

STRATEGIC SCHOOL PROFILE 2007-08**Bolton School District**

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Location: 108 Notch Road
Bolton,
Connecticut

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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	Per Capita Income in 2000: \$29,205
Town Population in 2000: 5,017	Percent of Adults without a High School Diploma in 2000*: 6.4%
1990-2000 Population Growth: 9.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 94.2%

*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, 2007 873
5-Year Enrollment Change -13.6%

DISTRICT GRADE RANGE

Grade Range K-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	51	5.8	4.7	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.4
Students Identified as Gifted and/or Talented*	2	0.2	3.8	4.0
PK-12 Students Receiving Special Education Services in District	83	9.5	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	83.8	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	19.3	21.6	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	17	1.9
Black	30	3.4
Hispanic	10	1.1
White	815	93.4
Total Minority	58	6.6

Percent of Minority Professional Staff: 1.0%

Open Choice: 23 students 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 4.

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 values highly their students having diverse cultural, ethnic and economic learning experiences. Despite limited financial resources, the district has continued to ensure that a variety of programs are offered in district and out-of-district.

Seven Bolton students attended Great Path Academy on the campus of Manchester Community College while five others attended the International Baccalaureate Academy in East Hartford.

Twenty-three CHOICE students from Hartford attended Bolton schools during the 2007-2008 school year. Bolton has been participating in this program for more than ten years. There were a number of after school sessions and field trips held during the spring which offered additional opportunities for Bolton and CHOICE students to interact outside of the classroom that were very successful.

Bolton High School continues to welcome exchange students from other countries. The topics of diversity and cultural differences are common in world language classrooms as the study of the culture plays an important role in the curriculum. Following a trip by the school's principal to China last spring as part of a delegation from Connecticut, Bolton High students will have an opportunity to travel to China in the near future to visit a "sister school".

Bolton High School students are enrolled in Virtual learning classes which offer technology-based distance learning which lends itself to reducing isolation.

Bolton High School students participate in St. Joseph's College 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.4	52.0	87.1
Writing	77.6	63.4	70.6
Mathematics	82.8	60.0	87.1
Grade 4 Reading	78.1	55.9	88.0
Writing	86.3	62.9	95.0
Mathematics	89.0	60.3	100.0
Grade 5 Reading	73.1	62.2	54.3
Writing	68.7	64.5	41.4
Mathematics	80.6	65.9	70.4
Science	71.6	54.9	64.8
Grade 6 Reading	84.2	66.3	79.2
Writing	81.7	61.9	86.9
Mathematics	88.2	66.4	89.3
Grade 7 Reading	78.3	71.1	43.9
Writing	66.3	62.0	47.1
Mathematics	73.5	63.0	54.2
Grade 8 Reading	88.7	64.8	90.6
Writing	90.3	63.4	94.3
Mathematics	83.9	60.8	85.5
Science	87.1	58.6	95.0

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 scoreable 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	65.2	45.5	76.2
Writing Across the Disciplines	90.8	57.9	98.5
Mathematics	74.2	50.1	83.1
Science	63.1	46.3	66.2

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
	53.3	36.1	90.9

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.7	77.6	
Average Score	Mathematics	538	504	77.7
	Critical Reading	544	502	86.2
	Writing	543	503	86.9

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, Class of 2007	97.5	92.6	67.7
Cumulative Four-Year Dropout Rate for Class of 2007	2.3	6.2	63.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.7	1.7	71.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.4	83.4
% Employed (Civilian Employment and in Armed Services)	3.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	68.50
Paraprofessional Instructional Assistants	7.10
Special Education	
Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	18.30
Library/Media Specialists and Assistants	4.40
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	5.70
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	44.55

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	13.6	14.3	13.6
% with Master's Degree or Above	77.9	75.5	75.6

Average Class Size	District	DRG	State
Grade K	12.3	17.1	18.1
Grade 2	19.0	18.6	19.3
Grade 5	16.8	20.4	20.9
Grade 7	20.8	19.9	20.5
High School	13.0	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,058	993	987
Middle School	N/A	N/A	N/A
High School	1,052	1,021	1,006

