

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2022-23



Bolton High School

Bolton School District

860-643-2768 • <http://www.boltonpublicschools.com>

School Information

Grade Range	9-12
Enrollment	233
Per Pupil Expenditures ¹	\$20,674
Total Expenditures ¹	\$5,147,940

¹ Expenditure data reflect the 2021-22 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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2022-23 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	121	51.9	50.1
Non-Binary	*	*	*
American Indian or Alaska Native	0	0.0	0.0
Asian	*	*	1.9
Black or African American	16	6.9	5.4
Hispanic or Latino of any race	15	6.4	10.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	*	*	5.0
White	190	81.5	77.4
English Learners/Multilingual Learners	*	*	1.0
Eligible for Free or Reduced-Price Meals	47	20.2	24.0
Students with Disabilities ²	18	7.7	11.9

² Students in this category 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

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	11	9.9	6	5.3
Male	8	6.5	7	5.6
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	13	6.8	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	21.7	*	*
Students with Disabilities	*	*	*	*
School	19	8.1	13	5.5
District		8.3		3.2

Number of students qualified as truant under state statute: 19

Number of school-based arrests: Fewer than 6

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2022-23

Bolton High School

Bolton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.4

¹ 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.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.1
Black or African American	1	2.9	1.1
Hispanic or Latino of any race	0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	34	97.1	97.8

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.1	7.3

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$2,971,558	\$11,934
Support Services - Students	\$438,720	\$1,762
Improvement of Instruction	\$134,967	\$542
Library and Media Services	\$146,372	\$588
Support Services - Instruction	.	.
Support Services - School-Based	\$565,965	\$2,273
Operation and Maintenance of Plant	\$732,569	\$2,942
Transportation Other Than to/From	.	.
Enterprise Operations	\$157,790	\$634
Total	\$5,147,940	\$20,674

Total per pupil expenditures (PPE) including share of district central expenditures is \$23,706.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	*	*
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	16	*
District		78.8

³ This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	36	94.7	59	96.7
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	11	*
Students with Disabilities	*	*	*	*
School	45	91.8	69	97.2
District		91.8		97.3

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1059
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:35 AM
End Time	02:20 PM

School Profile and Performance Report for School Year 2022-23

Bolton High School

Bolton School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	35	65.8	35	59.6	38	77.0
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	45	61.3	45	55.5	48	72.2
Eligible for Free or Reduced-Price Meals	6	*	6	*	7	*
Not Eligible for Free or Reduced-Price Meals	39	62.1	39	55.8	41	72.6
Students with Disabilities	0	N/A	0	N/A	*	*
Students without Disabilities	45	61.3	45	55.5	*	*
High Needs	6	*	6	*	7	*
Non-High Needs	39	62.1	39	55.8	41	72.6
School	45	61.3	45	55.5	48	72.2

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	89.1	46	89.1
Curl Up	N/A	N/A	N/A	84.8	46	84.8
Push Up	N/A	N/A	N/A	71.7	46	71.7
Mile Run/PACER	N/A	N/A	N/A	65.2	46	65.2
All Tests - School	N/A	N/A	N/A	54.3	46	54.3
All Tests - District	40.7	45.5	33.3	54.3		43.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2022-23

Bolton High School

Bolton School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
White	56	96.4
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	12	*
School	72	95.8
District		94.7

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

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	39	67.2
Male	100.0	*	*
Non-Binary	*	*	*
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	100.0	71	71.7
English Learners/Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	9	45.0
Students with Disabilities	*	*	*
School	100.0	79	65.8
District	97.6		64.2

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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.

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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2023 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2023 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2023

College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.7	*
Male	56.1	90.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	67.9	93.3
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	40.0	*
Students with Disabilities	*	*
School	64.8	91.7
District	64.8	91.7

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

School Profile and Performance Report for School Year 2022-23

Bolton High School

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	61.3	75	122.5	150	81.7	63.9
	High Needs Students	.	75	.	.	.	54.1
Math Performance Index	All Students	55.5	75	111.0	150	74.0	59.7
	High Needs Students	.	75	.	.	.	48.9
Science Performance Index	All Students	72.2	75	96.2	100	96.2	61.6
	High Needs Students	.	75	.	.	.	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	8.1%	<=5%	43.8	50	87.7	20.0%
	High Needs Students	20.0%	<=5%	20.0	50	40.0	28.5%
Preparation for CCR	% Taking Courses	95.0%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	65.8%	75%	43.9	50	87.8	44.3%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		95.8%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		64.8%	75%	86.4	100	86.4	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		97.9% 54.3%	75%	36.2	50	72.5	93.0% 45.5%
Arts Access		53.6%	60%	44.7	50	89.4	54.5%
Accountability Index				804.8	950	84.7	

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 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?					N
ELA Performance Index Gap	62.1	.	.	17.0	
Math Performance Index Gap	55.8	.	.	18.6	
Science Performance Index Gap	72.6	.	.	18.6	
Graduation Rate Gap	.	.	.	5.4%	N

¹ 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.

² 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 (%) ³
ELA	All Students	91.8
	High Needs Students	.
Math	All Students	91.8
	High Needs Students	.
Science	All Students	98.0
	High Needs Students	.

³Minimum participation standard is 95%.

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