

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Bolton School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	688
Per Pupil Expenditures	\$22,301
Total Expenditures	\$16,346,546

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	327	47.5	48.4
Male	361	52.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	11	1.6	5.2
Black or African American	39	5.7	12.4
Hispanic or Latino of any race	76	11.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	39	5.7	4.8
White	523	76.0	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	161	23.4	44.8
Students with Disabilities	77	11.2	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	35	11.1	*	*
Male	30	8.6	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	14	36.8	*	*
Hispanic or Latino of any race	16	21.3	*	*
White	31	6.2	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	31	20.5	8	5.0
Students with Disabilities	14	20.6	*	*
All Students - District	65	9.8	15	2.2
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	64.7
General Education Paraprofessionals	4.5
Special Education Teachers and Instructors	7.5
Special Education Paraprofessionals	17.0
District Central Office Administrators	3.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.8

In 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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	1	1.1	4.9
Hispanic or Latino of any race	1	1.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	87	97.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	17	18.9	6.8
Teachers	13	18.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	51	94.4	34	97.1
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	14	*	16	*
Students with Disabilities	*	*	*	*
All Students - District	61	95.3	49	96.1
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	29	96.7
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	11	*
All Disabilities - District	51	75.0
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	6	0.9	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	30	4.4	6.5
Other Health Impairment	9	1.3	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	2.0	2.0
All Disabilities	70	10.2	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$9,214,280	\$12,571	\$13,471
Support services - students	\$1,194,773	\$1,712	\$1,826
Support services - instruction	\$674,172	\$966	\$972
Support services - general administration	\$664,766	\$952	\$568
Support services - school based administration	\$1,305,340	\$1,870	\$1,274
Central and other support services	\$885,390	\$1,268	\$761
Operation and maintenance of plant	\$1,462,017	\$2,095	\$2,125
Student transportation services	\$723,370	\$1,123	\$1,695
Food services	\$942	\$1	\$10
Enterprise operations	\$221,497	\$317	\$219
Total	\$16,346,546	\$22,301	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,002,018	34.0	26.4
Instructional Aide Salaries	\$423,843	14.4	10.1
Other Salaries	\$287,863	9.8	10.5
Employee Benefits	\$662,260	22.4	13.3
Purchased Services Other Than Transportation	\$120,023	4.1	6.8
Special Education Tuition	\$294,342	10.0	22.8
Supplies	\$17,477	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$143,140	4.8	8.7
Equipment	.	.	0.2
All Other Expenditures	\$445	0.0	0.1
Total	\$2,951,410	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	18.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	76.4
State	20.1
Federal	1.8
Tuition & Other	1.8

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	7	*	7	*	*	*
Black or African American	21	54.2	21	46.7	12	*
Hispanic or Latino of any race	37	68.8	37	65.7	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	66.9	22	65.2	*	*
White	266	74.0	262	73.1	115	74.1
English Learners/Multilingual Learners	6	*	6	*	*	*
Non-English Learners/Non-Multilingual Learners	347	71.8	343	70.3	*	*
Eligible for Free or Reduced-Price Meals	83	58.4	82	54.5	37	58.8
Not Eligible for Free or Reduced-Price Meals	270	75.8	267	75.2	120	75.1
Students with Disabilities	34	49.6	34	41.6	12	*
Students without Disabilities	319	74.1	315	73.4	145	73.2
High Needs	101	58.7	100	54.5	43	59.4
Non-High Needs	252	77.0	249	76.6	114	75.8
All Students - District	353	71.7	349	70.3	157	71.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	64.2	66.7	73.1	86.7	204	72.1
Curl Up	79.2	68.5	69.2	75.6	204	73.0
Push Up	73.6	72.2	77.1	71.1	187	73.3
Mile Run/PACER	83.0	77.8	84.6	53.3	204	75.5
All Tests - District	47.2	46.3	57.1	46.7	187	48.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	41	95.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	*	*
All Students - District	52	94.2
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	37	71.2
Male	44	69.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	68	76.4
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	12	40.0
Students with Disabilities	*	*
All Students - District	81	70.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	88.0	92.3
Male	*	88.9
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.0	93.2
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	84.0	90.6
All Students - State	67.0	88.2

College 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.

