

STRATEGIC SCHOOL PROFILE 2011-12**Bristol School District**

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Bristol,
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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

Town Population in 2000: 60,062

1990-2000 Population Growth: -1%

Number of Public Schools: 14

Per Capita Income in 2000: \$23,362

Percent of Adults without a High School Diploma in 2000*: 19.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.3%

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, 2011 8,442
 5-Year Enrollment Change -6.4%

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	3,210	38.0	42.1	35.2
K-12 Students Who Are Not Fluent in English	266	3.3	3.8	5.6
Students Identified as Gifted and/or Talented*	373	4.4	3.9	4.0
PK-12 Students Receiving Special Education Services in District	1,199	14.2	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	470	82.9	77.0	79.8
Homeless	16	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	127	13.1	12.0	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.2
Asian American	246	2.9
Black	538	6.4
Hispanic	1,592	18.9
Pacific Islander	0	0.0
White	5,844	69.2
Two or more races	209	2.5
Total Minority	2,598	30.8

Percent of Minority Professional Staff: 4.9%

Open Choice:

3 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:

8.8% 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 35.

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.

The Bristol Public Schools have engaged in a variety of practices to reduce racial, ethnic and economic isolation including redistricting of students and staff, student and faculty participation of a variety of activities within and outside of the district and set goals and implemented programs aimed at improving the achievement of all students. Most significantly, Bristol engaged in a city-wide redistricting at the close of the 2012-2013 school year. This included the shuttering of four near century-old K-5 schools and the opening of two new K-8 schools. Among the schools closed was Clara T. O'Connell School whose student demographics included 80% poverty, compared to a district average of 42% and a greater than 25% disparity in minority population than other elementary schools in the district. Nearly 4,000 students and 200 teachers were relocated to new school attendance areas. The Bristol Public Schools have a diverse student population both racially and economically. Learning among a diverse student body prepares our students for living and working in a global economy. To provide our students' experiences with students of other cultures, religions, ethnicities and speakers of other languages Bristol students have engaged in a variety of events within and outside of our district. A brief listing of these experiences include participation in "Adventures in Peacemaking", "Sister Schools", and "City-Slickers" inter-district programs; Unified Sports; student exchange programs with students from Italy and France making visits on alternate years to one another's countries and attending school with those peers; C.A.S. Student Leadership Conference; LGBT Clubs; diversity awareness programs; SKYPE sessions with other schools; virtual field trips via the Internet; character education programs; reading buddies; Math league; Latin Day; Academic Bowl; field trips to Boston and New York City; FBLA National Conference; music adjudications within and outside of our state and a variety of pen-pal experiences. Academically, Bristol began participating in the AVID –Advancement Via Individual Determination - program three years ago. This program aims to provide students who may not have set college as a future goal with the academic tools to take more rigorous coursework and develop self advocacy skills. Within Bristol's District Accountability Plan, targets are set and progress has been made to reduce the achievement gap among subgroups and the aggregate performance on the CMT, CAPT and high school graduation. Although Bristol has seen a 47% increase in economically disadvantaged students since 2005, our student achievement has either been maintained or improved for all subgroups and subtests.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	50.2	59.2	15.6
Writing	53.0	62.7	17.5
Mathematics	62.6	66.5	25.0
Grade 4 Reading	55.5	64.1	17.5
Writing	58.9	65.3	18.1
Mathematics	57.8	68.0	15.0
Grade 5 Reading	55.2	67.6	15.1
Writing	63.5	68.1	28.6
Mathematics	63.0	71.6	17.9
Science	55.0	63.9	14.3
Grade 6 Reading	71.1	74.1	27.7
Writing	67.5	67.4	36.7
Mathematics	65.8	69.3	26.5
Grade 7 Reading	80.0	79.8	31.4
Writing	62.0	65.6	28.6
Mathematics	67.4	68.1	33.8
Grade 8 Reading	78.9	76.8	33.3
Writing	61.3	68.3	22.5
Mathematics	60.9	67.2	25.2
Science	61.8	61.9	31.9

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 scorable 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	43.8	47.5	35.3
Writing Across the Disciplines	59.1	63.0	32.1
Mathematics	55.3	49.2	51.1
Science	47.2	47.1	40.3

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
	59.9	50.6	74.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.7	77.3	
Average Score	Mathematics	500	505	42.7
	Critical Reading	493	502	37.4
	Writing	490	506	29.0

