

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



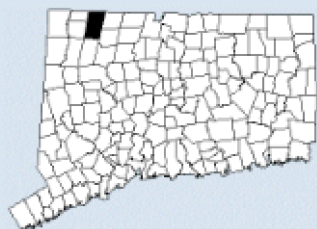
Norfolk School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	61
Per Pupil Expenditures	\$49,304
Total Expenditures	\$2,908,950

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	26	42.6	48.4
Male	35	57.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	*	*	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	53	86.9	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	19	31.1	44.8
Students with Disabilities	16	26.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	0	0.0	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	0.0	*	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
All Students - District	*	*	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	5.0
General Education Paraprofessionals	0.5
Special Education Teachers and Instructors	0.0
Special Education Paraprofessionals	5.1
District Central Office Administrators	0.4
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.6
Library/Media 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	10.3

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	12	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	7.7	6.8
Teachers	2	22.2	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	10	*
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	*	*	6.5
Other Health Impairment	7	14.0	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	13	26.0	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,534,152	\$26,003	\$13,471
Support services - students	\$57,529	\$1,027	\$1,826
Support services - instruction	\$164,963	\$2,946	\$972
Support services - general administration	\$218,570	\$3,903	\$568
Support services - school based administration	\$247,499	\$4,420	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$487,592	\$8,707	\$2,125
Student transportation services	\$170,600	\$2,993	\$1,695
Food services	\$27,945	\$499	\$10
Enterprise operations	\$100	\$2	\$219
Total	\$2,908,950	\$49,304	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$159,638	17.9	26.4
Instructional Aide Salaries	\$23,662	2.7	10.1
Other Salaries	.	.	10.5
Employee Benefits	.	.	13.3
Purchased Services Other Than Transportation	\$416,852	46.8	6.8
Special Education Tuition	\$185,169	20.8	22.8
Supplies	\$433	0.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$54,221	6.1	8.7
Equipment	.	.	0.2
All Other Expenditures	\$50,477	5.7	0.1
Total	\$890,451	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	30.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.8
State	2.2
Federal	3.8
Tuition & Other	0.2

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	*	*	*	*	0	N/A
White	24	72.7	24	69.4	*	*
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	30	69.3	30	67.1	*	*
Eligible for Free or Reduced-Price Meals	9	*	9	*	0	N/A
Not Eligible for Free or Reduced-Price Meals	21	74.3	21	71.3	*	*
Students with Disabilities	10	*	10	*	0	N/A
Students without Disabilities	20	78.1	20	75.5	*	*
High Needs	12	*	12	*	0	N/A
Non-High Needs	18	*	18	*	*	*
All Students - District	30	69.3	30	67.1	*	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	N/A	N/A	17	*
Curl Up	*	*	N/A	N/A	17	*
Push Up	*	*	N/A	N/A	17	*
Mile Run/PACER	*	*	N/A	N/A	17	*
All Tests - District	*	*	N/A	N/A	17	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.3	75	46.2	50	92.4	64.7
ELA Performance Index	High Needs Students	.	75	.	.	.	54.9
Math Performance Index	All Students	67.1	75	44.7	50	89.4	61.1
Math Performance Index	High Needs Students	.	75	.	.	.	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	74.5%	100%	74.5	100	74.5	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	1.8%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	4.8%	<=5%	50.0	50	100.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	.	75%	.	.	.	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				316.8	400	79.2	

Physical Fitness Estimated Participation Rate - District: . | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	.	.	16.9	N
Math Performance Index Gap	.	.	.	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

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

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

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, which they use to improve their learning. In language arts, students read, research and write using a knowledge-building curriculum. Students participate in rigorous, standard-based whole group instruction, as well as differentiated small group instruction that is targeted and personalized to their needs. Authentic learning tasks provide students choice in directing their learning which increases motivation and engagement. These tasks are differentiated, allowing all students, regardless of ability, to work successfully with their peers. In Math, students are engaged in inquiry, problem-based mathematics learning that focuses on deep conceptual understanding and communicating their reasoning. WIN, short for What I Need, is another part of the day where students participate in differentiated instruction in literacy and numeracy. Teachers use data to drive instruction so student learning is enriched and accelerated through repeated practice, purposeful discourse, and problem solving tasks, all personalized to their needs.

RULER, an emotional intelligence approach from Yale is used to teach students to understand, identify and regulate their emotions. This approach, coupled with Restorative Practices, are used to maintain a positive school climate for students. When students feel safe and welcomed, truancy is reduced. Timely communication with families when absences accumulate is essential.

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. The focus of these communications is informing parents what their children are learning and how they can help at home. 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, spring concert and an opportunity to visit the MakerSpace. Throughout the year, 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 are offered throughout the year so families have the 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. The administration holds monthly meetings where families can drop by to discuss topics of their choice. We use this feedback to make adjustments to our programming.

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 events throughout the year that highlight cultures from around the world. The Student Council organizes food and personal hygiene drives to support the local food pantries and shelters. Our new ELA resource, American Reading Company, provides culturally responsive texts for teachers to read aloud and for students to read independently and in small groups. The general music program also provides students opportunities to learn multicultural songs, dances and music learning.

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Equitable Allocation of Resources among District Schools

We are a one school district.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	100.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	1		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.