

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



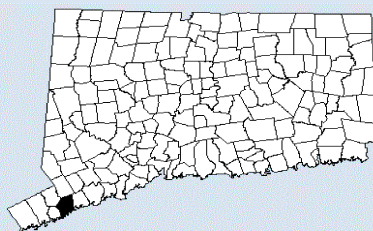
Norwalk School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	11,573
Per Pupil Expenditures ¹	\$17,466
Total Expenditures ¹	\$204,635,894

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,555	48.0	48.4
Male	6,018	52.0	51.6
American Indian or Alaska Native	15	0.1	0.3
Asian	597	5.2	5.1
Black or African American	1,902	16.4	12.8
Hispanic or Latino	5,452	47.1	24.8
Pacific Islander	15	0.1	0.1
Two or More Races	242	2.1	3.3
White	3,350	28.9	53.6
English Learners	1,782	15.4	7.2
Eligible for Free or Reduced-Price Meals	5,963	51.5	36.7
Students with Disabilities ¹	1,653	14.3	14.8

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	*	*	229	4.1
Male	655	11.2	515	8.5
Black or African American	262	13.9	243	12.6
Hispanic or Latino	627	11.6	362	6.5
White	245	7.6	113	3.4
English Learners	238	12.7	134	7.1
Eligible for Free or Reduced-Price Meals	824	13.6	551	8.2
Students with Disabilities	284	17.5	211	11.4
District	1,209	10.6	744	6.4
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 1,953

Number of school-based arrests: 45

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	715.8
Paraprofessional Instructional Assistants	129.2
Special Education	
Teachers and Instructors	91.0
Paraprofessional Instructional Assistants	138.7
Administrators, Coordinators and Department Chairs	
District Central Office	11.5
School Level	43.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	13.3
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	64.5
School Nurses	20.7
Other Staff Providing Non-Instructional Services/Support	506.2

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 (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	21	2.2	1.1
Black or African American	89	9.3	3.7
Hispanic or Latino	64	6.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	786	81.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.5

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	139	86.9	152	84.0
Hispanic or Latino	304	80.4	309	85.1
White	226	88.6	258	89.3
English Learners	58	57.4	61	74.4
Eligible for Free or Reduced-Price Meals	314	79.9	360	82.9
Students with Disabilities	78	79.6	81	65.9
District	704	84.3	771	86.5
State		69.3		80.1

²College-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	75	49.3
Emotional Disturbance	51	53.1
Intellectual Disability	6	14.6
Learning Disability	529	85.5
Other Health Impairment	204	73.4
Other Disabilities	32	38.1
Speech/Language Impairment	221	88.8
District	1,118	73.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	163	1.4	1.8
Emotional Disturbance	96	0.8	1.1
Intellectual Disability	41	0.3	0.5
Learning Disability	619	5.2	5.2
Other Health Impairment	285	2.4	3.1
Other Disabilities	123	1.0	1.1
Speech/Language Impairment	295	2.5	1.8
All Disabilities	1,622	13.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	76	4.7	8.3
Private Schools or Other Settings	82	5.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	121,216,936	10,623	9,847
Instructional Supplies and Equipment	2,018,487	177	287
Improvement of Instruction and Educational Media Services	1,177,936	103	589
Student Support Services	14,718,168	1,290	1,120
Administration and Support Services	27,880,355	2,443	1,905
Plant Operation and Maintenance	15,364,687	1,346	1,648
Transportation	9,738,176	768	904
Costs of Students Tuitioned Out	10,770,778	N/A	N/A
Other	1,750,371	153	208
Total	204,635,894	17,466	16,535

Additional Expenditures

Land, Buildings, and Debt Service	14,589,616	1,279	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	16,295,095	33.1	33.8
Noncertified Personnel	5,365,396	10.9	14.5
Purchased Services	6,988,126	14.2	5.5
Tuition to Other Schools	10,668,433	21.7	23.4
Special Ed. Transportation	4,381,112	8.9	8.7
Other Expenditures	5,535,561	11.2	14.1
Total Expenditures	49,233,723	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.4	85.4
State	10.5	11.3
Federal	2.0	2.1
Tuition & Other	1.1	1.2

