

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



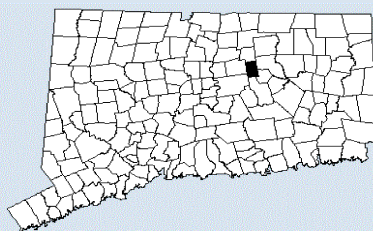
Bolton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	812
Per Pupil Expenditures ¹	\$17,287
Total Expenditures ¹	\$14,521,125

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	418	51.5	48.4
Male	394	48.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	21	2.6	5.1
Black or African American	53	6.5	12.8
Hispanic or Latino	63	7.8	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	28	3.4	3.3
White	647	79.7	53.6
English Learners	6	0.7	7.2
Eligible for Free or Reduced-Price Meals	121	14.9	36.7
Students with Disabilities ¹	98	12.1	14.8

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	31	7.6	12	2.9
Male	21	5.4	18	4.6
Black or African American	10	19.2	11	20.0
Hispanic or Latino	*	*	*	*
White	34	5.4	13	2.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	14.0	20	12.3
Students with Disabilities	11	11.7	8	7.5
District	52	6.5	30	3.7
State		10.7		6.8

Number of students in 2016-17 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	63.6
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	12.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	3.8
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	5.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.3

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.1	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	90	97.8	91.0

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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	36	66.7	68	91.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	11	*
Students with Disabilities	*	*	9	*
District	46	67.6	76	92.7
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	28	96.6
Other Health Impairment	15	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	63	75.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	0.8	1.8
Emotional Disturbance	6	0.8	1.1
Intellectual Disability	6	0.8	0.5
Learning Disability	29	3.8	5.2
Other Health Impairment	19	2.5	3.1
Other Disabilities	9	1.2	1.1
Speech/Language Impairment	12	1.6	1.8
All Disabilities	87	11.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,764,043	9,538	9,847
Instructional Supplies and Equipment	194,326	239	287
Improvement of Instruction and Educational Media Services	594,195	730	589
Student Support Services	948,394	1,165	1,120
Administration and Support Services	2,025,011	2,488	1,905
Plant Operation and Maintenance	1,440,823	1,770	1,648
Transportation	700,457	909	904
Costs of Students Tuitioned Out	670,510	N/A	N/A
Other	183,366	225	208
Total	14,521,125	17,287	16,535

Additional Expenditures

Land, Buildings, and Debt Service	901,021	1,107	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	998,087	32.7	33.8
Noncertified Personnel	606,729	19.9	14.5
Purchased Services	107,605	3.5	5.5
Tuition to Other Schools	583,156	19.1	23.4
Special Ed. Transportation	203,100	6.7	8.7
Other Expenditures	550,010	18.0	14.1
Total Expenditures	3,048,687	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.8	67.5
State	33.8	25.7
Federal	1.2	1.3
Tuition & Other	5.2	5.5

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	11	*	11	*
Black or African American	31	62.3	31	56.9
Hispanic or Latino	29	60.7	29	56.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	13	*	13	*
White	338	78.3	338	75.0
English Learners	9	*	9	*
Non-English Learners	413	75.6	413	72.3
Eligible for Free or Reduced-Price Meals	58	62.4	58	57.4
Not Eligible for Free or Reduced-Price Meals	364	77.6	364	74.6
Students with Disabilities	41	48.8	41	46.6
Students without Disabilities	381	78.3	381	75.0
High Needs	97	59.9	97	56.2
Non-High Needs	325	80.1	325	77.0
District	422	75.5	422	72.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
MATH				
Connecticut	40%	36%	32%	
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	60.7	57.8	66.2	85.5	240	67.1
Curl Up	58.9	71.9	58.5	92.7	240	70.0
Push Up	53.6	54.7	58.5	76.4	240	60.4
Mile Run/PACER	78.6	76.6	72.3	81.8	240	77.1
All Tests - District	28.6	32.8	26.2	65.5	240	37.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*
Students with Disabilities	6	*
District	69	97.1
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	51	65.4
Male	98.6	33	45.8
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.4	79	61.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	*	*
District	98.7	84	56.0
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.6	100.0
Male	70.0	87.1
Black or African American	*	*
Hispanic or Latino	*	*
White	80.6	93.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.3	94.3
State	70.9	88.3

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

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	67.6
	High Needs Students	59.9	75	39.9	50	79.8	57.5
Math Performance Index	All Students	72.2	75	48.2	50	96.3	62.7
	High Needs Students	56.2	75	37.4	50	74.9	52.0
ELA Academic Growth	All Students	68.8%	100%	68.8	100	68.8	60.7%
	High Needs Students	62.0%	100%	62.0	100	62.0	55.6%
Math Academic Growth	All Students	80.9%	100%	80.9	100	80.9	61.9%
	High Needs Students	73.9%	100%	73.9	100	73.9	55.4%
Chronic Absenteeism	All Students	6.5%	<=5%	46.9	50	93.8	10.7%
	High Needs Students	12.6%	<=5%	34.8	50	69.5	16.6%
Preparation for CCR	% Taking Courses	81.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	56.0%	75%	37.3	50	74.7	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.0%	94%	95.7	100	95.7	81.8%
Postsecondary Entrance (Class of 2017)		78.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.6% 37.5%	75%	25.0	50	50.0	96.6% 50.1%
Arts Access		46.0%	60%	38.3	50	76.7	51.2%
Accountability Index				1039.2	1250	83.1	

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	59.9	15.1		15.9	
Math Performance Index Gap	75.0	56.2	18.8		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	90.0%	4.0%		12.7%	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	97.1
	High Needs Students	97.1
Math	All Students	97.1
	High Needs Students	97.1
Science	All Students	95.9
	High Needs Students	97.6

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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. The Bolton Public Schools Strategic Plan 2015 - 2020 promotes 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. The collective vision of the learner, known as the Portrait of a Graduate, defines the qualities and attributes that we expect all Bolton students to develop in order to be successful in college, career, life, and as global citizens. Particular emphasis is placed on the successful incorporation of state and national standards in all content areas, a mastery approach to 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. The 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. Our extremely active PTA, Booster Club, and Scholarship Committee raise thousands of dollars each year to support our students and schools.

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 sixteen years with 51 students attending Bolton schools in 2017-2018. 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 time during the year with both high school and middle school students and staff talking about social justice, inclusion, and empowerment. 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.

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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.