

# 2016 - 2017 Report Card for Bristol Local School District

## DISTRICT GRADE

Coming in  
2018



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

#### COMPONENT GRADE

D

Performance Index	
74.9%.....	C
Indicators Met	
12.5%.....	F



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### COMPONENT GRADE

D

Value-Added	
Overall.....	F
Gifted.....	C
Students with Disabilities.....	F
Lowest 20% in Achievement.....	C



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

#### COMPONENT GRADE

F

Annual Measurable Objectives	
44.2%.....	F



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

#### COMPONENT GRADE

B

Graduation Rates	
94.2% of students graduated in 4 years.....	A
91.3% of students graduated in 5 years.....	B



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### COMPONENT GRADE

A

K-3 Literacy Improvement	
75.0%.....	A



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

#### COMPONENT GRADE

C

# Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D

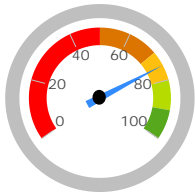
GRADE

C

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

### Performance Index

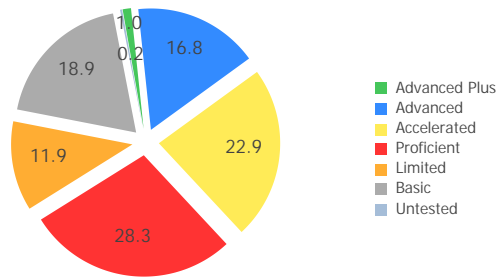


74.9%

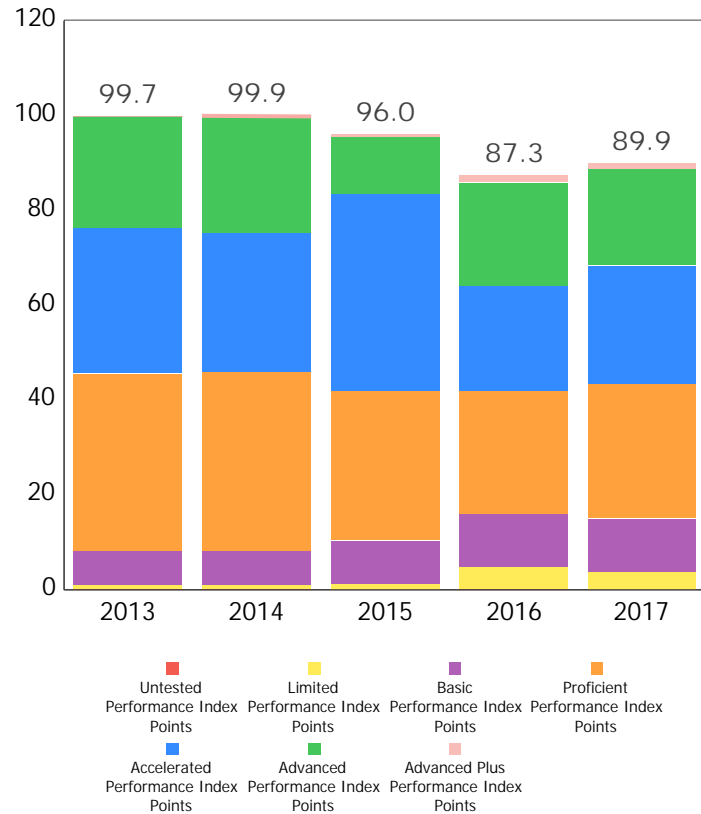
89.9 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	1.0	x	1.3	=	1.3
Advanced	16.8	x	1.2	=	20.2
Accelerated	22.9	x	1.1	=	25.2
Proficient	28.3	x	1.0	=	28.3
Basic	18.9	x	0.6	=	11.3
Limited	11.9	x	0.3	=	3.6
Untested	0.2	x	0.0	=	0.0
				=	89.9



Performance Index Trend



GRADE  
**F**

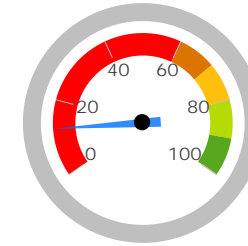
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

**12.5%**  
3 out of 24

A = 90.0 - 100.0%  
B = 80.0 - 89.9%  
C = 70.0 - 79.9%  
D = 50.0 - 69.9%  
F = 0.0 - 49.9%



Grades 3-5

<b>3rd Grade</b>	English Language Arts	73.8%	✗
	Mathematics	73.8%	✗
<b>4th Grade</b>	English Language Arts	63.8%	✗
	Mathematics	89.4%	✓
	Social Studies	76.6%	✗
<b>5th Grade</b>	English Language Arts	70.0%	✗
	Mathematics	75.0%	✗
	Science	65.0%	✗

Grades 6-8

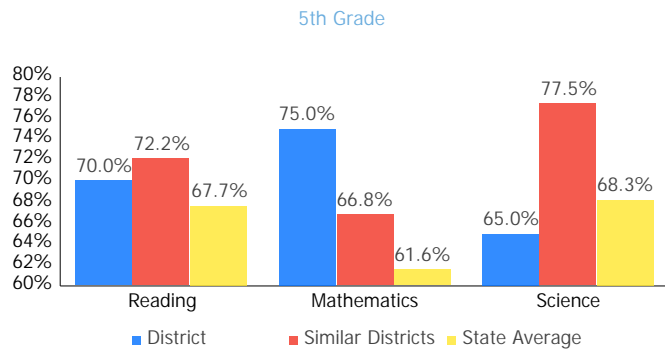
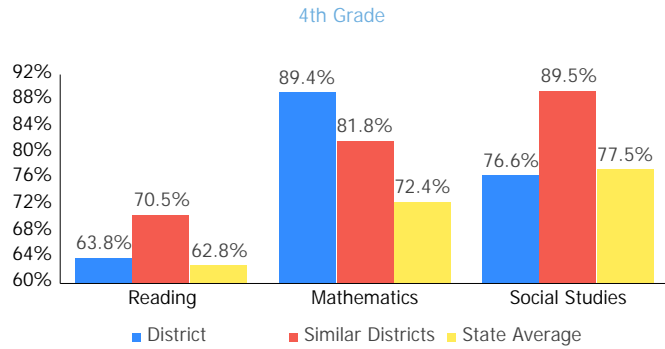
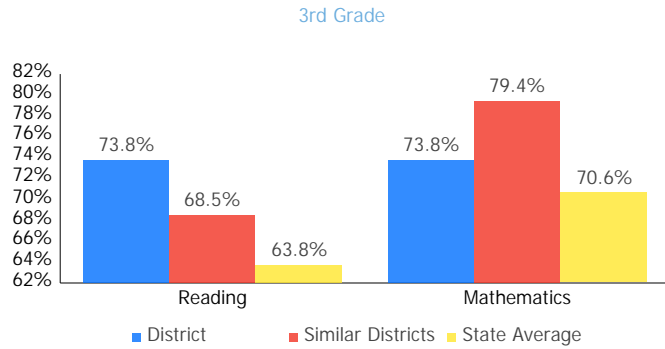
<b>6th Grade</b>	English Language Arts	70.3%	✗
	Mathematics	81.1%	✓
	Social Studies	70.3%	✗
<b>7th Grade</b>	English Language Arts	47.7%	✗
	Mathematics	57.1%	✗
<b>8th Grade</b>	English Language Arts	55.1%	✗
	Mathematics	58.3%	✗
	Science	78.4%	✗

