

STRATEGIC SCHOOL PROFILE 2008-09**Bolton School District**

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Location: 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: 94.9%

*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, 2008 861
5-Year Enrollment Change -10.7%

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	55	6.4	5.5	30.3
K-12 Students Who Are Not Fluent in English	1	0.1	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	73	8.5	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	58.3	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	18	14.3	16.9	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	13	1.5
Black	34	3.9
Hispanic	13	1.5
White	800	92.9
Total Minority	61	7.1

Percent of Minority Professional Staff: 1.0%

Open Choice: 22 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: 0.1% 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 1.

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 in Hartford and one attending the International Baccalaureate Academy in East Hartford. Twenty-five CHOICE students from Hartford attended Bolton schools during the 2008-2009 school year. Bolton has been participating in this program for more than ten year.

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. Students travel recently has included experiences in France, Italy, Spain, and Costa Rica. Students will have an opportunity to travel to China in 2010 to visit Bolton High School's "sister school" established in 2008.

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 in 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	70.9	54.6	70.4
Writing	75.0	62.5	66.0
Mathematics	76.8	62.8	67.3
Grade 4 Reading	85.5	60.7	95.1
Writing	78.9	64.2	77.0
Mathematics	89.1	63.6	95.1
Grade 5 Reading	82.4	66.0	77.0
Writing	81.1	66.5	75.3
Mathematics	87.8	68.8	89.5
Science	79.7	58.1	80.2
Grade 6 Reading	68.7	68.9	28.8
Writing	55.9	62.2	25.2
Mathematics	77.6	68.8	53.4
Grade 7 Reading	88.3	74.9	76.4
Writing	80.0	62.9	80.9
Mathematics	89.5	66.0	91.7
Grade 8 Reading	76.2	68.4	52.9
Writing	73.5	66.5	45.8
Mathematics	78.0	64.5	59.4
Science	68.7	60.6	41.9

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	69.4	47.4	79.5
Writing Across the Disciplines	82.2	55.0	91.6
Mathematics	69.4	47.8	77.1
Science	63.0	42.8	78.6

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
	37.3	36.2	50.5

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		90.0	74.5	
Average Score	Mathematics	511	507	54.3
	Critical Reading	525	503	69.8
	Writing	546	506	85.3

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 2008	98.4	92.1	79.4
Cumulative Four-Year Dropout Rate for Class of 2008	1.4	6.6	78.8
2007-08 Annual Dropout Rate for Grade 9 through 12	0.7	2.5	65.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	100.0	84.1
% Employed (Civilian Employment and in Armed Services)	0.0	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	67.35
Paraprofessional Instructional Assistants	5.80
Special Education	
Teachers and Instructors	6.60
Paraprofessional Instructional Assistants	20.90
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	5.90
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	43.60

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	14.4	13.6
% with Master's Degree or Above	81.8	77.3	76.1

Average Class Size	District	DRG	State
Grade K	16.0	17.5	18.3
Grade 2	19.0	19.5	19.3
Grade 5	19.0	20.3	21.0
Grade 7	19.1	19.7	20.5
High School	14.3	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,058	993	988
Middle School	N/A	N/A	N/A
High School	1,060	1,011	1,007

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

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$6,928	\$7,936	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$159	\$183	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$527	\$604	\$461	\$415	\$446
Student Support Services	\$791	\$906	\$808	\$769	\$806
Administration and Support Services	\$1,330	\$1,524	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,114	\$1,276	\$1,382	\$1,357	\$1,377
Transportation	\$641	\$748	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$482	N/A	N/A	N/A	N/A
Other	\$190	\$217	\$152	\$141	\$151
Total	\$12,163	\$13,575	\$12,869	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$626	\$717	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,487,165	20.4	19.7	20.5

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	66.6	30.2	1.6	1.6
Excluding School Construction	67.8	28.8	1.6	1.7

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	75
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.8%

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	0.9	0.8
Learning Disability	19	2.2	4.1	3.9
Intellectual Disability	6	0.7	0.4	0.5
Emotional Disturbance	13	1.5	0.7	1.0
Speech Impairment	3	0.4	2.2	2.3
Other Health Impairment*	18	2.1	1.9	2.1
Other Disabilities**	10	1.2	0.6	0.9
Total	75	8.8	10.8	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	21.9	30.2	79.3	65.7
	Writing	10.0	19.5	74.4	64.1
	Mathematics	22.2	30.7	83.4	65.7
	Science	13.0	23.8	73.9	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	69.4	47.4
	Writing Across the Disciplines	N/A	N/A	82.2	55.0
	Mathematics	N/A	N/A	69.4	47.8
	Science	N/A	N/A	63.0	42.8

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	2.7
	% With Accommodations	97.3
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		12.8

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	1	1.3
Private Schools or Other Settings	6	8.0

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	52	69.3	74.3	72.7
40.1 to 79.0 Percent of Time	18	24.0	19.1	16.1
0.0 to 40.0 Percent of Time	5	6.7	6.6	11.2

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. A team from the New England Association of Schools and Colleges conducted an on-site visit of Bolton High School in early October, 2008 for reaccreditation purposes. The Town of Bolton has approved a \$26.1MM expansion and renovation for Bolton High School, anticipated to begin in 2010.

Bolton Public Schools has a school-wide transition planning model with LRE and inclusive practices being a focus. The K-8 Reading Committee continues to address reading needs. A new reading program K -8 has been approved for the 09-10 school year to facilitate and address the needs of teachers and their students. 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 when completed, will document parent involvement 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 a time available at each meeting for parents to ask questions of the administration. To facilitate open communication with the school, the principal is available to parents who wish to drop in and express a concern or speak directly to the administration.
