Student Achievement Committee Meeting

Wednesday, October 21, 2026 7:00 PM
BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1.	**Call to Order/ Pledge of Allegiance**	
2.	**Decision: Approval of Minutes from Student Achievement Meeting on 9/16/2026**	
3.	**Public Comment**	
4.	**Information: High Dosage Tutoring Grant**	**Presenter:** Cary Fortin, Laura Lanza, and Leszek Ward
5.	**Information: SBA Achievement and Growth**	**Presenter:** Carly Fortin
6.	**Information: Freshmen On-Track Rate**	**Presenter:** Carly Fortin
7.	**Information: K-5 Fine Arts**	**Presenter:** Kenneth Bagley
8.	**Adjournment**	

Student Achievement & Outcomes Committee
September 16, 2026
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: September 16, 2026 SAC Meeting Recording.

PRESENT: Committee members: Kara Ledger, Barbara Tedesco, Jill Fitzsimmons-Bula (virtual)

ALSO PRESENT: Ken Bagley, Carly Fortin, Laura Lanza, Zach Maher, Debra Vitale, Melanie Vetrano, Leszek Ward, Joseph Grabowski, Mary Hawk, Iris White, Sara Hale, Erika Treannie, Erika Coleman (virtual), Orlando Valle (virtual), Aaron Lyles (virtual), Geoff Sinatro (virtual), Katy Reddick (virtual), Michelle LeVasseur (virtual), Michael Higgins (virtual), Shelby Pons (virtual),

Call to Order
Commissioner Ledger called the meeting to order at 7:03 p.m.

Decision: Approval of Minutes from August 19, 2026
On a motion made by Commissioner Kara Ledger and seconded by Commissioner Barbara Tedesco, it was unanimously:

VOTED: to approve the August 19, 2026 Student Achievement minutes.

Public Comment: No public comment.

Information: Nesolagus Collaboration with Bristol Public Schools
Carly Fortin, Chief Academic Officer, provided an overview of the district's professional learning work within Bristol's model of high-quality instruction, including the recent focus on student discourse and the transition toward writing. Aaron Lyles, founder of Nesolagus, presented the district's new Student Voice Initiative, which will use conversational-style surveys to gather qualitative feedback from students about their experiences with writing and communication. Students in grades 3-5 will participate with facilitated support and may provide audio responses, while students in grades 6-12 will primarily provide written responses. Surveys will be available in English and Spanish, participation will be optional, and families will receive information and an opportunity to opt out. The district anticipates launching the survey around September 28 and closing it in mid-October.

Questions and comments followed.

Discussion: School Calendar 2027-28 and 2028-29

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Presented by Joseph Grabowski, Chief of Talent Management, the committee continued its discussion regarding the 2027-28 and 2028-29 school calendars and reviewed historical student and staff attendance data associated with religious holidays. Following discussion, the committee agreed to continue to consider calendar changes in future years as circumstances warrant.

Questions and comments followed.

Decision: Graduation Date - Class of 2027
Joseph Grabowski and administration discussed determining the high school graduation date at the start of the school year. Mr. Grabowski shared that there was positive feedback from the previous year from faculty and families. The proposed practice would schedule graduation on the projected last day of school identified at the beginning of the school year.

Questions and comments followed.

On a motion made by Commissioner Ledger and seconded by Commissioner Fitzsimmons-Bula, it was unanimously:
VOTED: to move the proposed graduation date for the Class of 2027 to the full Board of Education for approval.

Information: PSAT/SAT Outcomes
Carly Fortin presented district PSAT and SAT outcome data, highlighting student growth from PSAT to SAT, including significant gains in mathematics. Strategies to support continued improvement include incorporating SAT-aligned questions into midterms, finals, and unit assessments; utilizing progress-monitoring tools; and analyzing student performance data to identify strengths and areas for growth. Focus continues on ensuring that college remains an option for all students and the role SAT performance can play in college admission, scholarships, and financial assistance.

Questions and comments followed.

Information: Attendance and Discipline Outcomes -
Erika Treannie presented the district's 2025-26 attendance outcomes. The district's chronic absenteeism rate increased approximately two percentage points, with much of the increase occurring in June. Several schools nevertheless demonstrated year-over-year improvement, including Bristol Eastern, Bristol Prep, and West Bristol.
Deputy Superintendent Mary Hawk presented discipline outcomes, highlighting reductions in in-school suspensions and expulsions. In-school suspensions decreased from 840 in 2022-23 to 569 in 2025-26, while expulsions decreased from 31 to nine during the same period. District next steps include conflict de-escalation and restorative mediation, increased adult presence during transitions, proactive staff training, tiered behavioral interventions, multidisciplinary reviews, counseling and prevention supports, and continued attendance monitoring.

Questions and comments followed.

Information: Pilot of Curriculum Sprints (Curriculum Credit Connection) -
Carly Fortin presented an innovative high school pilot designed to support students who

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have struggled to earn credits through traditional course structures. The pilot incorporates small classes, student choice, high-interest and real-world learning experiences, and shorter instructional cycles. Students may earn .125 credit at the end of each progress reporting period, allowing them to see more immediate progress toward credit attainment. The pilot will continue throughout the school year, with administration returning to the committee in June to report on credit attainment, attendance, disciplinary outcomes, student engagement, and changes in students' perceptions of themselves as learners. Questions and discussion followed.

Decision: Latin Historical Prose New Course -

Leszek Ward, Supervisor of Secondary Humanities, presented the proposed Latin Historical Prose course, developed in partnership with Latin teacher Katie Riddick as part of an effort to redesign the district's advanced Latin sequence. The curriculum incorporates tiered Latin texts to allow students with varying levels of language experience to study common historical content while working at an appropriate level of complexity.

Questions and discussion followed.

On a motion made by Commissioner Parenti and seconded by Commissioner Fitzsimmons-Bula, it was unanimously:
VOTED: to move the Latin Historical Prose New Course to the full Board of Education for approval.

Decision: Algebra II Curriculum Revision

Laura Lanza, Secondary STEM Supervisor, presented revisions to the Algebra II curriculum to align with updated Illustrative Mathematics resources and Common Core State Standards. The revised curriculum includes sequences and functions, quadratic equations, polynomial functions, rational functions and equations, and extensions of the number system. The curriculum also differentiates expectations for academic and accelerated courses and incorporates formative and summative assessments, Multilingual Learner supports, anticipated misconceptions, and instructional strategies.

Questions and discussion followed.

On a motion made by Commissioner Parenti and seconded by Commissioner Fitzsimmons-Bula, it was unanimously:
VOTED: to move the Algebra II Curriculum Revision to the full Board of Education for approval.

Decision: Grades 6-8 Science Curriculum Revision

Laura Lanza presented the Grades 6-8 Science curriculum revisions, developed collaboratively to strengthen vertical alignment and consistency across schools. The curriculum includes updated instructional guides, common learning targets and success criteria, hands-on investigations, simulations, engineering design experiences, Universal Design for Learning supports, and accommodations for Multilingual Learners.

Questions and discussion followed.

On a motion made by Commissioner Parenti and seconded by Commissioner

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Fitzsimmons-Bula, it was unanimously:
VOTED: to move the Grade 6-8 Science Curriculum Revision to the full Board of Education for approval.

There being no further discussion, Commissioner Ledger adjourned the meeting at 9:32 p.m.

Respectfully submitted,
Maryann Motta
Maryann Motta

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PROCEDURES FOR PUBLIC PARTICIPATION AT BOARD OF EDUCATION MEETINGS

The Bristol Board of Education welcomes public participation in accordance with Policy 1120, Public Participation at Board of Education Meetings. Board meetings are meetings held in public and are not public hearings. Public participation is subject to recognition by the Chairperson and the requirements of Board policy.

A. Public Participation During Meetings

1. **Recognition:** Individuals wishing to speak must address the Chairperson for recognition and state their name, address, and topic.
2. **Speaking Time:** Each speaker is limited to four (4) minutes and may speak only once. Speakers may not transfer their allotted time to another individual or speak on behalf of another person or organized group.
3. **Subject Matter:** Comments should concern matters within the Board's jurisdiction or the topic for which the speaker signed up. The Chairperson may remind speakers of this requirement but shall not restrict or terminate speaking time solely because of the viewpoint expressed or specific subject addressed. Speakers whose comments fall outside the Board's jurisdiction will be advised accordingly, and their comments will be noted for the record.
4. **Public Input:** The Board welcomes and values a variety of perspectives and encourages community members to share their thoughts, questions, and concerns respectfully.
5. **Student Confidentiality and Personnel Matters:** Comments involving confidential student information protected by FERPA are prohibited. Individuals with complaints concerning district personnel are strongly encouraged to use the appropriate administrative chain of command.
6. **Meeting Conduct:** All participants are expected to conduct themselves respectfully and help maintain an orderly meeting. Disruptive behavior, harassment, obscene language, and threats are prohibited. Individuals who disrupt the meeting may be warned and, if the behavior continues, asked to leave.
7. **Board Responses:** Board members do not respond directly to public comments during meetings. The Chairperson or Superintendent may provide brief factual clarification or refer questions and concerns to appropriate district personnel for follow-up.

B. Written Public Comments

Members of the public may submit written comments for distribution to Board members.

1. Email written comments to maryannmotta@bristolk12.org with the subject line **PUBLIC COMMENT- Student Achievement Committee**
2. Include your full name, address, and topic.
3. Comments should concern matters within the Board's jurisdiction.
4. Do not include confidential student information protected by FERPA. Complaints involving individual district personnel should be directed through appropriate administrative channels.

5. Comments received by 4:00 p.m. on the day of the meeting will be distributed to Board members before the meeting. Comments received after that time may be distributed following the meeting.
6. Written comments and supporting materials may be made available to Board members but are not automatically read aloud or included on the meeting agenda.

C. Administration of Procedures

The Chairperson is responsible for maintaining order and administering public participation in accordance with Policy 1120. Public participation during consideration of regular agenda items is permitted at the Chairperson's discretion, consistent with Board policy. These procedures are intended to provide clear, consistent guidance and do not supersede Policy 1120 or applicable law.

Bristol Public Schools

High Dosage Tutoring Grant

Presentation to Student Achievement Committee

October 21, 2026

Algebra I Support Model

Course Progression, Schedule Breakdown & Credit Structure

Bristol Public Schools

TIMELINE	Quarter One	Quarter Two	Quarter Three	Quarter Four
A Day	**Foundations for Algebra I** (Every Day)	**Algebra I** (Every Day)	**Algebra I** (Every Other Day)	
B Day			**Algebra I** (Every Other Day)	
Credits	0.5 Credit	1.0 Credit		
Total Credit Potential	**1.5 Credits**			

High Dosage Tutoring

Program Structure, Professional Development & Implementation Partner

Tutoring Structure

Beginning in quarter two, tutoring will be provided to students in their Algebra I class.

Tutoring will be provided in a 1:4 student ratio for three times per week; groups can change each class.

Training & Materials

Tutors will receive up to 32 hours of training in pedagogy and our iM curriculum

Additionally, teachers of the course will be paid a small stipend for their collaboration after school hours with the tutors.

Partnership & Hiring

We are partnering with Unlimited Instruction (UI).

UI will hire, process, and train all tutors, meeting our standards for background checks.

High Dosage Tutoring

Grant Fiscal Breakdown & Resource Allocation

Bristol Public Schools

80.0% ALLOCATION

Tutoring Stipends

$40,906.31

Direct compensation for tutoring personnel providing 1:4 student ratio instruction.

8.8% ALLOCATION

Teacher Planning

$3,387.56

Stipends for teacher collaboration and alignment after school hours.

8.0% ALLOCATION

Program Coord.

$4,065.98

Program coordination, partner oversight, and administrative management.

3.2% ALLOCATION

Resources

$1,636.36

Instructional materials, curriculum licenses, and learning tools.

TOTAL GRANT FUNDING ALLOCATION $49,995.31

Bristol Public Schools

Bristol Public Schools

2026 Smarter Balanced

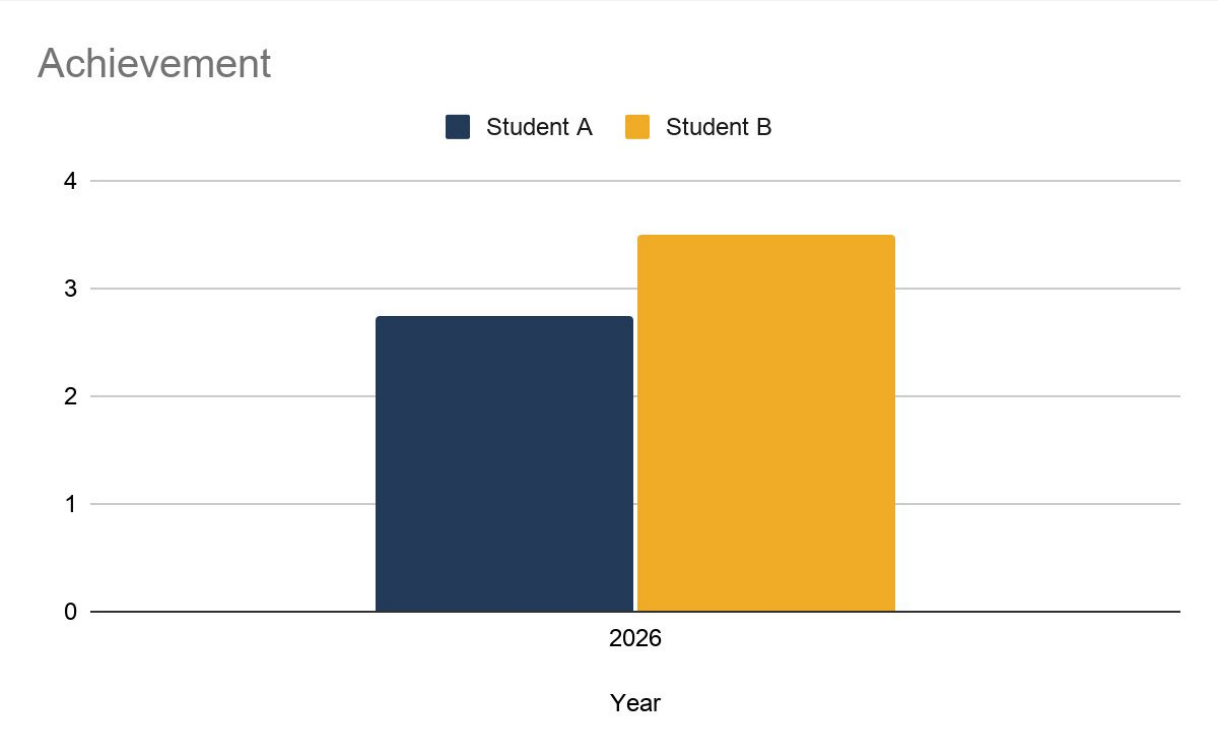
October 2026 Student Achievement Committee

Report Agenda

1. Literacy Highlights
2. Math Highlights
3. District Progress
4. Literacy Achievement Detail
5. Literacy Growth Detail
6. Math Achievement Detail
7. Math Growth Detail
8. Next steps