High School

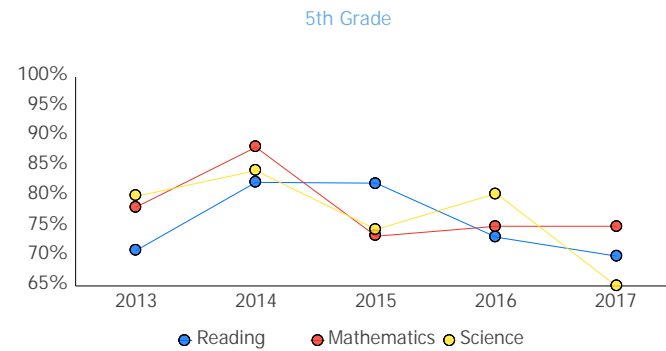
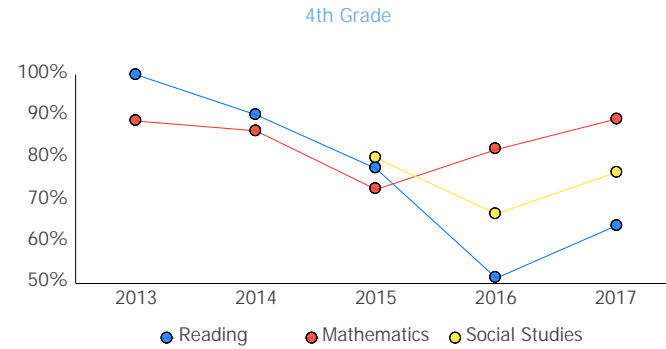
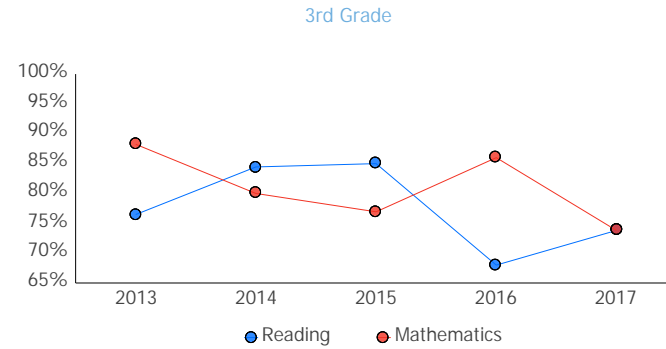
<b>HS</b>	Algebra I	62.9%	✗
	Biology	78.6%	✗
	English I	71.0%	✗
	English II	63.3%	✗
	Geometry	42.0%	✗
	Government	74.0%	✗
	History	81.8%	✓

GIFTED INDICATOR ✗

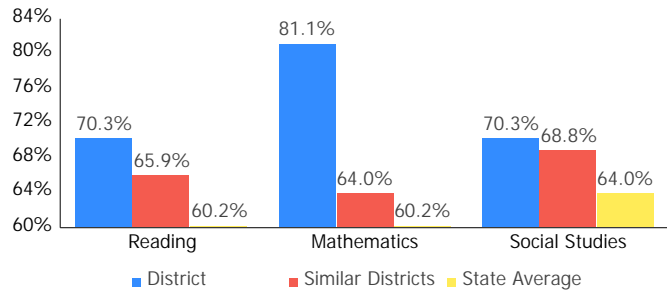
Achievement Levels by Grade



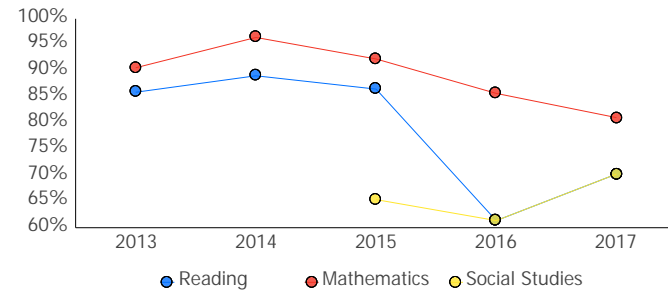
Proficient Percent Trend by Grade



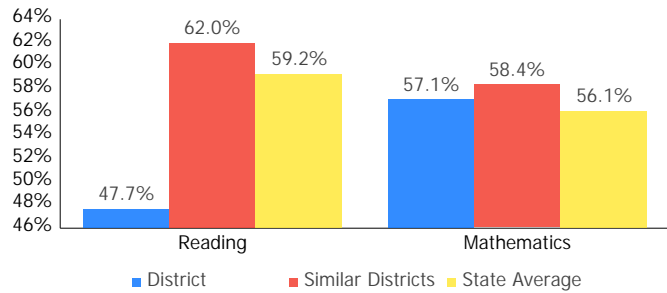
6th Grade



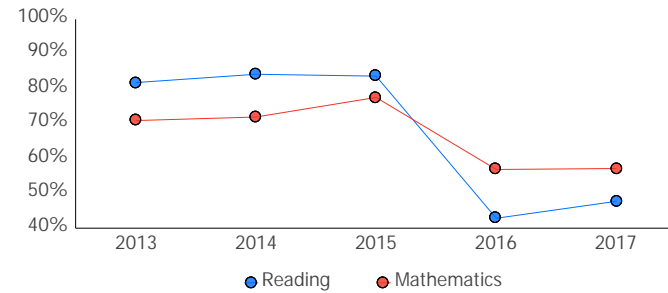
6th Grade



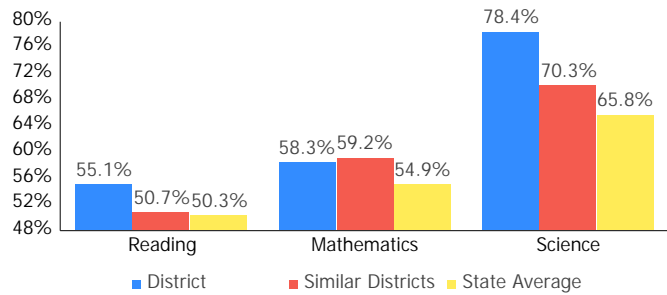
7th Grade



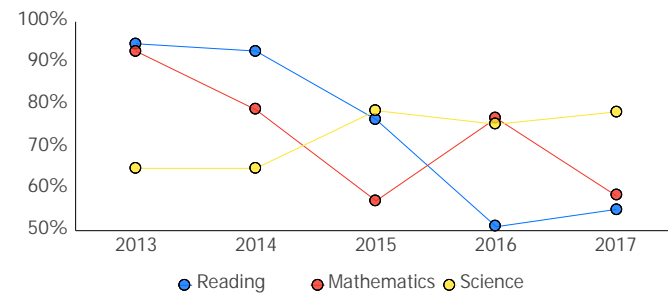
7th Grade



8th Grade



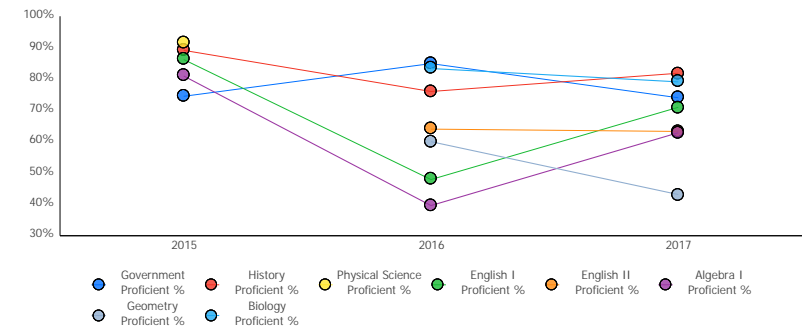
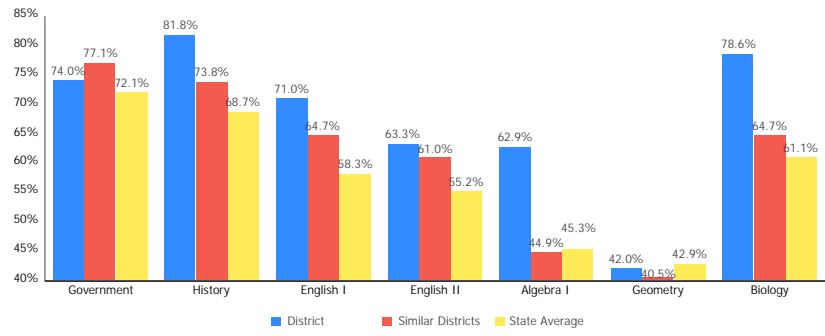
8th Grade



High School

High School

# 2016 - 2017 Report Card for Bristol Local School District



## Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Not Met

### Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

Value Added Grade:	C	Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.
Enrollment:	553	
Value Added Met?:	1	

#### Gifted Performance Index

Performance Index:	118.052	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	Met	

#### Gifted Inputs

Total Points:	79.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Not Met	

#### Gifted Indicator Final Result

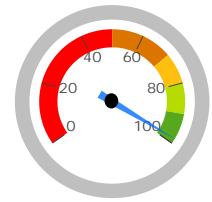
INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

### Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

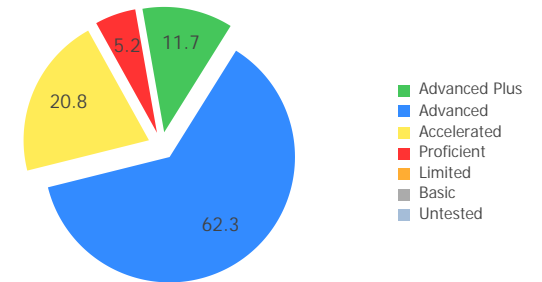


98.4%

118.052 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	11.7	x	1.3	=	15.2
Advanced	62.3	x	1.2	=	74.8
Accelerated	20.8	x	1.1	=	22.9
Proficient	5.2	x	1.0	=	5.2
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					<b>118.052</b>

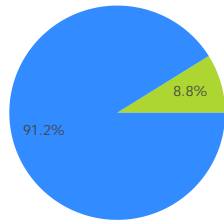


### Gifted Indicator

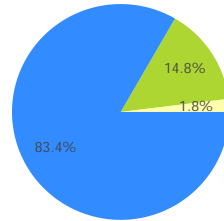
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

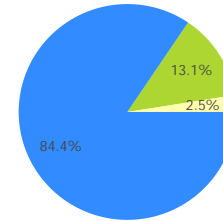
K-3



4-8

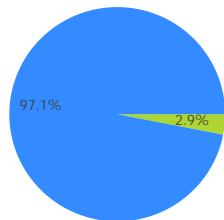


9-12

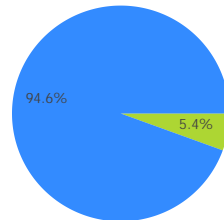


Visual/Performing Arts and Creative Thinking

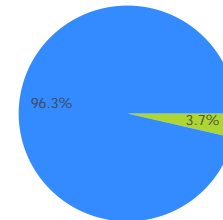
K-3



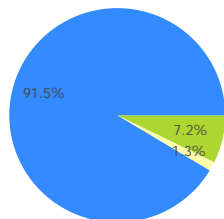
4-8



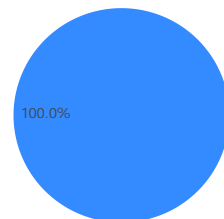
9-12



Disadvantaged Students



Minority Students



Receiving Gifted Services

Identified as Gifted, but not receiving services

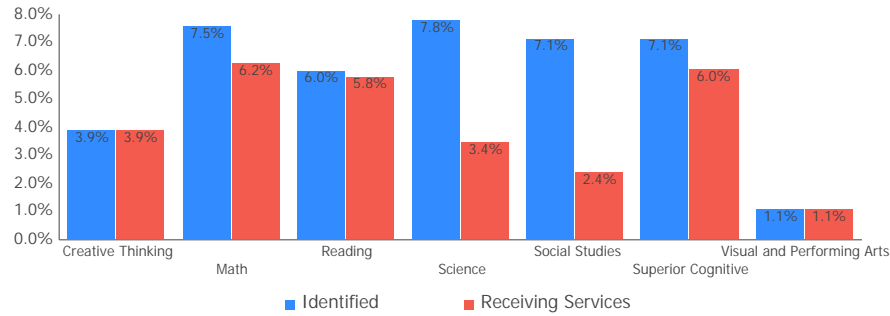
Not Identified as Gifted



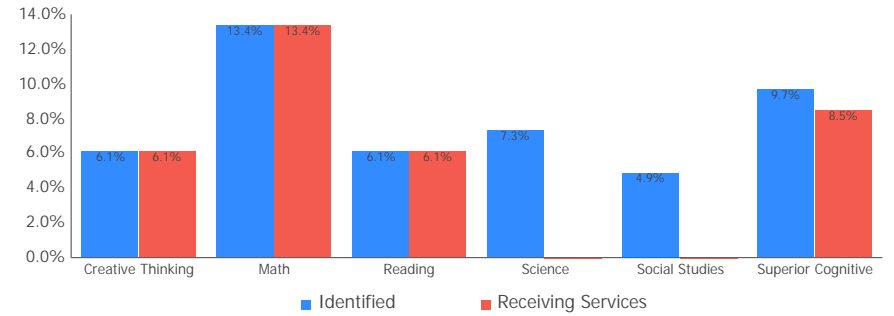
## Identification and Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

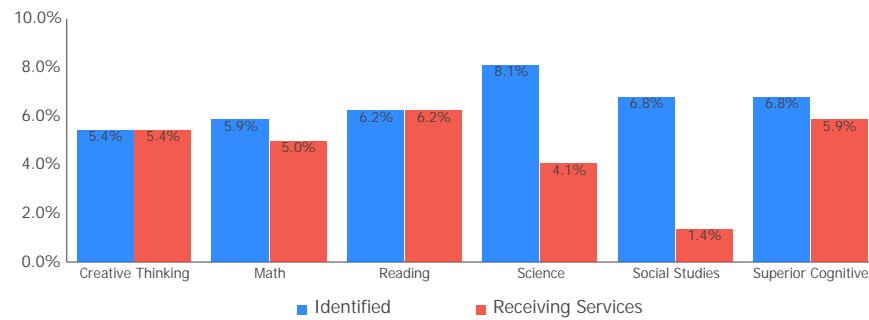
All Grades



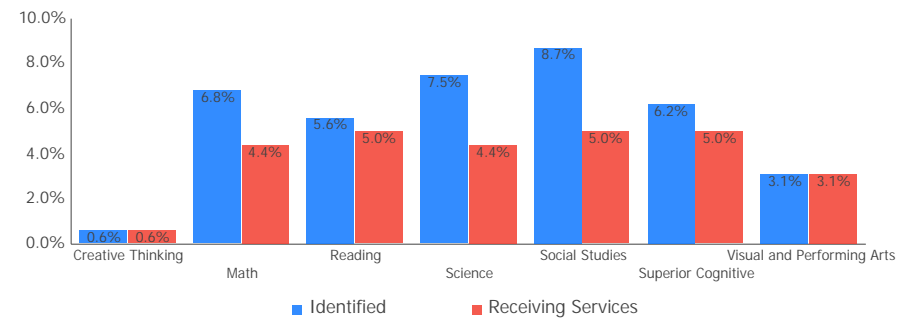
Grades K-3



Grades 4-8



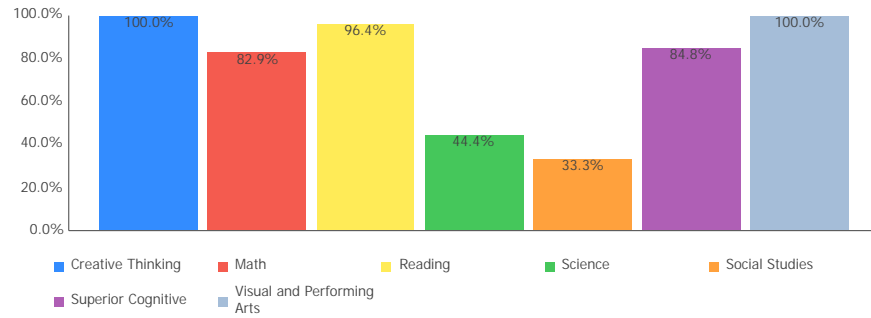
Grades 9-12



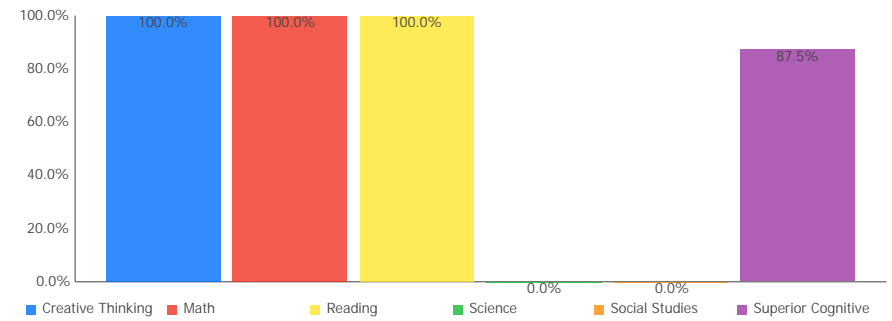
### Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

