

STRATEGIC SCHOOL PROFILE 2010-11**Bolton School District**

PAUL K. SMITH, JR., Superintendent

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Bolton,
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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at 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: 93.8%

*To view the Adult Education Program Profiles online, go to 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, 2010

897

5-Year Enrollment Change

-3.9%

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	101	11.3	7.6	34.1
K-12 Students Who Are Not Fluent in English	2	0.2	0.7	5.6
Students Identified as Gifted and/or Talented*	41	4.6	4.6	4.0
PK-12 Students Receiving Special Education Services in District	83	9.3	10.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	91.5	85.4	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	17	12.4	12.6	13.2

*22.0 % 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	15	1.7
Black	33	3.7
Hispanic	27	3.0
Pacific Islander	0	0.0
White	806	89.9
Two or more races	16	1.8
Total Minority	91	10.1

Percent of Minority Professional Staff: 2.1%

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:

0.5% 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 2.

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.

The Bolton Board of Education promotes diverse cultural, ethnic and economic learning experiences at all levels. Despite limited financial resources, the district has continued to ensure that a variety of programs are offered in district and out-of district. Students attend 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. Twenty-seven CHOICE students from Hartford attended Bolton schools during the 2010-2011 school year. Bolton has been participating in this program over ten years. The Bolton Community Education has helped to bring in authors from diverse backgrounds and are supporting a concert series featuring world music. Bolton High School students travel recently has included field experiences in France, Italy, Spain, and Costa Rica. Students from Bolton High School have traveled to China in 2010 to visit Bolton High School's "sister school" established in 2008 and will travel again in 2012. Bolton students are regular participants in St. Josephs College (Hartford, CT) summer program in international relations, internships in Washington, DC, and research opportunities at the Bermuda Biological Station. Bolton Center School students actively support the Hawkwing Native American foundation for education at the Pine Ridge Indian reservation. In addition, each year, Bolton Center School holds a Mexican cultural visit. Students also supported rebuilding efforts in Haiti through non-governmental organization, Roots of Development.

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	74.5	58.4	76.3
Writing	64.7	61.1	42.9
Mathematics	76.6	63.0	72.7
Grade 4 Reading	66.7	62.5	42.9
Writing	73.7	65.5	51.2
Mathematics	70.9	67.0	40.2
Grade 5 Reading	80.3	61.4	80.4
Writing	76.2	66.8	53.4
Mathematics	80.3	72.5	54.0
Science	76.2	59.9	67.5
Grade 6 Reading	93.0	76.0	88.1
Writing	81.7	65.2	79.2
Mathematics	96.5	71.3	100.0
Grade 7 Reading	90.5	77.8	75.2
Writing	77.3	58.9	76.6
Mathematics	87.8	68.4	84.6
Grade 8 Reading	70.1	74.7	22.9
Writing	63.8	64.8	33.1
Mathematics	72.1	66.6	42.7
Science	68.1	63.1	37.6

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.

To see the NCLB Report Card for this school, go to 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	67.1	44.7	83.3
Writing Across the Disciplines	69.4	61.2	48.1
Mathematics	58.4	49.5	55.6
Science	58.1	47.0	57.9

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	59.0	51.0	64.0

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.1	70.6	
Average Score	Mathematics	553	510	82.4
	Critical Reading	538	505	77.1
	Writing	551	510	84.0

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	95.5	81.8	95.4
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.9	84.8
% Employed (Civilian Employment and in Armed Services)	3.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	63.50
Paraprofessional Instructional Assistants	4.20
Special Education	
Teachers and Instructors	7.10
Paraprofessional Instructional Assistants	19.00
Library/Media Specialists and/or Assistants	4.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	5.90
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	41.60

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.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.7	13.9
% with Master's Degree or Above	82.9	81.3	79.0

Average Class Size	District	DRG	State
Grade K	19.3	17.6	18.4
Grade 2	18.7	19.1	19.9
Grade 5	21.0	20.7	21.2
Grade 7	18.9	19.6	20.6
High School	16.9	19.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,058	988	992
Middle School	N/A	N/A	N/A
High School	1,060	1,012	1,010