College 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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.7	64.7
ELA Performance Index	High Needs Students	58.7	75	39.2	50	78.3	54.9
Math Performance Index	All Students	70.3	75	46.9	50	93.7	61.1
Math Performance Index	High Needs Students	54.5	75	36.4	50	72.7	50.6
Science Performance Index	All Students	71.3	75	47.5	50	95.0	62.6
Science Performance Index	High Needs Students	59.4	75	39.6	50	79.3	52.1
ELA Academic Growth	All Students	61.8%	100%	61.8	100	61.8	60.6%
ELA Academic Growth	High Needs Students	57.6%	100%	57.6	100	57.6	55.7%
Math Academic Growth	All Students	67.3%	100%	67.3	100	67.3	62.3%
Math Academic Growth	High Needs Students	60.2%	100%	60.2	100	60.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.8%	<=5%	40.4	50	80.7	17.2%
Chronic Absenteeism	High Needs Students	19.9%	<=5%	20.2	50	40.4	24.8%
% Taking CCR Courses	All Students	95.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	70.4%	75%	47.0	50	93.9	47.2%
On-track to High School Graduation	All Students	94.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.0%	94%	95.7	100	95.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	48.7%	75%	16.2	50	32.4	49.0%
Arts Access	All Students	61.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1073.7	1350	79.5	

Physical Fitness Estimated Participation Rate - District: 89.9% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	58.7	16.3	16.9	N
Math Performance Index Gap	75.0	54.5	20.5	18.4	Y
Science Performance Index Gap	75.0	59.4	15.6	18.2	N
Graduation Rate Gap	94.0%	90.0%	4.0%	8.6%	N

If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	95.7
ELA	High Needs Students	92.7
Math	All Students	95.1
Math	High Needs Students	91.8
Science	All Students	95.2
Science	High Needs Students	95.6

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Bolton Public Schools is committed to a continuous improvement process. The mission of the Bolton Public Schools is to inspire all students to grow as learners, individuals, and citizens.

The Bolton Public Schools Strategic Plan 2020 - 2026 serves as the blueprint to improve student outcomes guided by four goals including student success, a caring culture, talent development, and resource stewardship. 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. Focused, on-going, job-embedded professional development supports the aligned individual, team, school, and district goals.

The continuous examination of data informs our decisions regarding allocation of resources, instructional decisions, and the implementation of interventions. We continue to implement a comprehensive team approach to address the unique learning needs of all students through a continuum of services. 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.

Bolton Public Schools utilizes a variety of supports to engage families in student learning. These efforts include regular PTA, Bolton Music Works, Booster Club, and Scholarship Committee meetings with parents and staff, as well as a communication goal for all teachers in which they demonstrate how they communicate with parents. The Bolton Public Schools utilize a personalized, two-way communication between schools and families and to build each family's capacity and confidence in their ability to support their child's learning by modeling practices and sharing resources and tools. We also use a host of communication tools including Parent Square, social media posts, our resource filled website, principal and teacher videos, and quarterly newsletters which include school information, updates, and ways to support parents in working at home with their children on learning activities.

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.

Under the MTSS framework, the district continues to align academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. This umbrella framework aligns resources/initiatives and encompasses both SRBI and PBIS to systematically support students. Both schools promote 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 twenty years with 39 students attending Bolton schools in 2024-2025. 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. Expanding access to technology, moving forward with curriculum renewal, providing high quality professional learning for staff, maintaining core programs, and continuing to add new courses at the high school for college credit 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. Enrollment figures are closely monitored to ensure the appropriate distribution of staff and resources. The Board receives additional State and Federal grants to help finance remedial and special education programs. 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 Finance Committee for approval. The budget is specifically designed to support district and building goals.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	33.3	32.0
Retired	5	41.7	23.7
Teach/Admin in Other CT Dist	3	25.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	12		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.