

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



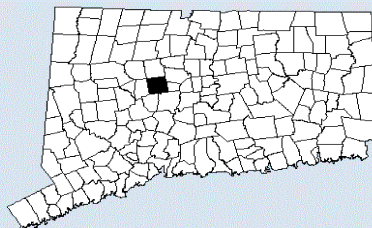
## Bristol School District

Dr. Ellen Solek, Superintendent • 860-584-7000 • [www.bristol.k12.ct.us/](http://www.bristol.k12.ct.us/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	36
Enrollment	8,073
Per Pupil Expenditures <sup>1</sup>	\$14,066
Total Expenditures <sup>1</sup>	\$119,857,717

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,892	48.2	48.4
Male	4,181	51.8	51.6
American Indian or Alaska Native	18	0.2	0.3
Asian	327	4.1	5.1
Black or African American	667	8.3	12.9
Hispanic or Latino	2,004	24.8	24.0
Pacific Islander	13	0.2	0.1
Two or More Races	12	0.1	2.9
White	5,032	62.3	54.8
English Learners	351	4.3	6.8
Eligible for Free or Reduced-Price Meals	3,724	46.1	35.9
Students with Disabilities <sup>1</sup>	1,447	17.9	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	297	7.9	194	4.9
Male	327	8.2	422	10.0
Black or African American	57	8.8	89	13.2
Hispanic or Latino	244	12.5	215	10.5
White	304	6.3	300	6.0
English Learners	32	8.6	29	7.7
Eligible for Free or Reduced-Price Meals	453	13.1	432	11.1
Students with Disabilities	248	17.2	219	13.4
District	624	8.0	616	7.6
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: 817**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Bristol School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	468.0
Paraprofessional Instructional Assistants	19.0
<b>Special Education</b>	
Teachers and Instructors	84.2
Paraprofessional Instructional Assistants	133.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.5
School Level	28.0
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	11.5
Instructional Specialists Who Support Teachers	32.0
Counselors, Social Workers and School Psychologists	35.2
School Nurses	15.2
Other Staff Providing Non-Instructional Services/Support	385.8

<sup>1</sup>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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.3	0.1
Asian	2	0.3	1.0
Black or African American	9	1.3	3.6
Hispanic or Latino	17	2.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	640	95.4	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	45.2	32	68.1
Hispanic or Latino	40	35.1	62	63.3
White	224	58.0	362	80.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	78	39.8	146	68.9
Students with Disabilities	39	37.1	73	54.5
District	301	52.9	483	77.3
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	34	35.1
Emotional Disturbance	41	30.4
Intellectual Disability	*	*
Learning Disability	425	72.8
Other Health Impairment	190	57.8
Other Disabilities	*	*
Speech/Language Impairment	76	83.5
District	781	58.2
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Bristol School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	100	1.2	1.7
Emotional Disturbance	135	1.7	1.0
Intellectual Disability	15	0.2	0.5
Learning Disability	587	7.2	4.9
Other Health Impairment	335	4.1	2.9
Other Disabilities	132	1.6	1.1
Speech/Language Impairment	116	1.4	1.8
All Disabilities	1,420	17.5	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	66,975,110	8,314	9,663
Instructional Supplies and Equipment	1,327,088	165	321
Improvement of Instruction and Educational Media Services	4,229,057	525	578
Student Support Services	10,066,602	1,250	1,103
Administration and Support Services	8,141,399	1,011	1,861
Plant Operation and Maintenance	11,203,903	1,391	1,637
Transportation	8,081,414	908	877
Costs of Students Tuitioned Out	7,920,053	N/A	N/A
Other	1,913,091	237	201
Total	119,857,717	14,066	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	6,492,515	806	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,686,750	30.9	34.6
Noncertified Personnel	3,045,415	10.8	14.6
Purchased Services	1,269,894	4.5	5.8
Tuition to Other Schools	7,092,082	25.2	21.8
Special Ed. Transportation	4,735,466	16.8	8.5
Other Expenditures	3,303,305	11.7	14.7
Total Expenditures	28,132,912	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.5	53.2
State	41.6	42.7
Federal	3.4	3.6
Tuition & Other	0.5	0.5

