

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



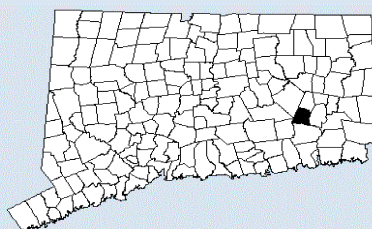
Bozrah School District

Mr. Paul Paul, Superintendent • 860-887-2561 • <http://www.fmsbozrah.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	211
Per Pupil Expenditures ¹	\$18,145
Total Expenditures ¹	\$4,445,414

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	104	49.3	48.3
Male	107	50.7	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	10	4.7	12.9
Hispanic or Latino	10	4.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	0	0.0	2.5
White	187	88.6	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	44	20.9	37.6
Students with Disabilities ¹	26	12.3	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	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	6	3.2	*	*
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	19.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	8.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.9
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.2

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	28	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	9.3	9.2

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	23	69.7
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	2.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	12	3.9	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	33	10.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	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	2,518,670	10,365	9,134
Instructional Supplies and Equipment	161,374	664	334
Improvement of Instruction and Educational Media Services	36,126	149	498
Student Support Services	209,614	863	1,001
Administration and Support Services	437,135	1,799	1,694
Plant Operation and Maintenance	407,083	1,675	1,572
Transportation	340,958	837	813
Costs of Students Tuitioned Out	334,454	N/A	N/A
Other	0	0	186
Total	4,445,414	18,145	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	420,050	31.3	35.1
Noncertified Personnel	199,176	14.9	14.2
Purchased Services	101,410	7.6	5.2
Tuition to Other Schools	449,596	33.5	22.0
Special Ed. Transportation	93,980	7.0	8.6
Other Expenditures	76,415	5.7	14.9
Total Expenditures	1,340,627	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.2	72.9
State	26.9	24.2
Federal	2.4	2.4
Tuition & Other	0.5	0.5

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	*	*	*	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	*	*	*	*	N/A	N/A
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	112	68.2	112	59.1	35	68.2
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	41	67.5
Eligible for Free or Reduced-Price Meals	23	59.6	23	54.6	8	*
Not Eligible for Free or Reduced-Price Meals	106	68.9	106	59.2	33	68.2
Students with Disabilities	20	46.5	20	33.0	*	*
Students without Disabilities	109	71.0	109	63.1	*	*
High Needs	41	54.1	41	45.7	12	*
Non-High Needs	88	73.4	88	64.3	29	71.1
District	129	67.2	129	58.4	41	67.5

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	96.7	*	90.5	N/A	67	91.0
Curl Up	100.0	*	100.0	N/A	67	100.0
Push Up	83.3	*	90.5	N/A	67	85.1
Mile Run/PACER	80.0	*	90.5	N/A	67	83.6
All Tests - District	73.3	*	85.7	N/A	67	77.6
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	67.2	75	89.6	100	89.6	67.9
	High Needs Students	54.1	75	72.1	100	72.1	56.7
Math Performance Index	All Students	58.4	75	77.9	100	77.9	59.3
	High Needs Students	45.7	75	61.0	100	61.0	47.8
Science Performance Index	All Students	67.5	75	90.0	100	90.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.5%	<=5%	43.1	50	86.1	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		100.0%	94%	50.0	50	100.0	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)		100.0% 77.6%	75%	50.0	50	100.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				583.7	700	83.4	

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	73.4	54.1	19.3	17.3	
Math Performance Index Gap	64.3	45.7	18.6	19.6	
Science Performance Index Gap	71.1	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

