

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Bristol Central High School Bristol School District

860-584-7735

School Information

Grade Range	9-12
Enrollment	1,148
Per Pupil Expenditures	\$13,523
Total Expenditures	\$15,849,239

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	590	51.4	49.0
Male	*	*	50.8
Non-Binary	*	*	0.2
American Indian or Alaska Native	0	0.0	*
Asian	34	3.0	3.5
Black or African American	103	9.0	8.3
Hispanic or Latino of any race	446	38.9	38.9
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	64	5.6	6.3
White	501	43.6	42.9
English Learners/Multilingual Learners	63	5.5	7.3
Eligible for Free or Reduced-Price Meals	612	53.3	55.3
Students with Disabilities	183	15.9	21.9

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	109	19.1	38	6.3
Male	97	18.3	72	12.7
Non-Binary	0	*	0	*
Black or African American	21	22.3	19	17.8
Hispanic or Latino of any race	104	24.3	53	11.5
White	62	12.8	25	5.0
English Learners/Multilingual Learners	19	29.2	*	*
Eligible for Free or Reduced-Price Meals	137	25.5	87	13.7
Students with Disabilities	54	31.2	42	21.1
All Students - School	206	18.6	110	9.4
All Students - District		18.4		8.2

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 353
Number of school-based arrests: Fewer than 6

School Profile and Performance Report for School Year 2024-25

Bristol Central High School

Bristol School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	66.9
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	15.0
Special Education Paraprofessionals	3.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	8.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	40.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.9	0.4
Black or African American	5	4.8	3.5
Hispanic or Latino of any race	5	4.8	3.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.4
White	92	87.6	92.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	13.7
District	14.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	7	6.7	9.4
Teachers	8	8.9	10.3

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Bristol Central High School

Bristol School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$11,210,451	\$9,565
Support Services - Students	\$1,327,234	\$1,132
Improvement of Instruction	.	.
Library and Media Services	\$290,591	\$248
Support Services - Instruction	\$199,401	\$170
Support Services - School-Based Administration	\$1,044,747	\$891
Operation and Maintenance of Plant	\$944,416	\$806
Transportation Other Than to/From Home	\$19,021	\$16
Enterprise Operations	\$813,376	\$694
Total	\$15,849,239	\$13,523

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,381.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	11	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	83	74.1
Other Health Impairment	27	65.9
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
All Disabilities - School	127	69.4
All Disabilities - District		59.8

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	21	95.5	*	*
Hispanic or Latino of any race	102	97.1	103	99.0
White	136	100.0	120	100.0
English Learners/Multilingual Learners	14	*	14	*
Eligible for Free or Reduced-Price Meals	127	99.2	128	99.2
Students with Disabilities	39	97.5	39	100.0
All Students - School	279	98.6	260	99.6
All Students - District		97.8		98.6

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	958
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:35 AM
School End Time	02:00 PM

School Profile and Performance Report for School Year 2024-25

Bristol Central High School

Bristol School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	8	*	8	*	8	*
Black or African American	21	50.7	21	43.6	19	*
Hispanic or Latino of any race	100	45.2	100	42.2	100	60.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	13	*
White	133	55.7	133	51.3	130	71.4
English Learners/Multilingual Learners	20	34.3	20	33.0	20	45.8
Non-English Learners/Non-Multilingual Learners	255	52.3	255	48.3	250	67.3
Eligible for Free or Reduced-Price Meals	120	47.9	120	42.8	121	61.7
Not Eligible for Free or Reduced-Price Meals	155	53.5	155	50.5	149	69.0
Students with Disabilities	36	33.2	36	30.5	38	45.0
Students without Disabilities	239	53.7	239	49.7	232	69.1
High Needs	140	45.6	140	41.4	139	59.6
Non-High Needs	135	56.7	135	53.1	131	72.2
School	275	51.0	275	47.2	270	65.7

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	90.8	251	90.8
Curl Up	N/A	N/A	N/A	97.6	251	97.6
Push Up	N/A	N/A	N/A	82.1	251	82.1
Mile Run/PACER	N/A	N/A	N/A	74.1	251	74.1
All Tests - School	N/A	N/A	N/A	68.9	251	68.9
All Tests - District	36.9	48.5	46.8	70.4		50.6

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

School Profile and Performance Report for School Year 2024-25

Bristol Central High School

Bristol School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	22	100.0
Hispanic or Latino of any race	131	90.8
White	152	88.8
English Learners/Multilingual Learners	21	95.2
Eligible for Free or Reduced-Price Meals	202	87.6
Students with Disabilities	71	81.7
All Students - School	324	90.1
All Students - District		90.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	146	52.5
Male	*	*
Non-Binary	*	*
Black or African American	19	51.4
Hispanic or Latino of any race	79	37.8
White	149	58.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	100	38.9
Students with Disabilities	7	8.9
All Students - School	264	48.5
All Students - District		41.6

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

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

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	71.3	91.5
Male	59.6	75.0
Non-Binary	*	*
Black or African American	66.7	*
Hispanic or Latino of any race	60.6	77.3
White	72.9	90.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56.4	77.3
Students with Disabilities	43.5	*
All Students - School	65.1	85.2
All Students - District	60.5	86.3

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.

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

School Profile and Performance Report for School Year 2024-25

Bristol Central High School

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.0	75	102.0	150	68.0	64.7
ELA Performance Index	High Needs Students	45.6	75	91.1	150	60.7	54.9
Math Performance Index	All Students	47.2	75	94.3	150	62.9	61.1
Math Performance Index	High Needs Students	41.4	75	82.8	150	55.2	50.6
Science Performance Index	All Students	65.7	75	87.6	100	87.6	62.6
Science Performance Index	High Needs Students	59.6	75	79.5	100	79.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	40.2%	100%	20.1	50	40.2	58.7%
Progress Toward English Proficiency	Oral	60.8%	100%	30.4	50	60.8	55.7%
Chronic Absenteeism	All Students	18.6%	<=5%	22.7	50	45.4	17.2%
Chronic Absenteeism	High Needs Students	25.1%	<=5%	9.8	50	19.7	24.8%
% Taking CCR Courses	All Students	99.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	48.5%	75%	32.4	50	64.7	47.2%
On-track to High School Graduation	All Students	90.2%	94%	48.0	50	95.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.1%	94%	95.9	100	95.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	92.0%	94%	97.8	100	97.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.1%	75%	86.8	100	86.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	68.9%	75%	23.0	50	45.9	49.0%
Arts Access	All Students	62.0%	60%	50.0	50	100.0	55.1%
Accountability Index				1104.2	1550	71.2	

Physical Fitness Estimated Participation Rate - School: 88.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	56.7	45.6	11.1	17.1	N
Math Performance Index Gap	53.1	41.4	11.7	18.6	N
Science Performance Index Gap	72.2	59.6	12.6	18.3	N
Graduation Rate Gap	94.0%	92.0%	2.0%	6.5%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.2
ELA	High Needs Students	95.3
Math	All Students	97.2
Math	High Needs Students	95.3
Science	All Students	95.8
Science	High Needs Students	95.3

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>