team conduct on-site scheduled visits with the School Data Team for progress monitoring and to provide the necessary support which will ensure the consistent implementation of the School Growth Plan.