Bristol Public Schools

Achievement

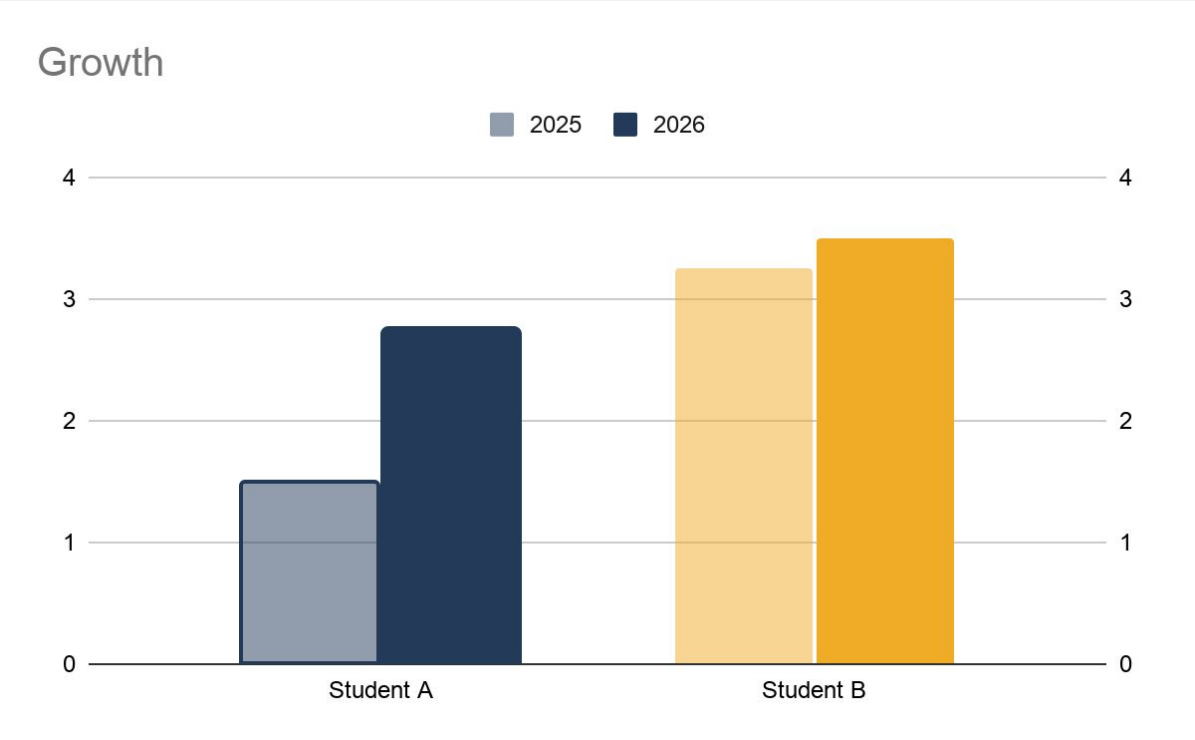


Achievement Scores

- Point in Time Summative Measurement
- Can reflect skills and knowledge with which the students **enter** the classroom, not necessarily reflective of all that has been taught

Bristol Public Schools

Growth

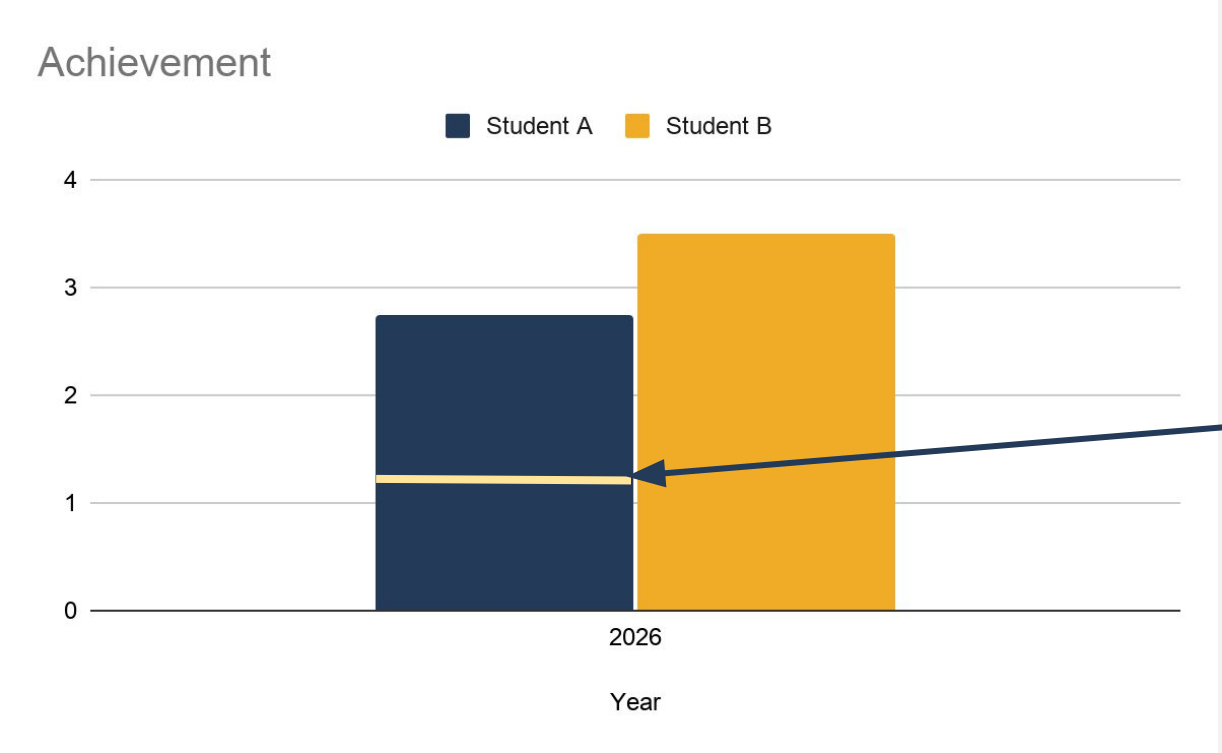


Growth Scores

- Measures student progress by comparing results across two assessment administrations
- Provides a clearer picture of academic impact over the past year

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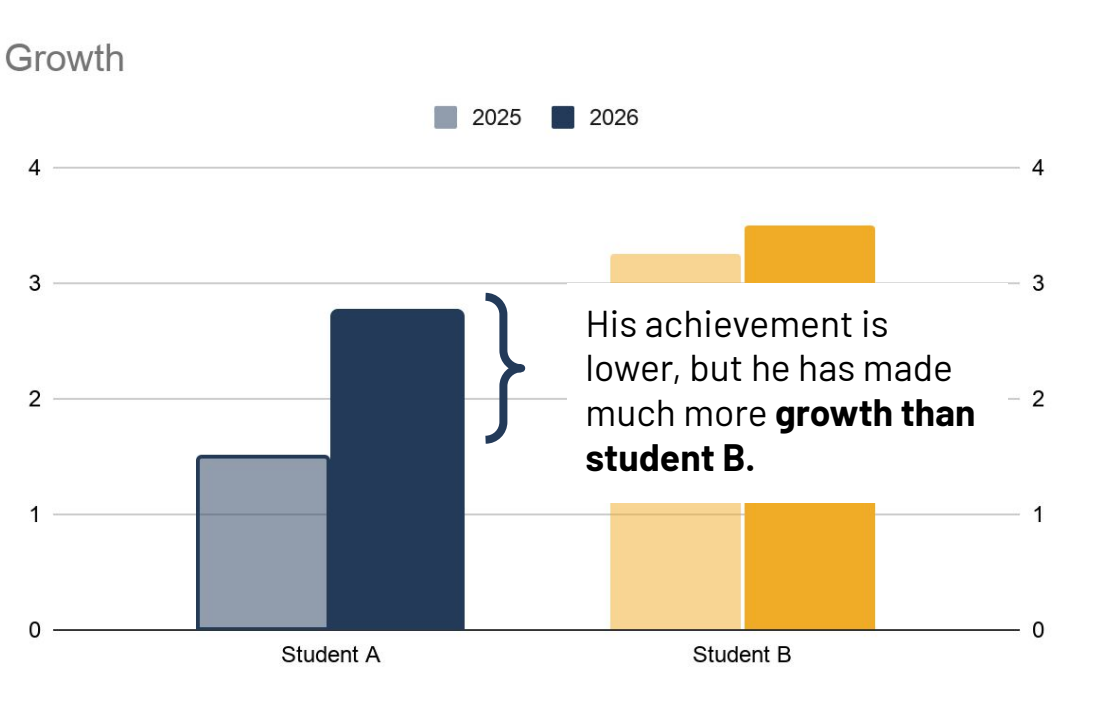
Achievement





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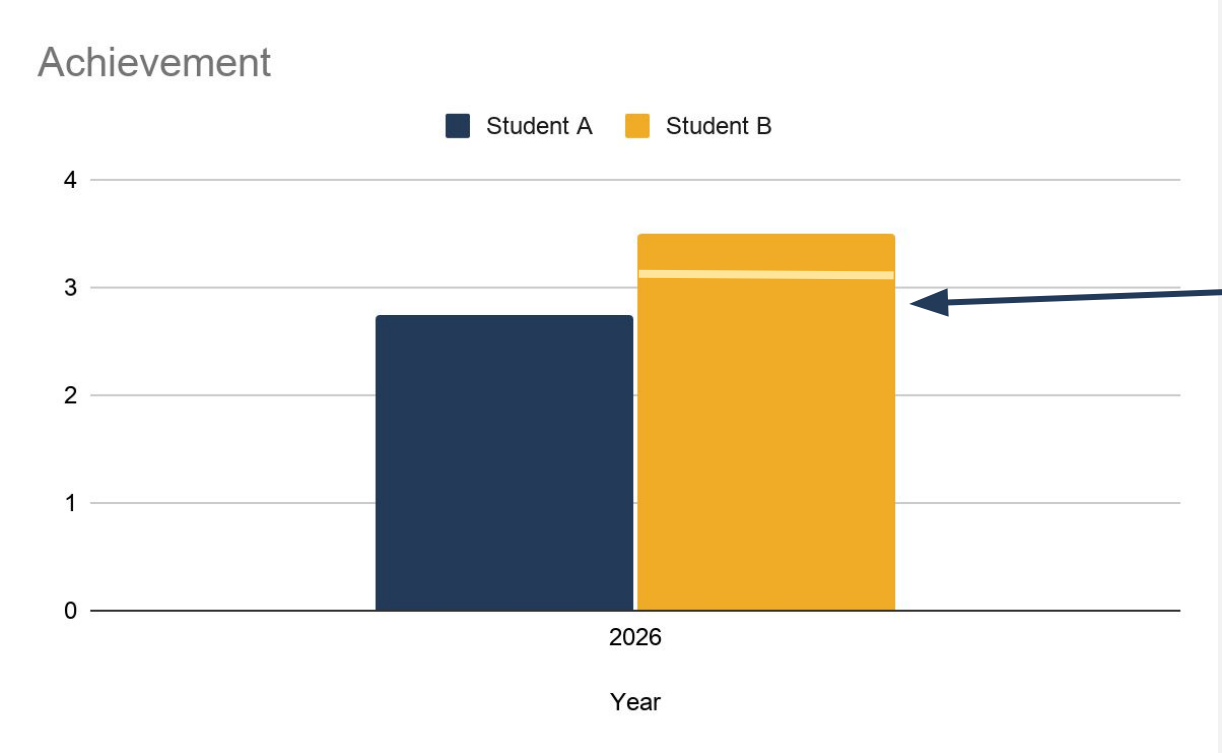
Growth





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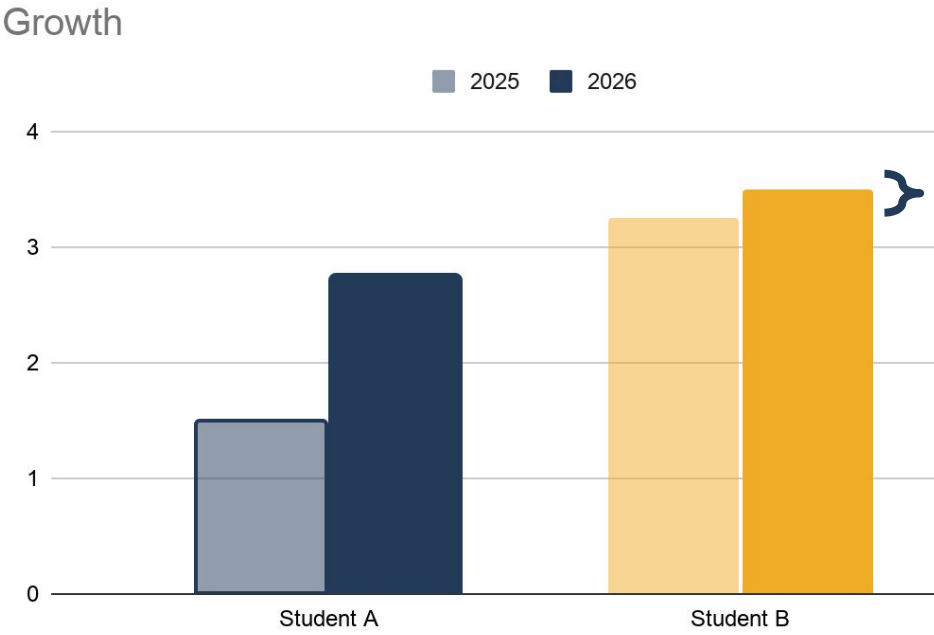
Achievement





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Growth



Her achievement is higher, but she has made little **growth.**



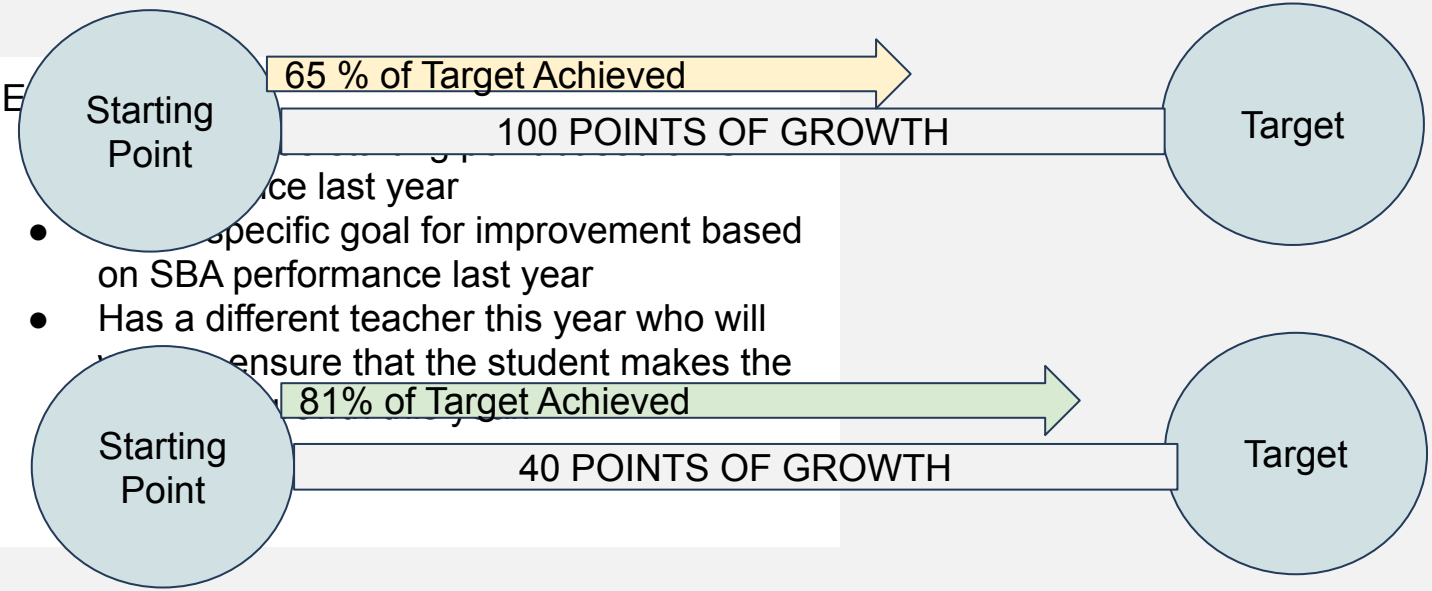
All students GROWING





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- ce last year
- pecific goal for improvement based on SBA performance last year
- Has a different teacher this year who will ensure that the student makes the



