

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



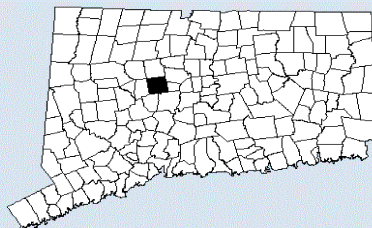
## Bristol School District

Ms. Catherine Carbone, Superintendent • 860-584-7000 • [www.bristol.k12.ct.us/](http://www.bristol.k12.ct.us/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	37
Enrollment	7,976
Per Pupil Expenditures <sup>1</sup>	\$15,274
Total Expenditures <sup>1</sup>	\$127,320,646

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	4,078	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	283	3.5	5.2
Black or African American	562	7.0	12.7
Hispanic or Latino of any race	2,486	31.2	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	350	4.4	3.8
White	4,281	53.7	51.1
English Learners	423	5.3	8.3
Eligible for Free or Reduced-Price Meals	4,300	53.9	43.3
Students with Disabilities <sup>3</sup>	1,630	20.4	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	157	3.9
Male	540	13.8	360	8.5
Black or African American	82	14.6	58	9.7
Hispanic or Latino of any race	432	17.8	223	8.4
White	453	11.1	200	4.6
English Learners	76	17.3	26	5.6
Eligible for Free or Reduced-Price Meals	786	19.0	396	8.3
Students with Disabilities	344	22.2	212	11.7
District	1,033	13.4	517	6.2
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 1,156**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	449.6
Paraprofessional Instructional Assistants	24.4
<b>Special Education</b>	
Teachers and Instructors	88.2
Paraprofessional Instructional Assistants	161.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	16.5
School Level	30.8
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	11.5
Instructional Specialists Who Support Teachers	30.0
Counselors, Social Workers and School Psychologists	35.6
School Nurses	15.2
Other Staff Providing Non-Instructional Services/Support	394.8

<sup>1</sup> 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	2	0.3	1.2
Black or African American	13	2.0	4.0
Hispanic or Latino of any race	18	2.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	624	94.7	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	18	52.9	31	81.6
Hispanic or Latino of any race	86	58.5	100	66.7
White	271	73.4	286	79.2
English Learners	9	45.0	7	*
Eligible for Free or Reduced-Price Meals	165	62.5	185	69.3
Students with Disabilities	71	55.9	94	62.3
District	402	68.0	450	76.3
State		75.8		84.8

<sup>2</sup> 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<sup>3</sup>

	Count	Rate (%)
Autism	53	36.6
Emotional Disturbance	32	21.2
Intellectual Disability	*	*
Learning Disability	433	71.0
Other Health Impairment	228	68.9
Other Disabilities	*	*
Speech/Language Impairment	122	90.4
District	881	59.3
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	152	1.9	2.0
Emotional Disturbance	151	1.9	1.1
Intellectual Disability	35	0.4	0.5
Learning Disability	610	7.6	5.7
Other Health Impairment	337	4.2	3.3
Other Disabilities	114	1.4	1.1
Speech/Language Impairment	178	2.2	1.8
All Disabilities	1,577	19.7	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	59	3.7	8.2
Private Schools or Other Settings	108	6.8	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$81,263,393	\$9,748	\$10,923
Support services - students	\$6,057,054	\$773	\$1,277
Support services - instruction	\$5,494,348	\$701	\$682
Support services - general administration	\$1,460,231	\$186	\$467
Support services - school based administration	\$5,815,760	\$742	\$1,021
Central and other support services	\$5,832,594	\$744	\$679
Operation and maintenance of plant	\$10,131,060	\$1,293	\$1,718
Student transportation services	\$8,711,049	\$2,002	\$1,288
Food services	.	.	\$12
Enterprise operations	\$2,281,391	\$291	\$163
Minor school construction	\$273,766	\$35	\$59
Total	\$127,320,646	\$15,274	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,454,244	28.4	28.5
Instructional Aide Salaries	\$3,012,032	8.2	10.1
Other Salaries	\$1,669,308	4.5	11.1
Employee Benefits	\$3,833,747	10.4	13.0
Purchased Services Other Than Transportation	\$1,854,287	5.0	5.7
Special Education Tuition	\$10,920,762	29.7	22.5
Supplies	\$81,559	0.2	0.6
Property Services	\$18,936	0.1	0.3
Purchased Services For Transportation	\$4,891,310	13.3	8.0
Equipment	\$37,774	0.1	0.2
All Other Expenditures	\$1,829	0.0	0.1
Total	\$36,775,788	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	54.8
State	41.0
Federal	3.7
Tuition & Other	0.5

