

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



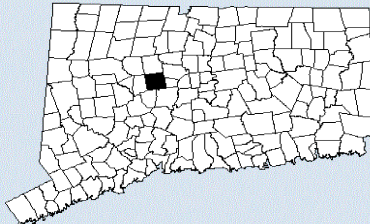
Bristol School District

Ms. Catherine Carbone, Superintendent • 860-584-7000 • www.bristol.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	37
Enrollment	7,726
Per Pupil Expenditures ¹	\$15,936
Total Expenditures ¹	\$132,637,782

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	3,930	50.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	260	3.4	5.2
Black or African American	571	7.4	12.7
Hispanic or Latino of any race	2,543	32.9	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	379	4.9	4.0
White	3,962	51.3	49.9
English Learners	401	5.2	8.3
Eligible for Free or Reduced-Price Meals	4,229	54.7	42.7
Students with Disabilities ³	1,593	20.6	16.3

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

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	57	1.4
Male	1,050	27.7	148	3.6
Black or African American	199	35.6	20	3.3
Hispanic or Latino of any race	979	39.2	91	3.3
White	664	17.3	70	1.7
English Learners	164	38.9	11	2.5
Eligible for Free or Reduced-Price Meals	1,572	39.3	152	3.2
Students with Disabilities	626	40.8	78	4.2
District	1,983	26.4	205	2.5
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 891

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2020-21

Bristol School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	441.8
Paraprofessional Instructional Assistants	25.4
Special Education	
Teachers and Instructors	89.2
Paraprofessional Instructional Assistants	195.4
Administrators, Coordinators and Department Chairs	
District Central Office	16.5
School Level	31.2
Library/Media	
Specialists (Certified)	11.0
Support Staff	10.9
Instructional Specialists Who Support Teachers	35.0
Counselors, Social Workers and School Psychologists	35.6
School Nurses	15.8
Other Staff Providing Non-Instructional Services/Support	403.5

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	2	0.3	1.3
Black or African American	15	2.3	4.1
Hispanic or Latino of any race	16	2.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	627	94.7	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	7.3

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	31	62.0	28	84.8
Hispanic or Latino of any race	82	56.2	99	67.8
White	242	75.4	326	82.5
English Learners	*	*	12	*
Eligible for Free or Reduced-Price Meals	147	61.5	184	73.3
Students with Disabilities	78	61.9	103	66.5
District	384	69.8	483	78.8
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	53	34.6
Emotional Disturbance	25	18.0
Intellectual Disability	*	*
Learning Disability	435	73.2
Other Health Impairment	195	63.5
Other Disabilities	*	*
Speech/Language Impairment	147	93.0
District	868	59.2
State		67.9

³ 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 2020-21

Bristol School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	154	2.0	2.1
Emotional Disturbance	141	1.8	1.1
Intellectual Disability	35	0.4	0.5
Learning Disability	595	7.6	5.8
Other Health Impairment	310	4.0	3.3
Other Disabilities	118	1.5	1.2
Speech/Language Impairment	197	2.5	1.9
All Disabilities	1,550	19.9	15.9

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	75	4.8	8.3
Private Schools or Other Settings	110	7.1	4.8

² 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$85,659,882	\$10,292	\$11,205
Support services - students	\$5,977,312	\$760	\$1,346
Support services - instruction	\$5,294,024	\$673	\$698
Support services - general administration	\$2,048,078	\$261	\$464
Support services - school based administration	\$7,742,707	\$985	\$1,037
Central and other support services	\$5,353,642	\$681	\$691
Operation and maintenance of plant	\$10,359,232	\$1,318	\$1,692
Student transportation services	\$7,720,275	\$1,768	\$1,159
Food services	\$420,000	\$53	\$21
Enterprise operations	\$2,062,630	\$262	\$151
Total	\$132,637,782	\$15,936	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,052,279	25.3	29.6
Instructional Aide Salaries	\$3,764,920	9.5	11.1
Other Salaries	\$1,836,077	4.6	9.5
Employee Benefits	\$4,061,685	10.2	13.5
Purchased Services Other Than Transportation	\$1,294,000	3.3	5.4
Special Education Tuition	\$14,401,199	36.2	22.5
Supplies	\$93,807	0.2	0.5
Property Services	\$16,715	0.0	0.3
Purchased Services For Transportation	\$4,227,528	10.6	7.2
Equipment	\$13,154	0.0	0.2
All Other Expenditures	\$3,556	0.0	0.1
Total	\$39,764,920	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	56.5
State	39.3
Federal	3.9
Tuition & Other	0.3

⁴ 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 2020-21

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
National Public	40	33	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Bristol School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	33	97.0
Hispanic or Latino of any race	160	82.5
English Learners	20	75.0
Eligible for Free or Reduced-Price Meals	319	83.1
Students with Disabilities	127	72.4
District	575	89.0
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.1	169	29.6
Male	83.8	144	24.4
Black or African American	85.5	*	*
Hispanic or Latino	82.5	35	12.0
White	88.0	246	34.4
English Learners	76.5	0	0.0
Eligible for Free or Reduced-Price Meals	81.6	67	13.7
Students with Disabilities	71.2	6	2.1
District	86.3	313	26.9
State	85.0		36.0

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.

Copyright © 2021 The College Board. www.collegeboard.org

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

Copyright © 2021 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2021

* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	64.7	87.3
Male	51.5	75.2
Black or African American	41.7	*
Hispanic or Latino of any race	45.1	64.7
White	62.9	86.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45.8	70.8
Students with Disabilities	21.8	74.4
District	58.1	81.7
State	67.4	84.9

³ 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.

⁴ 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 2020-21

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	26.4%	<=5%	19.0%
	High Needs Students	37.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	74.5%	75%	80.6%
	% Passing Exams	26.9%	75%	36.0%
On-track to High School Graduation		86.8%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		89.0%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		84.5%	94%	85.2%
Postsecondary Entrance (Class of 2020)		58.1%	75%	67.4%
Arts Access		64.3%	60%	50.7%

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
Graduation Rate Gap	94.0%	84.5%	9.5%	9.8%	N

¹ 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.

² 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

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. School leaders design improvement plans based on student achievement and the district's Indicators of Success that include graduation rates, AP performance, literacy, mathematics, and science state assessments. In 2020-2021, 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, school climate, community engagement, and regular school attendance.

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 multi-tiered systems of support 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, technology and teaching within a remote learning environment, 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. This year, each school and program had a wraparound support team who provided familial outreach before, during, and after the school day through daily phone and email communication, home visits, and special events such as family math and literacy nights. The wraparound support team provided general and more targeted outreach to those students and families who indicated they needed additional support. The team ensured that every family was made aware of the meal services, technology and technical services, counseling and other social-emotional resources, and academic support and tutoring that was available.

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 included a completely revised elementary mathematics program as well as an early elementary word study curricular adjustment based on the science of reading. All of the curricula that have been developed in the past year began with a process in which our district Curriculum Planning Council anticipated equity issues in the development of new coursework and provided the curriculum writing committee with guiding questions and points of information to consider as they developed each equitable curriculum. Once written, each curriculum was reviewed by its committee members against a tool measuring our curriculum's impact on achieving equitable outcomes for students.

At the secondary level, Bristol has expanded the Advancement Via Individual Determination (AVID) system which provides students, who may not have set college as a goal and who are from student populations underrepresented at the college level with the academic tools to take more rigorous coursework and develop self-advocacy skills.

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 2020-21

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, now 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