Connecticut State Department of Education

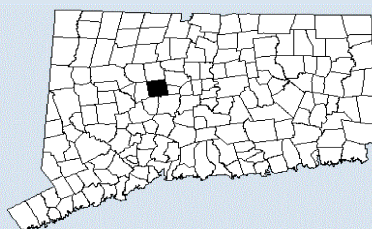# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Bristol School District

Dr. Ellen Solek, Superintendent • 860-584-7000 • www.bristol.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	34
Enrollment	8,170
Per Pupil Expenditures[1]	$13,833
Total Expenditures[1]	$118,741,894

[1]*Expenditure data reflect the 2014-15 year.*

Community Information

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

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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.

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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,964	48.5	48.3
Male	4,206	51.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	286	3.5	4.9
Black or African American	589	7.2	12.8
Hispanic or Latino	1,918	23.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	246	3.0	2.7
White	5,118	62.6	55.9
English Learners	341	4.2	6.4
Eligible for Free or Reduced-Price Meals	3,808	46.6	38.0
Students with Disabilities[1]	1,413	17.3	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	324	8.6	183	4.6
Male	356	8.8	503	11.8
Black or African American	64	11.1	86	14.2
Hispanic or Latino	235	12.8	251	13.0
White	338	6.9	314	6.1
English Learners	39	10.8	28	7.6
Eligible for Free or Reduced-Price Meals	519	14.5	528	13.2
Students with Disabilities	238	16.6	258	16.0
District	680	8.7	686	8.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 1,439

Number of school-based arrests: 15

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	474.9
Paraprofessional Instructional Assistants	19.0
Special Education	
Teachers and Instructors	83.2
Paraprofessional Instructional Assistants	126.5
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	28.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	10.5
Instructional Specialists Who Support Teachers	34.7
Counselors, Social Workers and School Psychologists	34.2
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	381.9

[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	2	0.3	0.1
Asian	2	0.3	1.0
Black or African American	10	1.5	3.5
Hispanic or Latino	16	2.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	651	95.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	38.1	28	52.8
Hispanic or Latino	28	30.1	56	55.4
White	229	54.5	303	68.7
English Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	81	38.9	103	53.1
Students with Disabilities	26	24.8	63	43.8
District	291	49.4	405	65.1
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	31	33.7
Emotional Disturbance	38	28.4
Intellectual Disability	*	*
Learning Disability	383	67.7
Other Health Impairment	185	57.5
Other Disabilities	*	*
Speech/Language Impairment	79	80.6
District	735	56.2
State		68.8

[4]Ages 6-21

District Profile and Performance Report for School Year 2015-16
Bristol School District

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	96	1.2	1.6
Emotional Disturbance	135	1.6	1.0
Intellectual Disability	7	0.1	0.5
Learning Disability	569	7.0	4.6
Other Health Impairment	327	4.0	2.8
Other Disabilities	124	1.5	1.0
Speech/Language Impairment	124	1.5	1.9
All Disabilities	1,382	16.9	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	68,362,491	8,418	9,387
Instructional Supplies and Equipment	1,183,532	146	318
Improvement of Instruction and Educational Media Services	4,405,968	543	541
Student Support Services	7,777,416	958	1,048
Administration and Support Services	8,166,191	1,006	1,790
Plant Operation and Maintenance	10,264,291	1,264	1,608
Transportation	7,576,708	854	845
Costs of Students Tuitioned Out	8,171,193	N/A	N/A
Other	2,834,104	349	194
Total	118,741,894	13,833	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	4,227,543	521	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	8,641,306	31.4	35.1
Noncertified Personnel	2,704,090	9.8	14.5
Purchased Services	980,082	3.6	5.5
Tuition to Other Schools	7,285,338	26.4	21.6
Special Ed. Transportation	4,137,532	15.0	8.3
Other Expenditures	3,803,313	13.8	15.0
Total Expenditures	27,551,661	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	54.3	53.3
State	41.4	42.2
Federal	3.5	3.6
Tuition & Other	0.8	0.9

[4]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).

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	6	*	6	*	*	*
Asian	134	72.3	134	67.8	62	63.5
Black or African American	261	59.3	261	51.2	99	52.3
Hispanic or Latino	914	59.6	913	51.8	384	49.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	120	65.1	120	57.4	*	*
White	2598	69.3	2596	62.6	1119	59.8
English Learners	192	54.6	192	49.5	71	41.9
Non-English Learners	3841	67.0	3838	60.0	1648	57.7
Eligible for Free or Reduced-Price Meals	1828	60.7	1827	53.6	737	51.9
Not Eligible for Free or Reduced-Price Meals	2205	71.2	2203	64.3	982	61.0
Students with Disabilities	794	48.4	791	41.6	317	40.1
Students without Disabilities	3239	70.8	3239	63.8	1402	60.9
High Needs	2153	59.5	2150	52.6	875	50.3
Non-High Needs	1880	74.4	1880	67.3	844	64.1
District	4033	66.4	4030	59.5	1719	57.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.9	86.6	91.5	86.7	2,291	86.5
Curl Up	90.0	86.4	90.5	93.7	2,291	90.1
Push Up	65.6	71.3	75.3	75.9	2,291	72.0
Mile Run/PACER	86.5	89.1	85.9	69.4	2,291	83.0
All Tests - District	50.0	65.4	65.1	63.2	2,291	60.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	51	74.5	71.8	Yes	74.6
Hispanic or Latino	129	63.6	77.7	No	79.7
English Learners	27	77.8	.		.
Eligible for Free or Reduced-Price Meals	328	71.0	70.4	Yes	73.4
Students with Disabilities	102	59.8	71.5	No	74.3
District	647	81.3	82.4	No	83.9
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.1	217	36.6
Male	93.5	190	30.7
Black or African American	94.7	*	*
Hispanic or Latino	93.8	34	17.5
White	94.8	333	38.7
English Learners	92.6	0	0.0
Eligible for Free or Reduced-Price Meals	94.5	80	19.9
Students with Disabilities	66.1	*	*
District	94.8	407	33.6
State	95.6		40.7

