

**STRATEGIC SCHOOL PROFILE 2012-13****Bolton School District**

Joseph L. Wood, Superintendent

Location: Notch Road

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Bolton,  
ConnecticutWebsite: [www.boltonpublicschools.com](http://www.boltonpublicschools.com)

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 5,017

1990-2000 Population Growth: 9.7%

Number of Public Schools: 2

Per Capita Income in 2000: \$29,205

Percent of Adults without a High School Diploma in 2000\*: 6.4%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.6%

District Enrollment as % of Estimated. Student Population: 94.9%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      892  
5-Year Enrollment Change          2.2%

**DISTRICT GRADE RANGE**

Grade Range                              PK - 12

**INDICATORS OF EDUCATIONAL NEED**

| Need Indicator  | Number in District | Percent  |      |       |
|---|--------------------|----------|------|-------|
|   |                    | District | DRG  | State |
| Students Eligible for Free/Reduced-Price Meals                            | 110                | 12.3     | 8.9  | 36.7  |
| K-12 Students Who Are Not Fluent in English                               | 8                  | 0.9      | 0.8  | 5.8   |
| Students Identified as Gifted and/or Talented*                            | 53                 | 5.9      | 4.8  | 3.8   |
| PK-12 Students Receiving Special Education Services in District           | 91                 | 10.2     | 11.1 | 11.9  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 41                 | 87.2     | 88.5 | 79.3  |
| Homeless  | 1                  | 0.1      | 0.0  | 0.3   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 21                 | 11.5     | 12.7 | 12.7  |

\*9.4 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 0      | 0.0     |
| Asian American         | 12     | 1.3     |
| Black                  | 35     | 3.9     |
| Hispanic               | 33     | 3.7     |
| Pacific Islander       | 0      | 0.0     |
| White                  | 783    | 87.8    |
| Two or more races      | 29     | 3.3     |
| Total Minority         | 109    | 12.2    |

**Percent of Minority Professional Staff:** 1.1%

**Open Choice:**

28 student(s) attended this district 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:**

1.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

#### 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.

With strong support from the BOE, the Bolton Public Schools are committed to fostering understanding of various groups in our society and world, promoting equity and respect among people and providing learning experiences for students to become more familiar with people from different races, ethnic groups and economic backgrounds. Equity and respect among students are promoted through the learning experiences of the academic program as well as extra-curricular and athletic programs. Our school leaders and staff have a strong commitment to provide opportunities for students in order to make progress toward reducing racial, ethnic and economic isolation in our schools. Throughout the year, teachers PreK-12 incorporated multi-cultural themes within their units of study; participated in outreach activities and structured field trips both local and abroad to further develop their understanding and appreciation for other cultures and traditions. Bolton High School implemented year one of the PBIS (Positive Behavioral Intervention Supports) program and Bolton Center School implemented year two. This program promotes a healthy school climate through positive behavior, respect of self and others and tolerance and acceptance of others differences. The PBIS teams at both schools organized numerous events and activities to promote positive behavior, tolerance and a healthy school climate. Kindness and respect are major themes in our PBIS program as is the concept of accepting others differences. Bolton has been an active participant in the Hartford Open Choice program for the last 11 years with 28 students attending Bolton schools in 2012-2013. In the spring of 2013, the Bolton Board of Education authorized the opening of 11 additional seats for the following year. Due to the size and configuration of our schools' enrollment, opportunities are limited and thus this increase is impressive. In addition, some Bolton students participate in magnet school programs such as the Great Path Academy on the campus of Manchester Community College, the Greater Hartford Academy of the Arts, International Baccalaureate Academy in East Hartford, and other CREC magnet schools. Both Bolton High School and Bolton Center School participated in Rachel's Challenge which is a program that is designed to support each individual to treat others with kindness. In the Bolton Public Schools we believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities and perspectives enrich the lives and learning environments for all our students.

