

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-8 Edition

Bolton Center School**Bolton School District**

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Location: 108 Notch Rd.
 Bolton,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 533
 5-Year Enrollment Change: -10.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	62	11.6	11.6	41.3
K-12 Students Who Are Not Fluent in English	7	1.4	1.4	8.1
Students with Disabilities	53	9.9	9.9	11.2
Students Identified as Gifted and/or Talented	16	3.0	3.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	41	87.2	87.2	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	452	96.8	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	900	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Kindergarten	15.7	15.7	18.9	Percent of Grade 8 Students Taking	School	District	State
Grade 2	16.3	16.3	19.8	Mathematics	6.8	6.8	33.9
Grade 5	18.0	18.0	21.3	World Language	5.1	5.1	46.5
Grade 7	20.5	20.5	20.2				

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	26	33
Computer Education	26	19
English Language Arts	343	429
Family and Consumer Science	0	0
Health	24	20
Library Media Skills	25	20
Mathematics	200	201
Music	53	35
Physical Education	53	43
Science	110	99
Social Studies	110	90
Technology Education	0	3
World Languages	46	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Instruction in another language starts in a later grade. Statewide, 10% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	1.4	8.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	62.3	62.3	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.0	2.0	2.7
% of Computers with Internet Access	86.9	86.9	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	31.2	31.2	29.7
# of Print Periodical Subscriptions	9	9	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	35.55
	Paraprofessional Instructional Assistants	3.20
Special Education:	Teachers and Instructors	4.30
	Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		2.00
Counselors, Social Workers, and School Psychologists		2.20
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		17.90

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.5	14.0	13.7
% with Master's Degree or Above	75.6	75.6	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.7	11.7	9.1
% Assigned to Same School the Previous Year	88.9	88.9	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homeworks.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The following narrative about how this school promotes and supports parental involvement was submitted by this school. BCS maintains an active website. On this site, parents are able to view classroom news and homework. All teachers communicate with parents through email phone calls. A parent newsletter is published quarterly by the principal and a PTA publication called Kidsfirst also carries important school news about activities, news and PTA functions. Parents and teachers are encouraged to join the PTA and attend their regularly meetings. The PTA is an active partner of the BCS school community and provides important support to students and teachers through volunteers, student enrichment activities, cultural programs and funding for programs such as Run to Read, Read-A-Thon, the Book Fair, Career Day, Constitution Day, and many author visits. We continually stress the importance of parent support. Parents are invited to conferences twice a year and encouraged to communicate with teachers on a regular basis through email and/or phone calls. Teachers also communicate with parents through homework agenda books and progress reports. A large number of parents spend time volunteering in classrooms and they provide a valuable service to the staff and students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	1.1
Black	29	5.4
Hispanic	20	3.8
Pacific Islander	0	0.0
White	463	86.9
Two or more races	15	2.8
Total Minority	70	13.1

Percent of Minority Professional Staff: 1.8%

Open Choice:

23 student(s) attended this school 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 :

1.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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.

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. Bolton Center School participates in the voluntary Open Choice program. Twenty-three students from Hartford are enrolled at the school in grades kindergarten through eight. These students are integrated fully in the academic program and several participate in extracurricular programs. Bolton 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. Students have also supported rebuilding efforts in Haiti through non-governmental organization, Roots of Development. Students and staff hosted visitors from their "sister school" in China that was established in 2010. We continue to purchase literature books for all grades that have cultural learning experiences within the stories. BCS completed year 2 of PBIS (Positive Behavioral Intervention Supports). The PBIS team organized numerous events and activities to promote positive behavior, tolerance and a healthy school climate. Kindness and respect are major themes in our PBIS program as is the concept of accepting others differences.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	61.4	61.4	52.0	69.1
Grade 6	43.4	43.4	50.6	37.2
Grade 8	67.9	67.9	50.6	83.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.5	68.3	56.9	69.9
Writing	67.2	66.1	60.0	60.2
Mathematics	61.7	60.7	61.4	47.3
Grade 4 Reading	67.8	67.8	62.6	56.9
Writing	81.0	81.0	63.0	81.4
Mathematics	72.9	72.9	65.1	61.1
Grade 5 Reading	82.4	82.4	66.9	79.6
Writing	73.1	73.1	65.6	62.9
Mathematics	80.8	80.8	69.2	69.1
Science	82.7	82.7	62.3	80.1
Grade 6 Reading	84.6	84.6	73.3	72.0
Writing	87.0	87.0	65.1	90.6
Mathematics	75.9	75.9	67.0	64.8
Grade 7 Reading	86.9	86.9	78.9	65.8
Writing	78.7	78.7	64.9	76.8
Mathematics	83.6	83.6	65.4	82.2
Grade 8 Reading	88.1	88.1	76.2	75.5
Writing	83.1	83.1	67.2	76.4
Mathematics	83.1	83.1	65.0	80.7
Science	74.6	74.6	60.4	68.5

