

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



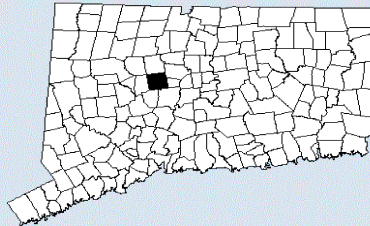
Bristol School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	33
Enrollment	8,233
Per Pupil Expenditures ¹	\$13,348
Total Expenditures ¹	\$114,308,004

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,974	48.3	48.3
Male	4,259	51.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	256	3.1	4.7
Black or African American	564	6.9	12.9
Hispanic or Latino	1,856	22.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	252	3.1	2.5
White	5,295	64.3	57.2
English Language Learners	354	4.3	6.3
Eligible for Free or Reduced-Price Meals	3,814	46.3	37.6
Students with Disabilities ¹	1,406	17.1	13.3

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	400	10.5	221	5.5
Male	445	11.0	477	11.1
Black or African American	72	12.8	99	16.8
Hispanic or Latino	301	17.0	270	14.3
White	420	8.4	286	5.4
English Language Learners	48	16.3	36	9.7
Eligible for Free or Reduced-Price Meals	644	17.9	551	13.8
Students with Disabilities	270	19.7	250	16.0
District	845	10.8	698	8.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1,644

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	476.0
Paraprofessional Instructional Assistants	27.0
Special Education	
Teachers and Instructors	84.2
Paraprofessional Instructional Assistants	124.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	27.8
Library/Media	
Specialists (Certified)	4.8
Support Staff	11.5
Instructional Specialists Who Support Teachers	29.5
Counselors, Social Workers and School Psychologists	35.2
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	377.7

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	3	0.4	1.0
Black or African American	10	1.5	3.5
Hispanic or Latino	15	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	648	95.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	35.2	28	59.6
Hispanic or Latino	41	40.2	60	58.8
White	203	47.1	296	69.8
English Language Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	81	37.3	121	61.4
Students with Disabilities	49	38.6	44	40.7
District	274	44.6	403	67.1
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	32	40.5
Emotional Disturbance	39	30.5
Intellectual Disability	*	*
Learning Disability	409	76.3
Other Health Impairment	190	58.3
Other Disabilities	*	*
Speech/Language Impairment	97	80.8
District	781	61.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	83	1.0	1.5
Emotional Disturbance	128	1.6	1.0
Intellectual Disability	6	0.1	0.5
Learning Disability	536	6.5	4.4
Other Health Impairment	328	4.0	2.6
Other Disabilities	127	1.5	1.0
Speech/Language Impairment	152	1.8	1.9
All Disabilities	1,360	16.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	48	3.5	8.1
Private Schools or Other Settings	82	6.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	65,587,827	8,041	9,134
Instructional Supplies and Equipment	1,357,724	166	334
Improvement of Instruction and Educational Media Services	4,036,685	495	498
Student Support Services	7,375,529	904	1,001
Administration and Support Services	8,161,594	1,001	1,694
Plant Operation and Maintenance	9,903,795	1,214	1,572
Transportation	7,188,103	768	813
Costs of Students Tuitioned Out	7,759,348	N/A	N/A
Other	2,937,399	360	186
Total	114,308,004	13,348	15,289

Additional Expenditures

Land, Buildings, and Debt Service	4,625,537	567	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,632,952	32.7	35.1
Noncertified Personnel	2,652,339	10.0	14.2
Purchased Services	851,695	3.2	5.2
Tuition to Other Schools	7,106,948	26.9	22.0
Special Ed. Transportation	3,691,424	14.0	8.6
Other Expenditures	3,496,533	13.2	14.9
Total Expenditures	26,431,891	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.0	53.2
State	41.1	42.8
Federal	3.3	3.5
Tuition & Other	0.6	0.6