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading            | 68.3     | 56.9  | 60.6   |
| Writing                    | 66.1     | 60.0  | 47.8   |
| Mathematics                | 60.7     | 61.4  | 34.2   |
| Grade 4 Reading            | 67.8     | 62.6  | 44.9   |
| Writing                    | 81.0     | 63.0  | 81.6   |
| Mathematics                | 72.9     | 65.1  | 49.4   |
| Grade 5 Reading            | 82.4     | 66.9  | 77.0   |
| Writing                    | 73.1     | 65.6  | 54.0   |
| Mathematics                | 80.8     | 69.2  | 59.0   |
| Science                    | 82.7     | 62.3  | 77.0   |
| Grade 6 Reading            | 84.6     | 73.3  | 61.1   |
| Writing                    | 87.0     | 65.1  | 89.4   |
| Mathematics                | 75.9     | 67    | 51.2   |
| Grade 7 Reading            | 86.9     | 78.9  | 54.4   |
| Writing                    | 78.7     | 64.9  | 70.3   |
| Mathematics                | 83.6     | 65.4  | 77.2   |
| Grade 8 Reading            | 88.1     | 76.2  | 69.0   |
| Writing                    | 83.1     | 67.2  | 67.3   |
| Mathematics                | 83.1     | 65.0  | 74.2   |
| Science                    | 74.6     | 60.4  | 57.2   |

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**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 scorable 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.

| CAPT Subject Area              | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|--------------------------------|----------|-------|--|
| Reading Across the Disciplines | 70.4     | 48.5  | 79.5   |
| Writing Across the Disciplines | 70.7     | 62.1  | 45.5   |
| Mathematics                    | 63.4     | 52.4  | 56.1   |
| Science                        | 64.6     | 48.8  | 63.2   |

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
|  | 63.2     | 51.1  | 77.5  |

| <b>SAT® I: Reasoning Test<br/>Class of 2012</b> |                  | <b>District</b> | <b>State</b> | <b>% of Districts in<br/>State with Equal or<br/>Lower Scores</b> |
|---|------------------|-----------------|--------------|---|
| % of Graduates Tested                           |                  | 100.0           | 78.5         |   |
| Average Score                                   | Mathematics      | 534             | 503          | 73.7  |
|   | Critical Reading | 535             | 499          | 78.2  |
|   | Writing          | 539             | 504          | 77.4  |

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

| <b>Graduation and Dropout Rates</b>                | <b>District</b> | <b>State</b> | <b>% of Districts in State<br/>with Equal or Less<br/>Desirable Rates</b> |
|--|-----------------|--------------|---|
| Graduation Rate, Adjusted Cohort Rate 2012         | 90.4            | 84.8         | 45.6  |
| 2011-12 Annual Dropout Rate for Grade 9 through 12 | 0.3             | 2.1          | 70.7  |

| <b>Activities of Graduates</b>                               | <b>District</b> | <b>State</b> |
|--|-----------------|--------------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 97.1            | 82.6         |
| % Employed (Civilian Employment and in Armed Services)       | 0.0             | 9.8          |

## **RESOURCES AND EXPENDITURES**

### **DISTRICT STAFF**

| <b>Full-Time Equivalent Count of School Staff</b>                               |       |
|---|-------|
| General Education   |       |
| Teachers and Instructors  | 61.25 |
| Paraprofessional Instructional Assistants                                       | 3.20  |
| Special Education   |       |
| Teachers and Instructors  | 7.90  |
| Paraprofessional Instructional Assistants                                       | 21.50 |
| Library/Media Specialists and/or Assistants                                     | 5.00  |
| Staff Devoted to Adult Education  | 0.00  |
| Administrators, Coordinators, and Department Chairs                             |       |
| District Central Office   | 2.00  |
| School Level  | 3.00  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 2.00  |
| Counselors, Social Workers, and School Psychologists                            | 4.80  |
| School Nurses   | 2.00  |
| Other Staff Providing Non-Instructional Services and Support                    | 52.50 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| <b>Teachers and Instructors</b>          | <b>District</b> | <b>DRG</b> | <b>State</b> |
|--|-----------------|------------|--------------|
| Average Years of Experience in Education | 14.0            | 14.6       | 13.9         |
| % with Master's Degree or Above          | 83.6            | 82.2       | 79.8         |

