

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



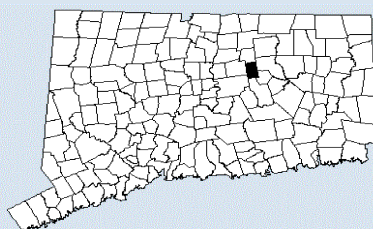
## Bolton School District

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

### District Information

Grade Range	PK-12
Number of Schools	2
Enrollment	869
Per Pupil Expenditures <sup>1</sup>	\$14,996
Total Expenditures <sup>1</sup>	\$13,616,696

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	430	49.5	48.3
Male	439	50.5	51.6
American Indian	0	0.0	0.2
Asian	24	2.8	4.6
Black or African American	49	5.6	12.9
Hispanic or Latino	36	4.1	21.2
Pacific Islander	0	0.0	0.0
White	744	85.6	58.4
Two or More Races	16	1.8	2.3
English Language Learners	7	0.8	5.7
Eligible for Free or Reduced-Price Meals	118	13.6	37.3
Students with Disabilities <sup>1</sup>	89	10.2	12.8

<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>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	24	5.6	6	1.3
Male	21	4.8	20	4.5
Black or African American	13	26.5	6	12.2
Hispanic or Latino	*	*	*	*
White	24	3.3	13	1.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	27	22.7	11	8.6
Students with Disabilities	16	18.2	9	8.7
District	45	5.2	26	2.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 2**

<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 2013-14

## Bolton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	59.0
Paraprofessional Instructional Assistants	8.8
<b>Special Education</b>	
Teachers and Instructors	7.8
Paraprofessional Instructional Assistants	17.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.2
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	6.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	47.7

<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 (%)
Asian	0	0	1.0
Black or African American	1	1.1	3.5
Hispanic	2	2.3	3.6
Native American	0	0	0.1
White	84	96.6	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	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	0	0	24	27.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	27	26.7
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### 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	95.7
Other Health Impairment	16	69.6
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	52	65.0
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Bolton School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.4
Emotional Disturbance	8	1.0	1.0
Intellectual Disability	6	0.7	0.4
Learning Disability	23	2.8	4.2
Other Health Impairment	23	2.8	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	1.7	1.9
All Disabilities	85	10.5	12.4

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,574,016	8,491	8,769
Instructional Supplies and Equipment	94,249	106	275
Improvement of Instruction and Educational Media Services	537,589	603	487
Student Support Services	983,209	1,102	965
Administration and Support Services	1,542,494	1,729	1,600
Plant Operation and Maintenance	1,166,820	1,308	1,472
Transportation	744,702	888	786
Costs of Students Tuitioned Out	758,507	N/A	N/A
Other	215,110	241	178
Total	13,616,696	14,996	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	991,800	1,112	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	843,892	27.4	35.6
Noncertified Personnel	614,767	20.0	14.5
Purchased Services	91,085	3.0	5.0
Tuition to Other Schools	678,852	22.0	21.4
Special Ed. Transportation	330,361	10.7	8.5
Other Expenditures	520,240	16.9	14.9
Total Expenditures	3,079,197	100.0	100.0
PK-12 Expenditures Used for Special Education		22.6	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.7	71.7
State	25.8	26.7
Federal	1.4	1.5
Tuition & Other	0.1	0.1

<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 2013-14

## Bolton School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	73.6	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	66.7	58.9	72.2	68.8	.	.	.	.	
Students with Disabilities	49.1	43.5	41.2	44.3	.	.	.	.	
High Needs	59.0	54.6	61.2	60.6	.	.	.	.	
District	88.6	86.5	88.6	87.0	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	52.5	.	52.9	.	.	.	.	
District	88.2	81.2	86.4	82.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	88.5	79.2	78.0	91.3	248	85.1
Curl Up	83.6	91.7	96.6	93.8	248	91.5
Push Up	54.1	60.4	74.6	80.0	248	68.5
Mile Run/PACER	85.2	89.6	84.7	78.8	248	83.9
All Tests - District	47.5	47.9	64.4	70.0	248	58.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Bolton School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
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	81	97.5	94.0	Yes	94.0
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 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	84.5	57	67.9
Male	72.4	47	48.0
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	82.6	94	60.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	78.0	104	57.1
State	72.9		37.6

<sup>5</sup>College 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

<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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.9	96.7
Male	83.3	89.3
Black or African American	83.3	*
Hispanic or Latino	N/A	N/A
White	86.8	92.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	87.5	93.1
State	72.7	88.5

<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 2013-14

## 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 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 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. The school system utilizes a comprehensive approach to truancy prevention. Phone calls are made home daily for students who are absent and meetings are held with parents and their child if attendance issues persist. To further support students with truancy issues individualized student support plans are put in place including counseling for both parents and student. Bolton Public Schools utilizes a variety of supports to engage families in student learning. These efforts include a parent communication goal for all teachers in which they demonstrate how they communicate with parents, regular PTA, Booster Club and Scholarship Committee meetings with parents and staff, 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, they raise 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. 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 two of the PBIS program and Bolton Center School implemented year three. 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 12 years with 41 students attending Bolton schools in 2013-2014. In the spring of 2014, the Bolton Board of Education authorized the opening of 34 additional seats for the following year. 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 developed 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 2013-14

## Bolton School District

### **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 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.