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*
Asian	250	78.5	250	76.2
Black or African American	950	57.5	950	51.5
Hispanic or Latino	2722	60.5	2717	56.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	107	68.9	107	63.6
White	1690	74.4	1690	70.9
English Learners	1178	55.4	1175	52.5
Non-English Learners	4551	67.6	4549	63.0
Eligible for Free or Reduced-Price Meals	3266	59.8	3261	55.4
Not Eligible for Free or Reduced-Price Meals	2463	72.0	2463	68.0
Students with Disabilities	838	46.6	835	42.1
Students without Disabilities	4891	68.2	4889	64.0
High Needs	3669	59.4	3665	55.1
Non-High Needs	2060	75.2	2059	71.0
District	5729	65.0	5724	60.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.5	84.0	86.6	79.0	3,300	84.0
Curl Up	89.0	89.0	88.6	89.0	3,300	88.9
Push Up	76.0	79.7	81.0	79.3	3,300	79.0
Mile Run/PACER	86.1	72.7	68.9	65.5	3,300	73.4
All Tests - District	66.1	53.3	55.6	53.4	3,300	57.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	187	94.1
Hispanic or Latino	334	88.3
English Learners	94	77.7
Eligible for Free or Reduced-Price Meals	459	90.4
Students with Disabilities	108	78.7
District	866	93.0
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	353	40.0
Male	*	*	*
Black or African American	94.4	63	18.5
Hispanic or Latino	96.5	208	28.1
White	96.7	303	55.7
English Learners	95.6	24	13.1
Eligible for Free or Reduced-Price Meals	95.6	216	26.1
Students with Disabilities	79.2	12	5.4
District	96.3	643	37.3
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.7	89.8
Male	64.7	80.6
Black or African American	63.0	83.0
Hispanic or Latino	62.1	83.9
White	80.0	87.9
English Learners	42.5	70.0
Eligible for Free or Reduced-Price Meals	60.6	81.3
Students with Disabilities	48.4	62.2
District	69.7	85.6
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.0	75	43.4	50	86.7	67.6
	High Needs Students	59.4	75	39.6	50	79.2	57.5
Math Performance Index	All Students	60.8	75	40.6	50	81.1	62.7
	High Needs Students	55.1	75	36.7	50	73.5	52.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.6%
Math Academic Growth	All Students	61.3%	100%	61.3	100	61.3	61.9%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.4%
Chronic Absenteeism	All Students	10.6%	<=5%	38.7	50	77.5	10.7%
	High Needs Students	13.5%	<=5%	33.0	50	66.0	16.6%
Preparation for CCR	% Taking Courses	85.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	37.3%	75%	24.8	50	49.7	44.8%
On-track to High School Graduation		88.2%	94%	46.9	50	93.8	87.5%
4-year Graduation All Students (2017 Cohort)		93.0%	94%	98.9	100	98.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.9%	94%	93.5	100	93.5	81.8%
Postsecondary Entrance (Class of 2017)		69.8%	75%	93.1	100	93.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 57.1%	75%	38.1	50	76.2	96.6% 50.1%
Arts Access		55.1%	60%	45.9	50	91.8	51.2%
Accountability Index				959.5	1250	76.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	59.4	15.6	15.9	
Math Performance Index Gap	71.0	55.1	15.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	87.9%	6.1%	12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.5
Math	All Students	98.7
	High Needs Students	98.4
Science	All Students	98.3
	High Needs Students	98.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 51.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Norwalk Public Schools has a Strategic Operating Plan that is 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. A data dashboard has been designed to track student outcomes in relation to the Strategic Plan's goals.

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 are at every school, providing parents, staff and the community with opportunities to engage in school planning and improvement.

2017-18 highlights included a redesigned HS program of study, a plan to extend the elementary day by 30 minutes, and a redesign of our gifted and talented program, in partnership with UCONN. New high school "pathways" were put in place (see next section). Phase II of a full redesign of our middle schools was completed, including additional sections of the successful "Teach to One" personalized math program. Roton MS received national recognition for its middle school redesign work, as did Naramake Elementary for a pilot "Quad D" lab program. NPS has expanded math and reading supports at the elementary level, added more support for middle school students who need it, and expanded summer learning up to Grade 5. NPS also secured outside funding to pilot the Springboard parent engagement and literacy program this summer at two elementary schools. A new strategic plan for Early Childhood Education was also completed this year.

Work continued on implementing recommendations from a comprehensive report on reforming special ed. Recent additions include an autism classroom at Wolfpit Elementary; a therapeutic program at Norwalk High; and a revamped summer program for special needs students. After a pilot phase, the specialized learning in literacy center is serving students with dyslexia. An assistive technology specialist and additional CBAs are in place, as well as a new director for the Norwalk Early Childhood Center, a state-of-the-art facility that serves both special needs PreK students and typical peers. An incentive and recruitment program for hard-to-find special ed staff is in progress. An Ad-Hoc Special Education Committee of the Board of Ed meets regularly to provide oversight; a Parent Advisory Committee was formed this year and meets monthly with the chief of specialized learning and student services.

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. Board of Ed meetings are streamed live on the District's YouTube channel, and past meetings can be viewed on demand.

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, with students of all backgrounds represented in every school. All schools regularly celebrate diversity through cultural celebrations, recognition of Black History and Hispanic Heritage months, and more. Translators are made available at public forums, PPTs and parent-teacher conferences.

A goal of our Strategic Operating Plan is to ensure that all children have safe and attractive schools that support learning and provide a nurturing environment. To address growing enrollment, a comprehensive school building and renovation program is underway. The plan will add a new school in South Norwalk, a K-8 campus at Ponus Ridge MS, and priority repairs at every building.

Under our Strategic Plan, program choices are increasing. Norwalk offers the intra-district Columbus Magnet, a Bank Street model that is evolving into a K-8 school. Silvermine Elementary is transitioning into a full school dual language instructional model. The Center for Global Studies, an inter-district HS magnet, offers intensive study in Japanese, Chinese and Arabic languages, culture and history. In partnership with IBM and NCC, students can choose Norwalk Early College Academy; the first NECA students graduated in June 2018, including 12 who earned both a HS diploma and college degree in 4 years. Other HS choices include a digital media pathway at Norwalk HS in partnership with CPTV and a health sciences academy at Brien McMahon HS in partnership with Norwalk Hospital. After earning official authorization, Brien McMahon now offers students the opportunity to earn an IB diploma. Blended learning programs are available for students who need credit recovery. For recent arrivals to the country, Norwalk International Academy offers ELL classes, culture lessons and remedial academic support for students with interrupted schooling. Staffed by bilingual personnel, a "Welcome Center" provides support for new families to the district.

Recruitment and hiring practices are in place to encourage candidates from all backgrounds, and to ensure that all receive fair and equitable treatment. NPS recently hired a fully bilingual Chief Talent Officer, who will be working to support diversity recruitment.

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Equitable Allocation of Resources among District Schools

Procedures regarding distribution of resources are set up to ensure that each school receives an equitable level of material and financial resources. 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. In 2016-17, School Governance Councils were established at every school, providing additional opportunities for parents to actively participate in school decision-making, including school budget decisions. 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.