

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



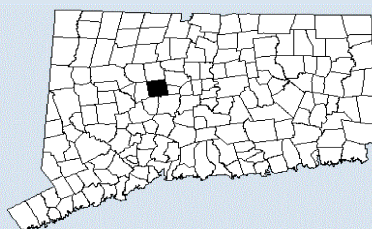
Bristol School District

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

District Information

Grade Range	PK-12
Number of Schools	31
Enrollment	8,268
Per Pupil Expenditures ¹	\$12,654
Total Expenditures ¹	\$108,633,909

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,971	48.0	48.3
Male	4,297	52.0	51.6
American Indian	*	*	0.2
Asian	266	3.2	4.6
Black or African American	550	6.7	12.9
Hispanic or Latino	1,743	21.1	21.2
Pacific Islander	*	*	0.0
White	5,453	66.0	58.4
Two or More Races	242	2.9	2.3
English Language Learners	317	3.8	5.7
Eligible for Free or Reduced-Price Meals	3,715	44.9	37.3
Students with Disabilities ¹	1,334	16.1	12.8

¹Students 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	446	11.7	204	5.1
Male	490	11.9	528	12.1
Black or African American	73	13.6	94	17.0
Hispanic or Latino	361	21.3	256	14.2
White	452	8.7	342	6.2
English Language Learners	75	23.9	36	10.6
Eligible for Free or Reduced-Price Meals	693	19.7	524	13.5
Students with Disabilities	286	21.0	268	17.3
District	936	11.8	732	8.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 453

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	456.4
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	78.7
Paraprofessional Instructional Assistants	102.0
Administrators, Coordinators and Department Chairs	
District Central Office	17.4
School Level	27.8
Library/Media	
Specialists (Certified)	6.8
Support Staff	11.5
Instructional Specialists Who Support Teachers	34.1
Counselors, Social Workers and School Psychologists	35.2
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	393.9

¹In 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 (%)
Asian	4	0.6	1.0
Black or African American	10	1.5	3.5
Hispanic	15	2.3	3.6
Native American	0	0	0.1
White	635	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	13	14.6
White	35	8.4	127	26.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	6	2.8	19	10.3
Students with Disabilities	0	0	0	0
District	40	6.7	157	24.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	35	42.2
Emotional Disturbance	28	22.8
Intellectual Disability	6	*
Learning Disability	354	72.5
Other Health Impairment	170	54.7
Other Disabilities	8	11.8
Speech/Language Impairment	108	83.1
District	709	58.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	85	1.0	1.4
Emotional Disturbance	123	1.5	1.0
Intellectual Disability	10	0.1	0.4
Learning Disability	489	5.9	4.2
Other Health Impairment	317	3.8	2.5
Other Disabilities	103	1.2	1.0
Speech/Language Impairment	165	2.0	1.9
All Disabilities	1,292	15.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	1.0	2.8
Private Schools or Other Settings	95	7.3	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	62,649,926	7,585	8,769
Instructional Supplies and Equipment	984,061	119	275
Improvement of Instruction and Educational Media Services	4,485,590	543	487
Student Support Services	6,844,007	829	965
Administration and Support Services	8,126,011	984	1,600
Plant Operation and Maintenance	8,912,388	1,079	1,472
Transportation	6,739,248	689	786
Costs of Students Tuitioned Out	6,882,031	N/A	N/A
Other	3,010,647	364	178
Total	108,633,909	12,654	14,642

Additional Expenditures

Land, Buildings, and Debt Service	12,836,732	1,554	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,282,749	33.7	35.6
Noncertified Personnel	2,674,045	10.9	14.5
Purchased Services	619,192	2.5	5.0
Tuition to Other Schools	6,206,019	25.2	21.4
Special Ed. Transportation	3,697,582	15.0	8.5
Other Expenditures	3,133,618	12.7	14.9
Total Expenditures	24,613,205	100.0	100.0
PK-12 Expenditures Used for Special Education		22.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	49.5	51.2
State	47.2	45.1
Federal	3.0	3.4
Tuition & Other	0.3	0.3

⁴Revenue 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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	72.2	69.9	69.9	65.0	.	.	.	.
Hispanic or Latino	61.1	60.9	62.7	59.2	.	.	.	.
English Language Learners	47.7	47.6	49.4	47.2	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.9	65.3	67.4	64.0	.	.	.	.
Students with Disabilities	42.6	41.9	43.1	39.8	.	.	.	.
High Needs	63.5	63.0	65.1	62.1	.	.	.	.
District	77.1	76.7	77.7	74.9	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	69.1	61.3	58.4	62.9	.	.	.	.
Hispanic or Latino	62.2	60.0	61.5	58.3	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.8	62.8	62.1	61.3	.	.	.	.
Students with Disabilities	42.5	39.7	41.5	37.1	.	.	.	.
High Needs	63.6	57.7	59.0	58.5	.	.	.	.
District	77.6	73.3	75.0	72.7	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.7	90.2	95.0	90.7	2,284	90.7
Curl Up	87.8	89.6	94.4	77.0	2,284	86.9
Push Up	66.8	71.9	78.0	76.6	2,284	73.5
Mile Run/PACER	86.0	87.7	83.0	79.5	2,284	83.8
All Tests - District	53.2	61.5	67.4	65.9	2,284	62.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	37	64.9	66.3	No	69.0
Hispanic or Latino	105	60	73.6	No	75.7
English Language Learners	25	52	.		.
Eligible for Free or Reduced-Price Meals	245	62.9	64.6	No	67.5
Students with Disabilities	101	55.4	65.8	No	68.6
District	635	79.8	79.6	Yes	81.0
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.9	242	39.4
Male	56.2	175	27.6
Black or African American	57.9	13	13.7
Hispanic or Latino	41.5	26	13.3
White	69.6	347	38.6
English Language Learners	38.9	0	0.0
Eligible for Free or Reduced-Price Meals	48.0	63	15.8
Students with Disabilities	19.3	*	*
District	64.9	417	33.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	72.2	91.9
Male	59.4	90.6
Black or African American	48.3	90.0
Hispanic or Latino	45.3	88.1
White	70.0	92.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	45.2	84.9
Students with Disabilities	31.7	82.6
District	65.4	91.3
State	72.7	88.5

⁷College 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.

⁸College 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

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Bristol School District

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 8,400 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. 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, 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.

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. This includes redistricting of students and implementation of programs to improve achievement of all students.

Nearly 4,000 students and 200 teachers were relocated to new school attendance areas. This resulted in an improvement in the balance of students with regard to race and economic status. One of the schools closed had a student population at an 80% level of poverty compared to a district average of 42%. The minority student population there was 25% greater than other schools in the district. Redistricting resulted in a significant improvement in the balance of these factors.

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 developed based on the needs of the individual school community. Students participate in groups and activities that promote understanding and tolerance of differences between and among people.

Bristol has expanded the Advancement Via Individual Determination 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

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Bristol School District

Equitable Allocation of Resources among District Schools

Bristol's community and the school district have undergone a significant shift in socioeconomic conditions since 2007-08, resulting in a substantial increase of free and reduced lunch students to nearly 50%. Despite these economic challenges, Bristol continues 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 CCSS 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.