Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Bloomfield High School
Bloomfield School District

860-286-2630 • http://www.bloomfieldschools.org

School Information

Grade Range	**9-12**
Enrollment	**538**

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

 CT Reports (CMT/CAPT)

 District and School Performance Reports

 Special Education Annual Performance Reports

 SAT®, AP®, PSAT® Report by High School (Class of 2015)
(2015® The College Board)

 College Enrollment, Persistence, and Graduation
(National Student Clearinghouse)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit EdSight (EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	246	45.7	48.6
Male	292	54.3	51.4
American Indian or Alaska Native	*	*	*
Asian	*	*	1.2
Black or African American	476	88.5	73.7
Hispanic or Latino	41	7.6	10.6
Pacific Islander	*	*	*
Two or More Races	*	*	2.5
White	13	2.4	11.6
English Language Learners	7	1.3	1.7
Eligible for Free or Reduced-Price Meals	269	50.0	50.5
Students with Disabilities[1]	79	14.7	13.4

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	20	8.6	40	16.7
Male	32	11.5	71	24.6
Black or African American	44	9.8	100	21.6
Hispanic or Latino	6	15.8	8	19.5
White	*	*	*	*
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	38	15.3	81	29.7
Students with Disabilities	18	22.0	29	33.3
School	52	10.2	111	21.0
District		9.0		11.0

Number of students in 2013-14 qualified as truant under state statute: 11

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	51.6
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	6.8
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.7
Counselors, Social Workers and School Psychologists	5.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	23.3

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.6
Black or African American	20	27.8	22.4
Hispanic or Latino	1	1.4	1.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	51	70.8	74.8

Classes Taught by Highly Qualified Teachers[2]

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

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

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.5	7.8

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	982
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:35 AM
End Time	02:15 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	64	65.3	97	85.1
Hispanic or Latino	8	*	*	*
White	*	*	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	41	74.5	49	83.1
Students with Disabilities	7	*	14	*
School	78	67.8	105	84.0
District		64.4		76.3

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	0	0.0
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	16	50.0
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	31	39.2
District		63.8

[4]Ages 6-21

Performance and Accountability

School Performance Index (SPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	*
Black or African American	94	68.0	92	50.7	123	51.8
Hispanic or Latino	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	*	0	*	*	*
White	*	*	*	*	*	*
English Language Learners	*	*	*	*	0	*
Non-English Language Learners	*	*	*	*	134	52.0
Eligible for Free or Reduced-Price Meals	54	64.5	52	50.2	55	49.8
Not Eligible for Free or Reduced-Price Meals	57	71.9	57	53.7	79	53.6
Students with Disabilities	14	*	14	*	26	33.5
Students without Disabilities	97	73.3	95	56.1	108	56.5
High Needs	56	62.8	54	48.4	67	45.8
Non-High Needs	55	73.9	55	55.7	67	58.2
School	111	68.3	109	52.1	134	52.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	83.3	114	83.3
Curl Up	N/A	N/A	N/A	89.5	114	89.5
Push Up	N/A	N/A	N/A	91.2	114	91.2
Mile Run/PACER	N/A	N/A	N/A	81.6	114	81.6
All Tests - School	N/A	N/A	N/A	65.8	114	65.8
All Tests - District	21.3	44.9	44.9	64.8		44.8

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	120	91.7	80.1	Yes	81.6
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	90	93.3	73.0	Yes	75.4
Students with Disabilities	*	*	61.0	Yes	64.6
School	133	90.2	79.2	Yes	80.8
District		87.6	79.2	Yes	80.8

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

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

[3]Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[4]

	Participation[5]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.2	30	27.0
Male	87.6	28	21.7
Black or African American	87.7	47	22.2
Hispanic or Latino	*	*	*
White	*	6	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	85.1	23	20.2
Students with Disabilities	*	0	*
School	88.3	58	24.2
District	69.5		18.9

[4]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[6]	Persistence[7]
	Rate (%)	Rate (%)
Female	83.6	93.6
Male	62.9	73.2
Black or African American	72.7	84.0
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	68.9	81.8
Students with Disabilities	*	*
School	73.2	84.1
District	70.9	81.5

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

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

Source: National Student Clearinghouse

Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.3	75	91.1	100	91.1	67.9
	High Needs Students	62.8	75	83.8	100	83.8	56.7
Math Performance Index	All Students	52.1	75	69.4	100	69.4	59.3
	High Needs Students	48.4	75	64.5	100	64.5	47.8
Science Performance Index	All Students	52.0	75	69.4	100	69.4	56.5
	High Needs Students	45.8	75	61.1	100	61.1	45.9
Chronic Absenteeism	All Students	10.2%	<=5%	39.6	50	79.2	10.6%
	High Needs Students	15.6%	<=5%	28.7	50	57.5	17.3%
Preparation for CCR	% Taking Courses	75.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	24.2%	75%	16.1	50	32.2	37.3%
On-track to High School Graduation		79.8%	94%	42.5	50	84.9	85.6%
4-year Graduation All Students (2014 Cohort)		90.2%	94%	96.0	100	96.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.6%	94%	96.4	100	96.4	77.6%
Postsecondary Entrance (Class of 2014)		74.0%	75%	98.6	100	98.6	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		80.9% | 65.8%	75%	21.9	50	43.9	87.6% | 51.0%
Arts Access		48.8%	60%	40.7	50	81.4	45.7%
Accountability Index				**969.9**	**1250**	**77.6**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.9	62.8	11.0	16.8	
Math Performance Index Gap	55.7	48.4	7.3	19.5	
Science Performance Index Gap	58.2	45.8	12.4	17.3	
Graduation Rate Gap	94.0%	90.6%	3.4%	12.6%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.3
	High Needs Students	96.6
Math	All Students	97.4
	High Needs Students	94.8
Science	All Students	97.9
	High Needs Students	95.8

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports