

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



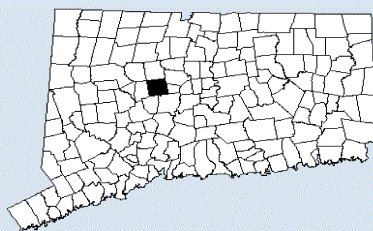
Bristol School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	36
Enrollment	7,997
Per Pupil Expenditures ¹	\$14,281
Total Expenditures ¹	\$120,499,673

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,897	48.7	48.4
Male	4,100	51.3	51.6
American Indian or Alaska Native	9	0.1	0.3
Asian	294	3.7	5.1
Black or African American	552	6.9	12.8
Hispanic or Latino	2,178	27.2	24.8
Pacific Islander	10	0.1	0.1
Two or More Races	282	3.5	3.3
White	4,672	58.4	53.6
English Learners	371	4.6	7.2
Eligible for Free or Reduced-Price Meals	3,550	44.4	36.7
Students with Disabilities ¹	1,466	18.3	14.8

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	302	7.9	177	4.5
Male	346	8.8	485	11.6
Black or African American	47	8.6	85	14.9
Hispanic or Latino	272	12.6	251	11.0
White	285	6.4	296	6.3
English Learners	51	12.5	33	8.0
Eligible for Free or Reduced-Price Meals	521	12.7	490	11.1
Students with Disabilities	247	16.7	231	13.7
District	648	8.4	662	8.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 1,345

Number of school-based arrests: 15

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	457.7
Paraprofessional Instructional Assistants	18.0
Special Education	
Teachers and Instructors	88.2
Paraprofessional Instructional Assistants	139.5
Administrators, Coordinators and Department Chairs	
District Central Office	14.5
School Level	28.6
Library/Media	
Specialists (Certified)	7.0
Support Staff	9.5
Instructional Specialists Who Support Teachers	28.0
Counselors, Social Workers and School Psychologists	31.2
School Nurses	15.1
Other Staff Providing Non-Instructional Services/Support	383.3

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 (%)
American Indian or Alaska Native	2	0.3	0.1
Asian	2	0.3	1.1
Black or African American	9	1.4	3.7
Hispanic or Latino	16	2.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	628	95.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.4	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	24	52.2	22	61.1
Hispanic or Latino	57	39.9	80	69.6
White	241	64.8	330	81.5
English Learners	8	36.4	8	*
Eligible for Free or Reduced-Price Meals	135	47.4	156	69.3
Students with Disabilities	54	39.7	70	52.6
District	347	58.0	463	77.9
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	35	34.3
Emotional Disturbance	34	24.6
Intellectual Disability	*	*
Learning Disability	429	71.5
Other Health Impairment	203	62.5
Other Disabilities	*	*
Speech/Language Impairment	83	85.6
District	802	58.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	107	1.3	1.8
Emotional Disturbance	138	1.7	1.1
Intellectual Disability	19	0.2	0.5
Learning Disability	600	7.5	5.2
Other Health Impairment	327	4.1	3.1
Other Disabilities	124	1.5	1.1
Speech/Language Impairment	129	1.6	1.8
All Disabilities	1,444	17.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	83	5.7	8.3
Private Schools or Other Settings	117	8.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	69,459,637	8,706	9,847
Instructional Supplies and Equipment	736,199	92	287
Improvement of Instruction and Educational Media Services	4,717,061	591	589
Student Support Services	8,422,483	1,056	1,120
Administration and Support Services	9,656,361	1,210	1,905
Plant Operation and Maintenance	10,254,607	1,285	1,648
Transportation	8,419,430	973	904
Costs of Students Tuitioned Out	6,597,266	N/A	N/A
Other	2,236,629	280	208
Total	120,499,673	14,281	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,987,259	500	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,848,938	37.5	33.8
Noncertified Personnel	2,910,806	10.0	14.5
Purchased Services	1,218,085	4.2	5.5
Tuition to Other Schools	5,757,289	19.9	23.4
Special Ed. Transportation	5,009,059	17.3	8.7
Other Expenditures	3,221,446	11.1	14.1
Total Expenditures	28,965,623	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.8	55.4
State	39.8	41.1
Federal	3.3	3.4
Tuition & Other	0.1	0.1