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 Bristol School District

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	44	81.8
Hispanic or Latino of any race	156	84.6
English Learners	24	91.7
Eligible for Free or Reduced-Price Meals	360	79.7
Students with Disabilities	150	74.7
District	632	86.2
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	69.9	87.6
Male	50.5	81.5
Black or African American	50.0	*
Hispanic or Latino of any race	47.6	79.2
White	64.7	86.3
English Learners	40.0	*
Eligible for Free or Reduced-Price Meals	48.0	74.0
Students with Disabilities	38.4	*
District	59.5	85.0
State	71.5	87.5

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	62.3%	100%	60.4%
	Oral	57.6%	100%	57.6%
Chronic Absenteeism	All Students	13.4%	<=5%	12.2%
	High Needs Students	18.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	72.1%	75%	80.4%
On-track to High School Graduation		91.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		59.4%	75%	71.5%
Arts Access		57.4%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	86.7%	7.3%	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The Bristol Public Schools' mission is to "Teach and Learn with Passion and Purpose" so that all students graduating from our schools meet our Bristol Vision of the Graduate. Our students will contribute meaningfully and communicate effectively in a global society with cultural humility, employ skills for self-sufficiency, and will demonstrate solid academic knowledge and skills. With passion and purpose, we continually engage in cycles of improvement. Improvement is focused on multi-year efforts to develop talent, improve and enhance curriculum, instruction, and assessment practices, align operational systems, and promote positive cultures. We ground our strategic efforts in a shared belief system that all students can learn at high levels; high-quality curriculum and assessment practices; implementation of research-based instructional practices; targeted, strategic, individualized student support; strong data analysis; and professional collaboration through instructional improvement teams. Our district-level goals inform the goals that are developed at each school and by each teacher. School leaders design improvement plans based on student achievement indicators that include graduation rates, AP performance, literacy, mathematics, and science state assessments coupled with a focus on the professional practices of teachers that can be enhanced to improve student performance. Teachers meet during dedicated professional learning time weekly, guided by principals, supervisors, and coaches to do this work. In 2019-20, the district's strategic goals focused on improving student academic growth and achievement as measured by the SBA and SAT through talent development, curriculum and assessment development, data analysis, organizational effectiveness, and school climate and community engagement.

As a learner-focused district, Bristol ensures that all students have the opportunity to learn our curriculum as it is written for each grade-level, subject area, and course, while using students' individualized needs and the expectations within the curriculum as the starting point for all instructional decisions. The district continues to follow the systematic implementation of SRBI to ensure that teachers are focused on the expectations for learning within their curriculum and planning strategically to accommodate students' needs through increasingly intensive and frequent instruction. Professional development priorities focused on collaboration among general education and special education teachers, building a shared understanding of student expectations for learning for all students, implementing co-teaching models at the secondary level, and refining the goals and objectives that are developed for students within their individualized educational plans.

Bristol families respond annually to a survey providing the district with feedback related to the climate and connectedness they feel to their school environment. Survey results are disaggregated by school and provide important data to support building efforts. Efforts beyond our typical open house, curriculum nights, and parent conferences include for example: literacy and STEM family events, informational evenings regarding course, career, and college opportunities at the high school, cultural celebrations, and Unified sports and theater programs.

#### 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 maintaining the levels of academic achievement even with rising levels of economically disadvantaged students.

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 significant increase in economically disadvantaged students since 2005, but our student achievement has either been maintained or improved for all populations that make up our community.

Bristol has also partnered with the CT Center for School Change to lead administrators and teachers in professional learning around diversity, equity, and inclusion beliefs and practices. A team of administrators and teachers named our Equity Champions design professional learning experiences for teachers at their schools, meeting and planning on a monthly basis, to determine the most impactful knowledge and practices our teachers should learn to better the experiences of our scholars.

# District Profile and Performance Report for School Year 2019-20

## Bristol School District

### **Equitable Allocation of Resources among District Schools**

The Bristol community and the school district's students have undergone a significant shift in socio-economic conditions since 2007, resulting in a substantial increase of economically disadvantaged students, approaching fifty percent. Despite these economic challenges, city funders continue to support the district in numerous ways, including funding positions to ensure the safety and security of our schools and the social and emotional well-being of our students. 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 is allocated among schools based on enrollment and school community needs. School leaders determine the resources necessary to fully implement all approved curricula; meeting the needs of their students equitably. Grant funds are utilized to provide preschool experiences, extended day/year programs, and fund Family Resource Centers.