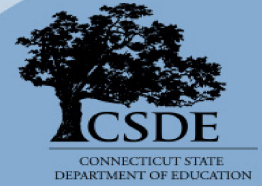


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



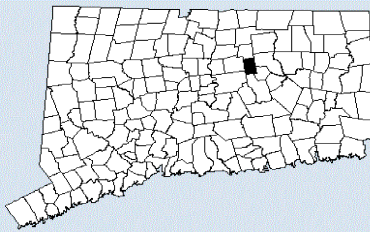
Bolton School District

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

District Information

| | |
|-------------------------------------|---------------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 3 |
| Enrollment | 734 |
| Per Pupil Expenditures ¹ | \$19,782 |
| Total Expenditures ¹ | \$15,330,866 |

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>

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Notes

Unless otherwise noted, all data are for 2022-23 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://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, 2022 Enrollment²

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | * | * | 48.4 |
| Male | 368 | 50.1 | 51.5 |
| Non-Binary | * | * | 0.1 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | 14 | 1.9 | 5.2 |
| Black or African American | 40 | 5.4 | 12.5 |
| Hispanic or Latino of any race | 75 | 10.2 | 30.0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 37 | 5.0 | 4.5 |
| White | 568 | 77.4 | 47.5 |
| English Learners/Multilingual Learners | 7 | 1.0 | 9.7 |
| Eligible for Free or Reduced-Price Meals | 176 | 24.0 | 42.4 |
| Students with Disabilities ³ | 87 | 11.9 | 17.1 |

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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 ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 34 | 9.5 | 10 | 2.7 |
| Male | 26 | 7.2 | 14 | 3.7 |
| Non-Binary | 0 | * | 0 | * |
| Black or African American | 9 | 22.5 | * | * |
| Hispanic or Latino of any race | 11 | 15.9 | * | * |
| White | 37 | 6.6 | 19 | 3.3 |
| English Learners/Multilingual Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 33 | 19.6 | 8 | 4.3 |
| Students with Disabilities | 15 | 17.9 | * | * |
| District | 60 | 8.3 | 24 | 3.2 |
| State | | 20.0 | | 7 |

Number of students qualified as truant under state statute: 63

Number of school-based arrests: Fewer than 6

⁴ 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.

⁵ This column displays the 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 2022-23

Bolton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 63.5 |
| Paraprofessional Instructional Assistants | 5.0 |
| Special Education | |
| Teachers and Instructors | 8.5 |
| Paraprofessional Instructional Assistants | 18.5 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 4.0 |
| Library/Media | |
| Specialists (Certified) | 2.0 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 2.0 |
| Counselors, Social Workers and School Psychologists | 5.8 |
| School Nurses | 2.0 |
| Other Staff Providing Non-Instructional Services/Support | 42.3 |

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

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 1 | 1.1 | 1.3 |
| Black or African American | 1 | 1.1 | 4.6 |
| Hispanic or Latino of any race | 0 | 0.0 | 4.9 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.2 |
| White | 87 | 97.8 | 88.7 |

Classroom Teacher Attendance: 2021-22

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.3 | 13.2 |

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 of any race | * | * | * | * |
| White | 36 | 94.7 | 61 | 96.8 |
| English Learners/Multilingual Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | 11 | * |
| Students with Disabilities | * | * | * | * |
| District | 45 | 91.8 | 72 | 97.3 |
| State | | 86.5 | | 94.2 |

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|--------|----------|
| | Autism | * |
| Emotional Disability | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 30 | 90.9 |
| Other Health Impairment | 11 | * |
| Other Disabilities | * | * |
| Speech/Language Impairment | 17 | * |
| District | 63 | 78.8 |
| State | | 68.6 |

³ 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).

