Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Bozrah School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	203
Per Pupil Expenditures[1]	$19,831
Total Expenditures[1]	$5,929,549

[1]*Expenditure data reflect the 2017-18 school year.*
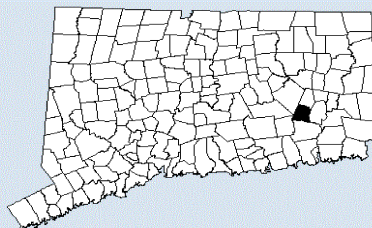
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	90	44.3	48.4
Male	113	55.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	10.3	3.6
White	158	77.8	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	74	36.5	42.1
Students with Disabilities[3]	29	14.3	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	6	4.3	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	9.0	0	0.0
Students with Disabilities	*	*	*	*
District	8	4.5	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

[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	16.2
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.0
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	1.8
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	27	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.9	10.0

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	16	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
District	27	75.0
State		67.6

³This 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 Count	District Rate (%)	State Rate (%)
Autism	7	2.7	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	18	6.8	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	37	14.0	15.0

[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 Count	District Rate (%)	State 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] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$4,002,370	$13,386	$10,545
Support services - students	$444,142	$2,199	$1,373
Support services - instruction	$51,367	$254	$644
Support services - general administration	$243,538	$1,206	$462
Support services - school based administration	$201,815	$999	$1,007
Central and other support services	$139,779	$692	$671
Operation and maintenance of plant	$434,811	$2,153	$1,629
Student transportation services	$343,530	$1,038	$1,231
Food services	$31,030	$154	$13
Enterprise operations	$12,495	$62	$157
Minor school construction	$24,672	$122	$65
Total	$5,929,549	$19,831	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$285,640	20.7	29.7
Instructional Aide Salaries	$211,916	15.4	9.6
Other Salaries	$213,187	15.5	10.4
Employee Benefits	$113,617	8.3	13.0
Purchased Services Other Than Transportation	$82,929	6.0	5.5
Special Education Tuition	$367,030	26.7	22.6
Supplies	$4,314	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$93,142	6.8	8.0
Equipment	$5,138	0.4	0.2
All Other Expenditures	$40	0.0	0.1
Total	$1,376,953	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.2	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.0
State	18.0
Federal	3.1
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.

	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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	99	69.4	99	64.9	36	70.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	44	68.1
Eligible for Free or Reduced-Price Meals	44	63.4	44	58.4	16	*
Not Eligible for Free or Reduced-Price Meals	78	70.5	78	67.0	28	72.6
Students with Disabilities	19	*	19	*	8	*
Students without Disabilities	103	71.2	103	66.8	36	73.2
High Needs	52	61.5	52	56.9	20	56.9
Non-High Needs	70	72.7	70	69.1	24	77.4
District	122	67.9	122	63.9	44	68.1

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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	50.0	72.0	89.7	N/A	74	73.0
Curl Up	90.0	92.0	89.7	N/A	74	90.5
Push Up	40.0	56.0	69.0	N/A	74	56.8
Mile Run/PACER	30.0	52.0	65.5	N/A	74	51.4
All Tests - District	*	40.0	51.7	N/A	74	40.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.
[3]Only students assessed in all four areas are included in this calculation.

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	67.9	75	45.3	50	90.5	67.7
	High Needs Students	61.5	75	41.0	50	82.0	58.1
Math Performance Index	All Students	63.9	75	42.6	50	85.2	63.1
	High Needs Students	56.9	75	37.9	50	75.8	52.7
Science Performance Index	All Students	68.1	75	45.4	50	90.8	63.8
	High Needs Students	56.9	75	38.0	50	75.9	54.2
ELA Academic Growth	All Students	54.2%	100%	54.2	100	54.2	59.9%
	High Needs Students	48.5%	100%	48.5	100	48.5	55.1%
Math Academic Growth	All Students	66.0%	100%	66.0	100	66.0	62.5%
	High Needs Students	68.7%	100%	68.7	100	68.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	8.3%	<=5%	43.3	50	86.7	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.4% | 40.5%	75%	27.0	50	54.1	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**657.9**	**900**	**73.1**	

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]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.7	61.5	11.2	15.4	
Math Performance Index Gap	69.1	56.9	12.3	17.6	
Science Performance Index Gap	75.0	56.9	18.1	16.1	
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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.7
	High Needs Students	94.7
Math	All Students	97.7
	High Needs Students	94.7
Science	All Students	97.9
	High Needs Students	95.8

[3]Minimum participation standard is 95%.

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.

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

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2018-2019 school year, Fields Memorial School utilized online and print universal assessments to provide teachers, parents, and students more immediate and norm-referenced student achievement data. This student achievement data provides teachers, parents, and students with an analysis of requisite skills and information required to help students acquire new learning. This educational technology software will continue to expand in use and application as the school becomes much more comfortable with the technology, including online and print on-demand instruction. The standardization of universal screening has improved structures and systems around SRBI/RtI, Special Education services, and Title 1 services. Online software programs have been added to provide intervention, enrichment, maintenance, and real-time assessment data in the areas of Math and Reading, especially in the middle school grades.

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's attendance team has instituted "bump letters" to remind parents of upcoming absentee frequency thresholds and/or monthly reporting of tardies and absences. The district's global connect communication system is utilized on a daily basis to verify student attendance. 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 2018-2019 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. 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 winter, a Reading Night was held for students, parents, and families in all grades. Fields Memorial School in cooperation with the Fields Memorial School Parent Teacher Organization also offers many family/community events such as a Spaghetti Dinner and Basket Raffle, musical concerts, an Art Exhibition Night, and PTO sponsored field trips and classroom volunteer programs are vehicles for every parent to be actively involved in the life of the school. We have a Kindergarten Orientation.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Bozrah Public School District staff works together with the community to nurture respect and provide opportunities for students to learn about and appreciate the diversity in their world. Themes of community, culture, diversity, and acceptance are studied in Social Studies curriculum, social-emotional learning curriculum, and through presentations from external organizations. 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. All staff and students in grades 5-8 participated in diversity training workshops facilitated by the Anti-Defamation League followed by a student-led panel for parents during an evening event.   .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 2018-2019 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 EL students through assessments. The district increased the capacity of EL instructors through training at the local RESC and streamlined coordination of assessment and services of support.

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 2018-2019 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. 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.