| <b>Average Class Size</b> | <b>District</b> | <b>DRG</b> | <b>State</b> |
|---------------------------|-----------------|------------|--------------|
| Grade K                   | 15.7            | 16.8       | 18.9         |
| Grade 2                   | 16.3            | 18.0       | 19.8         |
| Grade 5                   | 18.0            | 21.1       | 21.3         |
| Grade 7                   | 20.5            | 19.9       | 20.2         |
| High School               | 19.0            | 18.3       | 18.8         |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 900   | 997   | 999   |
| Middle School                  | N/A   | N/A   | N/A   |
| High School                    | 1,060 | 1,024 | 1,027 |

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School*             | 2.0  | 2.6 | 2.7   |
| Middle School                  | N/A  | N/A | N/A   |
| High School                    | 1.4  | 2.0 | 2.1   |

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$7,442             | \$8,343                | \$8,570            | \$8,110         | \$8,570         |
| Instructional Supplies and Equipment                      | \$220               | \$247                  | \$252              | \$252           | \$257           |
| Improvement of Instruction and Educational Media Services | \$524               | \$587                  | \$475              | \$412           | \$471           |
| Student Support Services                                  | \$875               | \$981                  | \$949              | \$954           | \$950           |
| Administration and Support Services                       | \$1,576             | \$1,767                | \$1,526            | \$1,521         | \$1,547         |
| Plant Operation and Maintenance                           | \$1,116             | \$1,252                | \$1,466            | \$1,417         | \$1,459         |
| Transportation  | \$673               | \$785                  | \$775              | \$750           | \$765           |
| Costs for Students Tuitioned Out                          | \$671               | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$204               | \$228                  | \$170              | \$184           | \$170           |
| <b>Total</b>  | <b>\$13,301</b>     | <b>\$14,505</b>        | <b>\$14,444</b>    | <b>\$14,121</b> | <b>\$14,333</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$3,958             | \$4,437                | \$1,405            | \$1,204         | \$1,398         |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education |      |       |
|--------------------------------|----------------|--|------|-------|
|                                |                | District   | DRG  | State |
|                                |                | \$2,940,058  | 22.1 | 21.3  |

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

| District Expenditures         | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 46.9          | 50.7          | 2.4             | 0.1             |
| Excluding School Construction | 69.5          | 27.3          | 3.1             | 0.1             |

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## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The budget development process for the Bolton Public Schools ensures equitable allocation of resources among district schools. The Board of Education and the administrative team are committed to insuring that the schools in the district receive the resources necessary to effectively implement educational programming. The budgets are specifically designed to support building goals that in turn support district goals. Expanding access to technology, moving forward with curriculum renewal, providing high quality professional learning for staff, and maintaining core programs like 3-12 World Language are the priorities in making decisions about resource allocation. The budget process entails four critical steps: 1) public and staff commentary on budget needs; 2) program area/building level budget preparation; 3) district budget development; and 4) budget presentation and work sessions. Each step of the process is designed to encourage participation and input. Prior to developing the annual budget, the Board of Education invites community-wide budget input, concerns, and priorities regarding the district programming at a regular Board of Education meeting. In addition to the operational budget, the district prepares and updates a ten-year plan for capital improvements that is submitted to the town's Capital Expenditure Committee for approval. The Board receives additional monies from both State and Federal sources to help finance remedial and special education programs.

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## SPECIAL EDUCATION

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|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 86    |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 10.5% |

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| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities |           |                  |             |               |
|--|-----------|------------------|-------------|---------------|
| Disability   | Count     | District Percent | DRG Percent | State Percent |
| Autism   | 5         | 0.6              | 1.3         | 1.3           |
| Learning Disability  | 27        | 3.3              | 4.1         | 4.0           |
| Intellectual Disability  | 6         | 0.7              | 0.4         | 0.4           |
| Emotional Disturbance  | 7         | 0.9              | 0.8         | 1.0           |
| Speech Impairment  | 11        | 1.3              | 1.7         | 2.0           |
| Other Health Impairment*   | 27        | 3.3              | 2.3         | 2.4           |
| Other Disabilities**   | 3         | 0.4              | 0.7         | 1.0           |
| <b>Total</b>   | <b>86</b> | <b>10.5</b>      | <b>11.1</b> | <b>12.1</b>   |

