

STRATEGIC SCHOOL PROFILE 2007-08**Bristol School District**

PHILIP A. STREIFER, Superintendent
Telephone: (860) 584-7004

Location: 129 Church Street
Bristol,
Connecticut

Website: www.bristol.k12.ct.us/

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: 90.5%

*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, 2007 8,922
5-Year Enrollment Change -0.6%

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	2,845	31.9	31.0	28.7
K-12 Students Who Are Not Fluent in English	274	3.2	3.1	5.4
Students Identified as Gifted and/or Talented*	395	4.4	3.3	4.0
PK-12 Students Receiving Special Education Services in District	1,106	12.4	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	449	86.5	74.1	79.2
Homeless	13	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	332	27.3	24.8	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	20	0.2
Asian American	225	2.5
Black	672	7.5
Hispanic	1,294	14.5
White	6,711	75.2
Total Minority	2,211	24.8

Percent of Minority Professional Staff: 3.6%

Open Choice: 26 students 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: 8.3% 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 30.

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 of the Bristol Public Schools. To accomplish this, all staff are focused on the achievement of every student in our schools. 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 Connecticut Association of Schools Leadership Conference, CHAPS, the Connecticut Pre-Engineering Program, City Slickers, Reading Buddies, 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.

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 district and school level in order to identify district and school goals. Goals include reducing the achievement gap between economically disadvantaged and non-economically disadvantaged students, 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, the staff of the Bristol schools have focused on increasing the achievement of all students, from our neediest students to our most advantaged students.

The staff and students of the Bristol Public Schools continue to welcome many 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. Additionally, Bristol student enrollment to Hartford area magnet schools has increased significantly.

Bristol's 2008-2009 theme of "Value and Enhance the Potential of Every Child" contributes to our efforts of involving all staff and students of the Bristol Public Schools to improve the achievement of all students. As our community and schools become more diverse, we aim to close the achievement gap between all subgroups 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	52.4	52.0	37.4
Writing	69.4	63.4	43.6
Mathematics	69.8	60.0	57.7
Grade 4 Reading	52.8	55.9	29.7
Writing	53.8	62.9	17.0
Mathematics	59.3	60.3	33.3
Grade 5 Reading	60.9	62.2	29.0
Writing	61.4	64.5	27.8
Mathematics	62.5	65.9	27.8
Science	45.6	54.9	17.9
Grade 6 Reading	65.2	66.3	26.2
Writing	54.0	61.9	22.6
Mathematics	66.3	66.4	32.7
Grade 7 Reading	71.1	71.1	31.0
Writing	57.0	62.0	27.1
Mathematics	60.4	63.0	29.7
Grade 8 Reading	67.7	64.8	39.6
Writing	59.3	63.4	28.9
Mathematics	62.9	60.8	35.8
Science	60	58.6	33.3

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	50.2	45.5	48.5
Writing Across the Disciplines	63.4	57.9	44.6
Mathematics	61.8	50.1	59.2
Science	52.1	46.3	47.7

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
	46.4	36.1	77.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.5	77.6	
Average Score	Mathematics	500	504	40.0
	Critical Reading	495	502	36.9
	Writing	492	503	33.1

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 2007	96.0	92.6	46.9
Cumulative Four-Year Dropout Rate for Class of 2007	3.3	6.2	48.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	83.4
% Employed (Civilian Employment and in Armed Services)	15.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	529.90
Paraprofessional Instructional Assistants	11.40
Special Education	
Teachers and Instructors	78.20
Paraprofessional Instructional Assistants	116.50
Library/Media Specialists and Assistants	19.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	18.00
School Level	30.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	35.20
School Nurses	16.00
Other Staff Providing Non-Instructional Services and Support	399.72

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	13.5	14.6	13.6
% with Master's Degree or Above	80.4	76.5	75.6

Average Class Size	District	DRG	State
Grade K	16.0	17.1	18.1
Grade 2	17.7	18.2	19.3
Grade 5	21.1	19.9	20.9
Grade 7	21.6	19.7	20.5
High School	20.6	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	946	983	987
Middle School	934	1,006	1,017
High School	1,014	997	1,006

