Connecticut State Department of Education

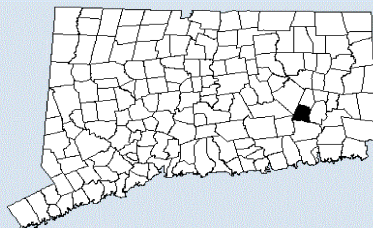# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

Bozrah School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	190
Per Pupil Expenditures[1]	$24,343
Total Expenditures[1]	$6,937,708

[1] *Expenditure data reflect the 2018-19 school year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	87	45.8	48.4
Male	103	54.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	21	11.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	150	78.9	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	76	40.0	43.3
Students with Disabilities[3]	33	17.4	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	6	7.8	*	*
Male	6	6.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	8	6.1	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	8	11.4	*	*
Students with Disabilities	7	23.3	*	*
District	12	7.1	7	3.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	14.7
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.4
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	26.4

[1] 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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	26	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	15	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	28	82.4
State		67.8

[2] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	2.8	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	17	6.7	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	36	14.3	15.6

[1] 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[2]

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

[2] 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[3]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$4,046,412	$14,198	$10,923
Support services - students	$437,752	$2,178	$1,277
Support services - instruction	$50,409	$251	$682
Support services - general administration	$259,253	$1,290	$467
Support services - school based administration	$206,274	$1,026	$1,021
Central and other support services	$135,028	$672	$679
Operation and maintenance of plant	$365,250	$1,817	$1,718
Student transportation services	$430,310	$1,464	$1,288
Food services	$33,455	$166	$12
Enterprise operations	$15,432	$77	$163
Minor school construction	$958,133	$4,767	$59
Total	$6,937,708	$24,343	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$313,283	17.5	28.5
Instructional Aide Salaries	$209,104	11.7	10.1
Other Salaries	$215,181	12.0	11.1
Employee Benefits	$121,721	6.8	13.0
Purchased Services Other Than Transportation	$72,304	4.0	5.7
Special Education Tuition	$687,258	38.3	22.5
Supplies	$2,777	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$169,147	9.4	8.0
Equipment	$3,049	0.2	0.2
All Other Expenditures	$50	0.0	0.1
Total	$1,793,874	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.9	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	79.5
State	18.3
Federal	2.2
Tuition & Other	.

[4] 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.1%	<=5%	12.2%
	High Needs Students	11.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		85.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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]
Graduation Rate Gap	.	.	.	.	

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2019-2020 school year, the Bozrah school district implemented the use of Parent Square, a web based communication platform. Teachers received professional development and training regarding the varied uses of Parent Square. Use of Parent Square has allowed the district personnel to share urgent information such as school closings, as well as, daily/weekly/monthly updates regarding events in the school or classroom. Parents are also able to complete routine forms online, such emergency contact forms, sign up for conferences and reach teachers & staff with specific questions or concerns. This platform has increased positive home/school communication and attendance at school sponsored events.

Fields Memorial School adopted the Choose Love curriculum to present social emotional learning skills and concepts to all students in grades PK - 8. The four pillars of the program; Courage, Gratitude, Forgiveness and Compassion in Action were the basis for several community outreach programs. The school invited veterans and active duty service members to an all school assembly celebrating and honoring their service and sacrifice. The event was very well attended and greatly appreciated by the community. The SEL curriculum also spurred a campaign to collect new pajamas for children in need and were donated to a local community outreach program.

Fields Memorial also began using iReady as a universal screener for all students K - 8. The iReady platform allows school personnel to pinpoint student learning gaps and weaknesses, plan for targeted intervention through the SRBI process and implement a follow up personalized learning program also offered through the iReady site. Reports generated by iReady closely align with the SBAC assessment and further allow school personnel to group students by skill deficits and progress monitor for improvement.

Fields Memorial School began to work in collaboration with a Board Certified Behavior Analyst (BCBA) on a regular basis to assist students demonstrating disruptive &/or concerning behaviors that negatively impact how a student is able to function within the classroom. Such a collaboration has allowed school personnel to become more proactive, rather than reactive, to student emotional and learning needs.

Truancy and poor attendance is not a chronic issue at Fields Memorial School. The school has a well established and understood policy regarding reporting absences which has been respected by families and students during the 2019-2020 school year. The implementation of the Parent Square communication system has reduced the number of absences due to families being "unaware" of the school schedule.

The onset of the Covid-19 shut down in March of 2020 caused all families and school personnel to launch into the world of telecommunications and distance learning. School staff immediately began reaching out to families via Zoom, Google Meets, Google Classroom and various other communication platforms. IT support was available 10 hours a day and families were connected daily, then weekly, with news and updates. Numerous web based learning platforms and how to videos were made available to parents. This virtual support will continue into the new school year.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION.Through the social studies,

Efforts to Reduce Racial, Ethnic and Economic Isolation

Please see above

Equitable Allocation of Resources among District Schools

Please see above