[5]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

[6]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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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	75.2	92.4
Male	56.9	84.8
Black or African American	54.3	81.5
Hispanic or Latino	56.3	75.0
White	68.5	90.8
English Learners	63.6	*
Eligible for Free or Reduced-Price Meals	51.2	77.5
Students with Disabilities	22.9	65.7
District	66.0	89.2
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.4	75	44.3	50	88.6	67.7
	High Needs Students	59.5	75	39.7	50	79.3	56.7
Math Performance Index	All Students	59.5	75	39.6	50	79.3	61.4
	High Needs Students	52.6	75	35.0	50	70.1	49.9
Science Performance Index	All Students	57.1	75	38.1	50	76.1	57.5
	High Needs Students	50.3	75	33.6	50	67.1	47.0
ELA Academic Growth	All Students	64.3%	100%	64.3	100	64.3	63.8%
	High Needs Students	62.3%	100%	62.3	100	62.3	58.3%
Math Academic Growth	All Students	65.6%	100%	65.6	100	65.6	65.0%
	High Needs Students	63.1%	100%	63.1	100	63.1	57.4%
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.2	9.6%
	High Needs Students	13.6%	<=5%	32.8	50	65.6	15.6%
Preparation for CCR	% Taking Courses	57.5%	75%	38.3	50	76.6	67.6%
	% Passing Exams	33.6%	75%	22.4	50	44.8	40.7%
On-track to High School Graduation		85.7%	94%	45.6	50	91.2	85.1%
4-year Graduation All Students (2015 Cohort)		81.3%	94%	86.5	100	86.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		75.5%	94%	80.3	100	80.3	78.6%
Postsecondary Entrance (Class of 2015)		66.0%	75%	88.0	100	88.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.8% | 60.9%	75%	40.6	50	81.2	89.2% | 50.5%
Arts Access		24.8%	60%	20.7	50	41.4	47.5%
Accountability Index				**983.4**	**1350**	**72.8**	

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	74.4	59.5	14.9	16.5	
Math Performance Index Gap	67.3	52.6	14.8	18.9	
Science Performance Index Gap	64.1	50.3	13.7	17.2	
Graduation Rate Gap	94.0%	75.5%	18.5%	15.3%	Y

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.0
	High Needs Students	98.4
Math	All Students	98.9
	High Needs Students	98.3
Science	All Students	98.3
	High Needs Students	97.3

[3]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: 51.3   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The district's work to improve student performance begins with our youngest learners who may present as at-risk for literacy failure when screened for preschool slots and continues through the delivery of programs and services to more than 8,100 students. The Bristol Public Schools have engaged in a continuous improvement model since 2002. A District Data Team, comprised of central office leadership, content area supervisors and building level leaders, meets at least monthly to establish, monitor and evaluate a variety of goals intended to improve teacher, administrator and student performance.

At the school level, each school has a School Data Team comprised of a diverse array of staff members representative of their grade levels and/or content departments. The School Data Team creates a School Success Plan that aligns with District accountability goals, but is more focused upon the data for that school's students and teachers. The team engages in analysis of data including AP, CMT/CAPT Science, PSAT, SAT, SBA, physical fitness, mastery of technology competencies, attendance, course selection, percentage of students taking college credit bearing courses and subgroup and subtest performance within each. Within each school, Instructional Data Teams are comprised of teachers of the same content area or grade level. These teams analyze data for their students to identify areas of focus for instructional improvement. Following that work, the complex task of identifying adult actions that will most significantly impact student learning are identified and codified into specific actions, data collection monitoring, staff responsibilities and a time line for those actions. The Bristol Schools recognize that school attendance is a key fact in the area of student achievement and we systematically engage in activities to address truant behavior. The district employs an attendance officer, carefully monitors attendance and works intensively with students and families demonstrating difficulty in this area. School attendance becomes part of a school of district improvement plan when it is identified as a factor in performance. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Consistent with the district's approach the primary focus has been to define and refine best practices relative to literacy and math instruction.

Special services staff continue to work cooperatively with regular education staff to provide exemplary instruction for all students. The schools continue to focus on providing educational programs for students on indicators of TWNDP, home school attendance, and extracurricular activity participation.

Professional development will continue to focus on improving differentiated instruction at all levels in the regular education classroom. The district's focused approach to instructional improvement has improved the pedagogical expertise of our teachers and administrators, engaged students in more rigorous instruction and improved the self-efficacy of both adult and student learners. As a result, the academic growth of our matched student cohorts demonstrates continuous improvement over multiple years and using multiple measures.

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 we are 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 48% increase in economically disadvantaged students since 2005, but our student achievement has either been maintained or improved for all subgroups

Equitable Allocation of Resources among District Schools

The Bristol community and the school district's students have undergone a significant shift in socioeconomic conditions since 2007-08, resulting in a substantial increase of free and reduced lunch students to more than 47%. Despite these economic challenges, Bristol's 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 assigned to schools based upon the number of students in each grade level and building respectively. Building leaders determine the resources necessary to fully implement all approved Connecticut Core 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 en