

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Bolton High School**Bolton School District**Joseph V. Maselli, Principal
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: 9 - 12**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 359
5-Year Enrollment Change: 30.5%

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	48	13.4	8.4	31.8
Students Who Are Not Fluent in English	1	0.3	0.5	3.8
Students Identified as Gifted and/or Talented	37	10.3	5.5	5.0
Students with Disabilities	38	10.6	10.6	11.3
Juniors and Seniors Working 16 or More Hours Per Week	21	11.5	12.7	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	15.5	18.0	17.6
Biology I	19.8	17.4	18.6
English, Grade 10	19.6	18.6	19.0
American History	20.8	19.1	19.8

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,060	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	81.0	36.2

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	24.0	24.0	27.0

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.1	92.0
Chemistry	78.3	73.8
4 or More Credits in Mathematics	100.0	67.0
3 or More Credits in Science	100.0	88.3
4 or More Credits in Social Studies	100.0	58.3
Credit for Level 3 or Higher in a World Language	65.2	61.1
2 or More Credits in Vocational Education	36.2	57.1
2 or More Credits in the Arts	58.0	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in mathematics, social studies, science, world language, the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.5	3.6
% of Gifted and/or Talented Students Who Received Services	13.5	21.2	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	73.7	75.3	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.4	2.0	2.1
% of Computers with Internet Access	100.0	81.5	98.6
% of Computers that are High or Moderate Power	100.0	98.9	99.0
# of Print Volumes Per Student*	28.1	21.1	16.0
# of Print Periodical Subscriptions	30	44	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	25.70
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	3.60
	Paraprofessional Instructional Assistants	6.50
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		2.60
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		15.00

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.5	14.2	13.9
% with Master's Degree or Above	87.9	79.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	5.2	6.9	8.6
% Assigned to Same School the Previous Year	84.8	88.9	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Bolton High School fosters a personalized education and offers a comprehensive course selection and programs for all academic levels, as well as extensive offerings in the arts, athletics, and activities. Communicating information about school-wide programs and individual student progress is a priority of the school. Bi-weekly reports are accessible on line where parents can view not only the current course grade but also the individual grades of each assignment to date. Report cards are mailed home to parents and BHS has an email system that allows the Principal and staff to send frequent informational emails home to all parents and students. Teachers issue a course description to each student at the start of the year that contains e-mail and phone contact information for the teacher as well as the grading policy, homework policy, and other items including the course specific learning goals. The school maintains an active website that includes teacher pages on which homework assignments and course descriptions can be posted. The school handbook, the BHS Program of Studies, attendance information, graduation requirements, and other pertinent information including monthly newsletters are posted and updated on a regular basis. Transition to high school is one of the priorities of the school as well. In January, the school hosts an evening Open House for new students during which the course selection process is reviewed. In June before their freshman year, grade 8 students spend an afternoon at the high school meeting class advisors, guidance counselors, athletic coaches, and club advisors. Each grade 8 student is assigned a "peer mentor," a current high school student who helps answer any questions. The principal is available for parents who wish to drop in and express a concern or speak directly to the administration. Guidance and support staff regularly communicate with parents on a one to one basis.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	1.7
Black	6	1.7
Hispanic	13	3.6
Pacific Islander	0	0.0
White	320	89.1
Two or more races	14	3.9
Total Minority	39	10.9

Percent of Minority Professional Staff :0.0

Open Choice:

5 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

0.3 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. Bolton High School's students include 5 Open Choice students from Hartford through CREC. The Choice students are fully integrated in the academic program and several participate in the extracurricular program. Bolton High School continues to welcome foreign exchange students from Asia, Europe, and Central and South America. The students are encouraged to share their cultures and traditions with the students and families of Bolton. The topics of diversity and cultural differences are common in the foreign language classrooms as the study of the culture plays an important role in each of area of the World Languages curriculum. Students travel recently has included experiences in France, Italy, Spain, and Costa Rica. Students travelled to China. In the fall of 2011 students from China spent a week visiting the schools and town of Bolton A new partnership with the community of Bolton England was recently established. Staff, students, and some families will travel to Bolton England this spring. Bolton High School's Spanish Club has been recognized by the CT State Student Advisory Council on Education and the Connecticut State Department of Education with a "Challenge to Educational Citizenship Award" for their annual Strike Against Hunger to raise money to sponsor food and medicine for South American Children. Topics of concern to students are addressed during the school's weekly advisory meetings. Most certified staff members participate in the advisory program during which groups of 8-10 students meet with an adult who personalizes the student's educational experience.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	75.3	51.4	98.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	9	11.1
% of Grade 12 Students Tested	30.1	28.6
% of Exams Scored 3 or More*	93.4	71.1

