

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



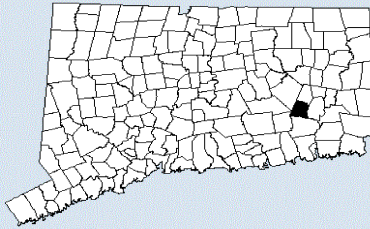
Bozrah School District

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

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	244
Per Pupil Expenditures ¹	\$16,998
Total Expenditures ¹	\$4,215,490

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	119	48.8	48.3
Male	125	51.2	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	14	5.7	12.9
Hispanic or Latino	16	6.6	21.2
Pacific Islander	*	*	0.0
White	207	84.8	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	66	27.0	37.3
Students with Disabilities ¹	30	12.3	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	9	7.6	0	0.0
Male	8	7.0	7	5.5
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	14	7.0	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	9	12.9	*	*
Students with Disabilities	*	*	0	0.0
District	17	7.3	7	2.7
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.

District Profile and Performance Report for School Year 2013-14

Bozrah School District

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	4.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.7
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.8
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 (%)
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	29	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	9.4	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	*	*
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	26	72.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	2.7	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	14	4.2	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	37	11.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	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	2,337,093	9,697	8,769
Instructional Supplies and Equipment	93,374	387	275
Improvement of Instruction and Educational Media Services	37,979	158	487
Student Support Services	209,194	868	965
Administration and Support Services	434,214	1,802	1,600
Plant Operation and Maintenance	360,277	1,495	1,472
Transportation	351,321	877	786
Costs of Students Tuitioned Out	381,861	N/A	N/A
Other	10,177	42	178
Total	4,215,490	16,998	14,642

Additional Expenditures

Land, Buildings, and Debt Service	274,275	1,138	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	419,752	29.9	35.6
Noncertified Personnel	184,549	13.2	14.5
Purchased Services	80,665	5.7	5.0
Tuition to Other Schools	534,221	38.1	21.4
Special Ed. Transportation	115,570	8.2	8.5
Other Expenditures	68,580	4.9	14.9
Total Expenditures	1,403,337	100.0	100.0
PK-12 Expenditures Used for Special Education		33.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	71.9
State	24.8	26.0
Federal	2.0	2.1
Tuition & Other	0.0	0.0

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

Bozrah School District

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	73.7	78.4	.	69.9	.	.	.	.
Students with Disabilities	62.5	.	.	58.8	.	.	.	.
High Needs	70.8	70.7	63.2	66.2	.	.	.	.
District	86.6	86.3	84.3	82.7	.	.	.	.

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	95.8	92.0	88.2	83	91.6
Curl Up	95.8	84.0	91.2	83	90.4
Push Up	62.5	92.0	82.4	83	79.5
Mile Run/PACER	45.8	96.0	79.4	83	74.7
All Tests - District	33.3	76.0	73.5	83	62.7
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

During the 2013 – 2014 school year, we increased the availability of assistive technology for special education students and students with 504 plans. This assistive technology included the use of speech to text software and interactive writing tools. During the school year, the district piloted 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. Staff were formally trained through a regional educational service center in the use of Functional Behavioral Assessments and the creation of Behavior Intervention Plans which will help our school psychologist, special education staff, and classroom teachers utilize this strategy to analyze individual students' pattern of learning and behavior. These assessment 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 require 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 attendance. If a student passes a threshold parents and families are required to meet with the building principal to collaboratively look for support systems.

The staff focused on increasing Parent Communication/Feedback in 2013-2014 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 support, social support, or behavior 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 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 Walk. 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 life of the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Fields Memorial School 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. Through grant-funded performance arts activities were implemented in first through third grade coordinated by a visiting artist and classroom teachers. The performance included themes of diversity, acceptance, and respecting individuality. 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. Students in grades 5-8 partnered with students in Norwich schools to participate in Project Oceanography. Grade seven participated in a TRC diversity grant.

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. 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 also worked to contract out to have a translator available to ensure that families would be able to access information and equally participate in Parent Teacher Conferences or similar meetings.

District Profile and Performance Report for School Year 2013-14

Bozrah School District

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 2013-2014 school year, a committee of parents, board of education members, school staff and administration, town officials, and students met regularly to review the current practices of the school district and plan for the future. 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 included the identification of fiscal and organizational barriers and constraints.