

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



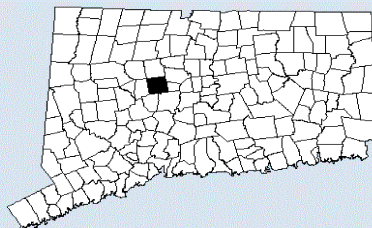
Bristol School District

Dr. Susan Moreau, Superintendent • 860-584-7000 • www.bristol.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	36
Enrollment	7,956
Per Pupil Expenditures ¹	\$15,194
Total Expenditures ¹	\$127,250,636

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	4,087	51.4	51.6
American Indian or Alaska Native	11	0.1	0.3
Asian	281	3.5	5.2
Black or African American	567	7.1	12.8
Hispanic or Latino of any race	2,326	29.2	25.8
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	319	4.0	3.6
White	4,446	55.9	52.4
English Learners	369	4.6	7.6
Eligible for Free or Reduced-Price Meals	3,737	47.0	42.1
Students with Disabilities ³	1,552	19.5	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	399	10.2	533	12.4
Black or African American	54	10.0	89	15.1
Hispanic or Latino of any race	307	13.4	325	12.9
White	326	7.6	312	6.8
English Learners	45	11.3	58	13.8
Eligible for Free or Reduced-Price Meals	570	14.1	545	12.5
Students with Disabilities	300	19.3	269	14.8
District	742	9.6	776	9.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 869

Number of school-based arrests: 17

⁴A 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.

⁵This column displays the 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	448.4
Paraprofessional Instructional Assistants	25.4
Special Education	
Teachers and Instructors	91.6
Paraprofessional Instructional Assistants	151.8
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	29.8
Library/Media	
Specialists (Certified)	7.0
Support Staff	11.5
Instructional Specialists Who Support Teachers	26.0
Counselors, Social Workers and School Psychologists	34.2
School Nurses	13.9
Other Staff Providing Non-Instructional Services/Support	412.3

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	1	0.2	0.1
Asian	2	0.3	1.1
Black or African American	13	2.0	3.8
Hispanic or Latino of any race	16	2.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	620	95.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	10.0

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	21	67.7	29	72.5
Hispanic or Latino of any race	72	54.5	99	67.3
White	244	72.0	320	82.9
English Learners	*	*	12	60.0
Eligible for Free or Reduced-Price Meals	144	58.1	197	70.9
Students with Disabilities	59	53.2	92	56.8
District	364	67.2	477	77.8
State		74.5		85.2

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	36	29.5
Emotional Disturbance	32	23.7
Intellectual Disability	*	*
Learning Disability	419	67.4
Other Health Impairment	221	66.4
Other Disabilities	*	*
Speech/Language Impairment	91	87.5
District	814	56.7
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	127	1.6	1.9
Emotional Disturbance	136	1.7	1.1
Intellectual Disability	31	0.4	0.5
Learning Disability	623	7.8	5.5
Other Health Impairment	340	4.3	3.2
Other Disabilities	128	1.6	1.1
Speech/Language Impairment	143	1.8	1.8
All Disabilities	1,528	19.1	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	92	6.0	8.2
Private Schools or Other Settings	116	7.6	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$68,724,161	\$8,206	\$10,545
Support services - students	\$4,444,109	\$564	\$1,373
Support services - instruction	\$4,661,926	\$591	\$644
Support services - general administration	\$1,548,287	\$196	\$462
Support services - school based administration	\$4,603,281	\$584	\$1,007
Central and other support services	\$22,494,683	\$2,853	\$671
Operation and maintenance of plant	\$8,635,937	\$1,095	\$1,629
Student transportation services	\$9,050,064	\$1,970	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,882,648	\$239	\$157
Minor school construction	\$1,205,540	\$153	\$65
Total	\$127,250,636	\$15,194	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$11,542,845	31.9	29.7
Instructional Aide Salaries	\$2,587,098	7.1	9.6
Other Salaries	\$815,575	2.3	10.4
Employee Benefits	\$2,772,883	7.7	13.0
Purchased Services Other Than Transportation	\$1,393,118	3.8	5.5
Special Education Tuition	\$11,378,980	31.4	22.6
Supplies	\$70,904	0.2	0.6
Property Services	\$17,224	0.0	0.4
Purchased Services For Transportation	\$5,567,752	15.4	8.0
Equipment	\$38,023	0.1	0.2
All Other Expenditures	\$1,148	0.0	0.1
Total	\$36,185,550	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	54.9
State	40.5
Federal	4.1
Tuition & Other	0.4

⁴Revenue 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).

