

STRATEGIC SCHOOL PROFILE 2008-09**Bristol School District**

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Location: 129 Church Street
Bristol,
Connecticut

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

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$23,362
Town Population in 2000: 60,062	Percent of Adults without a High School Diploma in 2000*: 19.6%
1990-2000 Population Growth: -1.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 2.3%
Number of Public Schools: 15	District Enrollment as % of Estimated. Student Population: 90.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 8,812
5-Year Enrollment Change -1.9%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	3,235	36.7	33.7	30.3
K-12 Students Who Are Not Fluent in English	235	2.8	3.3	5.2
Students Identified as Gifted and/or Talented*	407	4.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	1,130	12.8	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	541	86.4	77.0	79.7
Homeless	18	0.2	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	200	17.1	21.3	19.0

*100.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.2
Asian American	224	2.5
Black	689	7.8
Hispanic	1,343	15.2
White	6,539	74.2
Total Minority	2,273	25.8

Percent of Minority Professional Staff: 4.0%

Open Choice: 20 student(s) attended this district 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: 8.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 29.

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.

High expectations for all learners is a significant goal of the educational programs in Bristol Public Schools. To accomplish this, staff is focused on the achievement of every student in our schools by assisting all students to be successful learners. Because Bristol is a diverse community, our students are fortunate to have educational experiences as part of a diverse school community.

Bristol students and staff participate in a variety of programs aimed at providing experiences with diversity. Students' experiences include participating in Interdistrict Grant programs such as "Adventures in Peacemaking and Diversity", "Sister Schools", "Literacy Camp", and "Partners in Science", which bring together students from Bristol with students from urban, suburban and rural communities. Additionally, students participate in other activities, such as after-school enrichment programs and high school clubs focused on multicultural activities and experiences, the CAS Leadership Conference, the Young Educator's Society, the Connecticut Pre-Engineering Program, City Slickers, Reading Buddies, grade 5 diversity training, Middle School Unity Club, Math League, the Mentor Program, and high school student exchange/sister school programs with France, Italy, South Africa, and Spain as a means of reducing social, racial, and economic isolation. At the high school level, tenth grade students participated in a multi-day "challenge" exploring cultural, economic, and social diversity within their own school.

The Bristol Public Schools continue to develop and implement district and individual school improvement plans known as "Bristol Accountability Plans". These plans are designed to address the achievement of all students and close the achievement gap. District and State assessment data are analyzed at the school and district level in order to identify district and school goals. Goals include reducing the achievement gap between students qualified for free and reduced lunch and those not qualified, decreasing the drop-out rate, improving student attendance and preparing all students for post-secondary education. As the poverty rate continues to increase in Bristol, our staff has focused on increasing the achievement of all students, with particular emphasis on our economically disadvantaged and minority students. Over the years, Bristol has shown steady improvement in closing the gap for these students. The staff and students of the Bristol Public Schools continue to welcome students from Hartford through the Open Choice program. Participation by Bristol and Hartford students and families in school programs provides opportunities for multiple interactions among diverse groups.

With our strong emphasis on high expectations for all, both staff and students of the Bristol Public Schools have focused efforts on improving the achievement of every student. As our community and schools become more diverse, we aim to close the achievement gap and further our appreciation of diversity.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	55.3	54.6	34.0
Writing	61.7	62.5	35.8
Mathematics	64.7	62.8	40.3
Grade 4 Reading	67.0	60.7	47.9
Writing	64.3	64.2	36.4
Mathematics	71.5	63.6	53.7
Grade 5 Reading	65.6	66.0	33.5
Writing	60.0	66.5	24.7
Mathematics	65.0	68.8	27.2
Science	50.8	58.1	19.8
Grade 6 Reading	67.2	68.9	27.6
Writing	54.2	62.2	21.5
Mathematics	65.8	68.8	28.8
Grade 7 Reading	80.4	74.9	49.0
Writing	60.4	62.9	32.5
Mathematics	72.0	66.0	51.0
Grade 8 Reading	75.0	68.4	47.7
Writing	61.2	66.5	23.9
Mathematics	62.1	64.5	30.3
Science	60.1	60.6	30.3