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Growth terminology

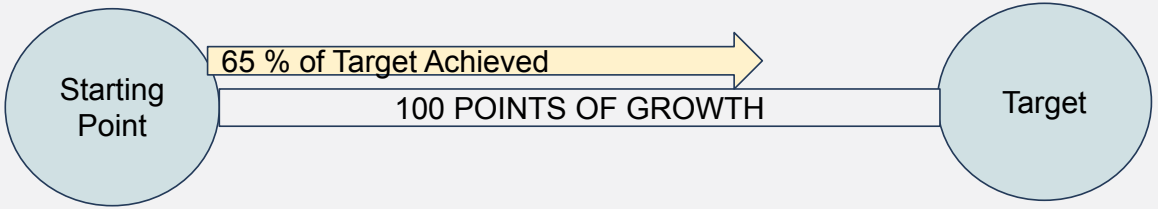
Growth Rate: % of students who met their targeted growth

In the example below, zero students met their targeted growth. Growth rate =0%

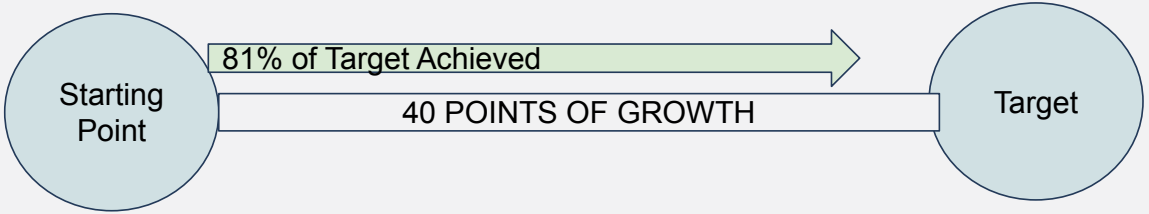
Average % Target Achieved: % of target achieved on average

In the example below, the average percent of target achieved would be 73%









Bristol Public Schools

Literacy highlights

- Literacy achievement remains stable across all schools.
- Bristol Eastern High School and West Bristol School achieved the greatest gains in literacy:
    - West Bristol and Bristol Eastern High School (SAT) saw their highest achievement since 2019.
- All elementary schools and Northeast Middle School outperformed the state performance index.
- Among Alliance districts, Bristol remains near the top in literacy achievement.
- Average student growth was strongest among our elementary schools, especially in West Bristol, Hubbell, Ivy Drive, and Mountain View.
    - More Hubbell and Ivy Drive students met their growth target than the state average.
    - Hubbell, Ivy Drive, Mountain View, and West Bristol had greater growth than the state.

Math highlights

- Math achievement remains stable across all schools.
- Bristol High Schools had the greatest gains in achievement with students earning the highest performance index they have achieved since 2021.
- Four elementary schools and Northeast Middle School outperformed the state performance index.
- High needs students had greater growth this year when compared to last year.
- Average student growth was strongest among our elementary schools, especially in Hubbell, Ivy Drive, and Mountain View.
  - More Hubbell, Ivy Drive, Mountain View and Northeast Middle School students met their growth target than the state average.
  - Hubbell, Ivy Drive, Mountain View, and Southside had greater growth than the state.

District Progress

2025-2026 Priority Areas	Outcomes

Looking at cohorts moving up:
• Literacy Achievement
  • Grades 4, 6, 7, and 8
  • All elementary schools, GHS, and WBS
• Math Achievement
  • Grades 3, 4, 6, and 8
  • All elementary schools
Supporting growth:
• Literacy: EPH, IVY, MTV, WBS
• Math: EPH, IVY, STAFF, and NEMS
	Literacy Achievement
	• Achievement remained steady in grades 6 and 7
	• Achievement improved in grade 8
	• Achievement remained steady in at the elementary level and improved at WBS.
	
	Math Achievement
	• Grades 3, 4, 6, and 8 continue to be a priority area
	• Four of five elementary schools improved their achievement.
	
	Literacy growth was stronger in EPH, IVY, MTV and WBS.
	
	Math growth was stronger in EPH, IVY and NEMS.

District-based FOCUS

- WB-Why aren't students maintaining consistent growth from Grade 4 to Grade 5?
- CHMS - How do we continue to keep the growth achieved in ELA for current 7th graders increasing?
- NEMS - How do we leverage growth we're seeing in G8 math into increased achievement?
- MTV - What did 4th and 5th grade do last year in math to significantly increase their students' APTA percentage?
- EPH - We are curious as to why our ML and RESOURCE populations are not making APTA
- GH - What can we leverage from grade 5 to spark growth in ELA grade 4?
- STAF - Despite cohesive teams in grade 4 and 5, our collective data continues to lag compared to other district schools - Why?
- SSS- Grade 5 teachers have historically been successful at "growing" students. This year's current grade 5 students lost ground from grade 3 to 4. How can we get these students growing again?

Bristol Public Schools

Bristol Public Schools

ELA Achievement

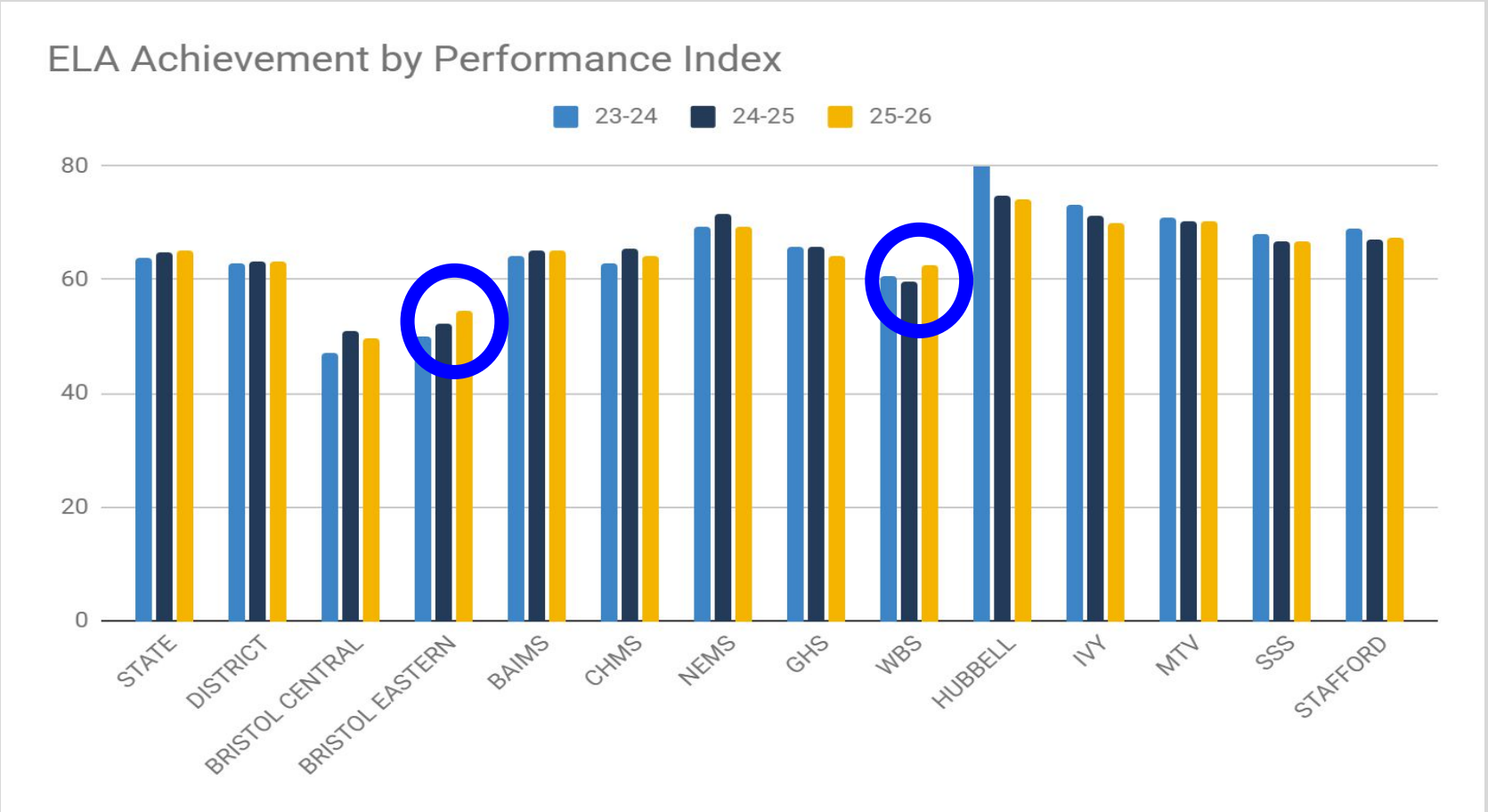
District ELA Performance Index

The district remained flat in 2026 for all students and dipped slightly for students with high needs.

Year	State ELA Performance Index	BPS ELA Performance Index	BPS High Needs ELA Performance Index
14-15	67.9	66.4	58.9
15-16	67.7	66.4	59.5
16-17	67	65.7	58.5
17-18	67.6	65.7	59.4
18-19	67.7	63.4	58.7
20-21	Not Available	Not Available	Not Available
21-22	64.2	63.3	57.5
22-23	63.9	63.5	58.5
23-24	63.9	62.8	58
24-25	64.7	63.2	57.7
25-26	65	63.3	57.3

School ELA Performance Index

Schools remained relatively flat. West Bristol School was the exception, showing an increase over 2025.



Elementary School ELA Performance Index

While ELA achievement remained relatively flat at the elementary level, every elementary school has a higher performance index than the state.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
EDGEWOOD	70.6	72.7	*73.1*	71.6	73.9	69.2	68.3	66.9			
HUBBELL	70.4	70	66.2	69	67.5	68.2	75.4	75.9	81	74.6	74.2
IVY	73.6	72.7	*70.5*	69.2	68.5	67.1	74.1	77	73.3	71.2	70
MTV	69.1	71.1	*71.5*	74.7	73.4	65.96	71.1	71.8	71	70.4	70.1
SSS	71.3	72.1	*69.4*	72.3	70.3	63.08	71.1	72.5	68.1	66.7	66.6
STAFFORD	69.8	69.6	65.8	68.9	62.4	59.4	62.9	66.9	69	67	67.4

Middle School ELA Performance Index

Middle level achievement in literacy did not show improvement. At the same time, BAIMS remained consistent and students at NEMS continue to outperform the state.

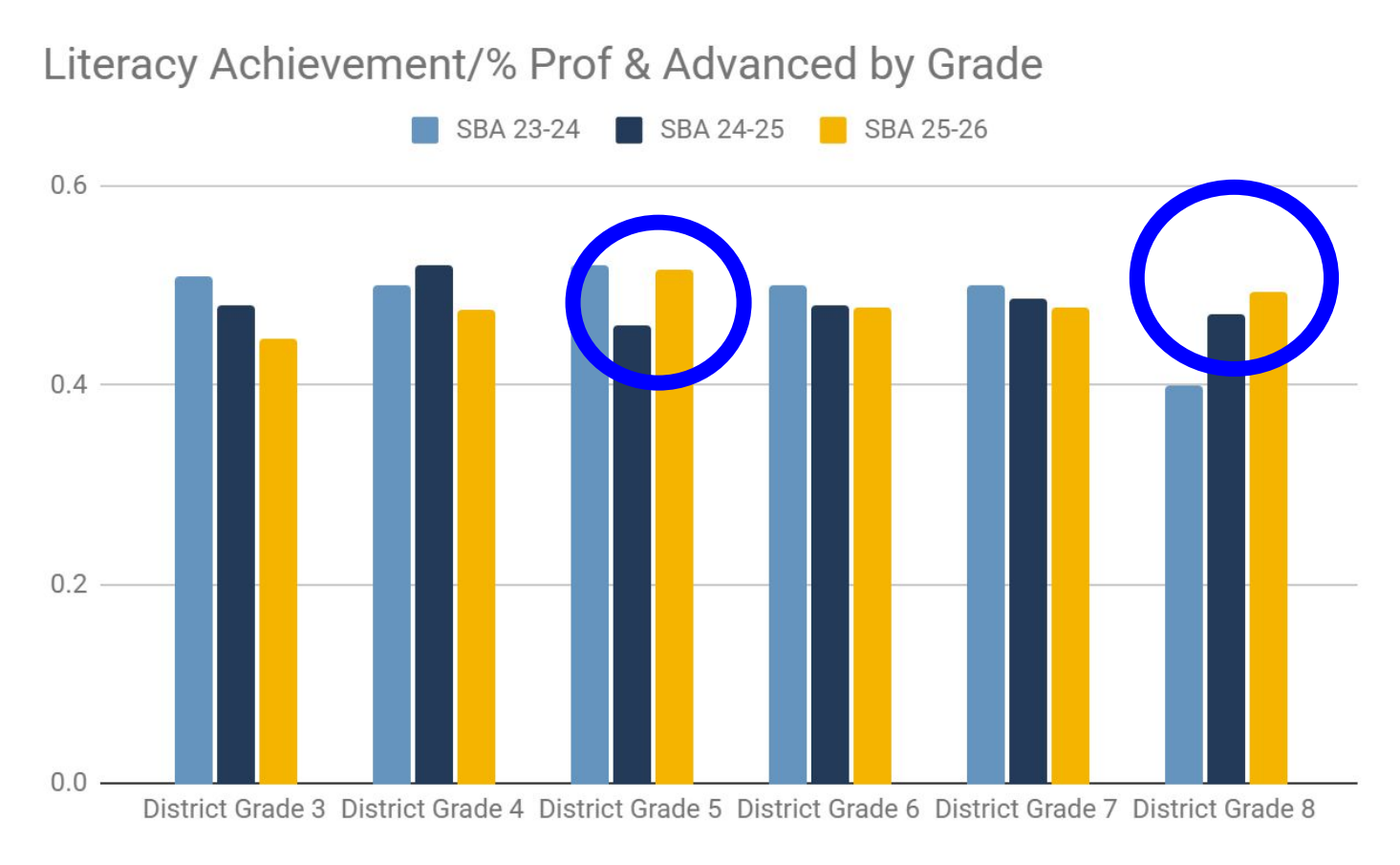
	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
BAIMS								64.9	64.3	65.1	65.1
CHMS	66.2	65.5	66.7	66.9	60.4	65.5	66.1	62.6	62.9	65.5	64
NEMS	68.4	71.6	*71.2*	72.2	70.7	65.1	69.1	68.5	69.2	71.4	69.2