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## Bristol 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	7	*	7	*	*	*
Asian	159	72.9	159	67.4	54	60.5
Black or African American	325	59.7	325	52.7	145	48.2
Hispanic or Latino	1024	58.7	1024	51.9	427	47.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	2560	68.9	2556	63.0	1131	56.8
English Learners	305	56.4	304	51.8	117	42.2
Non-English Learners	3776	66.5	3773	60.2	1647	54.7
Eligible for Free or Reduced-Price Meals	1816	59.5	1814	53.5	760	48.6
Not Eligible for Free or Reduced-Price Meals	2265	70.7	2263	64.4	1004	57.8
Students with Disabilities	757	46.6	756	40.1	367	41.2
Students without Disabilities	3324	70.1	3321	64.0	1397	57.2
High Needs	2159	58.5	2156	52.5	932	47.6
Non-High Needs	1922	73.9	1921	67.5	832	60.8
District	4081	65.7	4077	59.6	1764	53.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.3	93.4	90.6	88.7	2,352	89.9
Curl Up	90.9	86.7	89.9	94.4	2,352	90.3
Push Up	66.2	72.8	74.8	82.4	2,352	73.9
Mile Run/PACER	88.2	90.6	84.0	77.0	2,352	85.2
All Tests - District	55.4	67.3	64.7	66.5	2,352	63.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Bristol School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	60	78.3
Hispanic or Latino	125	66.4
English Learners	26	73.1
Eligible for Free or Reduced-Price Meals	317	72.9
Students with Disabilities	141	69.5
District	659	83.2
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	245	42.0
Male	95.1	212	34.8
Black or African American	97.8	*	*
Hispanic or Latino	94.3	46	21.7
White	96.8	358	42.7
English Learners	92.9	*	*
Eligible for Free or Reduced-Price Meals	96.1	101	24.8
Students with Disabilities	84.5	11	4.6
District	96.6	457	38.3
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>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 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	70.5	88.3
Male	50.3	77.7
Black or African American	70.0	76.0
Hispanic or Latino	46.3	91.1
White	61.8	84.6
English Learners	36.4	*
Eligible for Free or Reduced-Price Meals	45.9	74.0
Students with Disabilities	23.6	*
District	60.0	83.7
State	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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 2016-17

## Bristol 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	65.7	75	43.8	50	87.7	67.1
	High Needs Students	58.5	75	39.0	50	78.0	55.9
Math Performance Index	All Students	59.6	75	39.7	50	79.4	62.2
	High Needs Students	52.5	75	35.0	50	69.9	50.5
Science Performance	All Students	53.9	75	35.9	50	71.8	55.3
	High Needs Students	47.6	75	31.8	50	63.5	45.2
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	55.4%
	High Needs Students	52.2%	100%	52.2	100	52.2	49.8%
Math Academic Growth	All Students	58.4%	100%	58.4	100	58.4	61.7%
	High Needs Students	55.5%	100%	55.5	100	55.5	53.7%
Chronic Absenteeism	All Students	8.0%	<=5%	43.9	50	87.8	9.9%
	High Needs Students	12.8%	<=5%	34.5	50	68.9	15.8%
Preparation for CCR	% Taking Courses	65.7%	75%	43.8	50	87.5	70.7%
	% Passing Exams	38.3%	75%	25.5	50	51.0	43.5%
On-track to High School Graduation		88.0%	94%	46.8	50	93.7	87.8%
4-year Graduation All Students (2016 Cohort)		83.2%	94%	88.5	100	88.5	87.4%
6-year Graduation - High Needs Students (2014)		79.5%	94%	84.5	100	84.5	82.0%
Postsecondary Entrance (Class of 2016)		60.0%	75%	80.0	100	80.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.4%   63.5%	75%	42.3	50	84.7	92.0%   51.6%
Arts Access		57.9%	60%	48.2	50	96.5	50.5%
<b>Accountability Index</b>				<b>984.4</b>	<b>1350</b>	<b>72.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.9	58.5	15.4	16.7	
Math Performance Index Gap	67.5	52.5	15.1	18.7	
Science Performance Index Gap	60.8	47.6	13.2	16.6	
Graduation Rate Gap	94.0%	79.5%	14.5%	12.0%	Y

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.2
	High Needs Students	99.0
Math	All Students	99.2
	High Needs Students	98.9
Science	All Students	98.1
	High Needs Students	97.1