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."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	52.9	47.4	52.3
Writing Across the Disciplines	53.0	55.0	37.4
Mathematics	57.3	47.8	55.0
Science	50.7	42.8	54.2

For more detailed CAPT 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."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	48.4	36.2	81.1

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.9	74.5	
Average Score	Mathematics	503	507	40.3
	Critical Reading	493	503	32.6
	Writing	494	506	33.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	95.9	92.1	59.5
Cumulative Four-Year Dropout Rate for Class of 2008	3.4	6.6	59.1
2007-08 Annual Dropout Rate for Grade 9 through 12	1.1	2.5	49.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.4	84.1
% Employed (Civilian Employment and in Armed Services)	16.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	520.30
Paraprofessional Instructional Assistants	10.90
Special Education	
Teachers and Instructors	78.70
Paraprofessional Instructional Assistants	115.50
Library/Media Specialists and/or Assistants	19.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	19.10
School Level	29.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	19.40
Counselors, Social Workers, and School Psychologists	36.20
School Nurses	16.00
Other Staff Providing Non-Instructional Services and Support	381.58

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.6	14.5	13.6
% with Master's Degree or Above	82.5	77.2	76.1

Average Class Size	District	DRG	State
Grade K	17.6	17.5	18.3
Grade 2	17.0	18.3	19.3
Grade 5	21.1	20.3	21.0
Grade 7	23.7	19.7	20.5
High School	19.6	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	945	981	988
Middle School	933	1,001	1,016
High School	1,014	1,005	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	7.1	3.9	3.3
Middle School	3.6	2.8	2.6
High School	4.0	2.6	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$61,371	\$6,902	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$1,865	\$210	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$4,955	\$557	\$461	\$396	\$446
Student Support Services	\$3,951	\$444	\$808	\$887	\$806
Administration and Support Services	\$9,189	\$1,033	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$9,564	\$1,076	\$1,382	\$1,360	\$1,377
Transportation	\$5,318	\$566	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$4,467	N/A	N/A	N/A	N/A
Other	\$1,730	\$195	\$152	\$166	\$151
Total	\$102,410	\$11,374	\$12,869	\$12,779	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,971	\$334	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20747516	20.3	22.1	20.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	52.0	43.6	3.6	0.8
Excluding School Construction	50.6	44.9	3.7	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Bristol Board of Education allocates resources equitably among its elementary, middle and high school programs. School needs are identified and resources are distributed to meet these needs. Schools are provided with funds to purchase materials and supplies required to effectively implement district curricula. In an effort to maintain manageable class sizes, guidelines are in place at each grade level. Instructional staff are assigned to schools based upon district class size guidelines and graduation requirements. Staff, such as special services personnel, instructional support staff, custodians and cafeteria staff, are allocated based upon the building size and student population. Supplemental grant funds are used to maintain small class sizes, provide academic support, create extended school day and school year programs, and fund family resource centers and a host of need-based programs for students. District resources are focused on closing the achievement gap between minority and majority students in our schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,114
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	50	0.6	0.9	0.8
Learning Disability	320	3.7	3.8	3.9
Intellectual Disability	24	0.3	0.5	0.5
Emotional Disturbance	101	1.2	1.2	1.0
Speech Impairment	276	3.2	2.6	2.3
Other Health Impairment*	250	2.9	2.2	2.1
Other Disabilities**	93	1.1	1.1	0.9
Total	1,114	13.0	12.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	81.8	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	32.5	30.2	68.8	65.7
	Writing	13.4	19.5	60.3	64.1
	Mathematics	30.7	30.7	67.0	65.7
	Science	15.9	23.8	55.3	59.4
CAPT	Reading Across the Disciplines	13.0	14.1	52.9	47.4
	Writing Across the Disciplines	8.0	13.6	53.0	55.0
	Mathematics	12.8	15.4	57.3	47.8
	Science	9.0	10.6	50.7	42.8