District Profile and Performance Report for School Year 2022-23

Bolton School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|-----------|-------------|-------------|
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 2.4 |
| Emotional Disability | * | * | 1.0 |
| Intellectual Disability | * | * | 0.6 |
| Learning Disability | 33 | 4.6 | 6.3 |
| Other Health Impairment | 13 | 1.8 | 3.4 |
| Other Disabilities | 7 | 1.0 | 1.1 |
| Speech/Language Impairment | 24 | 3.3 | 1.9 |
| All Disabilities | 87 | 12.0 | 16.7 |

¹ 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 District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | * | * | 8.1 |
| Private Schools or Other Settings | * | * | 4.7 |

² 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 Expenditures³: 2021-22

| | Total (\$) | Per Pupil | |
|--|---------------------|-----------------|-----------------|
| | | District (\$) | State (\$) |
| Instruction | \$8,612,999 | \$11,114 | \$12,671 |
| Support services - students | \$998,468 | \$1,335 | \$1,558 |
| Support services - instruction | \$637,336 | \$852 | \$837 |
| Support services - general administration | \$606,246 | \$810 | \$463 |
| Support services - school based administration | \$1,251,758 | \$1,673 | \$1,133 |
| Central and other support services | \$837,240 | \$1,119 | \$716 |
| Operation and maintenance of plant | \$1,561,635 | \$2,088 | \$1,893 |
| Student transportation services | \$627,769 | \$923 | \$1,464 |
| Food services | . | . | \$5 |
| Enterprise operations | \$197,415 | \$264 | \$186 |
| Total | \$15,330,866 | \$19,782 | \$20,165 |

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2021-22

| | District | | State |
|---|--------------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$908,296 | 36.5 | 29.0 |
| Instructional Aide Salaries | \$404,417 | 16.2 | 10.6 |
| Other Salaries | \$280,463 | 11.3 | 10.1 |
| Employee Benefits | \$520,763 | 20.9 | 13.1 |
| Purchased Services Other Than Transportation | \$126,184 | 5.1 | 5.9 |
| Special Education Tuition | \$146,530 | 5.9 | 21.8 |
| Supplies | \$64,951 | 2.6 | 0.7 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | \$38,103 | 1.5 | 8.1 |
| Equipment | . | . | 0.2 |
| All Other Expenditures | \$440 | 0.0 | 0.1 |
| Total | \$2,490,148 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 16.2 | 24.9 |

Expenditures by Revenue Source⁴: 2021-22

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 73.5 |
| State | 20.1 |
| Federal | 3.3 |
| Tuition & Other | 3.1 |

⁴ 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).

District Profile and Performance Report for School Year 2022-23

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 | 8 | * | 8 | * | * | * |
| Black or African American | 21 | 49.6 | 21 | 42.6 | 10 | * |
| Hispanic or Latino of any race | 43 | 63.2 | 41 | 60.1 | 12 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 23 | 64.9 | 22 | 60.6 | 10 | * |
| White | 260 | 72.7 | 259 | 68.5 | 115 | 74.4 |
| English Learners/Multilingual Learners | * | * | * | * | * | * |
| Non-English Learners/Non-Multilingual Learners | * | * | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 84 | 55.7 | 82 | 50.7 | 33 | 59.6 |
| Not Eligible for Free or Reduced-Price Meals | 271 | 74.0 | 269 | 70.0 | 118 | 73.3 |
| Students with Disabilities | 38 | 43.5 | 37 | 38.9 | 13 | * |
| Students without Disabilities | 317 | 72.8 | 314 | 68.7 | 138 | 72.8 |
| High Needs | 101 | 54.6 | 99 | 49.6 | 42 | 56.3 |
| Non-High Needs | 254 | 75.7 | 252 | 71.8 | 109 | 75.7 |
| District | 355 | 69.7 | 351 | 65.5 | 151 | 70.3 |

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 | 86.4 | 90.9 | 94.4 | 89.1 | 214 | 90.2 |
| Curl Up | 84.7 | 85.5 | 79.6 | 84.8 | 214 | 83.6 |
| Push Up | 72.9 | 70.9 | 59.3 | 71.7 | 214 | 68.7 |
| Mile Run/PACER | 59.3 | 60.0 | 35.2 | 65.2 | 214 | 54.7 |
| All Tests - District | 40.7 | 45.5 | 33.3 | 54.3 | 214 | 43.0 |
| All Tests - State | 51.5 | 46.0 | 44.1 | 41.1 | | 45.5 |

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.