K-8 School ELA Performance Index

In our final year of the K-8 structure, students at West Bristol achieved at a higher levels, earning their highest achievement score since 2019.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	67.9	67.7	67.1	67.6	67.5	Not available	63.3	63.9	63.9	64.7	65
DISTRICT	66.4	66.4	65.7	65.7	63.1	60.5	63.3	63.5	62.8	63.2	63.3
GHS	67.1	66.3	65.9	65.2	61.2	60	64.3	65.7	65.6	65.8	64.1
WBS	66.5	67.5	66.8	67.5	62.7	59.73	59.2	60.8	60.5	59.5	62.5

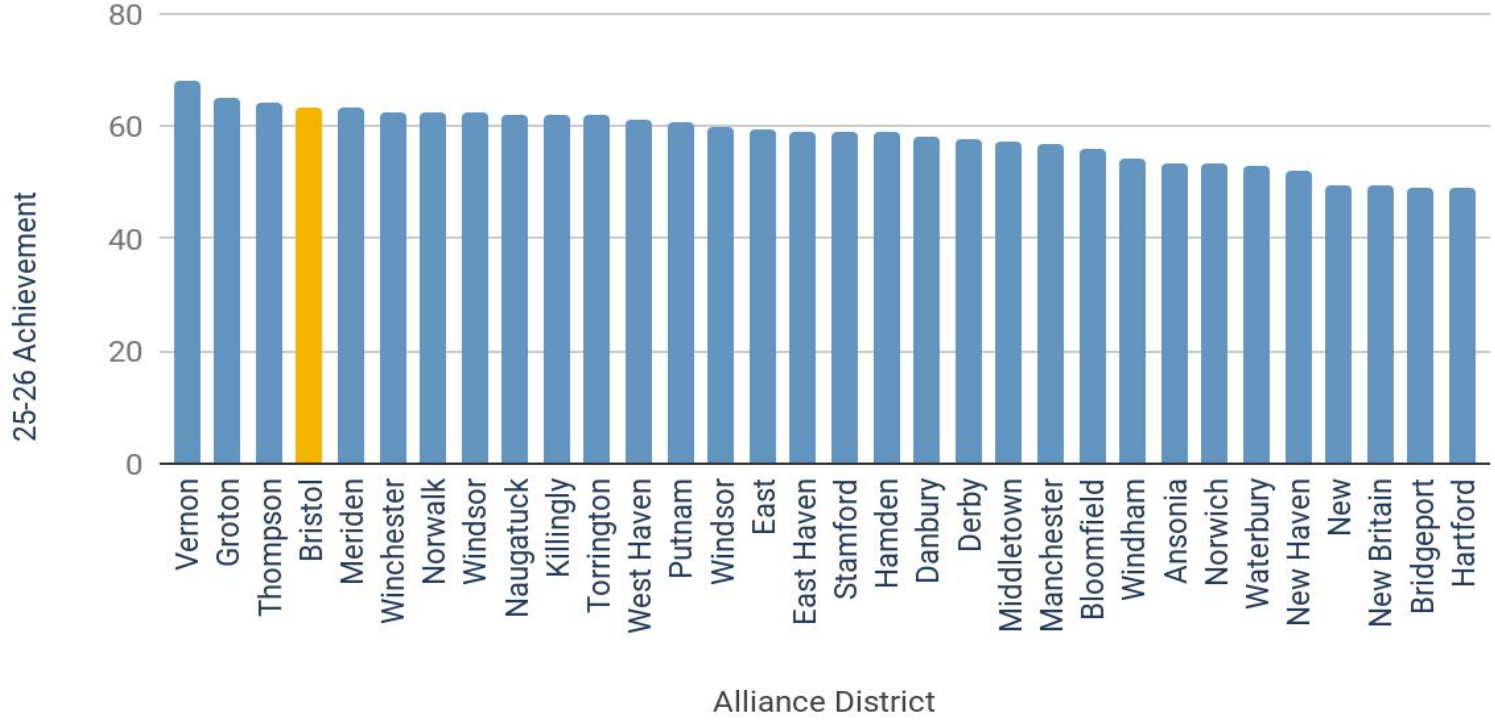
More Bristol students in grades 5 and 8 earned proficient or advanced literacy scores when compared to grade-levels in 2025.



Bristol Public Schools

	SBA 21-22	SBA 22-23	SBA 23-24	SBA 24-25	SBA 25-26
State Grade 3	47%	45.5%	46%	46%	47.3%
District Grade 3	45%	53.6%	51%	48%	44.7%
State Grade 4	49%	48.8%	49%	46%	50.9%
District Grade 4	48%	47.6%	50%	52%	47.6%
State Grade 5	52%	51.3%	51%	46%	53.5%
District Grade 5	55%	55.7%	52%	46%	51.5%
State Grade 6	48%	48.0%	48%	50%	51.2%
District Grade 6	46%	49.1%	50%	48%	47.8%
State Grade 7	50%	48.8%	50%	50%	52.2%
District Grade 7	46%	44.0%	50%	49%	47.8%
State Grade 8	49%	48.5%	50%	50%	51.1%
District Grade 8	50%	45.3%	40%	47%	49.4%

When comparing literacy achievement, Bristol moved up in the ranking from the prior year to fourth among the Alliance districts.



Bristol Public Schools

ELA Growth

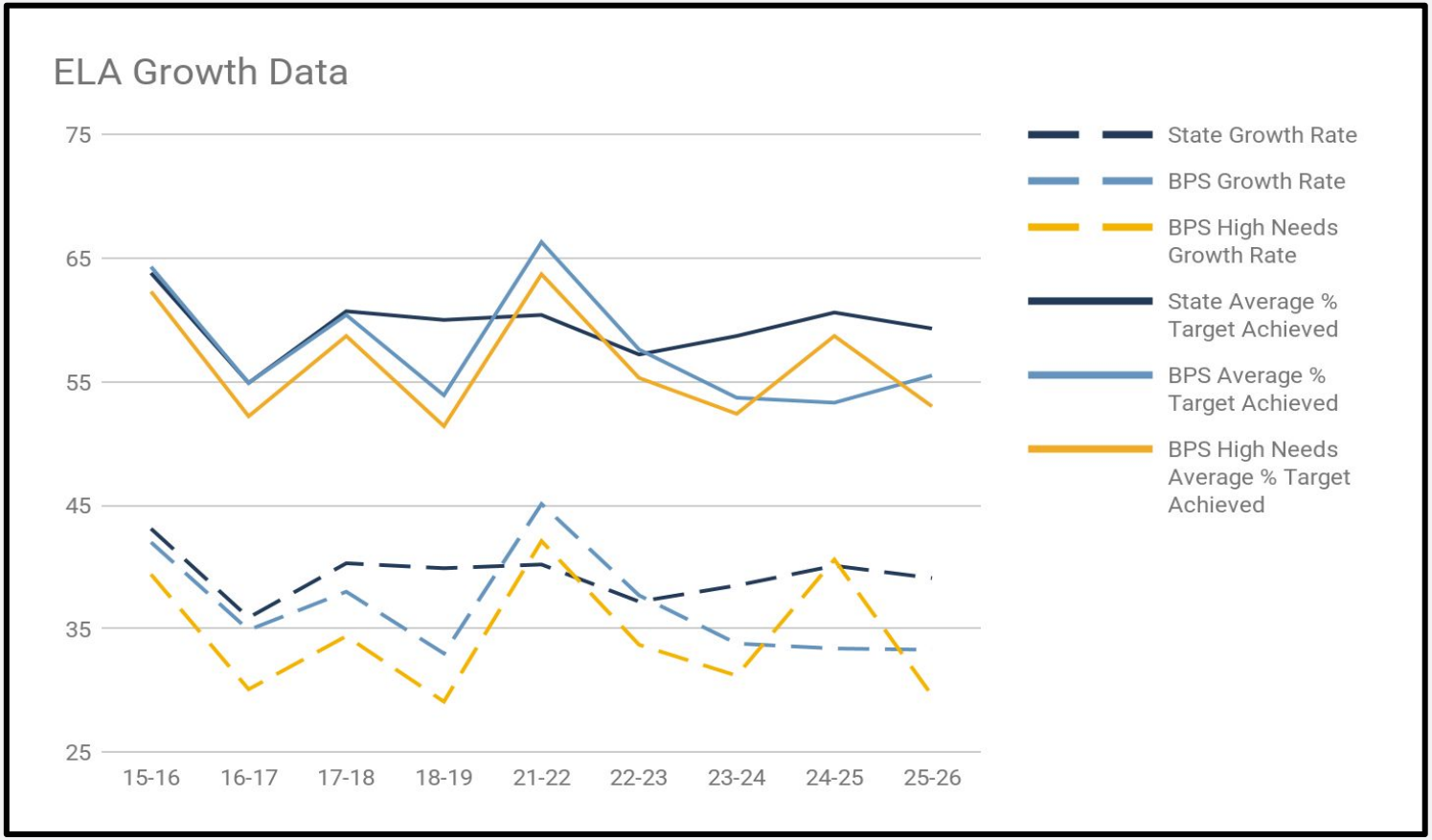
District Performance ELA Growth Data

Growth rate remained steady in 2026 and on average, students earned more of their growth targets.

	State Growth Rate	BPS Growth Rate	BPS High Needs Growth Rate	State Average % Target Achieved	BPS Average % Target Achieved	BPS High Needs Average % Target Achieved
15-16	43.1	42	39.4	63.8	64.3	62.3
16-17	35.9	34.9	30.1	54.9	54.9	52.2
17-18	40.3	38	34.4	60.7	60.4	58.7
18-19	39.9	33	29.1	60	53.9	51.4
21-22	40.2	**45.1**	42.1	60.4	**66.3**	63.7
22-23	37.2	**37.7**	33.7	57.2	**57.6**	55.3
23-24	38.5	33.8	31.2	58.7	53.7	52.4
24-25	40.1	33.4	40.6	60.6	53.3	58.7
25-26	39.1	33.3	29.6	59.3	55.5	53

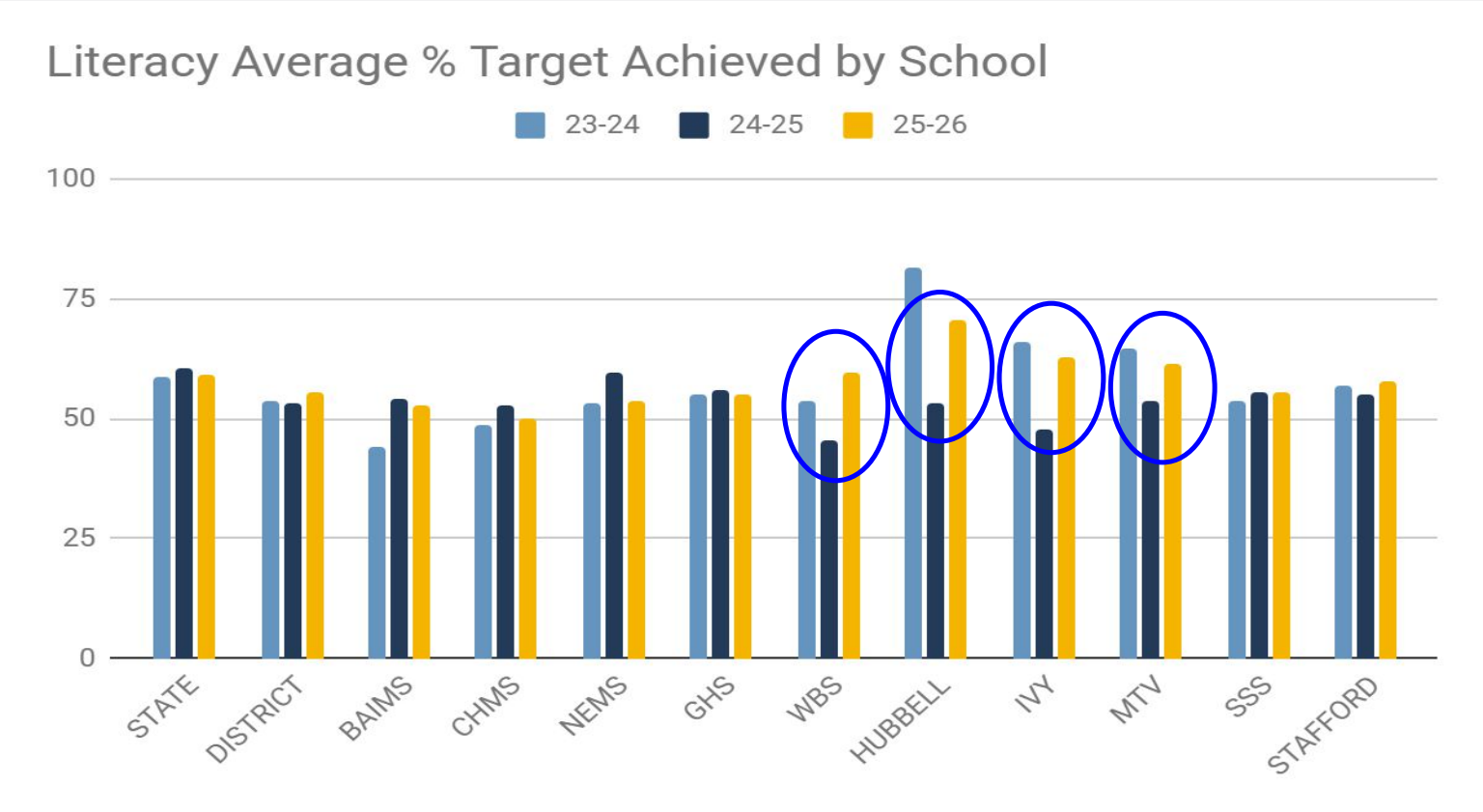
District Performance ELA Growth Data

While more students earned a higher percentage of their growth target, growth among high needs students fell.



APTA by School

Students at West Bristol, Hubbell, Ivy, and Mountain View all had greater growth this year than when compared to last year.



Bristol Public Schools

Literacy Growth Rate: Elementary

Hubbell and Ivy Drive school had higher growth rates than the state average.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	45.1	37.7	33.8	33.4	33.3
EDGEWOOD	43.5	35.4	33.7	39.6	37.3	29.4			
HUBBELL	40.7	37.9	42.1	33.1	65.6	47	52.7	35.6	44.9
IVY	45.5	43.5	27.2	40.2	48.6	63.3	43.8	28	41.4
MTV	45.3	28.9	39.2	42.2	56.3	46.7	40	32.5	34.3
SSS	42.4	29.3	47.9	28.4	59.9	48.3	31.9	37.6	31.6
STAFFORD	41.1	29.9	51.3	28.7	35.7	39.8	32.5	33.3	29.8

Literacy Growth Rate: K-8

West Bristol improved their growth rate when compared to 2025.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	45.1	37.7	33.8	33.4	33.3
GHS	43.3	32.5	34.8	30.7	41.2	40.7	34.5	35.9	33
WBS	45.7	36.2	40.2	30.7	35.7	32.4	33.2	25.9	33.7

Literacy Growth Rate: Middle

Middle schools saw a lesser percentage of students meeting their growth target than in 2025.

