

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



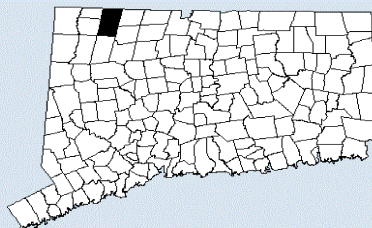
Norfolk School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	96
Per Pupil Expenditures ¹	\$27,291
Total Expenditures ¹	\$2,756,429

¹Expenditure data reflect the 2017-18 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 2018-19 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.

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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	41	42.7	48.4
Male	55	57.3	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	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	83	86.5	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	32	33.3	42.1
Students with Disabilities ³	19	19.8	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	8	9.6	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	2.1
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.3
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	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.1

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	15	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	14	*
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	7	7.8	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	6.7	1.8
All Disabilities	20	22.2	15.0

¹This 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 District²

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

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,426,884	\$14,128	\$10,545
Support services - students	\$57,592	\$606	\$1,373
Support services - instruction	\$241,884	\$2,546	\$644
Support services - general administration	\$222,901	\$2,346	\$462
Support services - school based administration	\$208,195	\$2,192	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$297,024	\$3,127	\$1,629
Student transportation services	\$167,765	\$1,678	\$1,231
Food services	\$8,450	\$89	\$13
Enterprise operations	\$125,734	\$1,324	\$157
Minor school construction	.	.	\$65
Total	\$2,756,429	\$27,291	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$66,498	13.0	29.7
Instructional Aide Salaries	\$36,660	7.2	9.6
Other Salaries	\$212	0.0	10.4
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$302,961	59.4	5.5
Special Education Tuition	\$66,228	13.0	22.6
Supplies	\$239	0.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$37,129	7.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$509,927	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.4
State	0.4
Federal	3.3
Tuition & Other	.

⁴Revenue 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).

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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 of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	49	72.7	49	67.9	11	*
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	14	*
Eligible for Free or Reduced-Price Meals	20	64.3	20	62.0	7	*
Not Eligible for Free or Reduced-Price Meals	34	77.7	34	71.5	7	*
Students with Disabilities	13	*	13	*	*	*
Students without Disabilities	41	77.7	41	72.2	*	*
High Needs	25	64.1	25	61.1	8	*
Non-High Needs	29	80.1	29	74.0	6	*
District	54	72.7	54	68.0	14	*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	24	91.7
Curl Up	*	*	N/A	N/A	24	66.7
Push Up	*	*	N/A	N/A	24	50.0
Mile Run/PACER	*	*	N/A	N/A	24	75.0
All Tests - District	*	*	N/A	N/A	24	50.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.7	75	48.5	50	97.0	67.7
	High Needs Students	64.1	75	42.8	50	85.5	58.1
Math Performance Index	All Students	68.0	75	45.3	50	90.7	63.1
	High Needs Students	61.1	75	40.7	50	81.4	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	47.1%	100%	47.1	100	47.1	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	42.6%	100%	42.6	100	42.6	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	9.6%	<=5%	40.7	50	81.4	10.4%
	High Needs Students	15.0%	<=5%	30.0	50	60.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 50.0%	75%	33.3	50	66.7	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				371.0	550	67.5	

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.1	10.9	15.4	
Math Performance Index Gap	74.0	61.1	12.9	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The focus of the Botelle Elementary School Continuous Growth Plan is to develop active, engaged learners who partner with their teachers to understand what they are learning, the degree to which they've learned it and what they need to learn next. Students use exemplars and success criteria to self-assess and give/apply peer feedback. Teachers give differentiated feedback to advance student learning. Participation in authentic learning tasks during reading and writing workshops and math centers, where students have choice in directing their learning, increases motivation and engagement. These tasks are inherently differentiated, allowing students with disabilities to work successfully alongside their typical peers. Curriculum writing in math deepened staff understanding of the standards and practices. Science units continue to be written and revised to align with the Next Generation Science standards. They are phenomenon based allowing students to engage in inquiry and research.

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. Parents are engaged with student learning through 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. 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.

One of our school goals was to increase our students' understanding and acceptance of differences. Our Library Media Specialist organized book lists for teachers so they could read about and discuss characters from different backgrounds and religions as well as those who have learning, physical and other differences. The Student Council planned various whole school activities and campaigns including, Start with Hello, The Great Kindness Challenge and Autism Awareness Day. 6th graders, with guidance from our school psychologist and classroom teacher, created slideshows to teach younger students about Bullying vs. Teasing and Upstanders vs. Bystanders. Students in grades 3-6 had an opportunity to apply for a Kindness in Motion mini-grant where they would create a project designed to help others. 12 projects were funded that included a walk for those with Alzheimer's, bake sales to raise money for a medical clinic in Liberia, knitting blankets for the homeless and drives for shelter animals.

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Equitable Allocation of Resources among District Schools

Botelle Elementary School is the only school in the district.