During the 2014 - 2015 school year, the Bozrah Public School District increased the availability of assistive technology for special education students, students with 504 plans, and all of our students. This assistive technology included the use of speech to text software, interactive writing tools, and increased differentiation for content delivery. During the school year, the district implemented the use of online universal assessments to provide teachers, parents, and students more immediate and norm-referenced student achievement data. This student achievement data software provides teachers, parents, and students with an analysis of requisite skills and information required to help students acquire new learning. This software will continue to expand in use and application as the school becomes much more comfortable with the technology. These assessment tools, along with other recently added diagnostic tools, and subsequent plans will be directly included in PPT meetings, the writing of IEP's, and RtI/SRBI support plans. The district adopted the changes in reporting attendance and updated Truancy policies as well. This was formally adopted by the Board of Education and included in the Parent/Student Handbook. Specific criteria spelled out for parents and students requires administration and school staff, including the school nurse, to contact parents through letters and phone calls when a student approaches the cut off number of tardies and absences. If a student passes a threshold, parents and families are required to meet with the building principal to collaboratively look for support systems. We began a multi-year program for improving the monitoring and enforcement of the district's attendance policies through increased integration of systems and personnel, as well as increased parent communication.

The staff focused on increasing parent communication and feedback in 2014 – 2015 as a whole school goal. Through professional development days and faculty meetings, staff led peers in developing additional methods of communicating with home. The school encourages regular parent-teacher communication at every grade level. Parent contact and meetings occur whenever needed to create and review intervention plans in the area of academic, social, and/or behavioral support. These collaborative meetings take on a team approach involving the parents in information gathering about ongoing student academic progress and behavior. In a formal setting, this is a Child Study Team or CST. Many teachers send a weekly or monthly letter home and/or electronic newsletters. Teachers have also created webpages that parents and families can use to find upcoming events in their child's classroom. The webpages created by many staff members include interactive components for parents, families, and students to utilize, to enhance, and to support learning. Fields Memorial School also offers many family/community events such as Game Night, Movie Night, Potluck Dinners, a Spaghetti Dinner and Basket Raffle, musical concerts, and an Art Exhibition Night. Kindergarten orientation and two other activities that occur each spring introduce parents and children to the life and culture of the school. Additionally, PTO sponsored field trips and classroom volunteer programs are vehicles for every parent to be actively involved in the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Bozrah Public School District staff work together with the community to nurture respect and provide opportunities for students to learn about and appreciate the diversity in their world. Through themes, stories or social studies units, all students study different cultures. Middle school students culminate their study of various cultures with an ethnic food luncheon. This luncheon celebrates not only cultures that are studied as part of the Social Studies curriculum but also student/family cultures as well.

The district partnered with local high school administration and outreach groups to present experiences that would increase student awareness of the diversity of individuals. A student and staff high school group gave a multi-media presentation on understanding and interacting with individuals of diverse and exceptional differences. This program continued through school-wide activities focused around respect and kindness toward those different than us.

Community service projects included raising money for local area charities, some band students joining with Norwich Free Academy to perform, and donating food items to help local families. Student led fundraisers benefited national medical organizations, regional shelters, local foodbanks, and individual families challenged by economic hardships. The school also participated in Jump Rope for Heart and Hoops for Heart. We are fortunate to have a very active and engaged Parent Teacher Organization that sponsors several culturally diverse events for students at the school. In the 2013-2014 school year, we had students attend charter schools. We also reached out to town residents who home schooled their children to provide support services. With a number of families who spoke limited English at home, we worked with software programs in place that had language translation capabilities. We have improved software programs that allow district personnel to identify the academic needs of our ELL students through assessments.

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Equitable Allocation of Resources among District Schools

Bozrah is a single school district which gives us the opportunity to ensure that district resources are directly addressing the needs of our students. During the 2014 – 2015 school year, school committees, staff, and administration continued to implement components of the strategic plan developed the previous year. This strategic planning process included the identification of priority areas in technology, communication, programming, and our facility. Through this prioritization, the committee was able to set the foundation for the future planning of resources to meet strategic goals. This planning further focused the identification of fiscal and organizational barriers and constraints to maximize efforts in allocation of district resources.