

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



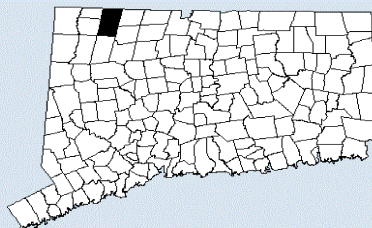
## Norfolk School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	74
Per Pupil Expenditures <sup>1</sup>	\$26,384
Total Expenditures <sup>1</sup>	\$2,638,361

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	35	47.3	48.4
Male	39	52.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	62	83.8	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	22	29.7	43.3
Students with Disabilities <sup>3</sup>	22	29.7	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	*
White	*	*	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	*	*	0	0.0
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Norfolk School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	8.3
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.0
<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	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.1

<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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	15	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	19.5	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	14	70.0
State		67.8

<sup>2</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Norfolk School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	6	8.2	5.7
Other Health Impairment	6	8.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	8.2	1.8
All Disabilities	23	31.5	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,455,264	\$14,553	\$10,923
Support services - students	\$50,934	\$536	\$1,277
Support services - instruction	\$149,899	\$1,578	\$682
Support services - general administration	\$203,730	\$2,145	\$467
Support services - school based administration	\$211,382	\$2,225	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$375,732	\$3,955	\$1,718
Student transportation services	\$183,969	\$1,840	\$1,288
Food services	\$7,450	\$78	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$2,638,361	\$26,384	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$68,378	11.3	28.5
Instructional Aide Salaries	\$35,652	5.9	10.1
Other Salaries	.	.	11.1
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$389,914	64.2	5.7
Special Education Tuition	\$59,255	9.8	22.5
Supplies	\$500	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$53,237	8.8	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$606,936	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.3
State	0.5
Federal	2.2
Tuition & Other	.

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.4%	<=5%	12.2%
	High Needs Students	15.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

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

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Norfolk School District

### Narratives

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

Improvement Plans and Parental Outreach. The focus of the Botelle Elementary School Continuous Growth Plan is to develop active, engaged learners who partner with their teachers in the formative assessment process. Teachers share clear learning targets and success criteria with students so they understand what they are learning, how well they've learned it and what they need to learn next. Students use success criteria and exemplars to self-assess and give peer feedback. Teachers also give specific, individualized feedback that advances student learning. The use of formative assessment strategies have a direct impact on the student achievement of all learners.

Authentic learning tasks during reading and writing workshops, allow students choice in directing their learning which increases motivation and engagement. These tasks are inherently differentiated, allowing all learners an entry point into the learning. In Math, we are participating in the Illustrative Math Beta Pilot. Students are engaged in inquiry around problem-based mathematics learning.

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. Our 2020-21 Parent Feedback goal is aligned to the CSDE Family Engagement strategies so as to engage families in student learning. Specifically, we are focusing on communicating students' academic strengths and areas for growth and what families can do at home to support their child's achievement and growth. Staff communicate with families through the school website and teacher webpages, newsletters, fliers, Class Dojo, email and email blasts. Consistent communication with families about what their child is learning, their current achievement and what they can do to grow creates a partnership between home and school. This also a preventative truancy measure.

Parents are engaged with student learning through a Meet and Greet, Open House, parent-teacher conferences and the annual Celebration of Learning. This event allows our students to showcase their learning from the year, taking their adult guests on an academic journey that highlights their accomplishments in all content areas. The event also includes the art show and spring concert as well as exposure to our MakerSpace. Families are also invited to writing celebrations, Good News Gatherings, the Veteran's Day assembly, DARE graduation, field day, parent-child lunches, and cultural events. Focus Groups were offered throughout the year so families had an opportunity to make suggestions, discuss school issues and share ideas.

The PTO is very active and plans 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, we are innovating some of these traditions due to the pandemic. Virtual conferences and meetings occur and we will use our school website to highlight video productions of our Veterans Day assembly and concerts.

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

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 time periods and cultures. The Student Council, children and classrooms organize can drives, toy drives and personal hygiene drives to support the local food pantries and shelters.

Teachers use SEL resources that increase student awareness of the diversity of individuals and cultures. Our Library Media Specialist wrote a grant and was awarded multiple titles of graphic novels that were multicultural and diverse in nature.

# District Profile and Performance Report for School Year 2019-20

## Norfolk School District

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

We are a one school district. Our budget process is directly connected to our student needs and resources are purchased based on that.