

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



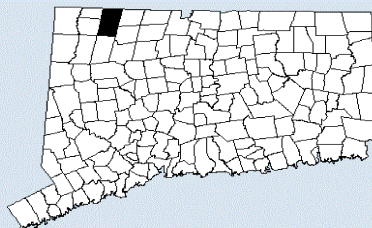
Norfolk School District

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 ¹	\$23,327
Total Expenditures ¹	\$2,729,221

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)

(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight(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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	57	49.1	48.3
Male	59	50.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	113	97.4	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	24	20.7	37.6
Students with Disabilities ¹	20	17.2	13.3

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	0	0.0	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	9	7.9
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	0	*	*	*
District	*	*	9	7.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

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	10.3
Paraprofessional Instructional Assistants	1.8
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.7
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.7

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	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	0.0
White	18	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	8	*
District	16	*
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	7	6.8	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	7.8	1.9
All Disabilities	20	19.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,387,177	11,958	9,134
Instructional Supplies and Equipment	31,922	275	334
Improvement of Instruction and Educational Media Services	84,251	726	498
Student Support Services	51,910	448	1,001
Administration and Support Services	572,687	4,937	1,694
Plant Operation and Maintenance	329,469	2,840	1,572
Transportation	193,036	862	813
Costs of Students Tuitioned Out	76,192	N/A	N/A
Other	2,577	22	186
Total	2,729,221	23,327	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	70,839	16.8	35.1
Noncertified Personnel	25,369	6.0	14.2
Purchased Services	194,227	46.1	5.2
Tuition to Other Schools	76,192	18.1	22.0
Special Ed. Transportation	43,302	10.3	8.6
Other Expenditures	11,348	2.7	14.9
Total Expenditures	421,277	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.6	89.6
State	8.2	8.2
Federal	2.1	2.1
Tuition & Other	0.2	0.2

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.

	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	*	*	*	*	*	*
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	*	*	*	*	*	*
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	64	70.6	64	65.6	20	56.3
Eligible for Free or Reduced-Price Meals	12	*	12	*	*	*
Not Eligible for Free or Reduced-Price Meals	52	73.2	52	68.8	*	*
Students with Disabilities	15	*	15	*	*	*
Students without Disabilities	49	76.2	49	71.7	*	*
High Needs	22	57.0	22	51.5	6	*
Non-High Needs	42	77.7	42	73.0	14	*
District	64	70.6	64	65.6	20	56.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	26	92.3
Curl Up	*	*	N/A	N/A	26	96.2
Push Up	*	*	N/A	N/A	26	76.9
Mile Run/PACER	*	*	N/A	N/A	26	76.9
All Tests - District	*	*	N/A	N/A	26	69.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Next Generation Accountability Results

These statistics are the first 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	70.6	75	94.1	100	94.1	67.9
	High Needs Students	57.0	75	76.0	100	76.0	56.7
Math Performance Index	All Students	65.6	75	87.4	100	87.4	59.3
	High Needs Students	51.5	75	68.7	100	68.7	47.8
Science Performance Index	All Students	56.3	75	75.0	100	75.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	2.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	0.0%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 69.2%	75%	46.2	50	92.3	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				547.4	650	84.2	

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?					Y
ELA Performance Index Gap	75.0	57.0	18.0	17.3	
Math Performance Index Gap	73.0	51.5	21.5	19.6	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 50.1**

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

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.

Botelle administration and staff have ambitious expectations for professional development. Recent topics have included: CCSS implementation, Teacher Evaluation and Goal Setting, and 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.

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 comes home with students once a week, is also e-mailed, 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. Parent participation on committees is a regular occurrence. Parents have been represented in decision-making committee work; including Safety and Security and Technology and Curriculum.

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. This year's events included a presentation by Soro Bindi revolving around the history and presentation of African dance.

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Equitable Allocation of Resources among District Schools

Botelle School is the only school in our district and serves grades Pre-K through 6. Resources are allocated to meet a wide range of student needs and prepare students to be college and career ready. One part of the school's program that makes it unique is the Pre-K program. Enrolling four-year-olds, three mornings a week, the program provides a developmentally matched start to the school program and is free of charge to town residents.

The school serves all students in grade-level self-contained classrooms. Students remain in their class groups for most of the day and receive instruction from specialists in the areas of art, library, computer and media, music, strings, instrumental music, physical education, and Spanish. The school provides a full range of academic support and remedial services and operates a resource room. We also offer opportunities for our students that are in need of a greater challenge. Botelle contracts with Shared Services, a local special education services provider, to access many clinical and assessment services.