	15-16 Growth Rate	16-17 Growth Rate	17-18 Growth Rate	18-19 Growth Rate	21-22 Growth Rate	22-23 Growth Rate	23-24 Growth Rate	24-25 Growth Rate	25-26 Growth Rate
STATE	43.1	35.9	40.3	39.9	40.2	37.2	38.5	40.1	39.1
DISTRICT	42	34.9	38	33	**45.1**	**37.7**	**33.8**	33.4	33.3
BAIMS						**29.7**	28	34.3	32.9
CHMS	35.5	35.6	34.8	27.1	**46**	**33**	31.3	32.3	32.1
NEMS	48.4	38.7	41.6	44.9	**51.7**	**38.5**	35	40.2	33.8

Literacy APTA: Elementary

Almost all schools saw students earning more of their target than last year. Three schools outperformed the state.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
EDGEWOOD	72.6	56.5	60.6	69.8	66.5	50.6			
HUBBELL	60.7	65	63	55.1	86.3	69.4	81.4	53.3	70.4
IVY	66.8	60.6	55.8	63.7	74.9	82.2	66	47.7	62.9
MTV	66.3	50.1	64.9	60.7	84.5	68.6	64.7	53.9	61.5
SSS	70.4	54.5	74.4	53.6	78	73	53.7	55.4	55.3
STAFFORD	67.3	49.4	74.8	53.2	61.5	64.1	56.7	55	57.6

Literacy APTA: K-8

West Bristol students earned more of their growth target this year and outperformed the state average.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
GHS	65.4	54.3	56.6	50.3	62.1	62.5	55.1	56	55
WBS	68.7	56.9	64	53.2	56.6	54.3	53.5	45.7	59.7

Literacy APTA: Middle

Middle school students made less growth than last year.

	15-16 Avg % Target Achieved	16-17 Avg % Target Achieved	17-18 Avg % Target Achieved	18-19 Avg % Target Achieved	21-22 Avg % Target Achieved	22-23 Avg % Target Achieved	23-24 Avg % Target Achieved	24-25 Avg % Target Achieved	25-26 Avg % Target Achieved
STATE	63.8	54.9	60.7	60	60.4	57.2	58.7	60.6	59.3
DISTRICT	64.3	54.9	60.4	53.9	66.3	57.6	53.7	53.3	55.5
BAIMS						47.9	44	54.1	52.8
CHMS	55.5	54.9	55.6	45.7	66.5	50.3	48.6	52.8	50
NEMS	69.2	54.7	60.6	64.8	70.7	55.3	53.4	59.7	53.7

Literacy APTA by Grade: Grade 4

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	ELA	72.30%	56.40%	*	*	*
Ellen P. Hubbell School	ELA	95.70%	76.70%	83.50%	60.20%	73.60%
Greene-Hills School	ELA	61.50%	73.30%	63.40%	68.90%	60.50%
Ivy Drive School	ELA	66.30%	87.90%	65.90%	51.50%	71.90%
Mountain View School	ELA	83.10%	73.50%	59.30%	68.10%	60.80%
South Side School	ELA	71.90%	68.10%	53.30%	71.70%	53.70%
Stafford School	ELA	50.90%	58.50%	51.10%	52.90%	57.60%
West Bristol School	ELA	56.70%	59.90%	61.70%	61.90%	57.40%

Bristol Public Schools

Literacy APTA by Grade: Grade 5

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	ELA	59.00%	45.40%	*	*	*
Ellen P. Hubbell School	ELA	72.90%	61.20%	78.60%	47.70%	66.70%
Greene-Hills School	ELA	78.90%	71.90%	55.60%	48.10%	56.50%
Ivy Drive School	ELA	83.60%	78.00%	66.00%	43.50%	52.40%
Mountain View School	ELA	86.10%	65.60%	72.40%	45.70%	62.30%
South Side School	ELA	85.80%	76.80%	54.20%	42.30%	57.20%
Stafford School	ELA	71.80%	68.60%	63.90%	56.60%	57.50%
West Bristol School	ELA	69.20%	67.50%	62.80%	41.80%	51.90%

Bristol Public Schools

Literacy APTA by Grade: Grade 6

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	76.30%	57.60%	51.70%	48.00%	60.70%
Greene-Hills School	ELA	64.60%	60.00%	63.70%	70.00%	83.80%
Northeast Middle School	ELA	70.00%	52.20%	49.30%	66.40%	62.50%
West Bristol School	ELA	70.80%	39.30%	55.90%	53.40%	61.60%
Bristol Arts and Innovation Magnet School	ELA	*	45.90%	33.60%	53.10%	47.60%

Bristol Public Schools

Literacy APTA by Grade: Grade 7

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	59.80%	45.10%	48.50%	56.50%	43.60%
Greene-Hills School	ELA	44.80%	50.00%	51.50%	48.30%	38.40%
Northeast Middle School	ELA	88.30%	65.90%	61.10%	64.80%	53.00%
West Bristol School	ELA	32.10%	41.80%	54.00%	39.20%	55.90%
Bristol Arts and Innovation Magnet School	ELA	*	48.40%	51.10%	60.50%	55.00%

Bristol Public Schools

Literacy APTA by Grade: Grade 8

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	ELA	63.80%	48.80%	45.90%	53.30%	43.80%
Greene-Hills School	ELA	56.80%	54.70%	41.60%	43.90%	36.50%
Northeast Middle School	ELA	56.50%	46.30%	49.70%	50.30%	44.60%
West Bristol School	ELA	53.80%	63.20%	31.40%	29.80%	73.40%
Bristol Arts and Innovation Magnet School	ELA	*	49.60%	48.30%	48.60%	55.70%

Bristol Public Schools

Bristol Public Schools

Math Achievement

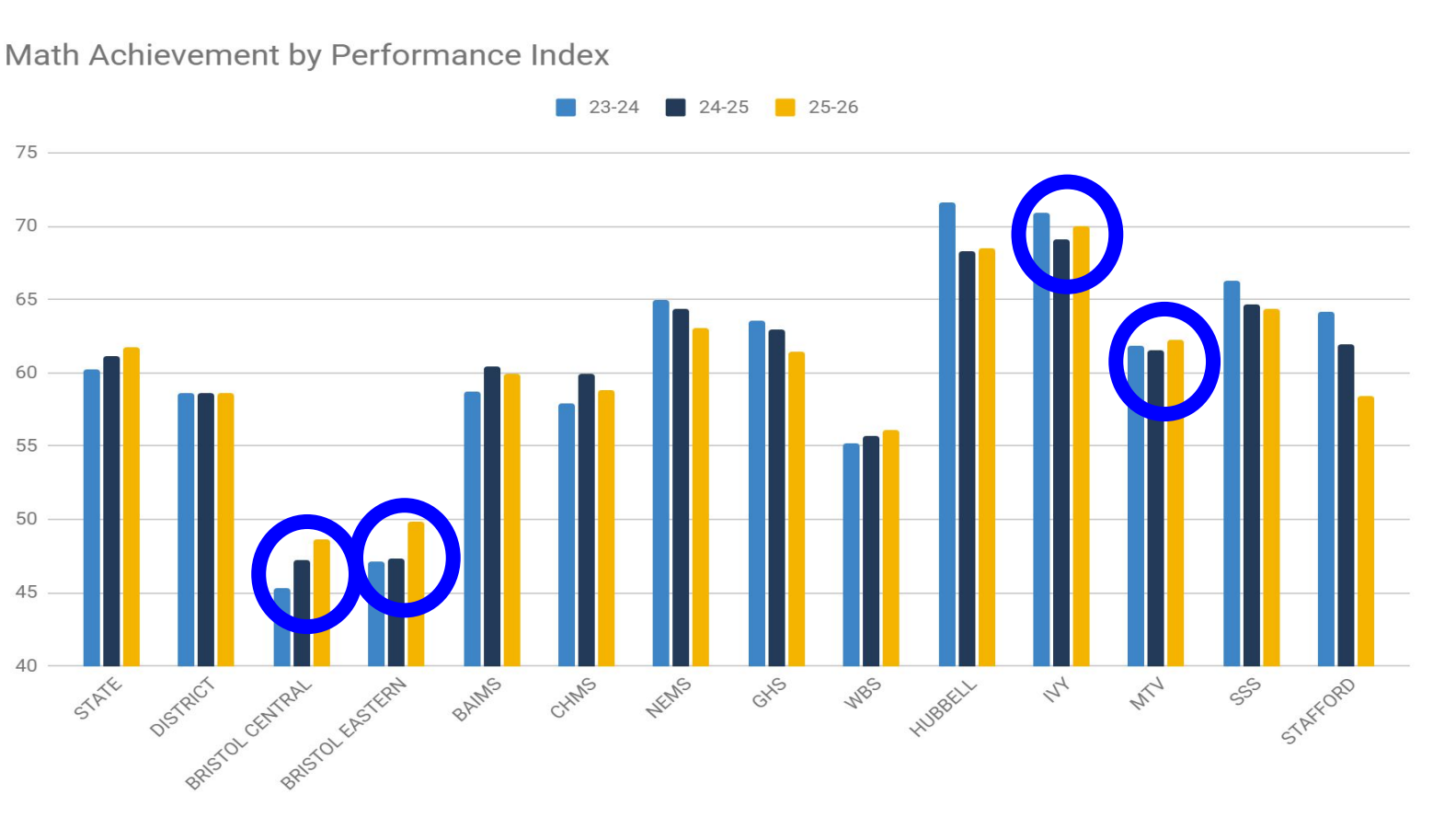
District Math Performance Index

The district remained flat in 2026 for all students and dipped slightly for students with high needs.

Year	State Index	BPS Actual Performance	BPS High Needs
14-15	59.3	57	50
15-16	61.4	59.5	52.6
16-17	62.2	59.6	52.5
17-18	62.7	59.9	53.2
18-19	64.2	59.5	53.2
20-21	n/a	54.1	n/a
21-22	58.6	56.6	49.9
22-23	59.7	58.5	53
23-24	60.2	58.6	53.1
24-25	61.1	58.6	52.5
25-26	61.7	58.6	52

School Math Performance Index

Schools had a slight increase at the elementary level with the greatest gains at Ivy Drive and Mountain View.



Elementary School Math Achievement

Four of our elementary schools had a higher percent of students reaching proficiency, outperforming the state average.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	58.6
EDGEWOOD	62.3	66.3	67.1	66.6	67.8	63.3	60.7	60.8			
HUBBELL	61.4	63.3	59.8	60.6	63.8	60.91	69.7	71.8	71.6	68.3	68.5
IVY	68	69.3	66.8	67.5	64.2	61.18	71.3	73.5	70.9	69.1	70
MTV	61.6	64.4	67.3	68.5	67.4	59.08	63.1	66.0	61.8	61.5	62.2
SSS	62.1	63.6	65.1	69.1	65.4	55.26	65.5	68.0	66.3	64.7	64.4
STAFFORD	61.4	62.9	62.1	63.6	57.9	52.02	55.1	60.2	64.2	61.9	58.4

K-8 School Math Achievement

West Bristol School improved over last year.

	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	61.4
GHS	57.6	58.6	59.3	59.2	58.7	56.02	61.4	65.5	63.6	63	61.4
WBS	57.9	59.1	59.9	61.8	59.4	48.75	50.1	53.1	55.2	55.7	56.1

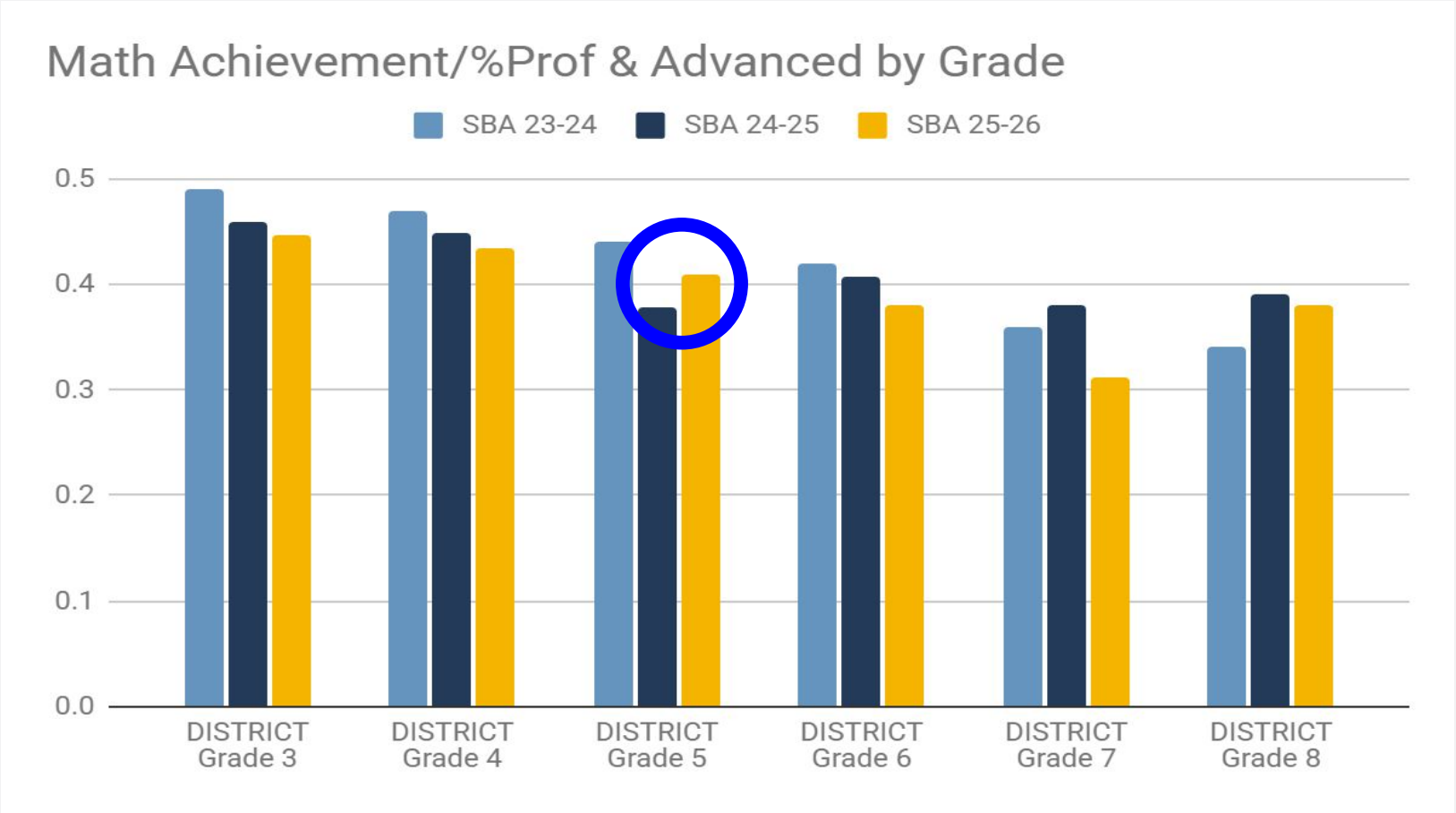
Middle School Math Achievement

Northeast Middle School outperformed the state average.

