

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



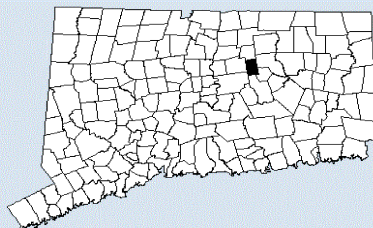
## Bolton School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	779
Per Pupil Expenditures <sup>1</sup>	\$18,494
Total Expenditures <sup>1</sup>	\$14,906,339

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	392	50.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	17	2.2	5.2
Black or African American	41	5.3	12.7
Hispanic or Latino of any race	88	11.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	33	4.2	3.8
White	600	77.0	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	189	24.3	43.3
Students with Disabilities <sup>3</sup>	92	11.8	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	38	10.0	*	*
Male	*	*	*	*
Black or African American	7	17.1	0	0.0
Hispanic or Latino of any race	11	12.5	*	*
White	38	6.5	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	34	17.7	8	3.7
Students with Disabilities	12	13.8	*	*
District	59	7.7	11	1.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 34**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Bolton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	65.5
Paraprofessional Instructional Assistants	3.5
<b>Special Education</b>	
Teachers and Instructors	8.5
Paraprofessional Instructional Assistants	19.0
<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	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.0

<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	2	2.2	1.2
Black or African American	1	1.1	4.0
Hispanic or Latino of any race	1	1.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	89	95.7	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	31	64.6	46	95.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	10	*
Students with Disabilities	7	*	8	*
District	42	67.7	58	96.7
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	30	88.2
Other Health Impairment	17	81.0
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	64	76.2
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Bolton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	6	0.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	34	4.7	5.7
Other Health Impairment	21	2.9	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	1.5	1.8
All Disabilities	86	11.9	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,541,772	\$10,598	\$10,923
Support services - students	\$966,227	\$1,236	\$1,277
Support services - instruction	\$641,887	\$821	\$682
Support services - general administration	\$578,667	\$740	\$467
Support services - school based administration	\$1,132,581	\$1,448	\$1,021
Central and other support services	\$669,111	\$856	\$679
Operation and maintenance of plant	\$1,475,249	\$1,887	\$1,718
Student transportation services	\$624,410	\$920	\$1,288
Food services	.	.	\$12
Enterprise operations	\$196,481	\$251	\$163
Minor school construction	\$79,954	\$102	\$59
Total	\$14,906,339	\$18,494	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$938,901	35.0	28.5
Instructional Aide Salaries	\$465,318	17.4	10.1
Other Salaries	\$288,455	10.8	11.1
Employee Benefits	\$537,665	20.1	13.0
Purchased Services Other Than Transportation	\$64,514	2.4	5.7
Special Education Tuition	\$273,238	10.2	22.5
Supplies	\$39,769	1.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$73,175	2.7	8.0
Equipment	.	.	0.2
All Other Expenditures	\$375	0.0	0.1
Total	\$2,681,410	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	70.5
State	22.6
Federal	1.6
Tuition & Other	5.4

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Bolton School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	6	*
District	67	91.0
State		88.5

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	93.5	92.3
Male	68.8	92.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	88.0	95.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.0	92.5
State	71.5	87.5

<sup>3</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>4</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 2019-20

## Bolton School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.7%	<=5%	12.2%
	High Needs Students	15.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	82.0%	75%	80.4%
On-track to High School Graduation		98.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		80.9%	75%	71.5%
Arts Access		61.7%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	.	.	.	10.9%	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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Bolton School District

### Narratives

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

Bolton Public Schools is committed to a continuous improvement process. The vision of the Bolton Public Schools is to educate students to become capable, ethical, healthy, responsible, and thoughtful citizens. The Bolton Public Schools Strategic Plan 2015 - 2020 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 five year district goals are aligned to the Strategic Plan and are supported by building and administrator goals, teacher professional growth goals, and student learning outcomes. The collective vision of the learner, known as the Portrait of a Graduate, defines the qualities and attributes that we expect all Bolton students to develop in order to be successful in college, career, life, and as global citizens. Particular emphasis is placed on the successful incorporation of state and national standards in all content areas, a mastery approach to learning at all levels, authentic assessment, and analysis of student data to drive instruction across the district to improve student achievement. Focused, on-going, job-embedded professional development supports the aligned individual, team, school, and district goals.

Student attendance is closely monitored, tracked, and recorded throughout the district with set procedures. Although we have a very low truancy rate, we utilize attendance data to identify students who have attendance issues and work with the students and their families to improve their attendance rate.

The continuous examination of data informs our decisions regarding allocation of resources, instructional decisions, and the implementation of interventions. Bolton Public Schools is committed to supporting students in their least restrictive environment. The district has expanded programming for students with significant needs. Special educators and related services staff participate in professional development regarding data analysis, reading interventions, meeting the social and emotional needs of students, executive functioning, secondary transition, and effective use of instructional support in the general education classrooms. The district BCBA supports our students with behavioral challenges as well as collaborates with staff regarding how to best meet the needs of these students in the general education classrooms. We continue to implement a comprehensive team approach to address the unique learning needs of the students through a continuum of services.

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. The schools and the Board of Education utilize a number of communication tools including the website, School Messenger, and quarterly newsletters which include school information, updates, and ways to support parents in working at home with their children on learning activities.

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

Bolton Public Schools is 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 reduce racial, ethnic, and economic isolation. Equity and respect among students are promoted through the learning experiences in academic programs as well as extra-curricular and athletic offerings. Both schools utilize PBIS which promotes a healthy school climate through numerous events and activities that foster positive behavior, respect of self and others, tolerance, and acceptance of differences.

Our schools continue to provide a host of learning experiences that actively engage our learners while respecting their cultural integrity. Bolton continues to participate in the Hartford Open Choice program for the last eighteen years with 51 students attending Bolton schools in 2019-2020. Looking in Theater presents skits to our middle school students on difficult topics and encourages them to examine issues like bullying and racism. As an active member of the CT Youth Forum, our students join a diverse population from around the state to discuss issues of equality and social justice. All students participate in the Sandy Hook initiative events of Start with Hello Week and See Something Say Something Week. These two events help address the issues of social isolation and being aware of your surroundings, while promoting positivity amongst the student body. Bolton Center School hosted a series of K-5 assemblies, known as Buster's Community Showcase, which highlighted student work, reinforced the PBIS B.A.R.K. expectations, and allowed parents to come and watch. Students actively engage in community service stocking shelves, sorting products, and assisting visitors with their groceries through our partnership with the MACC Food Pantry. Student organizations and staff regularly collect items for area food banks, shelters, and families in need in the Bolton community. 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 2019-20

## Bolton School District

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

The Bolton Board of Education is committed to ensuring an equitable allocation of resources among its schools. 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. Enrollment figures are closely monitored to ensure the appropriate distribution of staff and resources. The Board receives additional monies from both State and Federal sources to help finance remedial and special education programs.