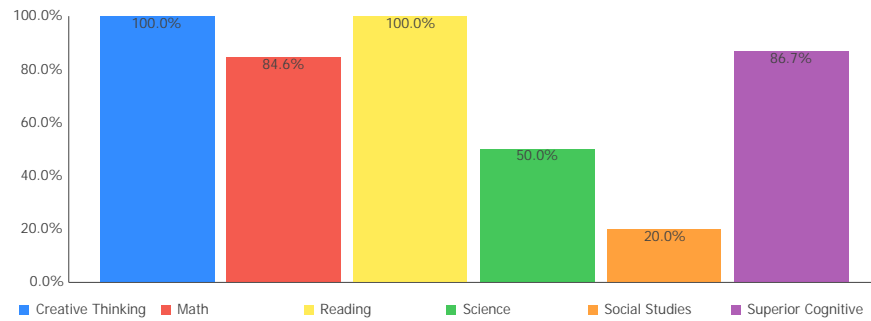
All Grades



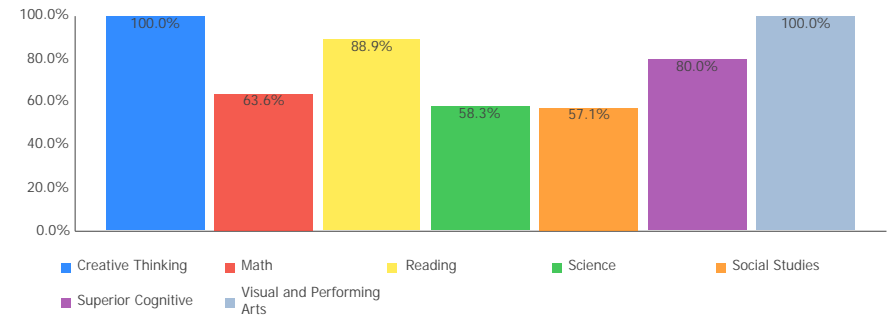
Grades K-3



Grades 4-8

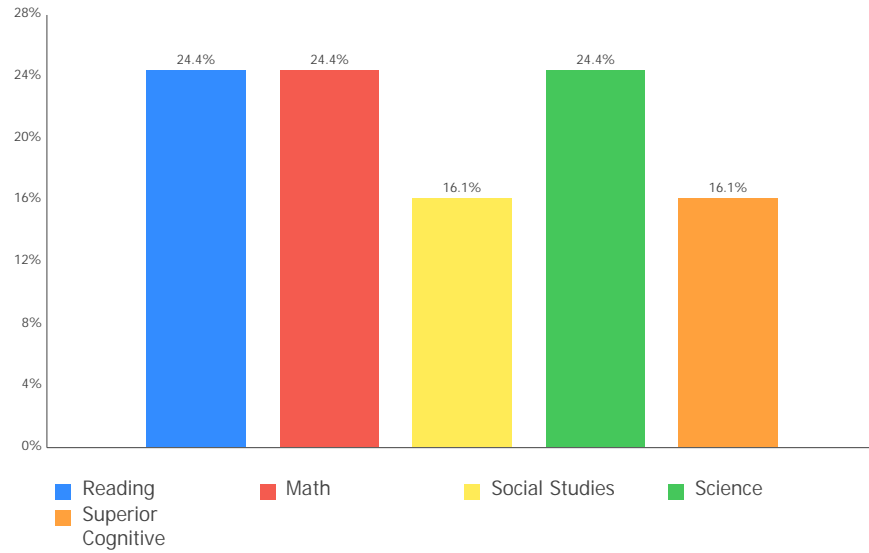


Grades 9-12



### Screening

This chart shows the percentage of students screened for gifted abilities this school year.



### Acceleration

Number of Subject Accelerated Students:

28

Number of Whole-Grade Accelerated Students:

< 10

## Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE
D

GRADE	Overall
F	This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE	Gifted Students
C	This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE	Students in the Lowest 20% in Achievement
C	This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE	Students with Disabilities
F	This measures the progress for students with disabilities.

## Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	Red	Red	Red	Yellow	Red
4th Grade	Red	Yellow	White	White	Red
5th Grade	Green	Orange	White	Yellow	Yellow
6th Grade	Orange	Green	Red	White	Yellow
7th Grade	Red	Red	White	White	Red
8th Grade	Light Green	Green	White	Yellow	Light Green

Test Grade		Progress Score
High School	English I	Orange
	English II	Light Green

Test Grade		Progress Score
High School	Algebra I	Yellow
	Geometry	Orange

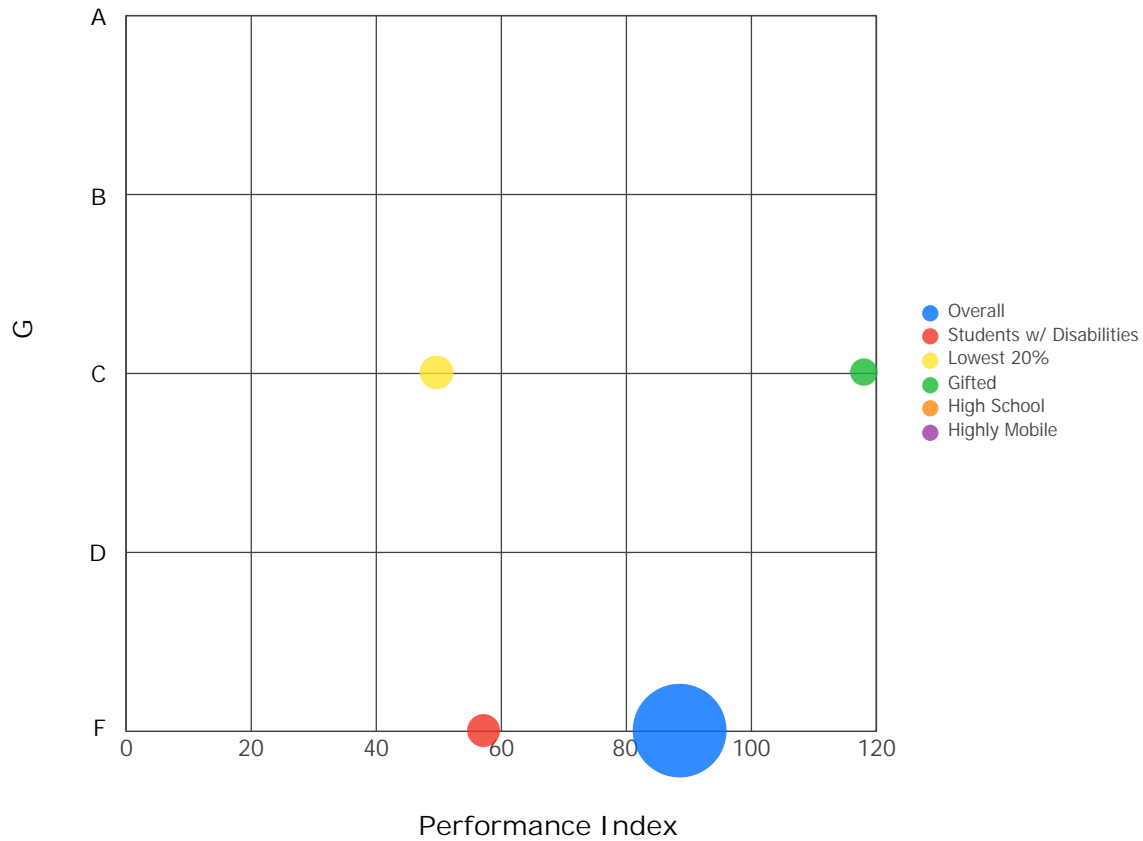
### What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- Students made less progress than expected – significant evidence

### Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



## Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

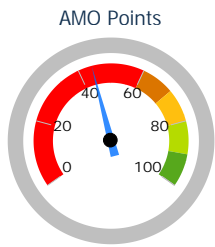
F

GRADE

F

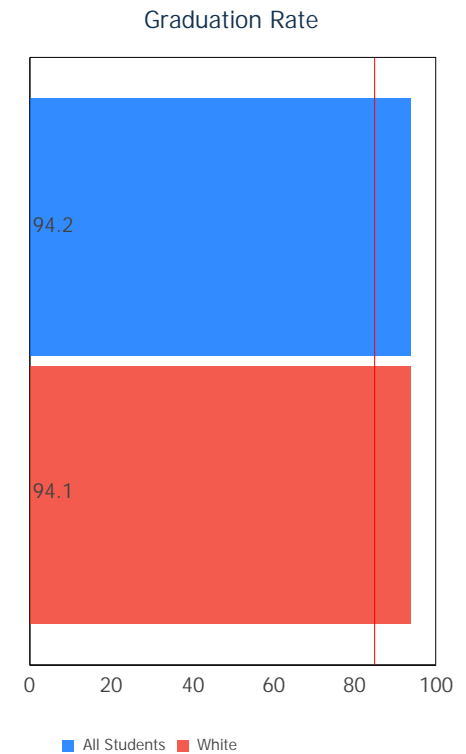
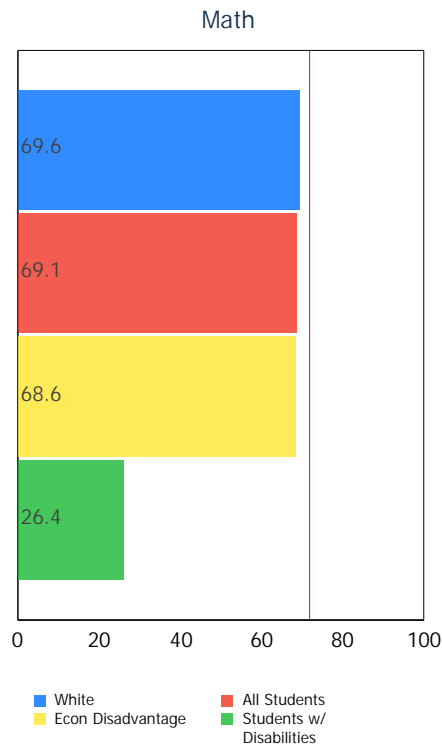
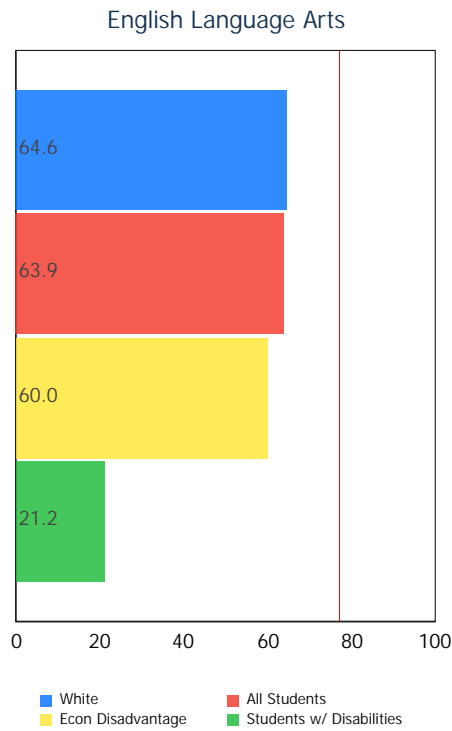
### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



44.2%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%



The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE  
**B**

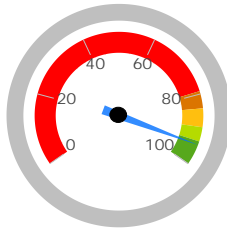
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

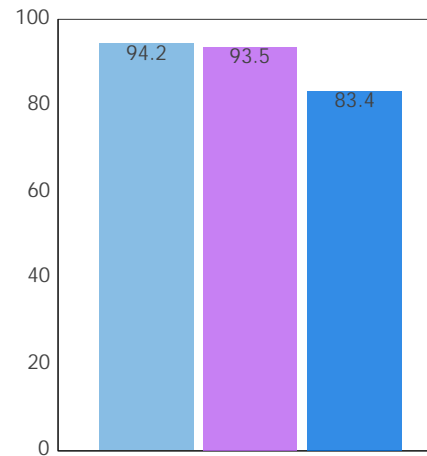
GRADE  
**A**

94.2%

A = 93.0 - 100.0%  
B = 89.0 - 92.9%  
C = 84.0 - 88.9%  
D = 79.0 - 83.9%  
F = 0.0 - 78.9%

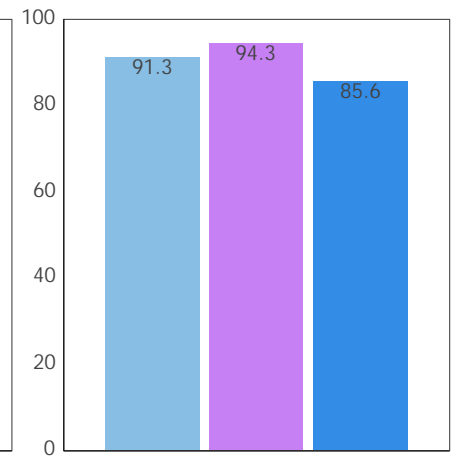


4-Year Rate



District  
State Average  
Similar Districts

5-Year Rate



District  
State Average  
Similar Districts

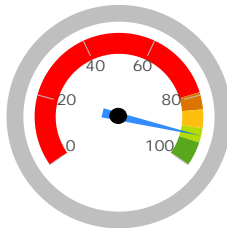
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.

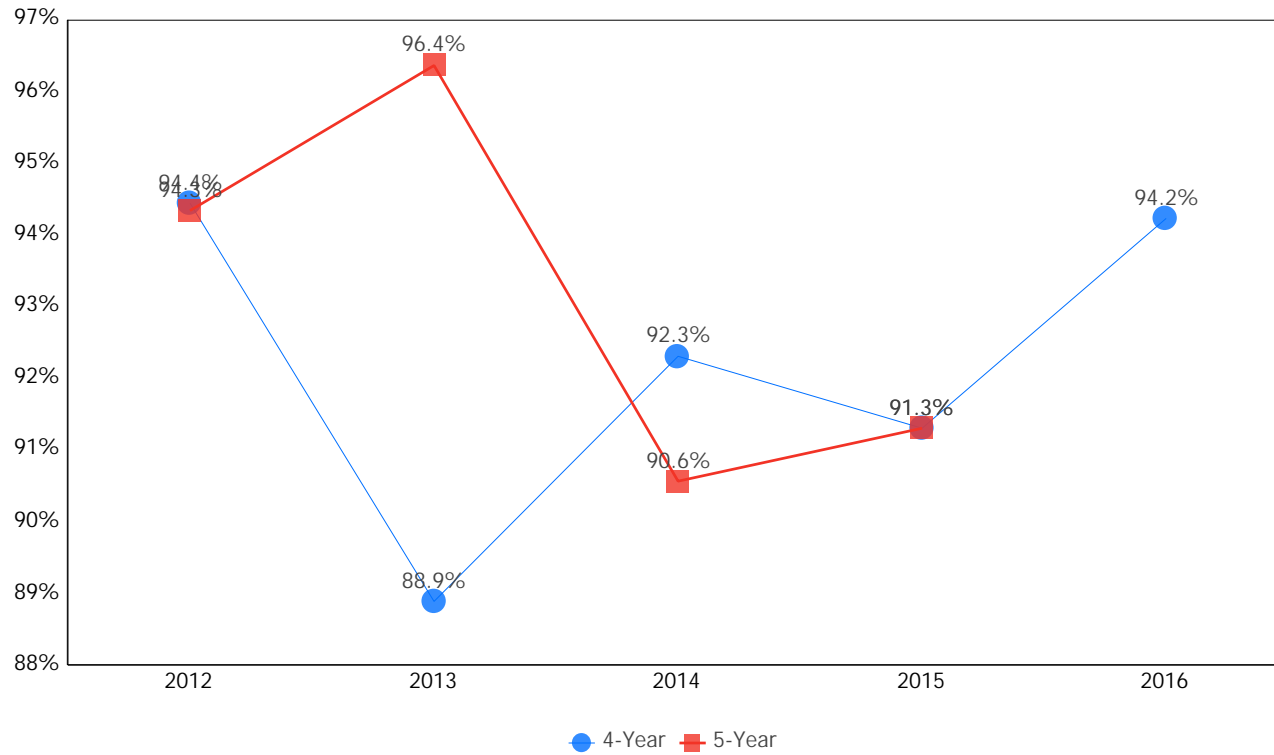
GRADE  
**B**

91.3%

A = 95.0 - 100.0%  
B = 90.0 - 94.9%  
C = 85.0 - 89.9%  
D = 80.0 - 84.9%  
F = 0.0 - 79.9%



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.