<sup>3</sup>Minimum 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: 48.4**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Bristol School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Systematic improvement in Bristol Public Schools is planned for and supported by the district improvement plan, focused on multi-year efforts to develop talent, improve and enhance curriculum, instruction, and assessment practices, align operational systems, and promote positive cultures. Our strategic efforts are grounded in a shared belief system that all students can learn at high levels, a shared understanding of high quality curriculum, shared assessment practices that includes formative and summative assessments, implementation of research-based, effective instructional practices, targeted, strategic and individualized student support, strong data analysis and professional collaboration through instructional improvement teams. Our district improvement team outlines student achievement goals and district-level professional practice goals based on the indicators of the CT Next Generation Accountability system. These district-level goals inform the goals that are developed at each school. School leaders design improvement plans based on student achievement indicators that include graduation rates, AP performance, literacy, mathematics, and science state assessments coupled with a focus on the professional practices of their teachers that can be enhanced to improve student performance. Teachers use student performance on formative and summative assessments to determine priority areas within their curriculum to target, build collaborative plans to address areas of need, and identify students who need continued support. Teachers meet during dedicated professional learning time weekly, guided by principals, supervisors, and coaches to do this work.

The district maintains a focus on ensuring that all students have the opportunity to learn our Bristol curriculum as it is written for each grade-level, subject area, and course, using students' individualized needs and the expectations within the curriculum as the starting point for all instructional decisions. The district continues to work on the development of systematic implementation of SRBI to ensure that teachers are focused on the expectations for learning within their curriculum and planning strategically to accommodate students' needs through increasingly intensive and frequent instruction. Professional development priorities focused on collaboration among general education and special education teachers, building a shared understanding of student expectations for learning for all students, implementing co-teaching models at the secondary level, and refining the goals and objectives that are developed for students within their individualized educational plans.

Bristol families respond annually to a survey providing the district with valuable information regarding ongoing efforts to engage families. Survey results are disaggregated by school and provide important data to support building efforts. Efforts beyond our typical open house, curriculum nights, and parent conferences include for example: literacy and STEM family events, informational evenings regarding course, career, and college opportunities at the high school, cultural celebrations, and Unified sports and theater programs. Many of our schools are adopting a greater variety of ways to engage families through communication using social networks such as twitter and other digital methods of communication.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Bristol Public Schools views its racially and economically diverse population as an asset and engages in a variety of initiatives to prevent and reduce racial, ethnic or economic isolation within the school community. Our primary goal has been to improve achievement for all students and close the achievement gap. We have been implementing significant curricular improvement initiatives in ELA and Math at all levels guided by best practices and careful analysis of data. This work includes implementing high standards for all students. The result has been maintaining the levels of academic achievement even with rising levels of economically disadvantaged students.

.Bristol students have many opportunities to engage in a variety of events that provide experiences with people of different cultures, religions, ethnicities and language backgrounds. Each school has a character education program based upon on the needs of the individual school community. Students participate in groups and activities that promote understanding, tolerance and acceptance of differences between and among people. This carries over to our Unified Sports and Unified Theater programs where regular education and special needs students work together in athletic contests and dramatic presentations. These pairings and the breaking down of barriers begin in preschool. Our preschool-peers program provides special needs students with developmental on age, role models.

.Bristol has expanded the Advancement Via Individual Determination (AVID) program which provides students, who may not have set college as a goal, with academic tools to take more rigorous coursework and develop self advocacy skills. Bristol's District Accountability Plan targets are set and progressing toward reducing the achievement gap among subgroups performance on standardized testing and improving graduation rates. Bristol has had a significant increase in economically disadvantaged students since 2005, but our student achievement has either been maintained or improved for all populations that make up our community.

# District Profile and Performance Report for School Year 2016-17

## Bristol School District

### **Equitable Allocation of Resources among District Schools**

The Bristol community and the school district's students have undergone a significant shift in socio-economic conditions since 2007, resulting in a substantial increase of economically disadvantaged students, approaching fifty percent. Despite these economic challenges, city funders continue to support the district in numerous ways, including the implementation of a full day kindergarten program in 2014. The needs of Bristol students are defined by a variety of data including student achievement in reading and math, percentage of economically disadvantaged students, English language learners and the specific needs of students receiving special education services. Using these data, district, state and federal resources are allocated to best meet the needs of learners in each school. Staff are allocated among schools based on enrollment. School leaders determine the resources necessary to fully implement all approved curricula; meeting the needs of their students equitably. Grant funds are utilized to provide preschool experiences, extended day/year learning programs, fund Family Resource Centers, and better engage parents in their child's education.