*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*	3.4	3.3	3.4
Middle School	N/A	N/A	N/A
High School	2.4	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$6,665	\$7,284	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$176	\$193	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$549	\$601	\$443	\$395	\$429
Student Support Services	\$720	\$787	\$764	\$713	\$761
Administration and Support Services	\$1,313	\$1,435	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,024	\$1,119	\$1,329	\$1,295	\$1,322
Transportation	\$591	\$648	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$398	N/A	N/A	N/A	N/A
Other	\$169	\$185	\$147	\$130	\$145
Total	\$11,606	\$12,373	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$652	\$713	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$2,316,461
Percent of Total PK-12 Expenditures Used for Special Education	20.0%

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	69.6	28.7	1.2	0.5
Excluding School Construction	71.0	27.1	1.3	0.5

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 two 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 suit 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	78
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

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	3	0.3	0.8	0.7
Learning Disability	23	2.6	4.1	4.0
Intellectual Disability	6	0.7	0.4	0.5
Emotional Disturbance	10	1.1	0.7	1.0
Speech Impairment	7	0.8	2.2	2.4
Other Health Impairment*	23	2.6	1.9	2.1
Other Disabilities**	6	0.7	0.6	0.9
Total	78	8.9	10.7	11.5

*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 2006-07 with a Standard Diploma	66.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

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	21.4	20.4	79.9	62.1
	Writing	16.7	19.3	78.2	63.0
	Mathematics	19.5	22.6	83.0	62.7
	Science	N/A	N/A	79.1	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	65.2	45.5
	Writing Across the Disciplines	N/A	N/A	90.8	57.9
	Mathematics	N/A	N/A	74.2	50.1
	Science	N/A	N/A	63.1	46.3

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	10.9
	% With Accommodations	89.1
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		10.4

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	0	0.0
Private Schools or Other Settings	4	5.1

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	65.4	71.7	71.6
40.1 to 79.0 Percent of Time	20	25.6	21.8	16.6
0.0 to 40.0 Percent of Time	7	9.0	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Bolton Public Schools focuses on comprehensive special education services providing Pre-K to High School services within the district's schools for our wide range of special needs students. Professional Development is based on our students' needs and profiles, rather than being discipline-specific. The goal of Professional Development is to promote teaming that provides cross-discipline involvement, and promotes collaboration and collegiality between special education and regular education staff. Parents are invited to attend these team in-services related to their child's disability to aid in self-advocacy. A team from the New England Association from Schools and Colleges will be on site at Bolton High in early October, 2008 for reaccreditation purposes. The team will be evaluating the special education program and how it provides equal access to students in the high school as part of the School Resources For Learning standard. The IDEA grant has been utilized to obtain consultative services to facilitate inclusion, as well as supportive assistive technology initiatives.

Bolton Public Schools does not have a pre-school. A partnership with the UCONN Child Development Labs has been formed to provide an inclusive preschool setting for students with more significant disabilities.

Bolton Public Schools has a school-wide transition planning model with LRE and inclusive practices being a focus. Mapping/transition planning throughout a student's school career, utilizing the precepts of the MAPs and the COACH process is in place. The goal is to develop a mapping plan or action plan that cycles every three to four years, for our more severely impaired students. The students and stakeholders in the students' lives and education participate in these mapping meetings.

The district's for the past two years has been on reading. A K-12 Reading Committee was formed to address concerns about reading needs through the district. The committee made recommendations, a number of which are being adopted.

The Bolton Public School staff has begun to look at the Scientific Research-Based Initiative (also called Response to Intervention) model. In conjunction with regular educators, a continuum of supports will be researched as well as progress monitoring and data collection for all students.

Over the years, parents and teachers at Bolton Center School have volunteered to foster School-Family-Community Partnerships through PTA and its volunteer network. An example of this collaboration was the creation of a Parent Involvement Plan which is in the process of review and implementation planning by a parent/faculty committee, and many of the recommendations have already been adopted. The plan documents the abundance of parent involvement practice and makes suggestions for improvements.

At Bolton High School parents are invited to attend the school's monthly Parents Advisory Committee. There is an agenda posted each month and topics have included the school's NEASC accreditation process, an explanation of graduation requirements, and information on college financial aid. There is time available at each meeting for parents to ask questions of the administration. To facilitate open communication with the school, the principal hosts a morning coffee for parents who wish to drop in and express a concern or speak directly to the administration.