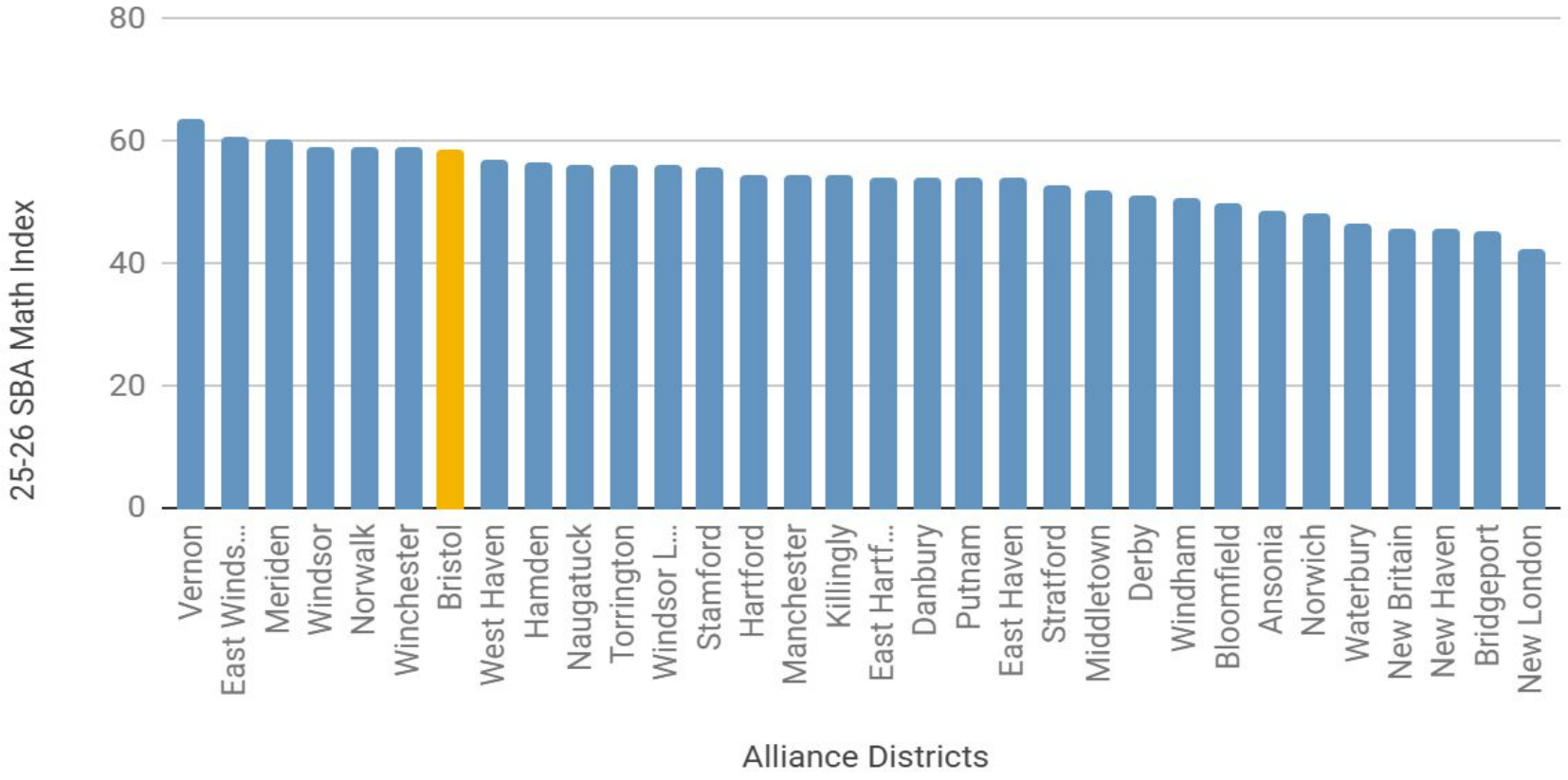
	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24	24-25	25-26
STATE	59.3	61.4	62.2	62.7	64.2	n/a	58.6	59.7	60.2	61.1	61.7
DISTRICT	57	59.5	59.6	59.9	59.5	54.01	56.6	58.5	58.6	58.6	58.6
BAIMS								58.1	58.7	60.4	59.9
CHMS	56.6	57.8	57.4	57.4	54.3	52.3	55.3	55	57.9	59.9	58.8
NEMS	59.7	63.1	65.3	66	65.6	55.95	60.9	62.2	65.0	64.4	63.1

Math Achievement by Grade

Grade 5 was the only grade to earn a higher proficiency rate this year when compared to last year.



25-26 Math Achievement by Alliance District

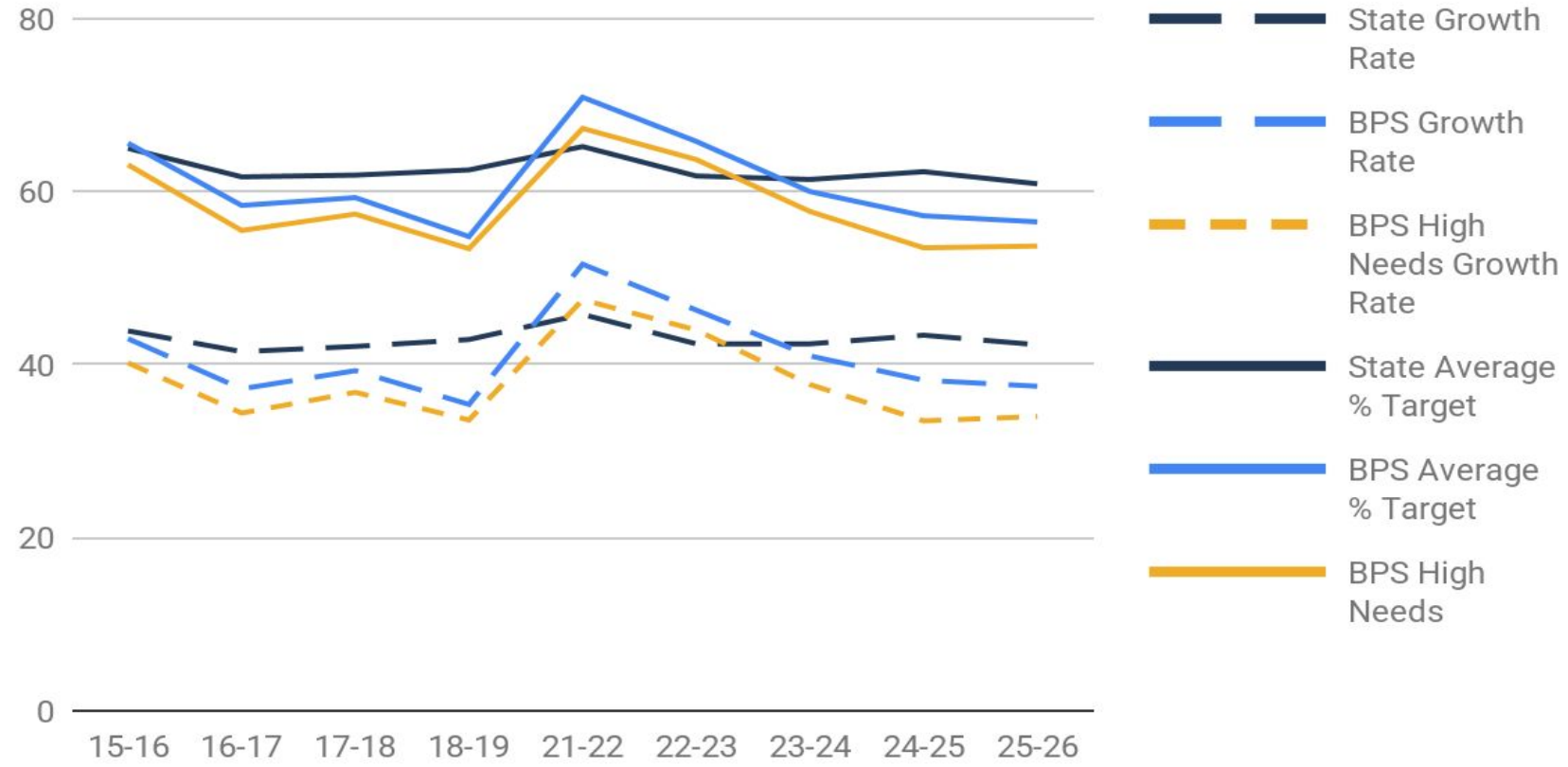


District Performance Math Growth Data

Math growth was done when compared to last year for all students, though students with high needs improved over last year.

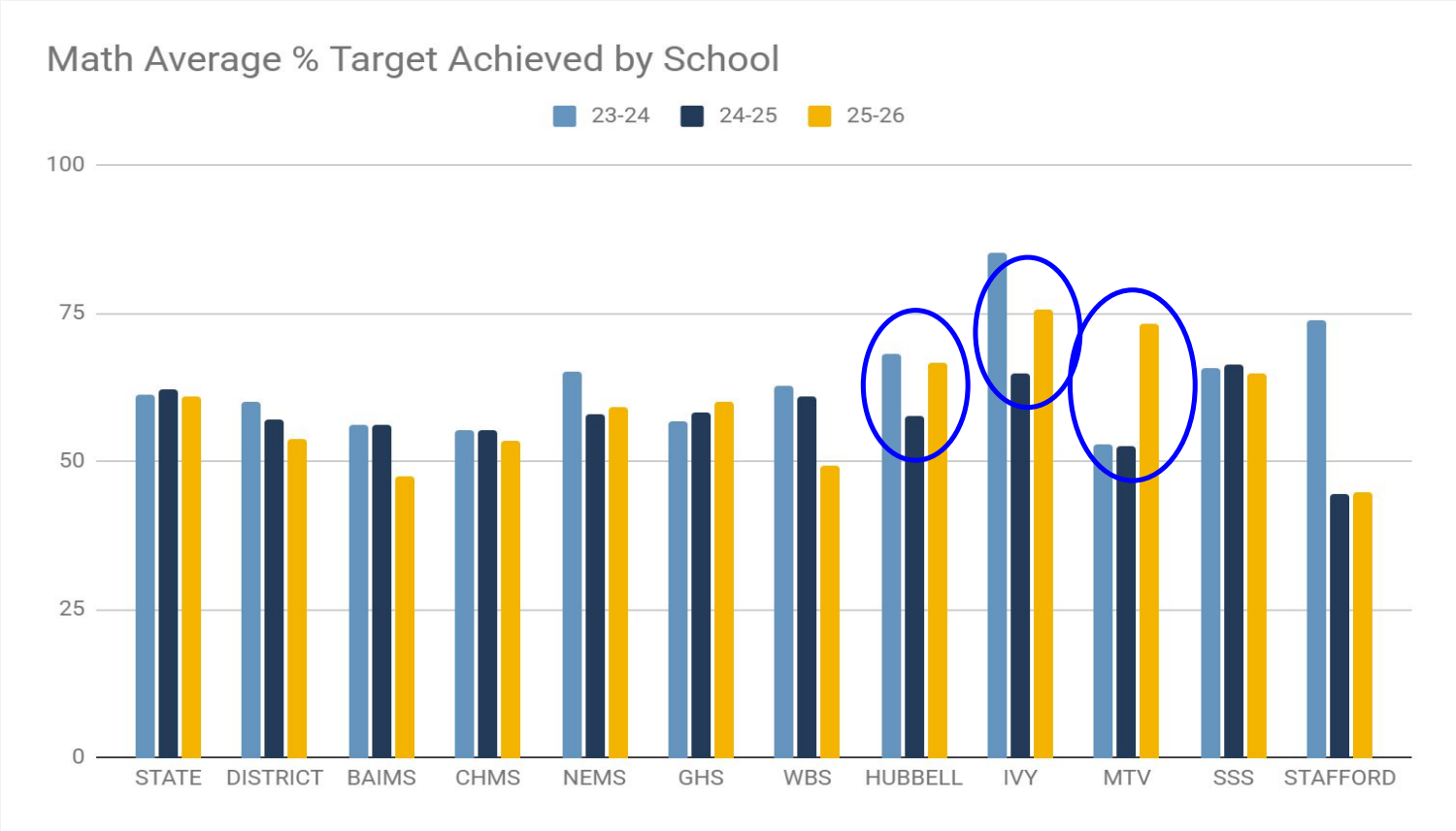
	State Growth Rate	BPS Growth Rate	BPS High Needs Growth Rate	State Average % Target Achieved	BPS Average % Target Achieved	BPS High Needs Average % Target Achieved
15-16	43.9	43	40.2	65	65.6	63.1
16-17	41.5	37.2	34.4	61.7	58.4	55.5
17-18	42.1	39.3	36.8	61.9	59.3	57.4
18-19	42.9	35.4	33.6	62.5	54.8	53.4
21-22	45.8	51.6	47.5	65.2	70.9	67.3
22-23	42.4	46.3	44	61.8	65.8	63.7
23-24	42.4	41	37.7	61.4	60	57.7
24-25	43.4	38.2	33.5	62.3	57.2	53.5
25-26	42.3	37.5	34	60.9	56.5	53.7

Math Growth Data



APTA by School

Math growth was strongest at Hubbell, Ivy Drive, and Mountain View.



Math Growth Rate: Elementary

Hubbell, Ivy Drive, and Mountain View Schools had a higher growth rate than the state of CT.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.1	35.9	40.3	39.9	40.2	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
EDGEWOOD	40.9	25.5	20.2	26.4	38.6	30.6			
HUBBELL	40.5	40.8	44.8	48.8	78.7	55.3	49.1	39	42.5
IVY	46.3	44.3	35.2	42.3	74	66.7	60	37.8	53.2
MTV	39	30.8	31.4	25.7	54.3	53.3	28.6	28.1	49
SSS	35.2	33.8	58.6	34	60.3	50	45.4	45.3	43.5
STAFFORD	50.7	33.3	50.4	38.1	33.3	35.3	47	22.8	18.5

Math Growth Rate: K-8

Math growth rate among the K-8s was lower than last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.1	35.9	40.3	39.9	40.2	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
GHS	38.7	38.3	33.2	34.3	56.8	57.1	38.4	40.7	39.2
WBS	45.7	42.3	44.7	41	40.8	40	39.8	39.5	31.3

Math Growth Rate: Middle

Northeast saw strong improvement in growth rate and outperformed the state.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	43.9	41.5	42.1	42.9	45.8	42.4	42.4	43.4	42.3
DISTRICT	43	37.2	39.3	35.4	51.6	46.3	41	38.2	34
BAIMS						40.5	37.5	36.9	30.5
CHMS	42.9	31.1	34.8	25.2	47.5	42.3	39	39.4	37.6
NEMS	47.2	47.9	44.4	46.8	58.2	49.5	46.4	40.7	59.2

Math APTA: Elementary

Hubbell, Ivy Drive, and Mountain View Schools had a higher growth rate than the state of CT.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
EDGEWOOD	64.8	49.8	42	53	66.3	50.7			
HUBBELL	73.2	64.4	67.4	74.4	98.7	75	68	57.6	66.5
IVY	71.6	71.5	63.3	62.4	93.3	89.7	85.3	64.8	75.6
MTV	69	56.9	61.8	49.5	79.9	77.7	52.9	52.7	73.3
SSS	57.4	56.7	82.5	56	82.4	76.3	65.8	66.2	64.9
STAFFORD	77.8	59.5	74.1	55.6	57.5	66.1	73.7	44.4	44.7

Math APTA: K-8

Greene-Hills students met more of their growth target when compared to last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
GHS	63	58.6	53.5	56.4	74.5	76	56.9	58.4	60.1
WBS	67.6	65	62.7	60.2	60.1	61.9	62.9	61.1	49.4

Math APTA: Middle

Northeast Middle School students met more of their growth target when compared to last year.

