

STRATEGIC SCHOOL PROFILE 2003-04**Norwalk School District
SALVATORE CORDA, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 13.2%
2000 Population: 82,951	Public School Enrollment as % of Total Student Population: 85.3%
1990-2000 Population Growth: 5.9%	Percent of Adults without a High School Diploma in 2000: 17.9%
2000 Per Capita Income: \$31,781	Adult Education Enrollment in 2002-03 School Year: 1,211
Number of Public Schools: 19	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 49
Number of Nonpublic Schools: 4	

 Education Reference Group (ERG): H ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	25.3	37.4	26.6
	2002-03	24.3	35.0	25.4
% of K-12 Students with Non-English Home Language	2003-04	28.8	21.2	12.4
	1998-99	22.0	16.8	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	87.8	85.0	88.9
	1998-99	90.2	86.8	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	86.6	76.2	76.4
	1998-99	78.4	66.4	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	22.5	25.4	23.0
	1998-99	34.0	35.3	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total January Enrollment	11,105
5-Year Oct. Enrollment Change	3.7%
Projected Oct. 2008 Enrollment	
Elementary	4,895
Middle School	2,367
High School	3,467
Prekindergarten, Other	134

Race/Ethnicity (Jan.)	Number	Percent
American Indian	15	0.1
Asian American	421	3.8
Black	2,827	25.5
Hispanic	2,815	25.3
White	5,027	45.3
Other	0	0.0
Total Minority 2003-04	6,078	54.7
Total Minority 1998-99	5,384	50.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

- Diversity is a point of pride in Norwalk. While the district 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.
- An Affirmative Action employment plan is in place that aims for racial, ethnic and gender diversity. Over the past five years, the District's hiring of individuals from diverse groups has increased. Other positive indicators include:
- Norwalk offers in and out-of-district students a wealth of opportunities not only to mix with a diverse peer population but also 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 and Chinese language, culture and history. The building in the process of being expanded to allow for additional programs. Other programs include Border Crossings, a year-long, credit bearing journalism course for high school students that involves 6 districts; and Maritime Magic, a summer and school year program which draws elementary students from 7 districts for an adventure filled study of maritime science.
- 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. During the 2003-2004 school year, thirteen parents completed the twenty-week training course. The institute has an alumnae group comprised of sixty-four graduates.
- 25.6% of the new teachers hired for 2003-04 were minority.
- A diversity recruitment plan continues to be reviewed and revised.
- About 400 students attend an intradistrict magnet elementary school. Funded by a state grant, this 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.
- Three (3) human relations outreach workers made 524 referrals/home visits to parents; upwards of 20,000 phone calls (933 personal, 19,000 autodial); and 1,979 community visits that resulted in an estimated 5,005 parents attending workshops and meetings.
- Parent groups have been formed and are meeting to address the specific needs of Hispanic and Haitian families.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	773.0
Administrators	52.9
Library/Media Staff	3.0
Other Professionals	69.8
% Minority 2003-04	14.0
% Minority 1998-99	11.6
# Non-Certified Instructional	226.3

Average Class Size		District	ERG	State
Grade K	2003-04	20.6	19.0	18.7
	1998-99	21.0	19.2	18.6
Grade 2	2003-04	19.3	19.3	19.8
	1998-99	21.2	20.5	20.1
Grade 5	2003-04	20.9	21.5	21.4
	1998-99	20.3	21.8	21.5
Grade 7	2003-04	19.0	22.3	21.6
	1998-99	20.7	22.0	21.7
High School	2003-04	23.4	21.6	20.3
	1998-99	19.9	20.3	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.8	14.4	13.5
% with Master's Degree or Above	82.3	80.7	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	25.7	24.0	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	973	986	984
Middle School	1,008	1,015	1,014
High School	997	1,006	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	2.5	3.9	3.7
Students Per Teacher	14.4	14.3	13.8
Teachers Per Administrator	14.6	14.5	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	30.1	28.0	34.6

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	48	48.5	44.0	54.3
Writing	53	63.9	58.4	65.8
Mathematics	47	48.0	50.1	57.6
All Three Tests	31.1	35.4	33.2	42.3
Grade 6 Reading	49	47.5	50.1	61.9
Writing	46	45.5	51.9	62.2
Mathematics	41	42.1	50.6	62.0
All Three Tests	29.9	28.5	34.1	46.4
Grade 8 Reading	59	47.9	55.8	66.7
Writing	55	53.6	49.4	61.8
Mathematics	46	38.0	43.9	56.3
All Three Tests	35.6	30.7	32.5	45.7
Participation Rate	89.0	97.3	97.7	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.




Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	33	40.2	37.0	48.0
Writing Across the Disciplines	36	34.3	44.2	53.7
Mathematics	39	37.5	34.1	46.1
Science	34	38.0	35.2	47.4
All Four Tests	16.0	19.0	17.3	27.7
Participation Rate	80.8	97.7	97.0	96.9



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SAT[®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	64.9	71.4	68.0	76.2
Mathematics: Average Score	478	483	488	508
Mathematics: % Scoring 600 or More	13.6	19.9	18.4	23.8
Verbal: Average Score	483	475	486	504
Verbal: % Scoring 600 or More	13.4	14.2	16.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	7.8	10.9	9.5
2002-03 Annual Rate for Grades 9 through 12	1.9	2.6	2.1
1997-98 Annual Rate for Grades 9 through 12	1.8	4.0	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2003	576	90.0	79.6	80.3
	1998	498	86.5	76.5	76.7
 Employed or in Military	2003	36	5.6	17.2	15.7
	1998	57	9.9	17.3	17.8
 Unemployed	2003	21	3.3	1.3	1.1
	1998	7	1.2	1.1	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$82,600	\$7,452	\$6,046	\$6,253	\$6,036
Instructional Supplies and Equipment	\$3,018	\$272	\$249	\$220	\$252
Improvement of Instruction and Educational Media Services	\$2,107	\$190	\$386	\$323	\$376
Student Support Services	\$6,757	\$610	\$583	\$572	\$580
Administration and Support Services	\$12,588	\$1,136	\$1,051	\$999	\$1,061
Plant Operation and Maintenance	\$13,954	\$1,259	\$998	\$949	\$992
Transportation	\$4,754	\$393	\$468	\$470	\$470
Costs for Students Tuitioned Out	\$3,191	N/A	N/A	N/A	N/A
Other	\$1,131	\$102	\$120	\$86	\$117
Total	\$130,100	\$11,664	\$10,129	\$10,088	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,704	\$515	\$1,132	\$960	\$1,177
Adult Education	\$261	\$215	N/A	\$728	\$996

Revenue Sources, % 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
With School Construction	84.6	12.4	2.7	0.4
Without School Construction	86.6	10.3	2.8	0.4

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$9,607	9.2	\$8,455	6.6	\$8,306	3.6
Salaries and Benefits	\$8,187	8.0	\$7,123	6.6	\$6,848	3.9
Supplies	\$405	0.5	\$389	6.6	\$431	1.4
Equipment	\$142	86.8	\$144	5.9	\$125	-3.8
High School						
Total	\$10,456	7.6	\$8,902	-0.3	\$9,192	3.3
Salaries and Benefits	\$8,835	5.3	\$7,418	-0.5	\$7,406	3.7
Supplies	\$449	2.0	\$465	2.2	\$504	1.8
Equipment	\$159	123.9	\$185	-1.6	\$153	-11.6

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 a base level of material and financial resources. The base level of support for each school is determined, in part, by the approved school board yearly budget.

After the budget is approved, each school receives an amount necessary to staff the facility based on the number of students and programs operating in that particular school. In addition, each school receives a per pupil allocation for non-personnel expenditures such as textbooks and supplies and equipment. A further study is done to determine the need for additional equipment, textbooks and other supplies that are purchased for the schools as needed.

The schools receive funding for improvements to their facilities based on a program established by the facilities department after assessing the conditions of the school and prioritizing needs. The majority of this work is completed through the capital budget.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

CONNECTICUT MASTERY TEST (CMT), Fall 2003

- In math at grade 4, 48% of Norwalk students reached the goal range in 2003 compared to 45% in 2002. In grade 6, 42% reached goal compared to 45% in 2002. In grade 8, 38% were at goal compared to 43% in 2002.
- In reading at grade 4, 49% of Norwalk students reached goal in 2003 compared to 43% in 2002. In grade 6, 48% reached goal in 2003 compared to 55% in 2002. In grade 8, 48% were at goal in 2003 compared to 60% in 2002.
- In writing at grade 4, 64% of Norwalk students reached goal in 2003 compared to 53% in 2002. In grade 6, 45% reached goal range in 2003 compared to 49% in 2002. In grade 8, 54% were at goal in 2003 compared to 58% in 2002.
- An average of 48% of Norwalk students reached goal across content areas in grades 4, 6, and 8 compared to 61% statewide. Norwalk exceeded ERG H goal results in reading and writing at grade 4 and in writing at grade 8.
- Across the grades Norwalk's participation rate was on par with State results.

CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT), Spring 2004

- In math, 37.6% of Norwalk students reached the goal level in mathematics compared to 34.2% for ERG H and 46.1% for the State. Norwalk's goal percentage increased from the 2003 level of 35.3%.
- In science, 38.0% of Norwalk students reached the goal level in science compared to 35.2% for ERG H and 47.4% for the State. Norwalk's goal percentage increased from the 2003 level of 33.8%.
- In reading, 40.2% of Norwalk students reached the goal level in reading compared to 37.1% for ERG H and 48.0% for the State. Norwalk's goal percentage increased from the 2003 level of 35.5%.
- In writing, 34.4% of Norwalk students reached the goal level in writing compared to 44.2% for ERG H and 53.7% for the State. Norwalk's goal percentage decreased from the 2003 level of 40.6%.
- 19% (129) of Norwalk students achieved goal on all four sections of CAPT. This percentage rose from 16.7% (118) in 2003.
- Across the four content areas, Norwalk's 2004 participation rate was 96.2%. Both ERG H and the State were below Norwalk with 95.2% and 95.6% respectively.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.norwalk.k12.ct.us/