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	59	61.7
Black or African American	271	58.8	272	47.9	131	46.9
Hispanic or Latino	895	59.4	896	49.3	379	47.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	130	65.6	130	55.8	51	54.2
White	2680	69.2	2677	60.1	1173	57.8
English Language Learners	205	54.1	204	46.6	81	39.4
Non-English Language Learners	3888	67.0	3888	57.5	1716	55.6
Eligible for Free or Reduced-Price Meals	1832	60.4	1834	51.5	784	49.1
Not Eligible for Free or Reduced-Price Meals	2261	71.2	2258	61.4	1013	59.2
Students with Disabilities	824	47.6	827	39.4	376	40.4
Students without Disabilities	3269	71.1	3265	61.4	1421	58.6
High Needs	2194	58.9	2195	50.0	946	48.5
Non-High Needs	1899	75.0	1897	65.0	851	61.8
District	4093	66.4	4092	57.0	1797	54.8

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	88.4	88.2	92.7	87.0	2,376	89.1
Curl Up	92.6	85.4	91.8	93.3	2,376	90.8
Push Up	65.6	71.4	76.4	77.1	2,376	72.4
Mile Run/PACER	86.9	89.6	87.1	72.5	2,376	84.1
All Tests - District	54.2	63.2	66.1	65.0	2,376	61.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	52	69.2	69.0	Yes	71.8
Hispanic or Latino	104	70.2	75.7	No	77.7
English Language Learners	21	66.7	.		.
Eligible for Free or Reduced-Price Meals	280	71.8	67.5	Yes	70.4
Students with Disabilities	122	66.4	68.6	No	71.5
District	699	81.8	81.0	Yes	82.4
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	66.7	193	32.7
Male	46.5	160	25.6
Black or African American	45.5	17	16.8
Hispanic or Latino	36.3	25	12.3
White	62.0	292	34.2
English Language Learners	30.0	0	0.0
Eligible for Free or Reduced-Price Meals	41.8	60	14.5
Students with Disabilities	14.3	*	*
District	56.3	353	29.1
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.8	88.6
Male	56.7	83.4
Black or African American	65.9	*
Hispanic or Latino	46.2	61.8
White	67.7	88.3
English Language Learners	40.7	*
Eligible for Free or Reduced-Price Meals	45.8	74.7
Students with Disabilities	34.5	69.2
District	64.5	86.1
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.4	75	88.5	100	88.5	67.9
	High Needs Students	58.9	75	78.5	100	78.5	56.7
Math Performance Index	All Students	57.0	75	75.9	100	75.9	59.3
	High Needs Students	50.0	75	66.7	100	66.7	47.8
Science Performance Index	All Students	54.8	75	73.1	100	73.1	56.5
	High Needs Students	48.5	75	64.7	100	64.7	45.9
Chronic Absenteeism	All Students	10.8%	<=5%	38.4	50	76.9	10.6%
	High Needs Students	16.8%	<=5%	26.3	50	52.7	17.3%
Preparation for CCR	% Taking Courses	55.7%	75%	37.1	50	74.3	66.1%
	% Passing Exams	29.1%	75%	19.4	50	38.7	37.3%
On-track to High School Graduation		82.8%	94%	44.0	50	88.1	85.6%
4-year Graduation All Students (2014 Cohort)		81.8%	94%	87.1	100	87.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		82.7%	94%	88.0	100	88.0	77.6%
Postsecondary Entrance (Class of 2014)		64.7%	75%	86.2	100	86.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.2% 61.9%	75%	41.2	50	82.5	87.6% 51.0%
Arts Access		56.3%	60%	46.9	50	93.8	45.7%
Accountability Index				962.1	1250	77.0	

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	75.0	58.9	16.1	17.3	
Math Performance Index Gap	65.0	50.0	15.0	19.6	
Science Performance Index Gap	61.8	48.5	13.3	17.2	
Graduation Rate Gap	94.0%	82.7%	11.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.9
	High Needs Students	98.4
Science	All Students	99.1
	High Needs Students	98.5

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: 51.5

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district's work to improve student performance begins with our youngest learners who may present as at-risk for literacy failure when screened for preschool slots and continues through the delivery of programs and services to more than 8,100 students. The Bristol Public Schools have engaged in a continuous improvement model since 2002. A District Data Team, comprised of central office leadership, content area supervisors and building level leaders, meets at least monthly to establish, monitor and evaluate a variety of goals intended to improve teacher, administrator and student performance.

