

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

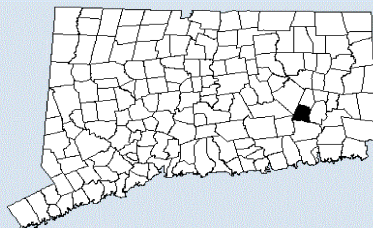


Bozrah School District

860-887-2561 • <http://www.fmsbozrah.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	208
Per Pupil Expenditures ¹	\$20,502
Total Expenditures ¹	\$4,366,923

¹Expenditure data reflect the 2015-16 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	97	46.6	48.4
Male	111	53.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	10	4.8	12.9
Hispanic or Latino	8	3.8	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	185	88.9	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	49	23.6	35.9
Students with Disabilities ¹	22	10.6	14.3

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	*
White	8	4.8	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	11	5.8	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 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	17.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	3.6
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.4
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	27	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.7	9.6

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	13	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	N/A	N/A
District	21	72.4
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	14	4.9	4.9
Other Health Impairment	7	2.4	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	30	10.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,430,353	12,091	9,663
Instructional Supplies and Equipment	108,208	538	321
Improvement of Instruction and Educational Media Services	53,597	267	578
Student Support Services	236,181	1,175	1,103
Administration and Support Services	432,640	2,152	1,861
Plant Operation and Maintenance	362,786	1,805	1,637
Transportation	358,755	1,086	877
Costs of Students Tuitioned Out	372,024	N/A	N/A
Other	12,379	62	201
Total	4,366,923	20,502	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	443,265	33.0	34.6
Noncertified Personnel	189,448	14.1	14.6
Purchased Services	53,997	4.0	5.8
Tuition to Other Schools	506,275	37.7	21.8
Special Ed. Transportation	96,604	7.2	8.5
Other Expenditures	53,119	4.0	14.7
Total Expenditures	1,342,708	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	73.2
State	24.5	24.5
Federal	2.3	2.3
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).

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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	8	*	8	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	115	65.3	115	60.9	34	52.5
English Learners	*	*	*	*	*	*
Non-English Learners	127	65.5	127	60.7	38	53.4
Eligible for Free or Reduced-Price Meals	28	63.2	28	54.8	9	*
Not Eligible for Free or Reduced-Price Meals	100	66.0	100	62.3	30	55.6
Students with Disabilities	18	*	18	*	8	*
Students without Disabilities	110	69.1	110	64.3	31	56.7
High Needs	40	56.5	40	50.1	13	*
Non-High Needs	88	69.5	88	65.4	26	56.9
District	128	65.4	128	60.6	39	53.2

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	65.4	63.0	*	N/A	71	67.6
Curl Up	92.3	96.3	*	N/A	71	91.5
Push Up	88.5	70.4	*	N/A	71	78.9
Mile Run/PACER	73.1	81.5	*	N/A	71	77.5
All Tests - District	50.0	48.1	*	N/A	71	53.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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	65.4	75	43.6	50	87.2	67.1
	High Needs Students	56.5	75	37.7	50	75.3	55.9
Math Performance Index	All Students	60.6	75	40.4	50	80.9	62.2
	High Needs Students	50.1	75	33.4	50	66.8	50.5
Science Performance	All Students	53.2	75	35.5	50	70.9	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	55.4%
	High Needs Students	60.5%	100%	60.5	100	60.5	49.8%
Math Academic Growth	All Students	59.2%	100%	59.2	100	59.2	61.7%
	High Needs Students	44.9%	100%	44.9	100	44.9	53.7%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.8	9.9%
	High Needs Students	11.9%	<=5%	36.1	50	72.2	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		95.5%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.6% 53.5%	75%	35.7	50	71.4	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				587.6	850	69.1	

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	69.5	56.5	12.9	16.7	
Math Performance Index Gap	65.4	50.1	15.3	18.7	
Science Performance Index Gap	56.9	N/A	.	16.6	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	95.7
Math	All Students	98.5
	High Needs Students	95.7
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

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: 50.2**

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 2016-2017 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 technology included the use of speech to text software, interactive writing tools, increased differentiation for content delivery, and overall increased availability of devices for all students. 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 only software universal assessments are integrated with other benchmark evaluations for all students to improve our monitoring of student progress and achievement. This standardization of universal screening has improved structures and systems around SRBI/RtI, Special Education services, and Title 1 services. The changes in reporting attendance and updated Truancy policies have netted positive results as well. 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. The district continues to implement 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 2016-2017 as a whole school goal. 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. 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. Two evening events were held in support of academic content areas. A school-wide STEM Night was held that gave students and parents the opportunity to explore Science, Math, Engineering, and Technology concepts through hands-on experiences. In late spring, an Early Literacy Night was held for parents in Pre-Kindergarten thru First Grade, giving parents a broad understanding of the skills necessary for Early Literacy and strategies to employ with their children at home and over the summer. Fields Memorial School in cooperation with the Fields Memorial School Parent Teacher Organization also offers many family/community events and parent volunteerism.

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.

Community service projects included raising money and collecting donated goods 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. The school has also held multiple fundraisers for families within the school community impacted by economic hardship. 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 2016-2017 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 2016-2017 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. Resources continued to be allocated to improve our TIER I instruction as well as the standardized, diagnostic assessment tools used to identify student needs in the area of literacy acquisition.