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.6	97.6	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 10 students were responsible for these incidents. These students represent 1.8% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	6	1
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	10	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The following narrative was submitted by this school. BCS continues to focus on literacy for math and reading. Reading and math support through SRBI is provided for students in all grades with a broad range of interventions. The school provides a screening program for incoming kindergarten students in late spring. An integral part of the screening involves a conference with the parents immediately following the child's individual screening. The meeting allows teachers to provide immediate feedback to parents on their child's readiness for kindergarten and suggestions for ways in which parents could continue to help prepare students for kindergarten. During this time, parents are also invited to an evening event for incoming kindergarten students which is held the week before the school year ends. The presentation called, A Day in Kindergarten, provides details on what a typical kindergarten day entails. The week before school starts, kindergarten students are invited to a "meet and greet" session which allows parents and students to meet the kindergarten teacher and spend time in their classroom. Administration and faculty also provide a new student/parent orientation day for all grades the week before school begins. This provides an opportunity for new students and their families to receive school information, have a tour of the building and attend a question and answer session. Another way in which the school has reached out to parents is the implementation of Grade 5/6 parent and Student Middle School transition night. This is held in the spring and allows participants to discuss issues surrounding the transition from fifth grade into sixth grade. Students and parents ask questions and interact with sixth grade teachers, guidance counselors and administrators. The following day, the fifth grade students participate in a modified middle school schedule. In the fall, open house/curriculum nights are held for grades PK-5 and 6-8 on separate evenings. This is an opportunity for parents to meet teachers, and for faculty to provide information/presentations about curriculum, the school, daily routines and answer any questions parents may have about their child's schooling. Our staff utilizes data driven decision making. Teachers continue their work creating common assessments and aligning lessons to address Common Core State Standards. Technology is integrated into instruction to improve student learning. BCS currently has a SMART board for every classroom.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. Bolton Center School is a Prekindergarten through grade 8 school of 534 students in a small rural community. As one of only two schools in the town, parental support is varied and strong as seen in the active PTA and in the many ways in which parents volunteer in classrooms on a daily basis. Although the school is not racially diverse, it has a diverse population of special needs children who are served by all of our teachers and a special education staff in a program of full inclusion. In each class, the curriculum is infused with activities that promote respect, responsibility, caring and integrity as well as other core values that support their growth as good citizens. Through a CREC grant, an after school homework club was offered 3 times a week to students in grades 4-8. Students are supported in the curriculum in many ways. We utilize an intervention program called SIDEWALKS for grades K-3, as well as tutorial support from instructional assistants in grades Prekindergarten through grade 8. Two reading consultants are on staff to coordinate reading programs and provide support to teachers and students. The school offers world language in students in grades 3-8. Algebra is offered to some grade 8 students who are then eligible to take Geometry in their first year at Bolton High School. Students in grades two and four participated in a reading program with the UConn Men's Soccer team for ten weeks. UConn coaches and players arrived at the school each Friday to read and discuss a variety of genre with our students. The books that were selected related directly to curricular units. This program will continue in 2013.