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, Adjusted Cohort Rate 2011	76.7	82.7	17.3
2010-11 Annual Dropout Rate for Grade 9 through 12	3.0	2.6	18.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.9	84.5
% Employed (Civilian Employment and in Armed Services)	10.1	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	495.05
Paraprofessional Instructional Assistants	8.00
Special Education	
Teachers and Instructors	79.70
Paraprofessional Instructional Assistants	114.00
Library/Media Specialists and/or Assistants	18.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	15.40
School Level	28.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	18.45
Counselors, Social Workers, and School Psychologists	35.20
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	394.70

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	12.0	14.4	13.9
% with Master's Degree or Above	87.1	79.5	79.6

Average Class Size	District	DRG	State
Grade K	17.9	18.7	18.5
Grade 2	18.8	19.3	19.7
Grade 5	22.0	21.1	21.6
Grade 7	21.1	20.3	20.3
High School	20.3	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	989	993
Middle School	934	1,012	1,024
High School	1,015	1,013	1,024

*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*	6.1	3.4	2.8
Middle School	3.0	2.4	2.2
High School	3.8	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$65,292	\$7,627	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$1,461	\$171	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$5,596	\$654	\$487	\$406	\$482
Student Support Services	\$5,334	\$623	\$901	\$999	\$901
Administration and Support Services	\$9,497	\$1,109	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$10,312	\$1,204	\$1,471	\$1,459	\$1,463
Transportation	\$5,740	\$614	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$5,819	N/A	N/A	N/A	N/A
Other	\$2,067	\$241	\$165	\$166	\$165
Total	\$111,118	\$12,679	\$14,238	\$14,111	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$13,470	\$1,573	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$24,030,445	21.6	22.7	21.7

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	49.2	41.3	8.9	0.6
Excluding School Construction	53.4	36.0	10.0	0.6

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 economic recession in Connecticut and the nation has strained our fragile resources even further. We have eliminated more than 100 positions in the past 3 years, in part due to loss of our Priority School District status. The needs of our 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. Teachers and administrators are assigned to schools based upon the number of students in each grade level and building respectively. To gain economies of scale, some special education programs are housed in one building such as a program for medically fragile students. Building principals and curriculum supervisors are tasked with determining the resources necessary to fully implement the 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. All of these programs focus upon closing the preparation and achievement gaps.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,211
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.4%

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	67	0.8	1.3	1.2
Learning Disability	380	4.5	3.9	3.9
Intellectual Disability	15	0.2	0.5	0.4
Emotional Disturbance	116	1.4	1.2	1.0
Speech Impairment	220	2.6	2.3	2.1
Other Health Impairment*	300	3.6	2.5	2.2
Other Disabilities**	113	1.3	1.2	1.0
Total	1,211	14.4	12.9	11.7

*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 2010-11 with a Standard Diploma	60.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	4.1	5.1

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	22.3	36.0	65.4	70.4
	Writing	17.4	21.5	61.0	66.3
	Mathematics	21.2	31.8	63.0	68.4
	Science	19.2	23.0	58.5	62.9
CAPT	Reading Across the Disciplines	12.7	14.5	43.8	47.5
	Writing Across the Disciplines	11.5	18.2	59.1	63.0
	Mathematics	16.0	15.4	55.3	49.2
	Science	17.2	13.6	47.2	47.1

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	37.9
	% With Accommodations	62.1
CAPT	% Without Accommodations	23.6
	% With Accommodations	76.4
% Assessed Using Skills Checklist		5.2

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	4	0.3
Private Schools or Other Settings	102	8.4

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	701	57.9	68.0	72.1
40.1 to 79.0 Percent of Time	280	23.1	16.4	16.3
0.0 to 40.0 Percent of Time	230	19.0	15.6	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our work to improve student performance begins with our youngest learners who present as at-risk for literacy failure when screened for our limited number of preschool slots and continues through the delivery of programs and services to more than 8,400 students. The Bristol 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. All goals are framed around two Super Goals of improving student performance and maintaining a safe school climate. Our professional learning work has evolved from a focus on effective teaching strategies such as using advance organizers to an Inquiry model based upon the work of John Hattie; where teachers use strategies to build student agency through goal setting, self-assessment of learning and meaningful, timely and specific feedback. 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 departments. The School Data Team creates a School Success Plan that links 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 CMT, CAPT, NWEA, SAT, AP, physical fitness, mastery of technology competencies, attendance, course selection, percentage of students taking college credit bearing courses and subgroup and subtest performance. 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.
