

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



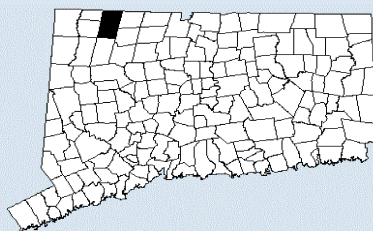
## Norfolk School District

Dr. Mary Beth Iacobelli, Superintendent • 860-542-5553 • <http://botelleschool.org>

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	95
Per Pupil Expenditures <sup>1</sup>	\$26,409
Total Expenditures <sup>1</sup>	\$2,693,763

<sup>1</sup>Expenditure 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](http://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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	45	47.4	48.4
Male	50	52.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	87	91.6	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	26	27.4	36.7
Students with Disabilities <sup>1</sup>	23	24.2	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	7	8.2	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	15.0	*	*
Students with Disabilities	*	*	*	*
District	9	9.7	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	1.9
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.9

<sup>1</sup>In 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	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	16	100.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.5

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	18	90.0
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	11.0	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	9.9	1.8
All Disabilities	24	26.4	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,289,920	12,646	9,847
Instructional Supplies and Equipment	62,785	616	287
Improvement of Instruction and Educational Media Services	181,890	1,783	589
Student Support Services	56,187	551	1,120
Administration and Support Services	607,860	5,959	1,905
Plant Operation and Maintenance	352,263	3,454	1,648
Transportation	134,710	686	904
Costs of Students Tuitioned Out	0	N/A	N/A
Other	8,148	80	208
Total	2,693,763	26,409	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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<sup>3</sup>Expenditures 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	63,532	17.6	33.8
Noncertified Personnel	25,873	7.2	14.5
Purchased Services	253,728	70.4	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	10,100	2.8	8.7
Other Expenditures	7,225	2.0	14.1
Total Expenditures	360,458	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.4	96.4
State	0.5	0.5
Federal	2.9	2.9
Tuition & Other	0.2	0.2

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### 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	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	48	74.6	48	68.8
English Learners	0	N/A	0	N/A
Non-English Learners	52	73.6	52	68.3
Eligible for Free or Reduced-Price Meals	22	67.1	22	65.5
Not Eligible for Free or Reduced-Price Meals	30	78.3	30	70.3
Students with Disabilities	15	*	15	*
Students without Disabilities	37	78.4	37	72.8
High Needs	30	66.4	30	62.8
Non-High Needs	22	83.4	22	75.8
District	52	73.6	52	68.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	29	62.1
Curl Up	*	*	N/A	N/A	29	96.6
Push Up	*	*	N/A	N/A	29	89.7
Mile Run/PACER	*	*	N/A	N/A	29	79.3
All Tests - District	*	*	N/A	N/A	29	48.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### 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	73.6	75	49.1	50	98.1	67.6
	High Needs Students	66.4	75	44.2	50	88.5	57.5
Math Performance Index	All Students	68.3	75	45.5	50	91.0	62.7
	High Needs Students	62.8	75	41.8	50	83.7	52.0
ELA Academic Growth	All Students	66.1%	100%	66.1	100	66.1	60.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.6%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	61.9%
	High Needs Students	72.8%	100%	72.8	100	72.8	55.4%
Chronic Absenteeism	All Students	9.7%	<=5%	40.6	50	81.3	10.7%
	High Needs Students	15.7%	<=5%	28.6	50	57.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5%   48.3%	75%	32.2	50	64.4	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>542.7</b>	<b>750</b>	<b>72.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.4	8.6	15.9	
Math Performance Index Gap	75.0	62.8	12.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.2
	High Needs Students	97.1
Math	All Students	98.2
	High Needs Students	97.1
Science	All Students	.
	High Needs Students	.

<sup>3</sup>Minimum 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: \***      **State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Botelle Elementary School continues to focus on developing active, engaged learners who partner with their teachers to understand what they are learning, the degree to which they've mastered it and what they need to learn next in order to reach the learning target. Students use exemplars and success criteria to self-assess and teachers give differentiated feedback to advance student learning. Participating in authentic learning tasks during reading and writing workshops and math centers, where students have choice and time, increases motivation and engagement. These tasks are inherently differentiated, allowing students with disabilities to work successfully alongside their typical peers. Staff is also developing science curriculum that aligns to the Next Generation Science Standards. Units will be phenomenon based and develop inquiry and research skills.

A parent survey is developed and administered in the spring of each school year. The results of the survey guide our goal setting for the following year. Staff communicate with families through the school website and teacher webpages, newsletters, fliers, Class Dojo, email and email blasts, Open House and parent teacher conferences. Families are invited to writing celebrations, music concerts, the art show, Good News Gatherings, the Veteran's Day assembly, DARE graduation, field day, parent-child lunches, cultural events and the annual Celebration of Learning. Parent Focus Groups were offered throughout the year so parents had an opportunity to make suggestions, discuss school issues and share ideas. The PTO is very active and plan well-attended family fun activities, including the Spooktacular, Pizza and movie night and the talent show. When students accumulate absences, letters are sent home and phone calls made to alert parents, in an effort to increase attendance. This year, students with perfect attendance and excellent attendance received awards at the end of the year awards assembly.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The entire Botelle School Community is committed to reducing racial, ethnic and economic isolation. The PTO organizes many cultural arts events throughout the year. Yale musicians put on multi-cultural performances for students. Concerts feature music from different cultures. The Student Council, children and classrooms organize can drives and personal hygiene drives to support the local food pantries and shelters. After school activities and learning opportunities exist for students to study world languages.

# District Profile and Performance Report for School Year 2017-18

## Norfolk School District

### **Equitable Allocation of Resources among District Schools**

Botelle Elementary School is the only school in the Norfolk Public School District