

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



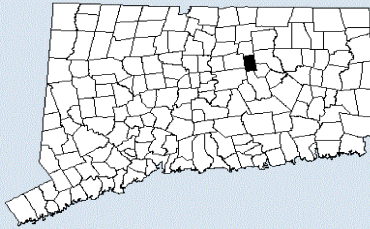
## Bolton School District

Mrs. Kristin Heckt, Superintendent • 860-643-1569 • <http://www.boltonpublicschools.com>

### District Information

Grade Range	PK-12
Number of Schools/Programs	2
Enrollment	820
Per Pupil Expenditures <sup>1</sup>	\$16,296
Total Expenditures <sup>1</sup>	\$14,291,847

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	416	50.7	48.3
Male	404	49.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	18	2.2	4.9
Black or African American	59	7.2	12.8
Hispanic or Latino	45	5.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	26	3.2	2.7
White	672	82.0	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	125	15.2	38.0
Students with Disabilities <sup>1</sup>	96	11.7	13.7

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	19	4.7	11	2.7
Male	7	1.8	24	6.0
Black or African American	6	11.1	10	18.2
Hispanic or Latino	*	*	*	*
White	14	2.1	13	1.9
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	14	13.6	14	10.0
Students with Disabilities	6	7.0	9	9.4
District	26	3.3	35	4.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 16

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	64.6
Paraprofessional Instructional Assistants	6.6
<b>Special Education</b>	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	15.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	3.8
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.7
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	41.8

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.1	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	91	96.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	57	98.3	77	93.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	7	*
Students with Disabilities	*	*	10	*
District	65	97.0	83	94.3
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	22	88.0
Other Health Impairment	20	80.0
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	63	74.1
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	0.8	1.6
Emotional Disturbance	6	0.8	1.0
Intellectual Disability	7	0.9	0.5
Learning Disability	25	3.2	4.6
Other Health Impairment	25	3.2	2.8
Other Disabilities	6	0.8	1.0
Speech/Language Impairment	12	1.5	1.9
All Disabilities	87	11.2	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,461,584	8,904	9,387
Instructional Supplies and Equipment	247,952	296	318
Improvement of Instruction and Educational Media Services	561,255	670	541
Student Support Services	999,296	1,192	1,048
Administration and Support Services	1,916,724	2,287	1,790
Plant Operation and Maintenance	1,435,957	1,714	1,608
Transportation	681,494	866	845
Costs of Students Tuitioned Out	761,523	N/A	N/A
Other	226,062	270	194
Total	14,291,847	16,296	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	898,205	1,072	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	953,343	30.5	35.1
Noncertified Personnel	573,143	18.3	14.5
Purchased Services	71,137	2.3	5.5
Tuition to Other Schools	693,884	22.2	21.6
Special Ed. Transportation	214,931	6.9	8.3
Other Expenditures	622,096	19.9	15.0
Total Expenditures	3,128,534	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.1	64.0
State	27.2	28.9
Federal	1.3	1.4
Tuition & Other	5.4	5.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### 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	11	*	11	*	*	*
Black or African American	34	63.7	34	56.6	14	*
Hispanic or Latino	23	61.5	23	53.7	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	337	79.1	337	72.9	164	64.6
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	69	65.6	69	56.7	36	51.2
Not Eligible for Free or Reduced-Price Meals	343	78.6	343	72.6	158	65.1
Students with Disabilities	52	54.7	52	47.6	26	39.7
Students without Disabilities	360	79.5	360	73.1	168	66.1
High Needs	108	63.3	108	55.9	50	49.3
Non-High Needs	304	81.0	304	74.9	144	67.1
District	412	76.4	412	69.9	194	62.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.1	78.7	75.0	76.8	233	79.8
Curl Up	89.1	88.5	93.8	92.8	233	91.0
Push Up	63.6	70.5	66.7	73.9	233	69.1
Mile Run/PACER	85.5	86.9	79.2	94.2	233	87.1
All Tests - District	52.7	47.5	54.2	60.9	233	54.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	76	96.1	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	53	64.6
Male	94.5	32	43.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.4	83	59.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	96.1	85	54.8
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.1	95.7
Male	80.0	87.9
Black or African American	*	*
Hispanic or Latino	*	*
White	85.5	93.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.8	92.5
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.4	75	50.0	50	100.0	67.7
	High Needs Students	63.3	75	42.2	50	84.5	56.7
Math Performance Index	All Students	69.9	75	46.6	50	93.2	61.4
	High Needs Students	55.9	75	37.3	50	74.5	49.9
Science Performance Index	All Students	62.5	75	41.7	50	83.4	57.5
	High Needs Students	49.3	75	32.9	50	65.8	47.0
ELA Academic Growth	All Students	75.3%	100%	75.3	100	75.3	63.8%
	High Needs Students	56.6%	100%	56.6	100	56.6	58.3%
Math Academic Growth	All Students	71.0%	100%	71.0	100	71.0	65.0%
	High Needs Students	72.3%	100%	72.3	100	72.3	57.4%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.3%	<=5%	39.4	50	78.8	15.6%
Preparation for CCR	% Taking Courses	95.5%	75%	50.0	50	100.0	67.6%
	% Passing Exams	54.8%	75%	36.6	50	73.1	40.7%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.4%	94%	91.9	100	91.9	78.6%
Postsecondary Entrance (Class of 2015)		80.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.7%   54.1%	75%	36.1	50	72.1	89.2%   50.5%
Arts Access		54.0%	60%	45.0	50	90.0	47.5%
<b>Accountability Index</b>				<b>1124.8</b>	<b>1350</b>	<b>83.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	63.3	11.7	16.5	
Math Performance Index Gap	74.9	55.9	19.0	18.9	
Science Performance Index Gap	67.1	49.3	17.7	17.2	
Graduation Rate Gap	94.0%	86.4%	7.6%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.9
	High Needs Students	99.1
Math	All Students	97.9
	High Needs Students	99.1
Science	All Students	98.5
	High Needs Students	96.2

