

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



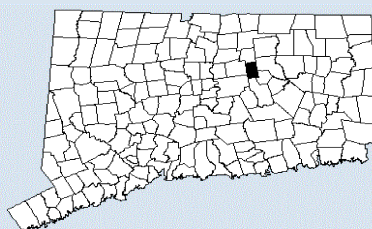
Bolton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	2
Enrollment	847
Per Pupil Expenditures ¹	\$15,843
Total Expenditures ¹	\$14,084,237

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	417	49.2	48.3
Male	430	50.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	21	2.5	4.7
Black or African American	66	7.8	12.9
Hispanic or Latino	45	5.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	19	2.2	2.5
White	696	82.2	57.2
English Language Learners	7	0.8	6.3
Eligible for Free or Reduced-Price Meals	147	17.4	37.6
Students with Disabilities ¹	98	11.6	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	25	6.0	11	2.6
Male	22	5.2	29	6.7
Black or African American	10	16.4	10	16.3
Hispanic or Latino	8	18.6	7	15.2
White	23	3.3	16	2.2
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	32	23.0	24	17.0
Students with Disabilities	13	13.3	14	12.7
District	47	5.6	40	4.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 11

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	61.8
Paraprofessional Instructional Assistants	8.5
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	21.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.2
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.7
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	40.4

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

	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	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	89	96.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	72	88.9	62	92.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	14	*
Students with Disabilities	*	*	9	*
District	77	87.5	75	91.5
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	18	64.3
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	55	64.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	8	1.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	19	2.4	4.4
Other Health Impairment	28	3.5	2.6
Other Disabilities	7	0.9	1.0
Speech/Language Impairment	20	2.5	1.9
All Disabilities	92	11.6	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,587,194	8,802	9,134
Instructional Supplies and Equipment	409,448	475	334
Improvement of Instruction and Educational Media Services	467,324	542	498
Student Support Services	971,717	1,127	1,001
Administration and Support Services	1,701,456	1,974	1,694
Plant Operation and Maintenance	1,157,061	1,342	1,572
Transportation	701,835	855	813
Costs of Students Tuitioned Out	852,819	N/A	N/A
Other	235,383	273	186
Total	14,084,237	15,843	15,289

Additional Expenditures

Land, Buildings, and Debt Service	897,433	1,041	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	833,642	26.8	35.1
Noncertified Personnel	547,862	17.6	14.2
Purchased Services	72,986	2.3	5.2
Tuition to Other Schools	803,911	25.8	22.0
Special Ed. Transportation	248,028	8.0	8.6
Other Expenditures	604,134	19.4	14.9
Total Expenditures	3,110,563	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.0	64.9
State	25.8	27.4
Federal	1.4	1.5
Tuition & Other	5.8	6.1

⁴Revenue 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).

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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	27	66.2	27	55.2	15	*
Hispanic or Latino	24	61.4	24	50.9	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	368	78.8	369	70.9	157	65.4
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	71	64.7	71	54.4	25	46.0
Not Eligible for Free or Reduced-Price Meals	369	78.9	370	71.0	164	64.9
Students with Disabilities	57	53.2	57	44.7	19	*
Students without Disabilities	383	80.0	384	71.8	170	64.1
High Needs	114	62.3	114	52.3	39	49.2
Non-High Needs	326	81.6	327	73.9	150	65.8
District	440	76.6	441	68.3	189	62.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.5	83.9	78.2	84.5	239	83.7
Curl Up	84.4	93.5	92.7	93.1	239	90.8
Push Up	68.8	74.2	80.0	82.8	239	76.2
Mile Run/PACER	87.5	91.9	83.6	87.9	239	87.9
All Tests - District	56.3	61.3	58.2	70.7	239	61.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	103	94.2	94.0	Yes	94.0
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.8	45	62.5
Male	58.2	38	38.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	70.3	76	51.4
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	38.5	6	23.1
Students with Disabilities	*	0	*
District	66.5	83	48.8
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.2	97.6
Male	75.6	90.0
Black or African American	*	*
Hispanic or Latino	*	*
White	86.0	94.1
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	84.4	94.4
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first 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	76.6	75	100.0	100	100.0	67.9
	High Needs Students	62.3	75	83.1	100	83.1	56.7
Math Performance Index	All Students	68.3	75	91.1	100	91.1	59.3
	High Needs Students	52.3	75	69.7	100	69.7	47.8
Science Performance Index	All Students	62.4	75	83.2	100	83.2	56.5
	High Needs Students	49.2	75	65.5	100	65.5	45.9
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.5	10.6%
	High Needs Students	17.1%	<=5%	25.9	50	51.7	17.3%
Preparation for CCR	% Taking Courses	89.4%	75%	50.0	50	100.0	66.1%
	% Passing Exams	48.8%	75%	32.5	50	65.1	37.3%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		94.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		85.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.6% 61.5%	75%	41.0	50	82.0	87.6% 51.0%
Arts Access		52.0%	60%	43.3	50	86.7	45.7%
Accountability Index				984.1	1150	85.6	

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	75.0	62.3	12.7	17.3	
Math Performance Index Gap	73.9	52.3	21.7	19.6	
Science Performance Index Gap	65.8	49.2	16.7	17.2	
Graduation Rate Gap	.	.	.	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.7
	High Needs Students	98.3
Math	All Students	98.9
	High Needs Students	98.3
Science	All Students	100.0
	High Needs Students	100.0

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: 50.1**

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 2014-15

Bolton School District

Narratives

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 IEP goals aligned to the Common Core, data literacy, and effective use of instructional support in the general education classroom. The district hired a BCBA to support 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. An Assistive Technology Committee was established and it developed low tech kits for use in the classroom. 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, raises thousands of dollars each year to enhance the curriculum offerings for our students. In 2014, 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 the Daily Beast as one of America's Top High Schools.

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 and many volunteered to join other educators from the Hartford region in the Open Choice professional book club. 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 13 years with 69 students attending Bolton schools in 2014-2015. In addition, some Bolton students participate in magnet school programs. 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.

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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.