## K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

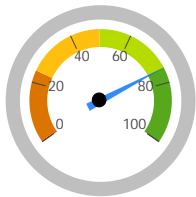
### COMPONENT GRADE

A

GRADE

A

K-3 Literacy Improvement



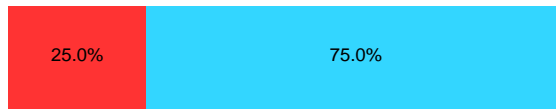
75.0%

A = 74.7 - 100.0%  
 B = 49.3 - 74.6%  
 C = 23.9 - 49.2%  
 D = -1.5 - 23.8%  
 F = <= -1.6%

### In Your District...

9 Students Moved to On Track - 0 RIMP Deductions  $\div$  12 Students Started Off Track

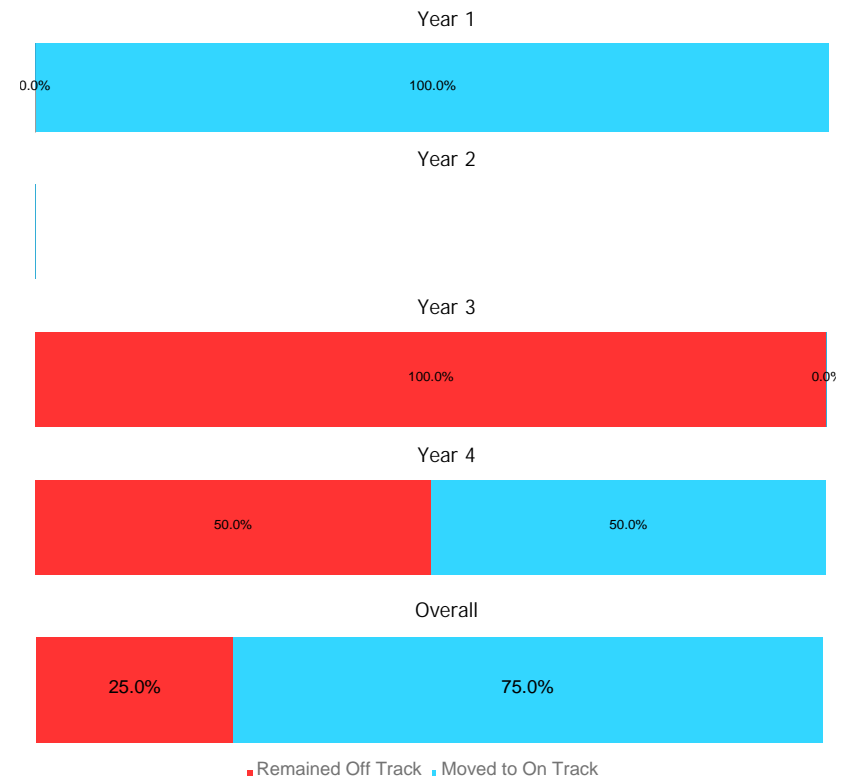
= 75.0%



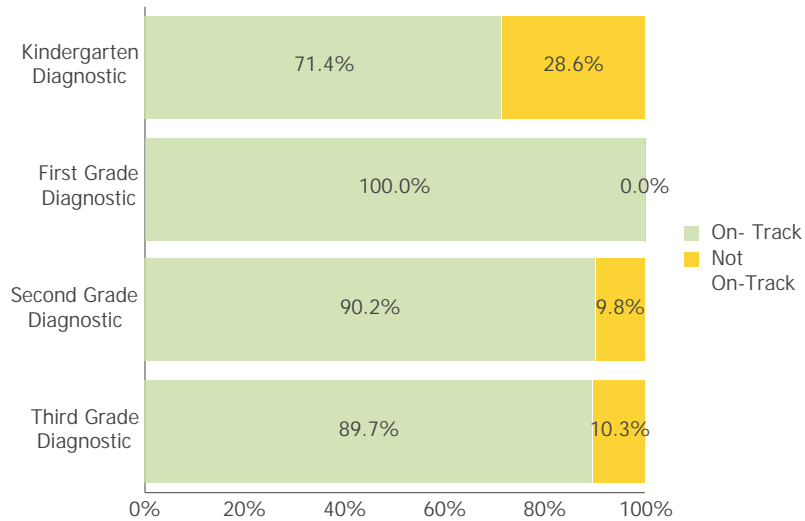
■ Remained Off Track ■ Moved to On Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

### Details of Measure



Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the state Reading test? **73.8%**

## Prepared for Success



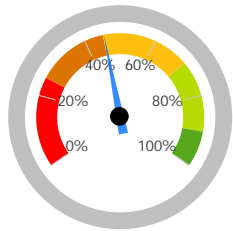
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

COMPONENT GRADE

C



45.5%

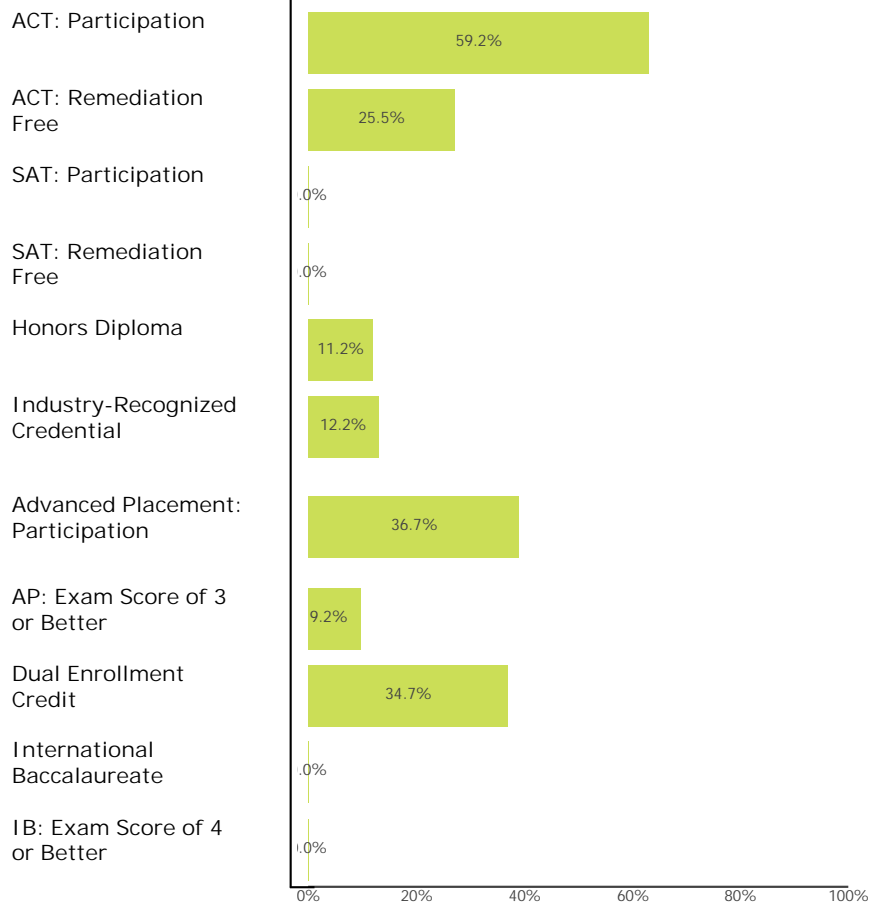
- A = 90.0% - 100.0%
- B = 70.0% - 89.9%
- C = 45.0% - 69.9%
- D = 25.0% - 44.9%
- F = 0.0% - 24.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential	38	1	38.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	22	0.3	6.6
<b>Total Points:</b>			<b>44.6</b>
<b>Graduation Cohort:</b>			<b>98</b>
<b>Percentage:</b>			<b>45.5%</b>

### How Prepared were Your 2015 and 2016 Graduating Classes?



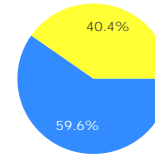
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

### How Prepared were Your 2015 and 2016 Graduating Classes?

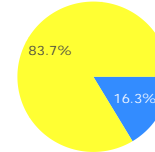
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2014 Graduating Class Entered College within Two Years? **59.6%**



What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School? **16.3%**



---

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.



