

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



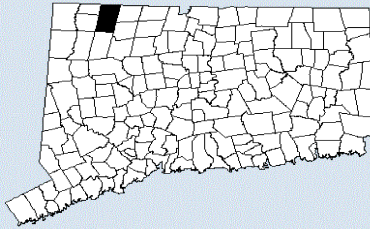
Norfolk School District

Mr. George Counter, Superintendent • 860-542-5553 • <http://botelleschool.org>

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	117
Per Pupil Expenditures ¹	\$21,364
Total Expenditures ¹	\$2,627,748

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	55	47.0	48.3
Male	62	53.0	51.6
American Indian	0	0.0	0.2
Asian	0	0.0	4.6
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	*	*	58.4
Two or More Races	0	0.0	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	18	15.4	37.3
Students with Disabilities ¹	22	18.8	12.8

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	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	6	5.7	0	0.0
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	0.0
District	6	5.6	0	0.0
State		10.8		7.4

Number of students in 2012-13 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	8.3
Paraprofessional Instructional Assistants	3.2
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	2.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	0.7
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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	20	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
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	14	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	8	8.0	1.9
All Disabilities	17	17.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,371,788	11,337	8,769
Instructional Supplies and Equipment	40,511	335	275
Improvement of Instruction and Educational Media Services	94,118	778	487
Student Support Services	55,127	456	965
Administration and Support Services	478,630	3,956	1,600
Plant Operation and Maintenance	373,628	3,088	1,472
Transportation	176,523	783	786
Costs of Students Tuitioned Out	35,522	N/A	N/A
Other	1,901	16	178
Total	2,627,748	21,364	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	70,839	18.2	35.6
Noncertified Personnel	22,381	5.7	14.5
Purchased Services	217,235	55.7	5.0
Tuition to Other Schools	35,522	9.1	21.4
Special Ed. Transportation	31,172	8.0	8.5
Other Expenditures	12,996	3.3	14.9
Total Expenditures	390,145	100.0	100.0
PK-12 Expenditures Used for Special Education		14.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.0	90.0
State	7.7	7.7
Federal	2.2	2.2
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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	82.9	86.7	87.4	82.4	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	N/A	34	82.4
Curl Up	*	*	N/A	34	70.6
Push Up	*	*	N/A	34	47.1
Mile Run/PACER	*	*	N/A	34	64.7
All Tests - District	*	*	N/A	34	29.4
All Tests - State	50.2	50.7	50.3		51.1

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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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.

To meet the challenges of a heterogeneous group of students, one role of our teams is to identify struggling learners at every grade level. Appropriate interventions for these students mean that the school program can continue with a challenging level of rigor for all pupils. 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: Responsive Classroom with a focus on teacher language, SRBI, CCSS implementation, report card updates, SEED training, and researching mathematics programs.

Teacher professional growth is periodically reviewed by administration through annual goal setting and feedback meetings. Administrators and teachers 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. Some examples of the ways these activities are visible is in the following school practices:

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, 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, calendars, and lunch menus. Parent participation on committees is a regular occurrence. In the past few years parents have been represented in decision-making committee work; including teacher hiring and health and wellness. Finally, Norfolk Board of Education meetings are taped and broadcast via local cable channel and streamed online.

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 Kevin Johnson about the Civil War and Arab folk music by Karim Nagi.

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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.

Our test scores and district assessments indicate that students at Botelle are learning well and a strong percentage of our students