

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



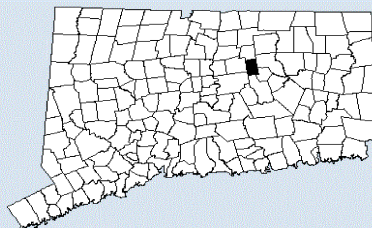
Bolton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	820
Per Pupil Expenditures ¹	\$17,174
Total Expenditures ¹	\$14,512,150

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	427	52.1	48.4
Male	393	47.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	19	2.3	5.1
Black or African American	57	7.0	12.9
Hispanic or Latino	55	6.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	22	2.7	2.9
White	667	81.3	54.8
English Learners	8	1.0	6.8
Eligible for Free or Reduced-Price Meals	118	14.4	35.9
Students with Disabilities ¹	94	11.5	14.3

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	21	5.0	9	2.1
Male	11	2.8	15	3.8
Black or African American	7	12.7	6	10.9
Hispanic or Latino	*	*	*	*
White	15	2.3	13	1.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	13.8	13	10.1
Students with Disabilities	9	9.7	*	*
District	32	3.9	24	2.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 23

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2016-17

Bolton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	63.6
Paraprofessional Instructional Assistants	5.6
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	14.4
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	3.8
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	6.7
School Nurses	2.4
Other Staff Providing Non-Instructional Services/Support	48.5

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	3.6
Hispanic or Latino	2	2.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	90	96.8	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.6

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	41	58.6	63	92.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	7	*
Students with Disabilities	*	*	8	*
District	47	58.0	71	93.4
State		63.6		77.5

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	*	*
Learning Disability	25	89.3
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	56	68.3
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Bolton School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	8	1.0
Emotional Disturbance	*	*
Intellectual Disability	8	1.0
Learning Disability	28	3.6
Other Health Impairment	18	2.3
Other Disabilities	*	*
Speech/Language Impairment	13	1.7
All Disabilities	86	11.1

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,696,435	9,455	9,663
Instructional Supplies and Equipment	277,049	340	321
Improvement of Instruction and Educational Media Services	599,318	736	578
Student Support Services	954,515	1,173	1,103
Administration and Support Services	2,098,624	2,578	1,861
Plant Operation and Maintenance	1,533,013	1,883	1,637
Transportation	633,667	819	877
Costs of Students Tuitioned Out	524,011	N/A	N/A
Other	195,518	240	201
Total	14,512,150	17,174	16,236

Additional Expenditures

Land, Buildings, and Debt Service	903,207	1,110	1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	918,130	33.2
Noncertified Personnel	571,386	20.6
Purchased Services	132,324	4.8
Tuition to Other Schools	458,674	16.6
Special Ed. Transportation	160,273	5.8
Other Expenditures	527,732	19.1
Total Expenditures	2,768,519	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.9	66.1
State	25.6	27.0
Federal	1.5	1.6
Tuition & Other	5.0	5.3

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).

District Profile and Performance Report for School Year 2016-17

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.

	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	13	*	13	*	7	*
Black or African American	34	61.6	34	53.2	17	*
Hispanic or Latino	24	65.4	24	56.0	13	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	365	76.5	365	71.1	155	61.9
English Learners	10	*	10	*	*	*
Non-English Learners	430	74.8	430	68.8	192	60.2
Eligible for Free or Reduced-Price Meals	69	62.8	69	54.0	31	51.6
Not Eligible for Free or Reduced-Price Meals	371	76.7	371	71.5	164	61.4
Students with Disabilities	48	49.9	48	41.0	19	*
Students without Disabilities	392	77.5	392	72.1	176	61.2
High Needs	111	60.0	111	51.8	45	49.9
Non-High Needs	329	79.4	329	74.4	150	62.8
District	440	74.5	440	68.7	195	59.9

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			
Grade 4			
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	71.7	54.3	62.1	84.1	252	67.5
Curl Up	52.8	54.3	83.3	93.7	252	71.4
Push Up	47.2	51.4	60.6	76.2	252	59.1
Mile Run/PACER	94.3	85.7	78.8	87.3	252	86.1
All Tests - District	28.3	35.7	43.9	65.1	252	43.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Bolton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85	91.8
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	52	60.5
Male	95.8	30	42.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	96.4	79	57.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.2	*	*
Students with Disabilities	75.0	0	0.0
District	96.8	82	52.2
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.9	100.0
Male	77.5	77.8
Black or African American	*	*
Hispanic or Latino	*	*
White	87.8	84.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85.4	86.4
State	72.0	88.5

⁵College 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.

⁶College 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 2016-17

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.5	75	49.7	50	99.4	67.1
	High Needs Students	60.0	75	40.0	50	80.0	55.9
Math Performance Index	All Students	68.7	75	45.8	50	91.6	62.2
	High Needs Students	51.8	75	34.5	50	69.1	50.5
Science Performance	All Students	59.9	75	39.9	50	79.8	55.3
	High Needs Students	49.9	75	33.3	50	66.6	45.2
ELA Academic Growth	All Students	52.1%	100%	52.1	100	52.1	55.4%
	High Needs Students	48.5%	100%	48.5	100	48.5	49.8%
Math Academic Growth	All Students	57.8%	100%	57.8	100	57.8	61.7%
	High Needs Students	34.6%	100%	34.6	100	34.6	53.7%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	10.4%	<=5%	39.3	50	78.5	15.8%
Preparation for CCR	% Taking Courses	75.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	52.2%	75%	34.8	50	69.6	43.5%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		91.8%	94%	97.6	100	97.6	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		85.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.8% 43.7%	75%	29.1	50	58.2	92.0% 51.6%
Arts Access		58.2%	60%	48.5	50	97.1	50.5%
Accountability Index				935.6	1250	74.9	

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	60.0	15.0	16.7	
Math Performance Index Gap	74.4	51.8	22.6	18.7	
Science Performance Index Gap	62.8	49.9	12.9	16.6	
Graduation Rate Gap	.	.	.	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	99.1
Math	All Students	98.2
	High Needs Students	99.1
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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: 50.2**

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 2016-17

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. Bolton High School is the only high school in Connecticut to be recognized as a National Blue Ribbon School of Excellence in 2016. 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. Particular emphasis is placed on the successful incorporation of state and national standards in all content areas, the development of mastery-based 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. Both 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. We have an extremely active PTA which, through the efforts of many parents and the support of the entire community, raises thousands of dollars to enhance the curriculum offerings for our students. .

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 fifteen years with 63 students attending Bolton schools in 2016-2017. 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. The Unity Team coordinates students in non-standard groupings across grade levels to participate in activities that promote acceptance and inclusion. In addition, Deacon Arthur Miller, a civil rights activist, spent a day with high school students and staff talking about social justice, inclusion, and empowerment. As part of the Social Justice Club, students actively engage in community service stocking shelves, sorting products, and assisting visitors with their groceries through our partnership with the MACC Food Pantry. Students also help organize the 10,000 Meals program. At this event, club members and the community come together with the help of the Stop Hunger Now organization to package thousands of meals in one afternoon. 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 2016-17

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.