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	2.3
	% With Accommodations	97.7
CAPT	% Without Accommodations	27.7
	% With Accommodations	72.3
% Assessed Using Skills Checklist		8.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.1
Private Schools or Other Settings	77	6.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	697	62.6	70.2	72.7
40.1 to 79.0 Percent of Time	231	20.7	14.6	16.1
0.0 to 40.0 Percent of Time	186	16.7	15.2	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Bristol Public Schools has implemented a comprehensive accountability plan to systematically assess student performance and refine specific district and school-based indicators for improvement. All teachers and administrators in Bristol participate on one or more data teams. District and school data teams meet regularly to analyze national, state, and local assessment data focusing on district and school-level performance. Instructional data teams are also in place at each school functioning as grade/department level teams. These teams analyze formative assessment data, discuss student strengths and needs, identify high-leverage teaching strategies, and determine results indicators for student achievement. The primary outcome is to improve student achievement while maximizing effective instructional practice.

Last year, a number of Bristol schools participated in a partnership with UCONN to develop collaborative inquiry groups focused on a problem of practice. These teams met regularly to develop content and pedagogical expertise within a specific instructional area. They were then able to share their expertise with colleagues throughout the schools. Our partnership with UCONN will be expanded next year.

Analysis of CMT data indicates that students who remain in Bristol for more than one year are making considerable gains in their performance from the previous year. In Bristol's three-year matched cohorts, student performance improved in mathematics and reading at both the proficient and goal levels. In 2009, Bristol students achieved, on average, at or above goal in mathematics, reading, and writing, 67%, 68%, and 60% respectively. On CAPT, the district performed extremely well with 87% or more of our tenth grade students scoring at or above proficient in reading, writing, mathematics, and science. Bristol averages exceeded state averages in at proficient and goal levels in all four areas. More importantly, greater than half of our tenth grade students scored at or above goal, the state's benchmark for academic achievement, in all four areas, with almost 60% scoring at or above goal in mathematics. Demographic analysis for both the CMT and CAPT shows that we are closing the achievement gaps with our economically disadvantaged, Hispanic, and African American students. On the SAT, Bristol's Class of 2008 mean scores for both mathematics and reading met or exceeded state mean scores. Bristol's writing mean was slightly below the state mean. Although we are pleased with our overall state and national assessment results, Bristol will continue to emphasize the incorporation of reading and writing strategies across the curriculum. We will continue to provide our teachers with a multitude of professional development opportunities related to CMT, CAPT, SAT and AP preparation in the areas of reading, writing, mathematics, and science.

For the 2009-2010 school year, Bristol's focus is to ensure that all students are college ready by the end of their educational experience here in Bristol. Bristol teachers will continue to integrate high-leverage teaching strategies into their lesson development and instruction for all students, with particular emphasis on discovering and challenging those students with high academic potential. The primary focus of every educator in Bristol Public Schools is on improving instructional effectiveness through strong content expertise and pedagogy. Teachers will collaborate regularly to share effective instructional practices with colleagues while administrators monitor and assist staff with this practice throughout the year.

Bristol recognizes the importance of fostering and maintaining partnerships with our families in an effort to improve the academic achievement of all students. This is evident in the variety of school programs and resources offered, including school compacts, parent involvement policies, PTOs, Family Resource Centers, and Family Nights related to curriculum and instruction. At the district level, stakeholders collaborate through the Parent Advisory Council and the NCLB Parent Involvement Committee.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. The primary focus has been to define and refine best practices related to literacy and math instruction. Special services staff continue to work cooperatively with regular education staff to provide exemplary instruction for all students. We continue to focus on providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.