Superintendent: Christopher J. Dray  
 Address: PO Box 260  
 Bristolville OH 44402-0260

Directory information current as of the 2016-2017 Report Card publication date

Phone: (330) 889-3882

County: Trumbull

Career Tech

Planning District: Trumbull County JVSD CTPD

## Your District's Students

Average Daily Enrollment:

553

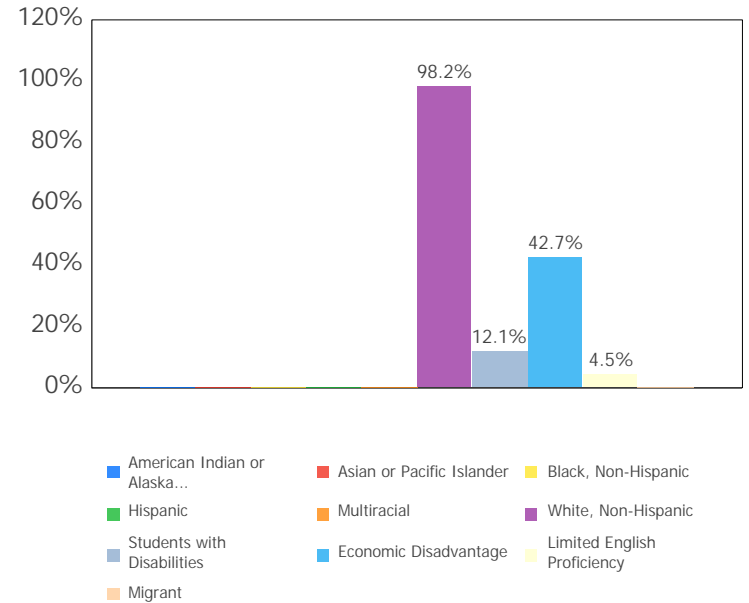
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	543	98.2%
Students with Disabilities	67	12.1%
Economically Disadvantaged	236	42.7%
Limited English Proficiency	25	4.5%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group



Enrollments of less than 10 students are not shown.

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.

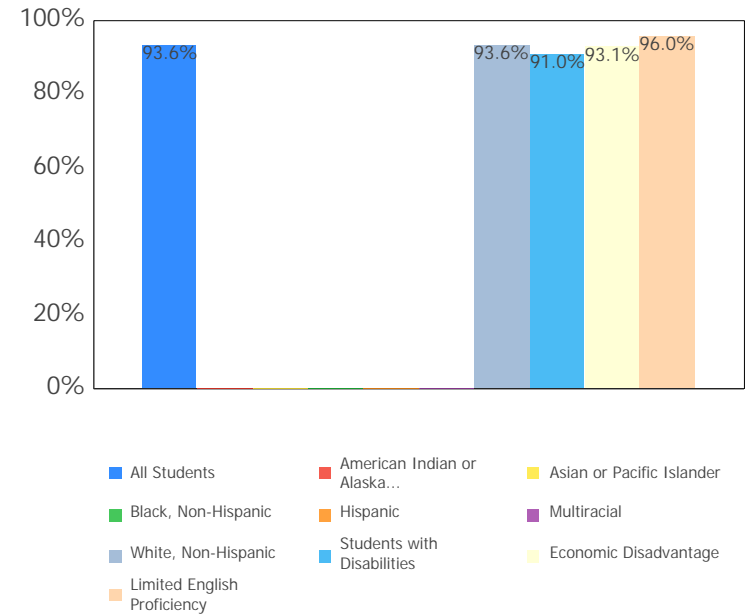
### Attendance

**Chronic Absenteeism Rate:**

13.8%

	Attendance Rate
All Students	93.6%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	93.6%
Students with Disabilities	91.0%
Economic Disadvantage	93.1%
Limited English Proficiency	96.0%
Migrant	NC
Male	93.2%
Female	94.1%

NC = Not Calculated because there are fewer than 10 in the group

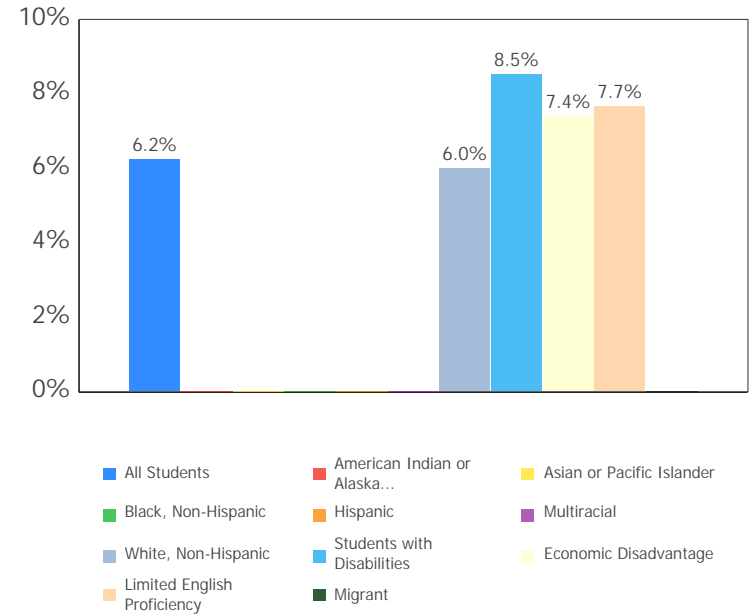


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	6.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	6.0%
Students with Disabilities	8.5%
Economically Disadvantaged	7.4%
Limited English Proficiency	7.7%
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group



This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

### Your District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	100.0	0.0	0.0
Percentage of teachers with at least a Master's Degree	55.1	0.0	0.0
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	1.7	--	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	--

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

### Educators in your District

	#	Per 1000 Students	State Avg per 1000 Students
School Counselors	1.0	1.0	2.3
School Nurses	0.0	0.0	1.1
School Psychologists	0.0	0.0	1.1
Interpreters	0.0	0.0	0.2
Library or Media Specialists	0.0	0.0	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	0.0	0.0	0.8
Social Worker	0.0	0.0	0.2
General Education Teachers	30.3	30.3	46.8
Career-Technical Teachers	2.0	2.0	2.3
Special Education Teachers	5.5	5.5	10.9
Teacher Aides	1.0	1.0	7.3
Gifted Intervention Specialists	0.0	0.0	0.6
Fine Arts Teachers	2.0	2.0	3.0
Music Teachers	1.0	1.0	2.5
Physical Education Teachers	2.0	2.0	2.8
ELL Specialists	0.0	0.0	0.3
Adaptive Physical Education Teachers	0.0	0.0	0.0
Speech Language Pathologists	0.0	0.0	1.4

### Your District's Principals

Percentage of principals with at least a Bachelor's Degree	100.0%
Percentage of principals with at least a Master's Degree	100.0%

Attendance Rate

**94.7%**

Average Salary

**\$50,383**

Average Years of Experience

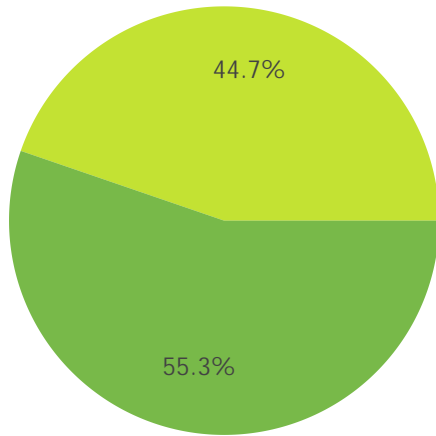
**15**

Lead or Senior Teachers

**1.0**

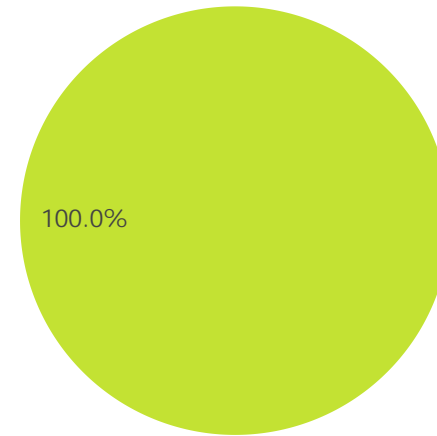


### Teacher Evaluations



■ Accomplished   ■ Skilled   ■ Developing  
■ Ineffective   ■ Not Complete

### Principal Evaluations



■ Accomplished   ■ Skilled   ■ Developing  
■ Ineffective   ■ Not Complete

### Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



### School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

#### Districts and STEM Schools

502 students enrolled in the district where they lived

96 students enrolled in another public district through Open Enrollment

6 students enrolled in another public district by means other than Open Enrollment

#### Community Schools

27 students enrolled in an online community school

4 students enrolled in a site-based community school

3 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)\*

\*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

#### Non-Public Schools\*

0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

0 students participated in the EdChoice Expansion Program

1 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

\*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

## Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment less than 1000

### Classroom Spending Data

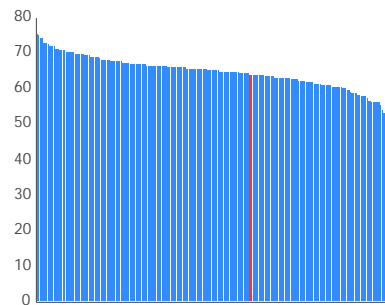
What percent of funds are spent on classroom instruction?