	15-16	16-17	17-18	18-19	21-22	22-23	23-24	24-25	25-26
STATE	65	61.7	61.9	62.5	65.2	61.8	61.4	62.3	60.9
DISTRICT	65.6	58.4	59.3	54.8	70.9	65.8	60	57.2	53.7
BAIMS						58.1	56.3	56.1	47.4
CHMS	62.1	49.6	52.9	42.1	64.9	58.3	55.2	55.2	53.6
NEMS	67.4	66.4	62.3	65.4	75.7	65.1	65.2	57.9	59.2

Math APTA by Grade: Grade 4

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	Math	73.70%	50.70%	*	*	*
Ellen P. Hubbell School	Math	100.00%	72.60%	61.40%	52.70%	65.40%
Greene-Hills School	Math	81.60%	89.10%	63.50%	60.90%	70.00%
Ivy Drive School	Math	93.50%	85.90%	87.10%	79.30%	87.00%
Mountain View School	Math	77.30%	82.60%	53.00%	48.10%	69.80%
South Side School	Math	77.80%	69.30%	57.10%	69.10%	58.30%
Stafford School	Math	58.20%	54.50%	66.60%	50.10%	35.80%
West Bristol School	Math	67.90%	91.60%	88.30%	82.50%	80.90%

Math APTA by Grade: Grade 5

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Edgewood School	Math	59.10%	56.40%	*	*	*
Ellen P. Hubbell School	Math	92.50%	77.70%	76.60%	61.70%	67.70%
Greene-Hills School	Math	91.50%	94.40%	65.80%	56.20%	76.40%
Ivy Drive School	Math	93.10%	92.60%	83.20%	51.00%	62.30%
Mountain View School	Math	82.90%	74.70%	52.90%	55.40%	77.50%
South Side School	Math	88.00%	81.50%	75.40%	63.80%	72.60%
Stafford School	Math	56.80%	75.30%	82.90%	40.10%	55.60%
West Bristol School	Math	77.60%	65.10%	57.70%	66.70%	50.70%

Bristol Public Schools

Math APTA by Grade: Grade 6

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	75.70%	74.50%	50.70%	42.10%	53.60%
Greene-Hills School	Math	87.60%	82.70%	74.60%	77.20%	83.30%
Northeast Middle School	Math	57.70%	52.10%	54.80%	58.10%	55.40%
West Bristol School	Math	79.30%	37.00%	55.50%	53.10%	33.50%
Bristol Arts and Innovation Magnet School	Math	*	44.80%	42.40%	57.30%	55.40%

Bristol Public Schools

Math APTA by Grade: Grade 7

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	52.50%	36.50%	48.30%	54.90%	44.70%
Greene-Hills School	Math	40.00%	30.50%	30.10%	30.20%	26.20%
Northeast Middle School	Math	86.10%	68.70%	61.60%	45.80%	46.00%
West Bristol School	Math	36.40%	53.70%	50.40%	43.90%	27.60%
Bristol Arts and Innovation Magnet School	Math	*	44.50%	54.60%	54.70%	29.60%

Bristol Public Schools

Math APTA by Grade: Grade 8

School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26
Chippens Hill Middle School	Math	67.00%	64.80%	65.10%	68.10%	61.00%
Greene-Hills School	Math	68.60%	79.60%	52.60%	59.50%	44.20%
Northeast Middle School	Math	85.30%	73.40%	79.40%	69.00%	73.40%
West Bristol School	Math	37.70%	59.50%	53.50%	54.10%	43.30%
Bristol Arts and Innovation Magnet School	Math	*	85.30%	71.40%	53.50%	57.60%

Bristol Public Schools

District Next Steps

Area of Influence	Actions
Creating High-Performance School Cultures	• Implement targeted academic interventions, unified tier-1 instructional practices and dedicated social-emotional learning supports to ensure a smooth transition and equitable academic growth for students in their new middle school environments
Developing High-Reliability District Systems	• Increase support and accountability to school data through district continuous improvement team meetings, regular data reviews, and strategic plan reviews • Strengthen administrators ability to provide student-focused and curriculum-based feedback through professional development
Ensuring Curricular Pathways to Success	• Implement targeted writing experiences across all content area using the district writing framework to build student stamina and proficiency across varying functions of writing. • Pilot intervention models at two elementary schools and both middle schools to provide targeted Tier 2 and Tier 3 supports for students

Bristol Public Schools

Bristol Public Schools

On-Track to Graduation

Presentation to the Student Achievement Committee

October 21, 2026

Definition of “On-Track”

On-track is one indicator included in the CSDE Next Generation Accountability System. Indicator 7 identifies students as “on-track” when they are a grade nine student who has successfully earned six credits.

State Target

94%

District Highlights

Grade 9 Credit Attainment

BPS had more students earning six credits in grade 9 in 2025-26 than in the prior year.

Highest percentage achieved since 2019.

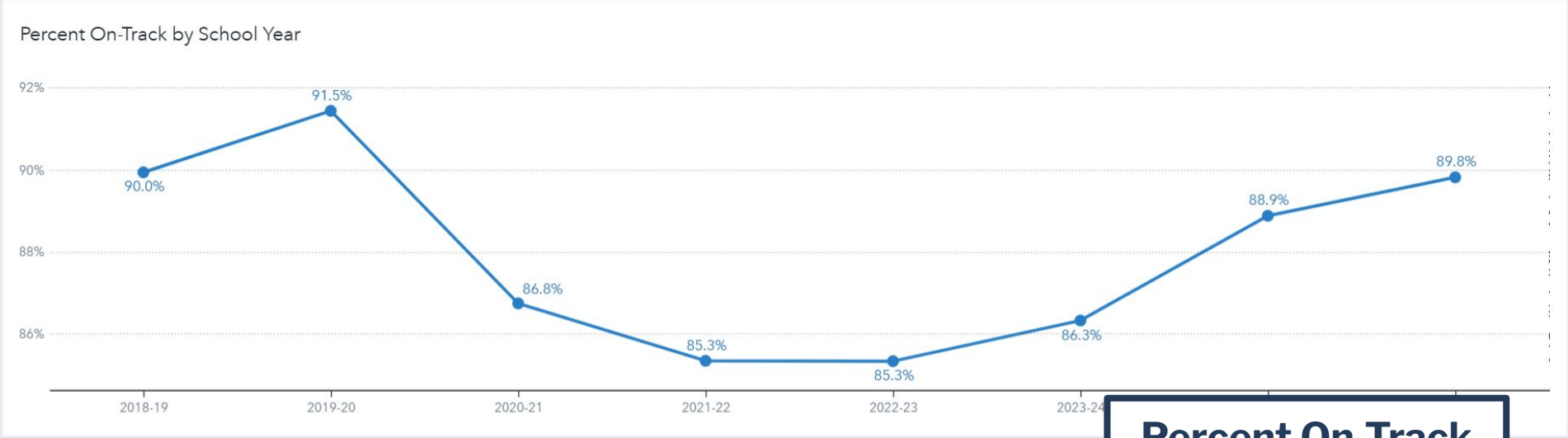
School Progress

Improvements were observed across both high schools, demonstrating district-wide positive momentum.

Bristol Public Schools

District Percent On-Track

More Bristol students earned six credits this year when compared to the past six years.



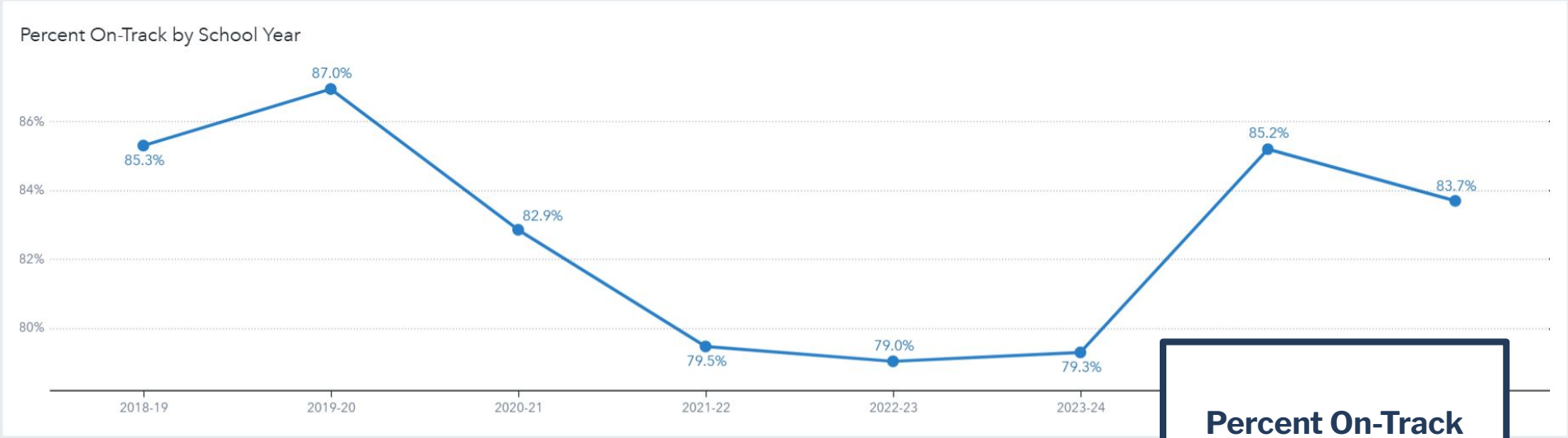
Percent On-Track

89.8%

Bristol Public Schools

On-Track Special Populations Economically disadvantaged

The percent of students who qualify for free or reduced lunch and who have earned six credits was higher than all students.



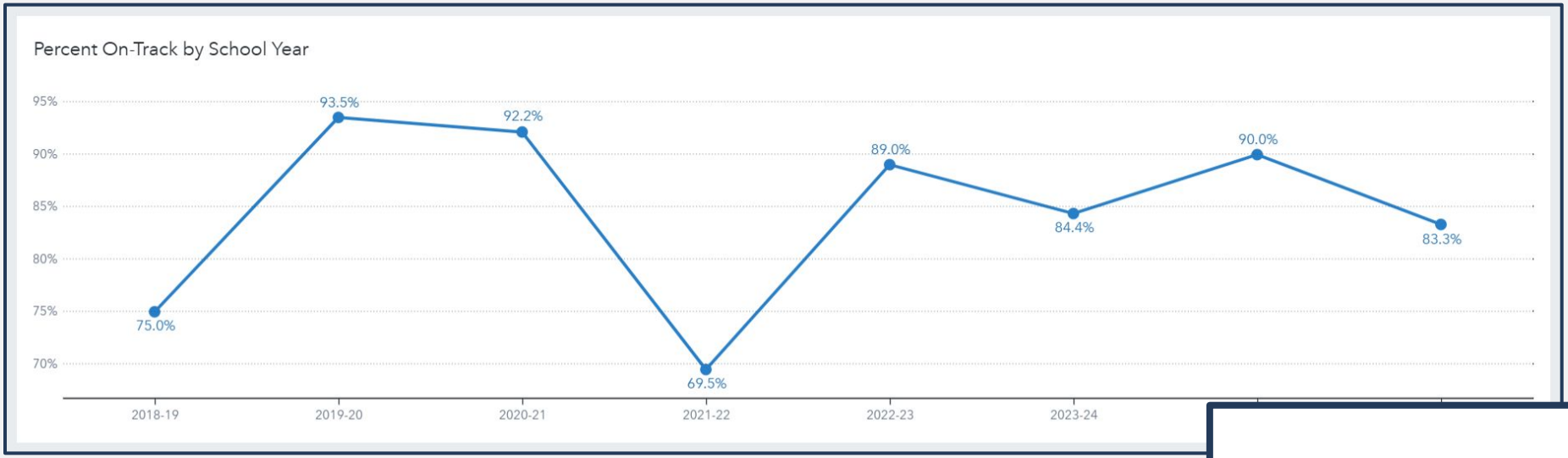
Percent On-Track

83.7%

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On-Track Special Populations
Multilingual students

The percent of students who are multilingual learners and who have earned six credits was higher than all students.



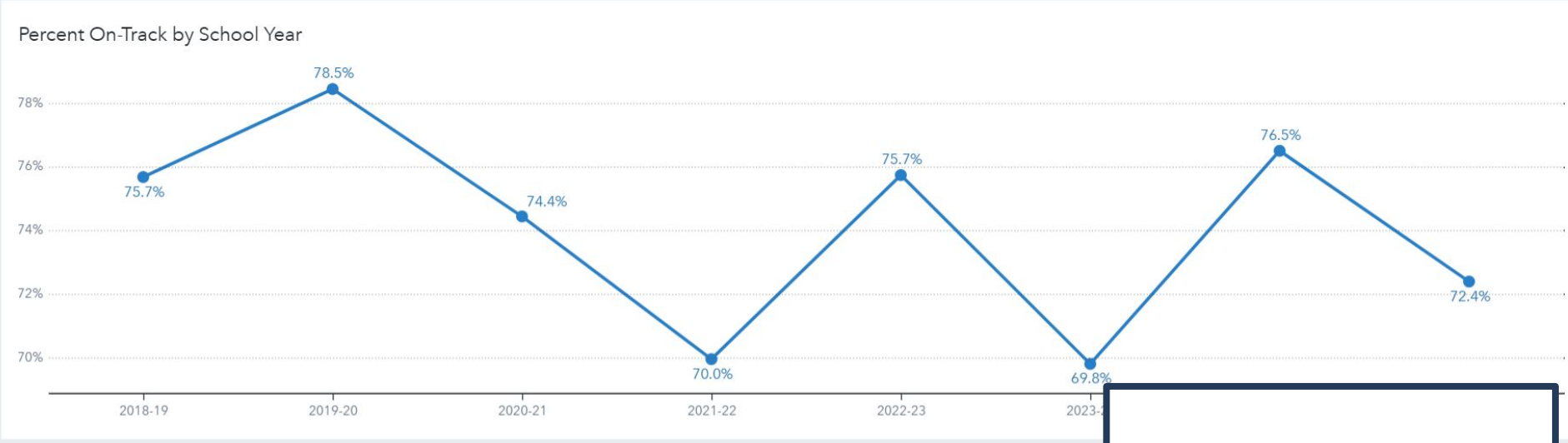
Percent On-Track

83.3%

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On-Track Special Populations
Students with Disabilities

There was a significant decrease in the percent of students with disabilities who did not earn six credits.



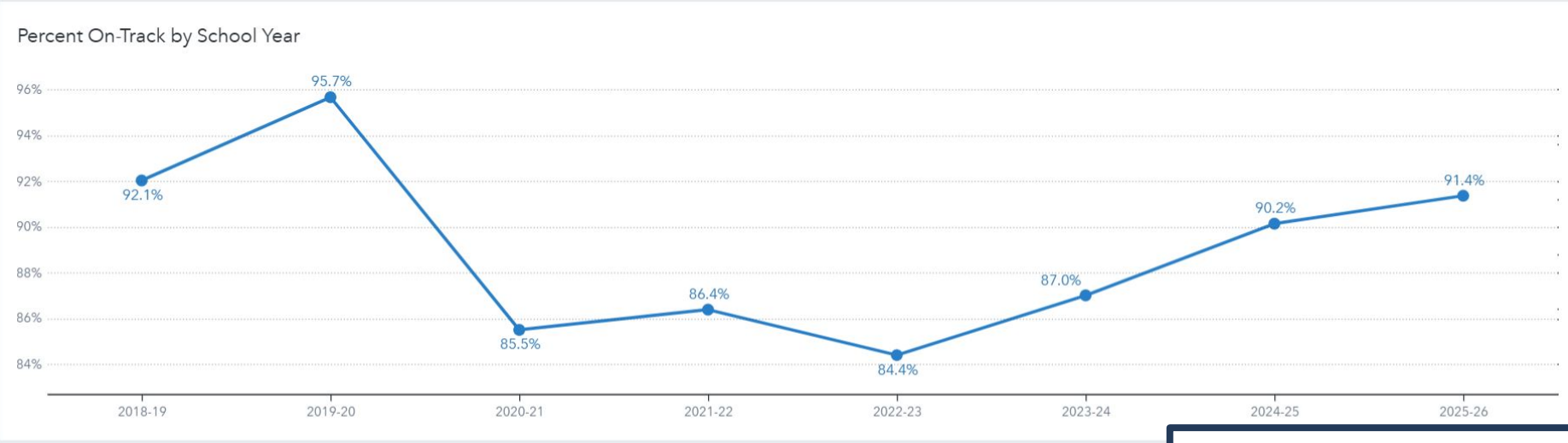
Percent On-Track

72.4%

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Bristol Central High School On-Track Rate

The success rate of students who are earning six or more credits at Bristol Central High School continues to rise after the pandemic.



