

STRATEGIC SCHOOL PROFILE 2007-08**Norwalk School District**

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Location: 125 East Avenue
Norwalk,
Connecticut

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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	Per Capita Income in 2000: \$31,781
Town Population in 2000: 82,951	Percent of Adults without a High School Diploma in 2000*: 17.9%
1990-2000 Population Growth: 5.9%	Percent of Adults Who Were Not Fluent in English in 2000*: 6.6%
Number of Public Schools: 19	District Enrollment as % of Estimated. Student Population: 86.7%

*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, 2007 10,591
5-Year Enrollment Change -4.4%

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	3,150	29.7	41.8	28.7
K-12 Students Who Are Not Fluent in English	1,317	12.6	12.0	5.4
Students Identified as Gifted and/or Talented*	1,013	9.6	4.2	4.0
PK-12 Students Receiving Special Education Services in District	1,102	10.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	707	81.6	76.8	79.2
Homeless	11	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	284	21.3	23.3	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.2
Asian American	486	4.6
Black	2,496	23.6
Hispanic	3,257	30.8
White	4,331	40.9
Total Minority	6,260	59.1

Percent of Minority Professional Staff: 14.6%

Non-English Home Language: 33.4% 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 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 procedure 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 18% of new teachers during the 2007-2008 school year were from underrepresented groups.

* Norwalk offers in and out-of-district resident students a wealth 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. At Brien McMahon High School, a 70 million dollar construction project was completed in November, 2006. The project renovated and expanded both the high school and Center for Global Studies Magnet program. The completed project accommodates 1,690 students, up from the 1,340.

* Maritime Magic, a summer and school year program which draws elementary students from seven districts provides an adventure filled study of maritime science.

* About 363 students attend an intradistrict magnet school at the Columbus Elementary School. Based on the Bank Street Model, 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 between African American, Latino and European American learners.

* Jefferson Elementary School offers a science magnet program in partnership with the Maritime Aquarium, Norwalk students have the opportunity to attend a science intradistrict magnet program. The program provides about 450 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	43.3	52.0	17.2
Writing	52.9	63.4	12.9
Mathematics	58.2	60.0	29.4
Grade 4 Reading	44.7	55.9	15.2
Writing	52.8	62.9	13.2
Mathematics	50.4	60.3	22.6
Grade 5 Reading	55.8	62.2	19.1
Writing	61.1	64.5	27.2
Mathematics	56.9	65.9	20.4
Science	48.6	54.9	22.8
Grade 6 Reading	50.7	66.3	13.1
Writing	42.1	61.9	10.1
Mathematics	46.5	66.4	9.5
Grade 7 Reading	63.1	71.1	19.4
Writing	50.9	62.0	16.1
Mathematics	55.0	63.0	22.6
Grade 8 Reading	57.5	64.8	22.6
Writing	58.2	63.4	27.0
Mathematics	51.5	60.8	22.6
Science	49.6	58.6	22.6

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 scoreable 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	30.9	45.5	19.2
Writing Across the Disciplines	47.9	57.9	23.1
Mathematics	37.8	50.1	23.1
Science	32.4	46.3	20.0

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
	36.9	36.1	46.0

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.0	77.6	
Average Score	Mathematics	470	504	21.5
	Critical Reading	473	502	20.0
	Writing	480	503	23.8

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, Class of 2007	96.7	92.6	56.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.3	6.2	63.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.2	83.4
% Employed (Civilian Employment and in Armed Services)	11.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	706.97
Paraprofessional Instructional Assistants	114.80
Special Education	
Teachers and Instructors	84.70
Paraprofessional Instructional Assistants	101.50
Library/Media Specialists and Assistants	20.41
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	18.00
School Level	51.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	13.00
Counselors, Social Workers, and School Psychologists	56.80
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	414.18

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	14.5	13.7	13.6
% with Master's Degree or Above	76.9	75.1	75.6