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	163	69.9	163	66.4	72	70.9
Black or African American	296	61.0	295	54.1	112	56.7
Hispanic or Latino of any race	1,202	57.2	1,194	50.9	484	54.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	153	63.5	153	57.1	67	58.5
White	2,232	68.3	2,224	63.1	1,011	66.2
English Learners	363	54.1	361	51.0	139	54.8
Non-English Learners	3,691	65.4	3,674	59.5	1,611	62.8
Eligible for Free or Reduced-Price Meals	2,112	59.4	2,096	53.7	859	56.8
Not Eligible for Free or Reduced-Price Meals	1,942	69.7	1,939	64.2	891	67.4
Students with Disabilities	785	45.7	774	39.9	333	46.7
Students without Disabilities	3,269	68.8	3,261	63.2	1,417	65.8
High Needs	2,426	58.7	2,409	53.0	985	56.2
Non-High Needs	1,628	72.8	1,626	67.2	765	69.9
District	4,054	64.3	4,035	58.7	1,750	62.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	80.0	88.2	92.2	89.8	2,379	87.8
Curl Up	79.2	88.0	90.1	92.5	2,379	87.6
Push Up	65.8	75.2	75.4	81.4	2,379	74.4
Mile Run/PACER	83.7	89.3	83.5	71.4	2,379	82.3
All Tests - District	50.3	64.2	68.2	64.6	2,379	62.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	37	81.1
Hispanic or Latino of any race	128	78.9
English Learners	22	81.8
Eligible for Free or Reduced-Price Meals	250	78.4
Students with Disabilities	123	65.9
District	600	86.3
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.1	189	35.1
Male	93.5	205	33.2
Black or African American	93.0	*	*
Hispanic or Latino of any race	94.3	48	17.2
White	95.0	291	40.1
English Learners	86.7	*	*
Eligible for Free or Reduced-Price Meals	93.2	118	22.4
Students with Disabilities	79.9	7	2.6
District	94.7	394	34.1
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	72.0	88.8
Male	54.9	77.3
Black or African American	50.0	73.3
Hispanic or Latino of any race	45.7	65.2
White	68.5	87.3
English Learners	34.6	*
Eligible for Free or Reduced-Price Meals	49.4	76.5
Students with Disabilities	21.1	66.7
District	63.7	83.5
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.3	75	42.9	50	85.8	67.7
	High Needs Students	58.7	75	39.1	50	78.2	58.1
Math Performance Index	All Students	58.7	75	39.2	50	78.3	63.1
	High Needs Students	53.0	75	35.4	50	70.7	52.7
Science Performance Index	All Students	62.2	75	41.5	50	82.9	63.8
	High Needs Students	56.2	75	37.5	50	74.9	54.2
ELA Academic Growth	All Students	53.9%	100%	53.9	100	53.9	59.9%
	High Needs Students	51.4%	100%	51.4	100	51.4	55.1%
Math Academic Growth	All Students	54.8%	100%	54.8	100	54.8	62.5%
	High Needs Students	53.4%	100%	53.4	100	53.4	55.2%
Progress Toward English Proficiency	Literacy	65.1%	100%	32.5	50	65.1	60.0%
	Oral	54.2%	100%	27.1	50	54.2	52.1%
Chronic Absenteeism	All Students	9.6%	<=5%	40.7	50	81.5	10.4%
	High Needs Students	13.8%	<=5%	32.5	50	65.0	16.1%
Preparation for CCR	% Taking Courses	72.8%	75%	48.5	50	97.1	80.0%
	% Passing Exams	34.1%	75%	22.7	50	45.5	42.6%
On-track to High School Graduation		90.0%	94%	47.8	50	95.7	88.0%
4-year Graduation All Students (2018 Cohort)		86.3%	94%	91.8	100	91.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		83.2%	94%	88.5	100	88.5	83.3%
Postsecondary Entrance (Class of 2018)		63.7%	75%	85.0	100	85.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 62.2%	75%	41.4	50	82.9	96.4% 52.9%
Arts Access		56.2%	60%	46.8	50	93.6	51.9%
Accountability Index				1054.6	1450	72.7	

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 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	72.8	58.7	14.1	15.4	
Math Performance Index Gap	67.2	53.0	14.2	17.6	
Science Performance Index Gap	69.9	56.2	13.7	16.1	
Graduation Rate Gap	94.0%	83.2%	10.8%	11.1%	N

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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.9
Math	All Students	99.0
	High Needs Students	98.6
Science	All Students	98.6
	High Needs Students	97.8

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 49.5 State: 51.5

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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 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, effective instructional practices; targeted, strategic and individualized student support; strong data analysis; and professional collaboration through instructional improvement teams. Our district improvement team outlines student achievement goals and district-level professional practice goals. 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 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 2018-2019, 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 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 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

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 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 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, extended day/year learning programs, fund Family Resource Cent