*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*	8.4	4.3	3.4
Middle School	4.0	3.0	2.7
High School	4.1	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$59,390	\$6,594	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$2,012	\$223	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$4,834	\$537	\$443	\$365	\$429
Student Support Services	\$3,869	\$430	\$764	\$785	\$761
Administration and Support Services	\$9,149	\$1,016	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$9,595	\$1,065	\$1,329	\$1,287	\$1,322
Transportation	\$4,819	\$505	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$3,969	N/A	N/A	N/A	N/A
Other	\$1,571	\$174	\$147	\$147	\$145
Total	\$99,209	\$10,896	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$14,861	\$1,650	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$19,033,760
Percent of Total PK-12 Expenditures Used for Special Education	19.2%

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	49.1	47.0	3.2	0.7
Excluding School Construction	54.4	41.2	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	1,111
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	40	0.5	0.7	0.7
Learning Disability	307	3.5	3.7	4.0
Intellectual Disability	29	0.3	0.6	0.5
Emotional Disturbance	107	1.2	1.2	1.0
Speech Impairment	305	3.5	2.6	2.4
Other Health Impairment*	238	2.7	2.2	2.1
Other Disabilities**	85	1.0	1.0	0.9
Total	1,111	12.7	12.1	11.5

*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 2006-07 with a Standard Diploma	79.1	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.8	2.8

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	15.2	20.4	61.7	62.1
	Writing	15.4	19.3	59.0	63.0
	Mathematics	23.0	22.6	63.5	62.7
	Science	15.1	22.2	52.9	56.8
CAPT	Reading Across the Disciplines	10.9	11.4	50.2	45.5
	Writing Across the Disciplines	9.5	16.3	63.4	57.9
	Mathematics	18.5	14.7	61.8	50.1
	Science	12.1	14.4	52.1	46.3

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	16.4
	% With Accommodations	83.6
CAPT	% Without Accommodations	1.5
	% With Accommodations	98.5
% Assessed Using Skills Checklist		7.9

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	0	0.0
Private Schools or Other Settings	88	7.9

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	687	61.8	66.9	71.6
40.1 to 79.0 Percent of Time	241	21.7	15.0	16.6
0.0 to 40.0 Percent of Time	183	16.5	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Bristol Public Schools has implemented a comprehensive Accountability Plan as a means of systematically assessing student performance and refining 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 and state assessment data and grade/course level assessment data focusing on district and school-level performance. Instructional data teams are also in place at each school functioning as grade or department level teams. These teams analyze formative assessment data, discuss student strengths and needs, identify effective teaching strategies, and determine results indicators for student achievement. The primary outcome of data team work is to improve student achievement while maximizing effective instructional practice.

Analysis of data from the CMT indicates that students who remain in Bristol for more than one year are making considerable gains in their performance from the previous year. Furthermore, students who remain in Bristol for two or more years are making even greater gains. Within a two-year matched cohort, student performance improved universally in mathematics and reading, and in some areas of writing. In 2008, more than 60% of all Bristol students in grades 3 through 8 achieved at or above goal in mathematics, reading, and writing, with the exception of reading in grades 3 and 4, where over 50% of our students achieved at or above goal.

Analysis of data from the 3rd Generation CAPT reveals that the district performed extremely well with 88% or more of our tenth grade students scoring at or above proficient in each of the four content areas assessed; reading, writing, mathematics, and science. Bristol averages exceeded state averages in % at or above proficient and goal 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 reading and science, and more than 60% achieved at or above goal in mathematics and writing. Demographic analysis for both the CMT and CAPT show that we are closing the achievement gaps in many areas in the following subgroups: Economically Disadvantaged, Hispanic, and African American students. On the SAT, Bristol's Class of 2007 mean scores for both mathematics and reading increased consistently over a three-year period while State and National mean scores dropped consistently over the same three-year period. Bristol's writing mean score remained the same as last year.

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, and SAT and AP preparation in the areas of reading, writing, mathematics, and science.

For the 2008-2009 school year, all Bristol teachers and administrators will continue to integrate effective teaching strategies into their lesson development and instruction. The primary focus of every educator in Bristol Public Schools is on improving instructional effectiveness through strong content expertise and pedagogy. Teachers will be collaborating on a regular basis to share effective instructional practices with colleagues. Administrators will be monitoring and assisting 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 at each of our schools, including school compacts, parent involvement policies, Parent-Teacher Organizations, Family Resource Centers, and Family Nights related to curriculum and instruction.

In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Special services staff participated in curriculum training programs, including data team training, effective teaching strategies, and Response to Intervention/Early Intervention Process with regular education staff. A variety of professional development activities were offered to facilitate implementation of inclusive educational practices, behavior management, and differentiated instruction. The school continues to make strides in providing educational programs for students on indicators of TWNDP, home school attendance, and extra curricular activity participation.