Average Class Size	District	DRG	State
Grade K	21.0	18.8	18.1
Grade 2	18.1	19.2	19.3
Grade 5	19.7	19.8	20.9
Grade 7	16.3	19.0	20.5
High School	20.7	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	953	972	987
Middle School	1,001	1,003	1,017
High School	998	990	1,006

*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*	2.1	3.1	3.4
Middle School	2.4	2.7	2.7
High School	3.1	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$94,709	\$8,820	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$4,140	\$386	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$2,307	\$215	\$443	\$355	\$429
Student Support Services	\$8,678	\$808	\$764	\$772	\$761
Administration and Support Services	\$15,511	\$1,444	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$14,350	\$1,336	\$1,329	\$1,209	\$1,322
Transportation	\$5,686	\$495	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$5,365	N/A	N/A	N/A	N/A
Other	\$1,393	\$130	\$147	\$83	\$145
Total	\$152,140	\$13,940	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$17,347	\$1,615	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$30,007,798
Percent of Total PK-12 Expenditures Used for Special Education	19.7%

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	82.3	14.2	3.0	0.5
Excluding School Construction	86.0	10.1	3.4	0.5

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	1,126
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	60	0.6	0.6	0.7
Learning Disability	489	4.6	4.1	4.0
Intellectual Disability	39	0.4	0.5	0.5
Emotional Disturbance	44	0.4	0.9	1.0
Speech Impairment	265	2.5	2.4	2.4
Other Health Impairment*	144	1.3	1.8	2.1
Other Disabilities**	85	0.8	1.2	0.9
Total	1,126	10.5	11.5	11.5

*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 2006-07 with a Standard Diploma	94.4	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.5	2.8

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	12.4	20.4	52.5	62.1
	Writing	9.4	19.3	53.2	63.0
	Mathematics	13.6	22.6	53.1	62.7
	Science	10.8	22.2	49.1	56.8
CAPT	Reading Across the Disciplines	7.8	11.4	30.9	45.5
	Writing Across the Disciplines	13.0	16.3	47.9	57.9
	Mathematics	11.7	14.7	37.8	50.1
	Science	11.9	14.4	32.4	46.3

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	18.7
	% With Accommodations	81.3
CAPT	% Without Accommodations	21.4
	% With Accommodations	78.6
% Assessed Using Skills Checklist		10.8

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	1.3
Private Schools or Other Settings	67	6.0

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	959	85.2	69.8	71.6
40.1 to 79.0 Percent of Time	76	6.7	15.8	16.6
0.0 to 40.0 Percent of Time	91	8.1	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Norwalk District Improvement Plan is a strategic plan. It sets out the Goals, objectives and strategies for the District and its schools over the period 2007-2010. The three Goals identified address the most important priorities for the District during that time. A number of objectives have been developed for each Goal to indicate what the District is intending to achieve.

The strategies linked to each objective show how the objectives will be achieved. The strategies identified are those which are known to be successful in classrooms, schools and districts in Norwalk and beyond. The District is being prescriptive in mandating these strategies. Schools will have some flexibility in identifying specific programs if they can demonstrate, on the basis of clear evidence, that these programs raise achievement at the required pace and to the required levels.

The SMART Goal template used in the Plan shows how the implementation of each strategy will be monitored, who will be accountable for delivery, how success will be measured, what professional development is required, and the resources needed to support implementation. The SMART Goal template also indicates when specific strategies/activities will be monitored and implemented.

Schools have been provided with statistical data that shows the targets that each school must meet by 2008, based on its student population and specific subgroups, in order for the District to reach District targets. As important as the implementation of this strategic Plan is, improving student achievement will only occur if instructional staff in schools are committed to achieving the three Goals in their daily work with students by focusing on their practice in the classroom.

The District Planning Group, led by the Superintendent, will have strategic responsibility for monitoring the implementation of the Plan. It will meet four times a year in order to track progress and take any necessary action. In addition, central office staff will meet regularly with schools to review and support their school growth planning implementation.