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	72.2	48.5	87.8
Writing Across the Disciplines	72.5	62.1	62.2
Mathematics	63.7	52.4	67.9
Science	65.0	48.8	74.1

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	534	503	80.5
Critical Reading	535	499	84.2
Writing	539	504	81.6
% of Graduates Tested	100.0	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	90.4	84.8	44.0
2011-12 Annual Dropout Rate for Grade 9 through 12	0.3	2.1	70.8

Activities of Graduates	School	State
% Pursuing Higher Education	97.1	82.6
% Employed, Civilian and Military	0.0	9.8

Student Attendance	School	State High Schools
% Present on October 1	95.3	94.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 23 students were responsible for these incidents. These students represent 6.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	8	2
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	3	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	4
School Policy Violations	8	0
Total	23	7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The following narrative was submitted by this school. Bolton High School requires all students to demonstrate proficiency in identified standards-based academic requirements for graduation. These standards include: Response to Literature, Persuasive Writing, Numeric Problem Solving, Scientific Problem Solving, Oral Communication, Technology / Information Literacy, Arts / Aesthetic Literacy. In addition, students must complete a fitness and health portfolio, a career portfolio, 30 hours of community service, and a large-scale senior project. The school also awards the Bolton High School diploma with distinction, recognizing students who achieve all of the graduation requirements at the highest possible level. In order to prepare students for the annual CAPT test, the Bolton High School faculty continues to create annual action plans to address the individual needs of students to allow for the greatest success rate possible. CAPT assessments are imbedded in all courses in the 9th and 10th grades and all freshmen participate in practice CAPT exams mirroring the schedule of the actual CAPT exams each year. Advanced Placement offerings are extensive for a small student body. In 2013, 44 students sat for a total of 61 exams covering 11 different Advanced Placement Exams. 98% of BHS students taking and exam received a passing score. BHS continues to work towards offering more AP courses to our students. Programs are designed to meet the needs of all students. Students have the opportunity to participate in University of Connecticut Early College Experience courses, Manchester Community College Tech Prep courses, and on-line classes through Virtual High School. The administration and faculty continuously review the curriculum offerings to ensure that the students have the opportunity to take a broad range of courses in a small, personalized educational setting. In the fall of 2011, a \$26 million renovation and addition project was completed at Bolton High. All classrooms were updated to brand new and hi-tech status. New common spaces were created, new science laboratories were built, and the entire facility was designed green and environmentally friendly.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. Bolton High School is a small and caring learning community with a family atmosphere. The school has high expectations for all students and is committed to providing a secure educational environment in which all students can discover and work toward achieving their maximum potential. The school has an Honor Code and Code of Conduct that outline high expectations of character, integrity, and ethical behavior among the student population. Students and faculty participate in a weekly advisory program designed to further personalize each student's educational experience. Due to the size of the school students are able to take advantage of Independent Study courses that foster special interests or advanced work under the direction of a faculty member. Clubs and student organizations are very active at BHS. Student interest in service projects has resulted in a BHS chapter of Amnesty International, fundraisers for Darfur and Partners in Health. Student service has resulted in awards for BHS clubs by the State Dept. of Education and for the National Honor Society by the American Red Cross. In the last four years over 40 students have been honored with the Presidential Volunteer Service Award. A commitment to authentic educational experiences has resulted in the invitation to authors to spend time at the school speaking to students and participating in student workshops. Past guests have included summer reading authors, Louise Murphy (The True Story of Hansel and Gretel), Reyna Grande (Across A Hundred Mountains), Richard Glaubman (Life Is So Good), and Da Chen (The Color of the Mountains). Bolton High School has been presented workshops at the 2007 and 2008 New England Association of Schools and Colleges (NEASC) and The Center for Secondary School Redesign "Showcase of Model Programs" at Bentley College in Waltham, MA.