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|---|----------|-------|
| % Who Graduated in 2011-12 with a Standard Diploma  | 55.6     | 64.4  |
| 2011-12 Annual Dropout Rate for Students Aged 14 to 21  | 0.0      | 3.2   |

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment |                                | Students with Disabilities |       | All Students |       |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
|                  |                                | District                   | State | District     | State |
| CMT              | Reading                        | 21.9                       | 34.5  | 79.5         | 69.2  |
|                  | Writing                        | 13.9                       | 19.9  | 78.0         | 64.4  |
|                  | Mathematics                    | 20.0                       | 29.0  | 76.0         | 65.5  |
|                  | Science                        | 10.0                       | 21.3  | 78.4         | 61.3  |
| CAPT             | Reading Across the Disciplines | 10.0                       | 15.7  | 70.4         | 48.5  |
|                  | Writing Across the Disciplines | 9.1                        | 16.7  | 70.7         | 62.1  |
|                  | Mathematics                    | 9.1                        | 16.8  | 63.4         | 52.4  |
|                  | Science                        | 9.1                        | 14.6  | 64.6         | 48.8  |

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

| Participation in State Assessments of Students with Disabilities Attending District Schools |                          |      |
|---|--------------------------|------|
| CMT   | % Without Accommodations | 15.0 |
|   | % With Accommodations    | 85.0 |
| CAPT  | % Without Accommodations | 16.7 |
|   | % With Accommodations    | 83.3 |
| % Assessed Using Skills Checklist   |                          | 7.7  |

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

| K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools |       |         |
|---|-------|---------|
| Placement   | Count | Percent |
| Public Schools in Other Districts   | 3     | 3.5     |
| Private Schools or Other Settings   | 4     | 4.7     |

| Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers |                   |                     |      |       |
|--|-------------------|---------------------|------|-------|
| Time Spent with Non-Disabled Peers   | Count of Students | Percent of Students |      |       |
|  |                   | District            | DRG  | State |
| 79.1 to 100 Percent of Time  | 55                | 64.0                | 74.0 | 72.0  |
| 40.1 to 79.0 Percent of Time   | 26                | 30.2                | 19.1 | 16.4  |
| 0.0 to 40.0 Percent of Time  | 5                 | 5.8                 | 6.9  | 11.6  |

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Bolton Public Schools including parents, administration, community members, students and staff crafted the Bolton 2020 Vision, which serves as the blueprint of student outcomes designed to promote learning skills that are essential in the 21st century including creativity, leadership, innovation, collaboration, and problem-solving. With this vision in place since 2010, the Bolton Public Schools community is committed to collaborating to encourage learners to become ethical citizens who are innovative, influential leaders in their world. Particular emphasis is being placed on the successful incorporation of the Common Core State Standards in the areas of English/Language Arts and mathematics. Emphasis is on authentic assessment and analysis of student data to drive instruction across the district to improve student achievement. Professional development supports these efforts. We utilized attendance data to identify students who have attendance issues and worked with them and their families to improve their attendance rate. Although we have a very low truancy rate, this process improved the attendance of those students qualifying as truant. In the area of special education, we have focused on increasing the inclusion of all students with disabilities in general education classroom. All special educators and related services staff received professional development regarding the provision of a free appropriate public education (FAPE), responsible inclusive practices, the changing role of the special educator and related services staff, effective use of instructional supports in the general education classroom, data literacy, effective practices in the PPT decision making process and IEP development. We have an extremely active PTA which, through the efforts of many parents and the support of the entire community. They raise thousands of dollars each year to enhance the curriculum offerings for our students. Most recently, these funds have been used to bring Rachel's Challenge to the Bolton Public Schools. In 2013, Bolton High School again received Silver Medal recognition by U.S. News and World Report's as one of America's Best High Schools as well as a ranking by Newsweek as one of America's Best High Schools.

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