64.2%

How does this district rank in comparison to other districts of similar size?

100 out of 163

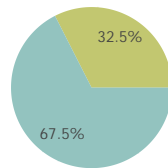
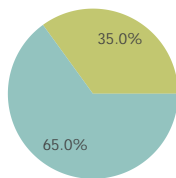
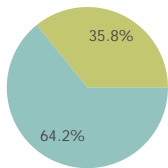
A rank of 1 indicates the highest percent spent on classroom instruction.



District

Comparison Group

State

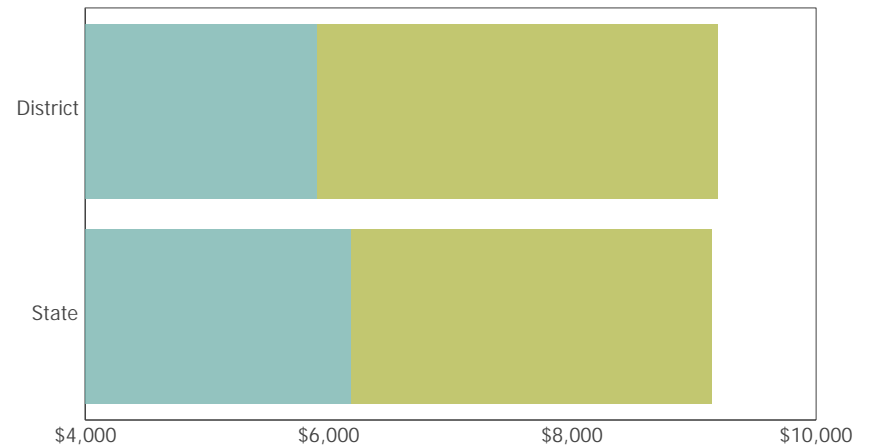


Classroom Instruction

Non-Classroom Instruction

### Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$9,200	\$9,150
Classroom Instruction	\$5,904	\$6,180
Non-Classroom Spending	\$3,296	\$2,970



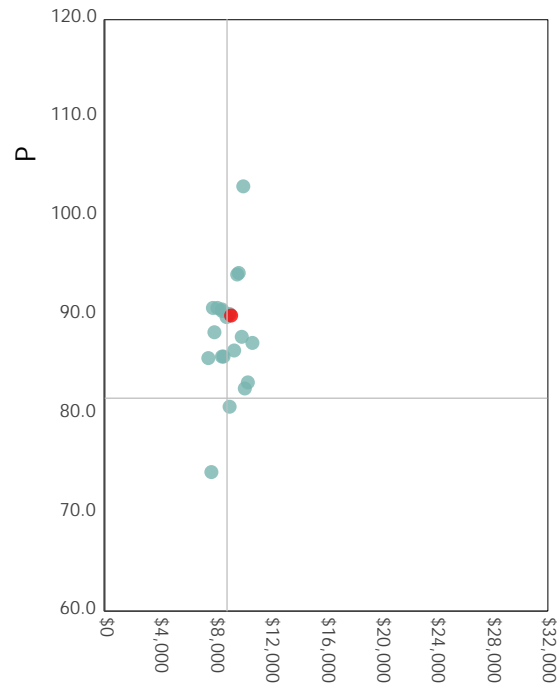
- ✗ Bristol Local IS NOT among the 20% of public districts with the lowest operating expenditures per pupil
- ✗ Bristol Local IS NOT among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

# Spending and Performance

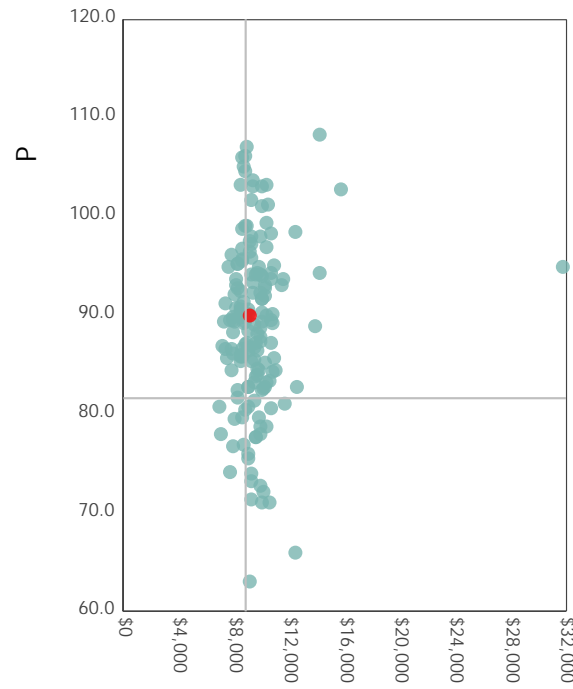
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Similar Districts



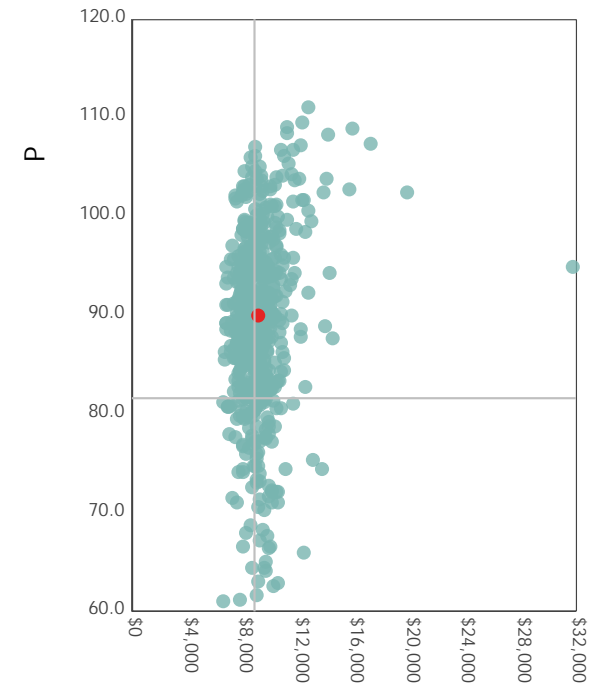
Spending per Pupil

### Comparison Group



Spending per Pupil

### All Districts

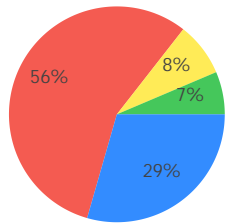


Spending per Pupil

# Source of Revenue

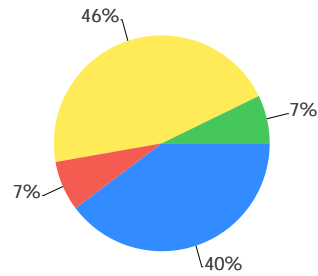
Source of Funds	District		State Total	
Local	\$2,373,946	29.4%	\$9,013,382,621	39.7%
State	\$4,537,952	56.2%	\$10,329,964,470	45.5%
Federal	\$636,090	7.9%	\$1,689,939,468	7.4%
Other Non-Tax	\$528,235	6.5%	\$1,662,319,384	7.3%
Total	\$8,076,223	100.0%	\$22,695,605,944	100.0%

District



■ Local  
■ State  
■ Federal  
■ Other Non-Tax

State



■ Local  
■ Federal  
■ State  
■ Other Non-Tax



Superintendent: Christopher J. Dray  
 Address: PO Box 260  
 Bristolville OH 44402-0260

Phone: (330) 889-3882  
 County: Trumbull

Your District's Schools

School	Achievement	Progress	Gap Closing	Graduation Rate	K-3 Literacy	Prepared for Success
Bristol Elementary School	C	C	D	NR	A	NR
Bristol High School	D	D	F	B	NR	C

No data returned for this view. This might be because the applied filter excludes all data.