

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

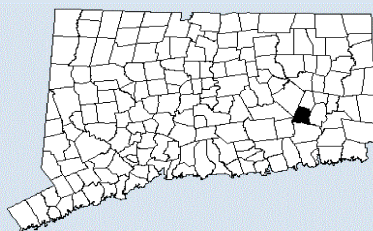


Bozrah School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	204
Per Pupil Expenditures ¹	\$21,085
Total Expenditures ¹	\$4,448,920

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	91	44.6	48.4
Male	113	55.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	21	10.3	3.3
White	164	80.4	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	56	27.5	36.7
Students with Disabilities ¹	23	11.3	14.8

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	*	*	0	0.0
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	6	3.2	*	*
State		10.7		6.8

Number of students in 2016-17 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	3.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.8
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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	26	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	10.5

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	13	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
District	23	69.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	2.1	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	14	5.0	5.2
Other Health Impairment	9	3.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	34	12.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	2,530,821	12,167	9,847
Instructional Supplies and Equipment	145,864	701	287
Improvement of Instruction and Educational Media Services	45,647	219	589
Student Support Services	249,915	1,202	1,120
Administration and Support Services	468,382	2,252	1,905
Plant Operation and Maintenance	437,514	2,103	1,648
Transportation	322,651	962	904
Costs of Students Tuitioned Out	237,246	N/A	N/A
Other	10,880	52	208
Total	4,448,920	21,085	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	454,595	40.0	33.8
Noncertified Personnel	196,346	17.3	14.5
Purchased Services	67,001	5.9	5.5
Tuition to Other Schools	330,242	29.1	23.4
Special Ed. Transportation	24,997	2.2	8.7
Other Expenditures	62,903	5.5	14.1
Total Expenditures	1,136,084	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	76.7	76.7
State	21.6	21.6
Federal	1.8	1.8
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	9	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	14	*	14	*
White	106	69.4	106	64.8
English Learners	*	*	*	*
Non-English Learners	129	68.7	129	63.4
Eligible for Free or Reduced-Price Meals	31	63.7	31	53.7
Not Eligible for Free or Reduced-Price Meals	100	69.7	100	65.7
Students with Disabilities	18	*	18	*
Students without Disabilities	113	71.7	113	65.8
High Needs	43	59.7	43	52.2
Non-High Needs	88	72.5	88	68.1
District	131	68.3	131	62.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	81.8	95.0	N/A	59	86.4
Curl Up	*	90.9	100.0	N/A	59	94.9
Push Up	*	86.4	85.0	N/A	59	84.7
Mile Run/PACER	*	95.5	80.0	N/A	59	83.1
All Tests - District	*	72.7	75.0	N/A	59	72.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.3	75	45.5	50	91.0	67.6
	High Needs Students	59.7	75	39.8	50	79.6	57.5
Math Performance Index	All Students	62.9	75	41.9	50	83.8	62.7
	High Needs Students	52.2	75	34.8	50	69.6	52.0
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	60.7%
	High Needs Students	64.4%	100%	64.4	100	64.4	55.6%
Math Academic Growth	All Students	64.9%	100%	64.9	100	64.9	61.9%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.4%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	5.3%	<=5%	49.5	50	98.9	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.2% 72.9%	75%	48.6	50	97.2	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				563.6	750	75.2	

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	72.5	59.7	12.8	15.9	
Math Performance Index Gap	68.1	52.2	15.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	91.7
	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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Bozrah School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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 2017-2018 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools

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 2017-2018 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.