

STRATEGIC SCHOOL PROFILE 2009-10**Bolton School District**

PAUL K. SMITH, JR., Superintendent

Location: Notch Road

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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: 93.3%

*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, 2009 880
5-Year Enrollment Change -5.7%

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	77	8.8	6.7	32.6
K-12 Students Who Are Not Fluent in English	3	0.3	0.7	5.4
Students Identified as Gifted and/or Talented*	43	4.9	4.6	4.1
PK-12 Students Receiving Special Education Services in District	77	8.8	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	49	92.5	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	2	2.0	12.7	13.6

*23.3 % 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	16	1.8
Black	42	4.8
Hispanic	19	2.2
White	803	91.3
Total Minority	77	8.8

Percent of Minority Professional Staff: 1.0%

Open Choice:

27 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 3.

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 with three others attending the Greater Hartford Academy of the Arts, one attending the International Baccalaureate Academy in East Hartford, and one attending the Public Safety Academy. Twenty-seven CHOICE students from Hartford attended Bolton schools during the 2009-2010 school year. Bolton has been participating in this program for more than ten years. Bolton High School students travel recently has included experiences in France, Italy, Spain, and Costa Rica. Students from Bolton High School also traveled to China in 2010 to visit Bolton High School's "sister school" established in 2008. 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	69.8	57.0	61.3
Writing	75.0	58.3	81.0
Mathematics	79.6	62.4	77.3
Grade 4 Reading	72.4	59.9	59.7
Writing	86.7	63.6	96.3
Mathematics	81.0	67.0	72.3
Grade 5 Reading	86.0	61.8	93.9
Writing	83.1	68.2	74.1
Mathematics	94.7	72.4	98.8
Science	79.7	59.4	74.7
Grade 6 Reading	89.0	74.9	77.3
Writing	86.5	65.9	86.0
Mathematics	88.9	70.7	79.8
Grade 7 Reading	74.2	77.4	25.3
Writing	65.2	61.2	42.2
Mathematics	74.6	68.5	45.5
Grade 8 Reading	88.4	73.3	75.8
Writing	81.2	62.6	79.6
Mathematics	86.3	67.3	80.9
Science	85.4	62.8	85.4

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	82.1	45.9	95.5
Writing Across the Disciplines	80.6	59.6	80.5
Mathematics	70.1	48.7	78.8
Science	74.6	45.3	91.7

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
	64.8	50.7	82.2

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.3	68.5	
Average Score	Mathematics	544	508	79.1
	Critical Reading	547	503	84.5
	Writing	552	506	84.5

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 2009	100.0	91.3	100.0
2008-09 Annual Dropout Rate for Grade 9 through 12	0.0	3.0	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	100.0	84.5
% Employed (Civilian Employment and in Armed Services)	0.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	64.85
Paraprofessional Instructional Assistants	5.70
Special Education	
Teachers and Instructors	7.10
Paraprofessional Instructional Assistants	22.60
Library/Media Specialists and/or 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	42.00

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	14.5	13.8
% with Master's Degree or Above	85.7	79.0	77.8

Average Class Size	District	DRG	State
Grade K	17.7	17.2	18.5
Grade 2	15.7	18.5	19.7
Grade 5	20.0	20.7	21.1
Grade 7	20.9	19.9	20.8
High School	14.2	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,058	994	992
Middle School	N/A	N/A	N/A
High School	1,060	1,007	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*	3.2	3.1	3.2
Middle School	N/A	N/A	N/A
High School	2.3	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$7,043	\$8,180	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$194	\$225	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$547	\$635	\$474	\$406	\$459
Student Support Services	\$840	\$975	\$863	\$816	\$859
Administration and Support Services	\$1,415	\$1,643	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,150	\$1,335	\$1,469	\$1,468	\$1,462
Transportation	\$785	\$831	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$523	N/A	N/A	N/A	N/A
Other	\$179	\$208	\$163	\$148	\$162
Total	\$12,674	\$14,225	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$746	\$866	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,743,047	21.6	20.2	20.7

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	65.3	29.8	1.2	3.6
Excluding School Construction	66.3	28.6	1.3	3.9

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 suite 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	79
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

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	6	0.7	1.0	1.0
Learning Disability	17	2.0	3.9	3.9
Intellectual Disability	6	0.7	0.4	0.5
Emotional Disturbance	13	1.5	0.7	1.0
Speech Impairment	10	1.2	2.1	2.2
Other Health Impairment*	19	2.3	1.9	2.1
Other Disabilities**	8	1.0	0.7	0.9
Total	79	9.4	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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	23.5	31.6	81.1	67.5
	Writing	17.2	19.6	79.7	63.3
	Mathematics	16.7	32.9	84.4	68.1
	Science	N/A	N/A	83.2	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	82.1	45.9
	Writing Across the Disciplines	N/A	N/A	80.6	59.6
	Mathematics	N/A	N/A	70.1	48.7
	Science	N/A	N/A	74.6	45.3

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	42.2
	% With Accommodations	57.8
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		14.6

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	9	11.4

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	56	70.9	76.7	73.4
40.1 to 79.0 Percent of Time	14	17.7	16.4	15.3
0.0 to 40.0 Percent of Time	9	11.4	6.9	11.3

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 learning that provides cross-discipline involvement and promotes collaboration and collegiality between special education and regular education staff. Bolton Public Schools, with the assistance of parents, administration, community members, students and staff were requested to join together craft a plan for an education 10 years into the future. Through that effort, Bolton 2020 Vision was developed and will now serve as our blueprint to create an experience for students based on a foundation of student outcomes designed to promote learning skills that are essential in the 21st century including creativity, innovation, problem-solving, and the ability to think critically. The Bolton Public Schools community collaborates to encourage learners to become ethical citizens who are innovative, influential leaders in their world. 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 will include state of the art science labs, new common spaces, and a library/research center. 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.