District Profile and Performance Report for School Year 2022-23

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 | 58 | 96.6 |
| English Learners/Multilingual Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 22 | 90.9 |
| Students with Disabilities | 13 | * |
| District | 75 | 94.7 |
| State | | 88.9 |

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 | * | * | * |
| Male | 98.4 | 39 | 62.9 |
| Non-Binary | * | * | * |
| Black or African American | * | * | * |
| Hispanic or Latino | * | * | * |
| White | 98.0 | 71 | 70.3 |
| 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 | * | * | * |
| District | 97.6 | 79 | 64.2 |
| State | 95.2 | | 44.3 |

³ 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.

⁴ Participation 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.

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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 2022 | Class of 2021 |
|---|-----------------------------------|--------------------------------------|
| | Entrance ⁵ Rate (%) | Persistence ⁶ 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 | * | * |
| District | 64.8 | 91.7 |
| State | 66.1 | 87.7 |

⁵ 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.

⁶ 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

District Profile and Performance Report for School Year 2022-23

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 | 69.7 | 75 | 46.5 | 50 | 92.9 | 63.9 |
| | High Needs Students | 54.6 | 75 | 36.4 | 50 | 72.8 | 54.1 |
| Math Performance Index | All Students | 65.5 | 75 | 43.7 | 50 | 87.4 | 59.7 |
| | High Needs Students | 49.6 | 75 | 33.0 | 50 | 66.1 | 48.9 |
| Science Performance Index | All Students | 70.3 | 75 | 46.9 | 50 | 93.8 | 61.6 |
| | High Needs Students | 56.3 | 75 | 37.5 | 50 | 75.1 | 51.1 |
| ELA Academic Growth | All Students | 57.3% | 100% | 57.3 | 100 | 57.3 | 57.2% |
| | High Needs Students | 52.0% | 100% | 52.0 | 100 | 52.0 | 52.5% |
| Math Academic Growth | All Students | 61.9% | 100% | 61.9 | 100 | 61.9 | 61.8% |
| | High Needs Students | 56.8% | 100% | 56.8 | 100 | 56.8 | 55.5% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 55.3% |
| | Oral | . | 100% | . | . | . | 56.1% |
| Chronic Absenteeism | All Students | 8.3% | <=5% | 43.4 | 50 | 86.9 | 20.0% |
| | High Needs Students | 16.9% | <=5% | 26.2 | 50 | 52.4 | 28.5% |
| Preparation for CCR | % Taking Courses | 95.1% | 75% | 50.0 | 50 | 100.0 | 90.4% |
| | % Meeting Benchmark | 64.2% | 75% | 42.8 | 50 | 85.6 | 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) | | 94.7% | 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) | | 98.2% 43.0% | 75% | 28.7 | 50 | 57.3 | 93.0% 45.5% |
| Arts Access | | 52.9% | 60% | 44.1 | 50 | 88.2 | 54.5% |
| Accountability Index | | | | 943.5 | 1250 | 75.5 | |

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? | | | | | Y |
| ELA Performance Index Gap | 75.0 | 54.6 | 20.4 | 16.6 | |
| Math Performance Index Gap | 71.8 | 49.6 | 22.2 | 18.0 | |
| Science Performance Index Gap | 75.0 | 56.3 | 18.7 | 17.8 | |
| Graduation Rate Gap | . | . | . | 8.7% | 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.

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 | 93.3 |
| | High Needs Students | 90.5 |
| Math | All Students | 92.7 |
| | High Needs Students | 89.6 |
| Science | All Students | 92.7 |
| | High Needs Students | 85.7 |

³Minimum 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: 49.6**

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

District Profile and Performance Report for School Year 2022-23

Bolton School District

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 - 2025 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, 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 our resource filled website, School Messenger, 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. 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 nineteen years with 35 students attending Bolton schools in 2022-2023. 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 2022-23

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 budget is specifically designed to support building goals that in turn support district goals. Expanding access to technology, being a 1:1 district, 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. 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. 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.