

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



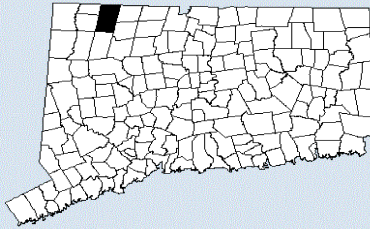
## Norfolk School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	116
Per Pupil Expenditures <sup>1</sup>	\$23,250
Total Expenditures <sup>1</sup>	\$2,696,967

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	61	52.6	48.3
Male	55	47.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	111	95.7	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	26	22.4	38.0
Students with Disabilities <sup>1</sup>	18	15.5	13.7

<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	0	0.0	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	0	*	*	*
District	*	*	*	*
State		9.6		7.0

Number of students in 2014-15 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 2015-16

## Norfolk School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	18.8
Paraprofessional Instructional Assistants	1.6
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.9
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.8

<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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.4

### Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	0	0
Other Disabilities	N/A	N/A
Speech/Language Impairment	6	*
District	12	*
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Norfolk School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	8	7.6	1.9
All Disabilities	16	15.2	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,280,533	11,135	9,387
Instructional Supplies and Equipment	29,775	259	318
Improvement of Instruction and Educational Media Services	128,656	1,119	541
Student Support Services	56,860	494	1,048
Administration and Support Services	583,619	5,075	1,790
Plant Operation and Maintenance	334,047	2,905	1,608
Transportation	201,130	945	845
Costs of Students Tuitioned Out	80,195	N/A	N/A
Other	2,152	19	194
Total	2,696,967	23,250	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	62,391	14.8	35.1
Noncertified Personnel	24,407	5.8	14.5
Purchased Services	198,958	47.3	5.5
Tuition to Other Schools	80,195	19.1	21.6
Special Ed. Transportation	47,649	11.3	8.3
Other Expenditures	6,673	1.6	15.0
Total Expenditures	420,273	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.2	89.2
State	8.7	8.7
Federal	2.0	2.0
Tuition & Other	0.1	0.1

<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 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	11	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	57	72.5	57	66.3	11	*
Eligible for Free or Reduced-Price Meals	8	*	8	*	*	*
Not Eligible for Free or Reduced-Price Meals	49	74.6	49	68.7	*	*
Students with Disabilities	14	*	14	*	*	*
Students without Disabilities	43	77.8	43	72.4	*	*
High Needs	19	*	19	*	*	*
Non-High Needs	38	79.1	38	73.4	*	*
District	57	72.5	57	66.3	11	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	34	85.3
Curl Up	*	*	N/A	N/A	34	97.1
Push Up	*	*	N/A	N/A	34	73.5
Mile Run/PACER	*	*	N/A	N/A	34	55.9
All Tests - District	*	*	N/A	N/A	34	41.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Norfolk School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.5	75	48.4	50	96.7	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	66.3	75	44.2	50	88.4	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	1.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	0.0%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   41.2%	75%	27.5	50	54.9	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>355.7</b>	<b>450</b>	<b>79.0</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	N/A	.	16.5	
Math Performance Index Gap	73.4	N/A	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
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	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
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: 51.4**

#### 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 2015-16

## Norfolk School District

### Narratives

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

Botelle School uses data and professional discourse to identify areas for improvement within the school program. The Board of Education and the community provide the resources to sustain continual school improvement.

We have an active SRBI team that identifies and programs for struggling learners at every grade level. Appropriate interventions for these students mean that the school can help everyone meet a challenging level of rigor. Interventions are not only in the academic domains, but in behavioral, social emotional, and attendance and/or truancy prevention. This is integrated into our referral, identification, and servicing of special needs students—which is provided by Shared Services. We work closely to evaluate our programs and provide targeted professional development to continuously improve learning for all students.

Botelle administration and staff have ambitious expectations for professional development. Recent topics have included: Teacher's College Readers and Writer's Workshop. Administrators and teachers collaborate in our PDEC committee to use data and teacher feedback to plan professional development activities for the school and for individual teachers. Walkthroughs are planned for next year.

Realizing that more learning occurs when parents, teachers, and students work together, Botelle School strives to involve parents through effective communication practices, parent participation in committee work, and an active Parent Teacher Organization which supports cultural enrichment, various student activities as well as parent education. . .A weekly newsletter informs parents on all school functions. This is the parents' primary source of important school happenings including school lunch menus, volunteer opportunities, and upcoming student performances. It is e-mailed once a week and available on the school's website. Parents' attendance at conferences is excellent and parents are encouraged to call the school when concerns arise. The school website is updated regularly and provides instant access to school news, curriculum resources, enrichment activities, calendars, and lunch menus. Through these means teachers support parents in working at home with their children on learning activities.

Parents are surveyed annually and results are used to plan school wide improvement. Parents also participate on the Safe School Climate Committee, Health and Wellness Committee, and Curriculum and Technology Committee.

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

Recognizing that Norfolk is a small rural community, somewhat isolated by its location, the school program regularly includes initiatives that encourage an appreciation of diversity and an understanding of different peoples, communities, and socio-economic backgrounds.

All elementary age students at Botelle receive regular instruction in Spanish. Intended outcomes of our Spanish program include building awareness of Latino culture by comparing/contrasting the language, history, traditions, and celebrations in Spanish speaking cultures.

Supportive parent and cultural communities enhance the school's efforts by sponsoring diverse cultural presentations for Botelle students. Students in grades 4-6 have opportunities to participate in enrichment activities that occur throughout the state including CAS student leadership workshops, Invention Convention and Kids Lit Quiz.

# District Profile and Performance Report for School Year 2015-16

## Norfolk School District

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

Botelle School is the only public school in the town of Norfolk.