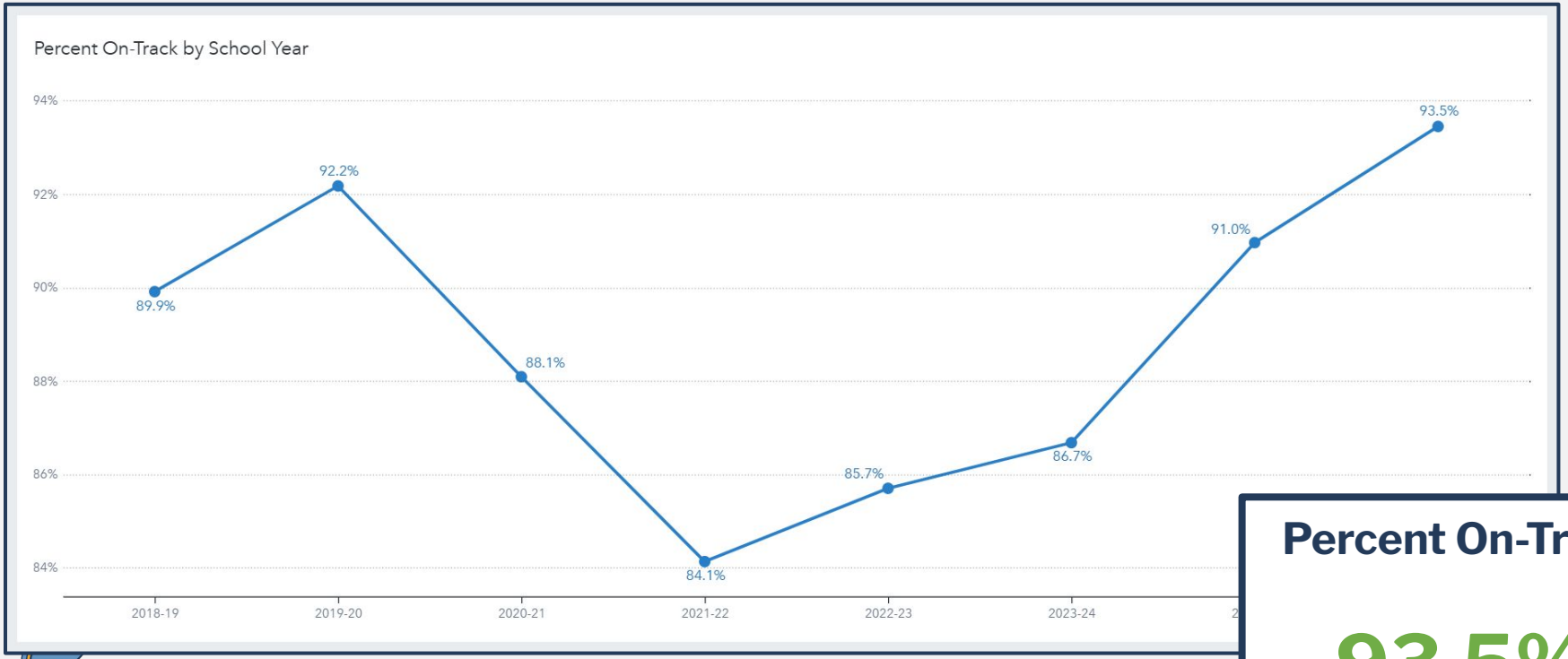
Percent On-Track

91.4%

Bristol Public Schools

Bristol Eastern High School On-Track Rate

The success rate of students who are earning six or more credits at Bristol Eastern High School continues to rise with its' highest average yet.

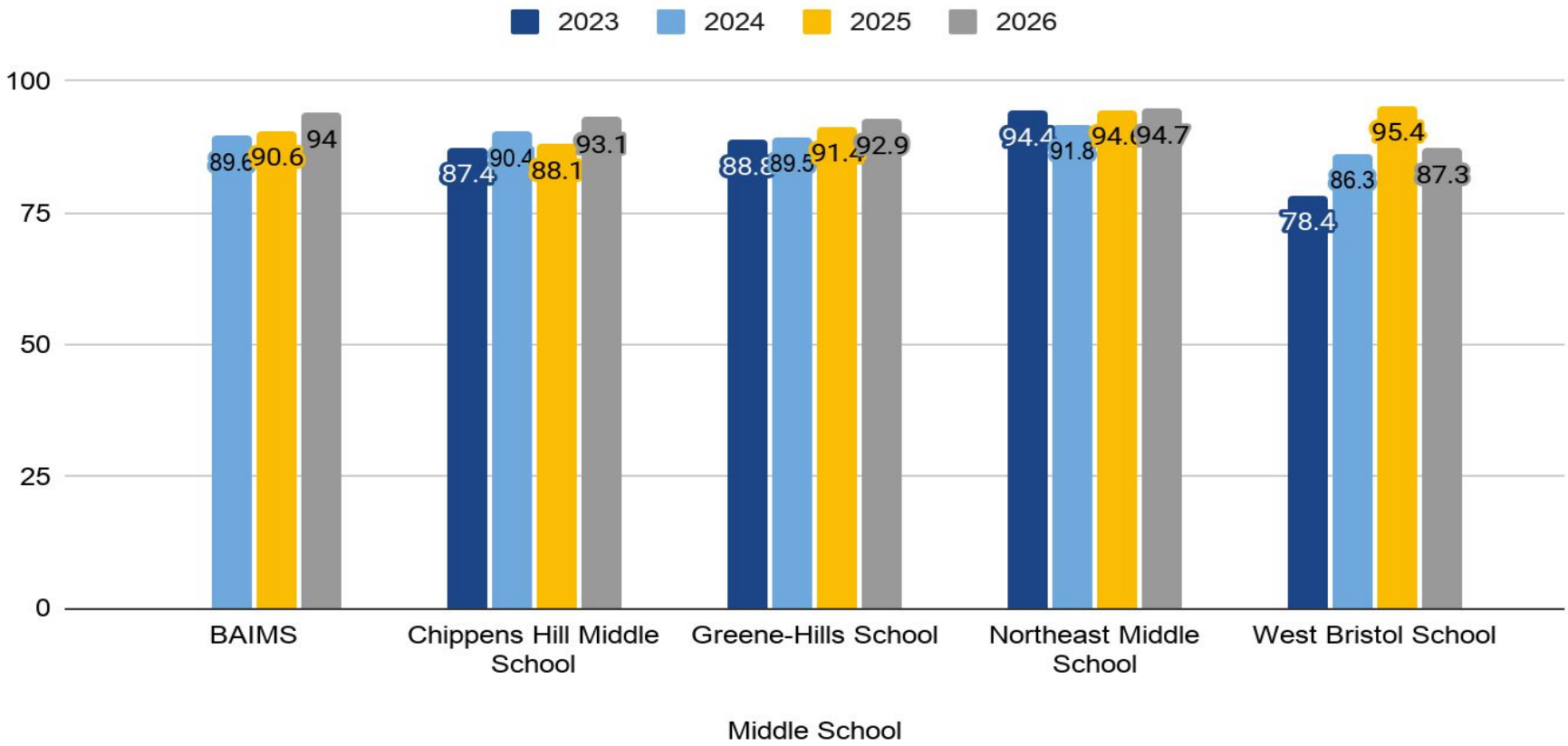


Percent On-Track

93.5%

Bristol Public Schools

On-Track Rates by Sending Middle School



Reflecting on Practice

Systems for Regular Monitoring and Review

Administrator Oversight

Each high school has assigned an administrator dedicated to tracking student progress. Monthly meetings are held to assess status, identify at-risk students, and implement targeted support, which administrators then share with their school-level teams monthly.

Staff Impact

Dedicated on-track counselors with specific caseloads operated throughout the entire school year at both high schools, directly contributing to positive outcomes in this metric.

Flexible Course Options & Structures

Master schedules now incorporate credit-recovery opportunities for ninth graders, enabling students to make up first-semester credits during the second semester.

Additional Factors

Overall high school attendance showed a notable improvement compared to the previous year.

Focus Areas

Strategic Priorities & Instructional Support

Grade 9 Implementation of Newly Revised English Language Arts

- Roll out the revised ELA curriculum to align with academic standards and boost literacy.
- Provide teacher professional development and resources for effective instruction.
- Monitor student progress to make timely adjustments.

Strengthen Math Support Through Scheduling and Tutoring

- Reconfigure daily schedules for dedicated math intervention periods.
- Implement high-dosage, small-group tutoring to address learning gaps.
- Track growth metrics to measure intervention impact.

Credit Connect Classes for New Students

- Utilize specialized courses to help transfer students catch up on graduation requirements.
- Provide a supportive onboarding environment for smooth integration and timely graduation.

Fine Arts Department Overview

PK-5

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Bristol Fine Arts Disciplines



Music

Classroom Music, Instrumental and Vocal performance



Theater

Acting, direction, stagecraft, and dramatic production.



Visual Arts

Drawing, painting, sculpture, and design

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National Core Arts Standards

Artistic Literacy

Core Definition

“Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.”

National Core Arts Standards

Art Education Disciplines

Dance

Movement, choreography, and expressive performance.

Media Arts

Digital media, filmmaking, graphics, and interactive design.

Music

Vocal, instrumental performance, and composition.

Theater

Acting, direction, stagecraft, and dramatic production.

Visual Arts

Drawing, painting, sculpture, and visual design.

National Core Arts Standards

The standards are built upon four central artistic processes:

Creating

Generate, organize, and refine artistic ideas and work.

Performing / Presenting / Producing

Analyze, develop, interpret, and convey meaning through presentation.

Responding

Perceive, analyze, interpret, and evaluate artistic work.

Connecting

Synthesize relate knowledge, personal experiences, and external contexts.

PK-5

Schedule & Class Structure

Frequency

Classes to all - once a week

Days

Built on a Monday through Friday Schedule

Duration

45 minutes

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Art

Elements & Principles of Art

Elements of Art

The visual components used to create art:

- Color
- Line
- Form
- Space
- Value
- Shape
- Texture

Principles of Art

How artists organize elements within a work:

- Balance
- Emphasis
- Rhythm
- Unity
- Proportion
- Movement
- Variety

Art

5 Core Units

Unit 01

Drawing

2-D Exploration & Line Work

Unit 02

Painting

Color Theory & Expression

Unit 03

Printmaking

Texture & Pattern Replication

Unit 04

Assemblage / Sculpture

2-D / 3-D Construction

Unit 05

Clay

3-D Modeling & Form

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Unit 1 Drawing

Scope & Sequence Vocabulary Progression (PreK – Grade 5)

PreK

Use writing tools, large brushes, & fingers to make marks.

- Lines
- Simple Shapes (Closed lines)
- Small, Medium, Large

Art - K

Pencil (stick media) holding skills.

- Lines (straight, zig-zag, curved)
- Shapes (square, rectangle, triangle, circle, oval)
- Space (overlapping, size, above, below, left, right)
- Pattern (repeating pattern)

Art - 1st Grade

Review Kindergarten vocabulary.

- Lines (wavy, broken, spiral, diagonal, vertical, horizontal)
- Line quality (thick, thin)
- Shapes (organic & geometric)
- Space (near/far, foreground, background)
- Pattern (alternating AB pattern)

Art - 2nd Grade

Review 1st grade vocabulary.

- Line (horizon line, ground line)
- Shapes (complex geometric - trapezoid)
- Space (middleground)
- Pattern (variety as it relates to design)

Art - 3rd Grade

Review 2nd grade vocabulary.

- Lines emphasizing texture, movement, & expression
- Shape (silhouette, shadow)
- Space (landscapes, still life, positive/negative, open space, detail)

Art - 4th Grade

Review 3rd grade vocabulary.

- Line (parallel, perpendicular, intersecting, contour)
- Visual texture & Shape (complex geometric - parallelogram)
- Balance (symmetrical)
- Space (realism - landscape, still-life accuracy)

Art - 5th Grade

Review 4th grade vocabulary.

- Line (converging)
- Shapes (complex geometric)
- Balance (radial, symmetrical)
- Space (perspective, proportion)

Music

Dr. John Feierabend's Core Philosophy & The Three Musical Traits



TRAIT 01

Tuneful

The ability to sing in tune with a healthy, easy vocal function, use the head voice expressively, and think tunes mentally.



TRAIT 02

Beatful

The ability to feel a steady beat, recognize beat divisions (groupings of two and three), and move comfortably to rhythm and meter.



TRAIT 03

Artful

The capacity to connect to the expressive, emotional core of music and experience deep artistic appreciation rather than just technical execution.

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Music

Core Curriculum Units & Instructional Focus Areas

Rhythm

Conversational Solfege

Beat, tempo, patterns, and meter comprehension

Melody

Conversational Solfege

Pitch, contour, tonal accuracy, and singing

Expression

Focus Area

Dynamics, tempo nuance, and emotional intent

Form

Focus Area

Structural patterns, phrase organization, and themes

Timbre

Focus Area

Tone color, instrumental & vocal identification

Literacy

Focus Area

Symbol reading, notation, and musical decoding

Technique

Focus Area

Vocal posture, instrument control, and performance skills

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Unit 2 Melody

Scope & Sequence Progression (PreK – Grade 5)

PreK

Foundational Exploration

- Vocal play & exploration
- Singing voice vs. talking voice discrimination

Kindergarten

- Echo Songs
- Simple Songs
- Call and Response

1st Grade

- Head Voice
- Mi, Re, Do singing
- Chocolate Cinnamon
- Closet Key
- Au Claire De La Lune

2nd Grade

- Pitch pathways
- Echo MRD patterns (solfege & neutral)
- Go Round the Mountain w/ hand signs

3rd Grade

- Echo MRD &
- Tonal Common assessment
- MRD on staff (Major/Minor)
- MRD rote, read, decode, & write

4th Grade

- Do-Sol singing
- Recorder:
  - MRD into Fa & Sol
  - Low La & Sol
- Tonal Common Assessment

5th Grade

- Review Low Sol - High Sol
- Review Rounds, Partner Songs, Unison, & Harmony
- Cont'd expanding Rounds, Partner Songs, & Harmony

Music

5th Grade Performance & Choral Opportunities

5th Grade Chorus

All students have the opportunity to perform and participate in choral music education.

Bristol Vision of the Graduate

This Choral experience helps students build skills and disposition for Collaboration and Communication

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Questions?

PK-5 Fine Arts Program



Have questions?

Any questions regarding our PK-5 Fine Arts program?

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