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	157	71.8	157	68.6
Black or African American	283	60.5	282	53.6
Hispanic or Latino	1144	59.1	1138	52.6
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	132	64.5	132	57.3
White	2353	69.2	2347	63.7
English Learners	336	55.7	336	52.5
Non-English Learners	3741	66.6	3728	60.5
Eligible for Free or Reduced-Price Meals	2064	60.2	2056	54.1
Not Eligible for Free or Reduced-Price Meals	2013	71.3	2008	65.8
Students with Disabilities	769	47.4	763	40.5
Students without Disabilities	3308	69.9	3301	64.3
High Needs	2387	59.4	2377	53.2
Non-High Needs	1690	74.6	1687	69.3
District	4077	65.7	4064	59.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.2	92.5	92.1	90.9	2,178	90.5
Curl Up	88.1	88.4	92.5	94.9	2,178	90.8
Push Up	72.8	75.2	74.6	80.0	2,178	75.5
Mile Run/PACER	89.9	90.3	84.1	68.2	2,178	83.7
All Tests - District	55.3	67.2	69.4	64.6	2,178	64.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	50	76.0
Hispanic or Latino	104	74.0
English Learners	21	57.1
Eligible for Free or Reduced-Price Meals	312	77.6
Students with Disabilities	114	69.3
District	633	87.0
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.5	241	42.8
Male	95.4	215	34.2
Black or African American	93.9	19	23.2
Hispanic or Latino	96.9	50	19.4
White	96.4	346	44.5
English Learners	92.7	0	0.0
Eligible for Free or Reduced-Price Meals	97.5	123	24.1
Students with Disabilities	87.0	10	3.7
District	96.4	456	38.3
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	68.3	87.9
Male	58.9	80.3
Black or African American	69.8	63.6
Hispanic or Latino	53.4	82.6
White	65.0	87.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.6	76.3
Students with Disabilities	29.7	53.8
District	63.6	84.6
State	70.9	88.3

⁵College 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.

⁶College 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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.7	75	43.8	50	87.6	67.6
	High Needs Students	59.4	75	39.6	50	79.1	57.5
Math Performance Index	All Students	59.9	75	39.9	50	79.8	62.7
	High Needs Students	53.2	75	35.5	50	70.9	52.0
ELA Academic Growth	All Students	60.4%	100%	60.4	100	60.4	60.7%
	High Needs Students	58.7%	100%	58.7	100	58.7	55.6%
Math Academic Growth	All Students	59.3%	100%	59.3	100	59.3	61.9%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.4%
Chronic Absenteeism	All Students	8.4%	<=5%	43.3	50	86.6	10.7%
	High Needs Students	12.2%	<=5%	35.5	50	71.0	16.6%
Preparation for CCR	% Taking Courses	68.0%	75%	45.3	50	90.6	74.8%
	% Passing Exams	38.3%	75%	25.5	50	51.0	44.8%
On-track to High School Graduation		89.4%	94%	47.6	50	95.1	87.5%
4-year Graduation All Students (2017 Cohort)		87.0%	94%	92.6	100	92.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		79.6%	94%	84.7	100	84.7	81.8%
Postsecondary Entrance (Class of 2017)		63.6%	75%	84.7	100	84.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 64.2%	75%	42.8	50	85.6	96.6% 50.1%
Arts Access		54.0%	60%	45.0	50	89.9	51.2%
Accountability Index				941.5	1250	75.3	

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	74.6	59.4	15.3	15.9	
Math Performance Index Gap	69.3	53.2	16.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	79.6%	14.4%	12.7%	Y

¹If 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.

²If 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	98.6
Math	All Students	98.8
	High Needs Students	98.2
Science	All Students	98.2
	High Needs Students	97.4

³Minimum 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: 51.8

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Bristol School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Bristol Public Schools embodies its' mission 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 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, instructional and assessment practices; targeted, strategic and individualized student support; strong data analysis; and professional collaboration through improvement teams. Bristol outlines goals for student achievement and district-level professional practice. These 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 their teachers. Teachers meet during dedicated professional learning time weekly, guided by principals, supervisors, and coaches to do this work. In 2017-2018, 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 as the starting point for all instructional decisions. The district continues to work on the development of 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, 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 feedback related to the climate and connectedness they feel to their school environment. Survey results are reviewed 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 career and college opportunities at the high school, cultural celebrations, and Unified sports and theater programs. Many schools are engaging families through social networks such as Twitter and other digital methods of communication.

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 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 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.

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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/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 are 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, fund Family Resource Centers and better engage parents.