<sup>3</sup>Minimum 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: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Bolton Public Schools including parents, administration, community members, students and staff crafted the Bolton Public Schools Strategic Plan 2015 - 2020, which serves as the blueprint of student outcomes designed to promote learning skills that are essential in the 21st century including creativity, leadership, innovation, digital literacy, collaboration, and problem-solving. The vision of the Bolton Public Schools is to educate students to become capable, ethical, healthy, responsible and thoughtful citizens. Particular emphasis is being placed on the successful incorporation of the Connecticut Core Standards in all content areas. 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 the students 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 co-teaching, data literacy, and effective use of instructional support in the general education classroom. The district BCBA supported our students with behavioral challenges as well as to collaborate with staff regarding how to best meet the needs of these students in the classroom. The Assistive Technology Committee developed low tech kits for use in the classroom and continued to monitor students assistive technology needs. Bolton Public Schools utilizes a variety of supports to engage families in student learning. These efforts include regular PTA, Booster Club, and Scholarship Committee meetings with parents and staff, a parent communication goal for all teachers in which they demonstrate how they communicate with parents, and training for incoming kindergarten parents on how to read to their children. Information is sent home in quarterly newsletters which include school information, updates, and ways to support parents in working at home with their children on learning activities. We have an extremely active PTA which, through the efforts of many parents and the support of the entire community, raised thousands of dollars to enhance the curriculum offerings for our students. In 2015, Bolton Public Schools was recognized by Niche for Best Academics in Connecticut and by Nerd Wallet for Best School District's for Your Buck in Connecticut.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

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. The Bolton teachers participated in professional development on culturally relevant instructional practices. 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 the students' understanding and appreciation for other cultures and traditions. Bolton High School implemented year three of the PBIS program and Bolton Center School implemented year four. 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. Bolton has been an active participant in the Hartford Open Choice program for the last 14 years with 62 students attending Bolton schools in 2015-2016. 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. At Bolton High School students can choose to participate in Virtual High School classes that develop and deliver standards-based, student-centered online courses that increase educational opportunities and 21st century skills. Bolton High School also has a sister school program with Rivington & Blackrod High School in Bolton, England. 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.

# District Profile and Performance Report for School Year 2015-16

## Bolton School District

### **Equitable Allocation of Resources among District Schools**

The Board of Education and the administrative team are committed to ensuring that the schools in the district receive the equitable distribution of necessary resources 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 are the priorities that guide decision making 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. In addition to the operational budget, the district prepares and updates a five-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.