At the school level, each school has a School Data Team comprised of a diverse array of staff members representative of their grade levels and/or content departments. The School Data Team creates a School Success Plan that aligns with District accountability goals, but is more focused upon the data for that school's students and teachers. The team engages in analysis of data including AP, CMT/CAPT Science, PSAT, SAT, SBA, physical fitness, mastery of technology competencies, attendance, course selection, percentage of students taking college credit bearing courses and subgroup and subtest performance within each. Within each school, Instructional Data Teams are comprised of teachers of the same content area or grade level. These teams analyze data for their students to identify areas of focus for instructional improvement. Following that work, the complex task of identifying adult actions that will most significantly impact student learning are identified and codified into specific actions, data collection monitoring, staff responsibilities and a time line for those actions. The Bristol Schools recognize that school attendance is a key fact in the area of student achievement and we systematically engage in activities to address truant behavior. The district employs an attendance officer, carefully monitors attendance and works intensively with students and families demonstrating difficulty in this area. School attendance becomes part of a school of district improvement plan when it is identified as a factor in performance. In the area of special education, we have continued to focus on improving student achievement through professional development and inclusive educational practices. Consistent with the district's approach the primary focus has been to define and refine best practices relative to literacy and math instruction.

Special services staff continue to work cooperatively with regular education staff to provide exemplary instruction for all students. The schools continue to focus on providing educational programs for students on indicators of TWNDP, home school attendance, and extracurricular activity participation.

Professional development will continue to focus on improving differentiated instruction at all levels in the regular education classroom. The district's focused approach to instructional improvement has improved the pedagogical expertise of our teachers and administrators, engaged students in more rigorous instruction and improved the self-efficacy of both adult and student learners. As a result, the academic growth of our matched student cohorts demonstrates continuous improvement over multiple years and using multiple measures.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bristol Public Schools views its racially and economically diverse population as an asset and engages in a variety of initiatives to prevent and reduce racial, ethnic or economic isolation within the school community. Our primary goal has been to improve achievement for all students and close the achievement gap. We have been implementing significant curricular improvement initiatives in ELA and Math at all levels guided by best practices and careful analysis of data. This work includes implementing high standards for all students. The result has been we are maintaining the levels of academic achievement even with rising levels of economically disadvantaged students.

Bristol students have many opportunities to engage in a variety of events that provide experiences with people of different cultures, religions, ethnicities and language backgrounds. Each school has a character education program 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 48% increase in economically disadvantaged students since 2005, but our student achievement has either been maintained or improved for all subgroups.

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Equitable Allocation of Resources among District Schools

The Bristol community and the school district's students have undergone a significant shift in socioeconomic conditions since 2007-08, resulting in a substantial increase of free and reduced lunch students to more than 47%. Despite these economic challenges, Bristol's City funders continue to support the district in numerous ways, including the implementation of a full day kindergarten program in 2014. The needs of Bristol students are defined by a variety of data including student achievement, percentage of economically disadvantaged students, English language learners and the specific needs of students receiving special education services. Using these data, district, state and federal resources are allocated to best meet the needs of learners in each school. Staff are assigned to schools based upon the number of students in each grade level and building respectively. Building leaders determine the resources necessary to fully implement all approved Connecticut Core curricula; meeting the needs of their students equitably. Grant funds are utilized to provide preschool experiences, extended day/year learning programs, fund Family Resource Centers, and increase family engagement.