*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*	3.0	3.0	3.1
Middle School	N/A	N/A	N/A
High School	2.6	2.4	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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 All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$7,420	\$8,432	\$8,232	\$7,683	\$8,237
Instructional Supplies and Equipment	\$192	\$219	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$517	\$588	\$477	\$388	\$463
Student Support Services	\$932	\$1,060	\$875	\$893	\$872
Administration and Support Services	\$1,442	\$1,639	\$1,433	\$1,410	\$1,459
Plant Operation and Maintenance	\$1,067	\$1,213	\$1,421	\$1,346	\$1,410
Transportation	\$669	\$777	\$701	\$664	\$692
Costs for Students Tuitioned Out	\$636	N/A	N/A	N/A	N/A
Other	\$205	\$233	\$161	\$171	\$159
Total	\$13,083	\$14,377	\$13,878	\$13,335	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,686	\$1,916	\$1,622	\$1,101	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,092,754	23.6	21.2	21.5

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	64.9	25.0	4.4	5.6
Excluding School Construction	62.8	25.8	5.0	6.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

It is the practice of the district administrators to review specific requests from curriculum leaders for anticipated expenditures each fiscal year. In late fall administrators at each building review these requests and make necessary adjustments as deemed appropriate for programming. Following administrative review, each of the school's requests are then forwarded to the central office. The Superintendent reviews the district budget with all administrators as a team and together they make reductions, reallocations or additions which best suites the population of the entire district. The administrative team approach ensures appropriate allocation to each school as well as an understanding of district needs. The proposed budget is then forwarded to the Board of Education for their review. Budget review sessions are held with administrators. The Board then may also make reductions, reallocate or add to the budget. Following their approval, the budget is sent to the town's Board of Finance for their review. The budget is then sent along with the town budget to referendum. Once the referendum is passed, the Superintendent reconvenes the administrative team to compile a list of suggested district reductions, if necessary, to be presented to the Board of Education for their approval again ensuring that both school's needs are represented and that an equitable share will be provided to each individual school.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	81
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.6%

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	4	0.5	1.1	1.1
Learning Disability	21	2.5	3.8	3.9
Intellectual Disability	9	1.1	0.4	0.4
Emotional Disturbance	12	1.4	0.7	1.0
Speech Impairment	9	1.1	1.9	2.2
Other Health Impairment*	21	2.5	1.9	2.1
Other Disabilities**	5	0.6	0.7	0.9
Total	81	9.6	10.5	11.6

*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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	21.1	33.0	79.7	68.6
	Writing	5.9	19.3	73.1	63.7
	Mathematics	13.6	33.4	80.9	68.2
	Science	13.3	21.2	72.0	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	67.1	44.7
	Writing Across the Disciplines	7.1	17.3	69.4	61.2
	Mathematics	N/A	N/A	58.4	49.5
	Science	6.7	13.1	58.1	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	10.8
	% With Accommodations	89.2
CAPT	% Without Accommodations	25.0
	% With Accommodations	75.0
% Assessed Using Skills Checklist		7.5

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	2	2.5
Private Schools or Other Settings	6	7.4

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	51	63.0	77.4	74.1
40.1 to 79.0 Percent of Time	20	24.7	15.5	14.9
0.0 to 40.0 Percent of Time	10	12.3	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Bolton Public Schools community including parents, administration, community members, students and staff joined together to craft 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. Bolton Public Schools focus on comprehensive special education services providing Pre-K to High School services within the district's schools for the wide range of special needs students. Professional development is based on students' needs and profiles, rather than being discipline-specific. The goal of Professional Development is to promote learning that provides cross-discipline involvement and promotes collaboration and collegiality between special education and regular education staff. Over the years, parents and teachers have volunteered to foster School-Family-Community Partnerships through PTA and its volunteer network. An example of this collaboration is Middle School Career Day held in May, author visits, and special assemblies held throughout the year. In the spring of 2009, the Bolton community passed a referendum to build an addition to Bolton High School and renovate the entire building. This building plan includes state of the art science labs, a new student commons designed for the exploration of public speaking and the performing arts, and a library/research center. The belief in promoting healthy life styles has resulted in the completion of a fitness center for students, staff, and the community. In 2009 Bolton High School received Silver Medal recognition as one of U.S. News and World Report's list of America's Best High Schools.
