

STRATEGIC SCHOOL PROFILE 2010-11**Bloomfield School District**

JACQUELINE J. JACOBY, Superintendent

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Bloomfield,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$28,843
Town Population in 2000: 19,587	Percent of Adults without a High School Diploma in 2000*: 15.8%
1990-2000 Population Growth: 0.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 84.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010	2,196
5-Year Enrollment Change	-7.2%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,032	47.0	40.3	34.1
K-12 Students Who Are Not Fluent in English	38	1.9	3.8	5.6
Students Identified as Gifted and/or Talented*	200	9.1	4.0	4.0
PK-12 Students Receiving Special Education Services in District	217	9.9	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	185	93.9	77.1	80.2
Homeless	1	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	26	8.4	13.3	13.2

*40.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.5
Asian American	33	1.5
Black	1,679	76.5
Hispanic	188	8.6
Pacific Islander	2	0.1
White	201	9.2
Two or more races	83	3.8
Total Minority	1,995	90.8

Percent of Minority Professional Staff: 22.8%

Non-English Home Language:

3.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 17.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Bloomfield Public Schools provide numerous opportunities for students and staff to interact with students and families to reduce racial, ethnic, and economic isolation. Both the Big Picture High School and the Wintonbury Early Childhood Magnet School are operated under the auspices of the Bloomfield Board of Education . These magnet schools reduce racial and economic isolation for Bloomfield students by attracting area students across racial, ethnic, and economically diverse backgrounds. The Big Picture High School is currently modeled after the MET in Providence, Rhode Island and provides an individualized learning program through a series of real life experiences via internships, and attracts students from the Greater Hartford area. Wintonbury Early Childhood Magnet School offers a full day program for 3-5 year-old students from Bloomfield and five surrounding communities. The school partners with Bloomfield's Auer Farm linking curriculum and instruction to authentic, hands-on exploration. Bloomfield has also participated in a number of Interdistrict Cooperative Grants with surrounding schoolsystems, including a long-standing relationship between Bloomfield High School and Granby High School. Bloomfield students attend area magnet schools, including the Metropolitan Learning Center, the Greater Hartford Math & Science Academy, and the Greater Hartford Academy for the Performing Arts.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	39.4	58.4	10.0	
Writing	60.6	61.1	36.0	
Mathematics	51.9	63.0	16.1	
Grade 4 Reading	44.3	62.5	8.0	
Writing	49.7	65.5	10.4	
Mathematics	49.3	67.0	10.4	
Grade 5 Reading	29.9	61.4	6.1	
Writing	55.9	66.8	16.0	
Mathematics	58.0	72.5	13.5	
Science	27.8	59.9	4.9	
Grade 6 Reading	65.5	76.0	16.7	
Writing	60.1	65.2	28.0	
Mathematics	67.4	71.3	28.6	
Grade 7 Reading	62.1	77.8	10.8	
Writing	39.1	58.9	10.8	
Mathematics	53.2	68.4	12.8	
Grade 8 Reading	69.4	74.7	21.0	
Writing	53.9	64.8	17.8	
Mathematics	37.8	66.6	7.6	
Science	41.1	63.1	10.8	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	9.8	44.7	3.8	
Writing Across the Disciplines	37.3	61.2	12.0	
Mathematics	13.1	49.5	5.3	
Science	15.6	47.0	6.8	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	33.8	51.0	14.8

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.0	70.6	
Average Score	Mathematics	396	510	3.1
	Critical Reading	396	505	2.3
	Writing	393	510	1.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	76.7	81.8	16.8
2009-10 Annual Dropout Rate for Grade 9 through 12	2.9	2.8	16.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.7	84.8
% Employed (Civilian Employment and in Armed Services)	9.8	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	177.00
Paraprofessional Instructional Assistants	38.00
Special Education	
Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	29.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.50
School Level	10.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	21.80
School Nurses	5.50
Other Staff Providing Non-Instructional Services and Support	162.75

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.8	13.9
% with Master's Degree or Above	70.7	79.6	79.0

Average Class Size	District	DRG	State
Grade K	16.4	18.3	18.4
Grade 2	16.4	19.5	19.9
Grade 5	21.4	21.7	21.2
Grade 7	15.5	19.3	20.6
High School	16.0	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	951	985	992
Middle School	1,071	1,007	1,017
High School	1,030	1,011	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.5	3.5	3.1
Middle School	1.3	2.4	2.4
High School	1.1	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$21,949	\$9,631	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$1,171	\$514	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$792	\$348	\$477	\$379	\$463
Student Support Services	\$3,319	\$1,456	\$875	\$945	\$872
Administration and Support Services	\$6,146	\$2,697	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$5,275	\$2,315	\$1,421	\$1,418	\$1,410
Transportation	\$1,816	\$673	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$2,227	N/A	N/A	N/A	N/A
Other	\$578	\$254	\$161	\$154	\$159
Total	\$43,274	\$16,805	\$13,878	\$13,783	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$13,344	\$5,855	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,957,283	16.1	23.2	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.3	38.6	4.4	0.7
Excluding School Construction	75.0	18.3	5.7	1.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Below is the description submitted by this district of how it allocates resources to ensure equity and address needs. The Bloomfield Board of Education builds its operating budget based on the following criteria: 1. The district aligns all programs, resources, and staff allocation to the mission and objectives of its 2006-2011 Strategic Plan. 2. Each building principal, director, or budget manager builds a budget with a team that includes parents, teachers and other interested staff. The building budgets consider the district strategic plan as well as building level School Improvement Plans in assembling budget requests. 3. Each building level budget is reviewed by the Superintendent of Schools and other central office staff to ensure equity of allocation while addressing needs unique to each school. 4. Public meetings and hearings are held by the Board of Education to promote public awareness and discussion of the proposed budget.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	217
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	12	0.5	1.1	1.1
Learning Disability	64	2.7	3.8	3.9
Intellectual Disability	16	0.7	0.5	0.4
Emotional Disturbance	32	1.4	1.2	1.0
Speech Impairment	48	2.0	2.3	2.2
Other Health Impairment*	22	0.9	2.4	2.1
Other Disabilities**	23	1.0	1.2	0.9
Total	217	9.2	12.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	60.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	29.2	33.0	51.9	68.6
	Writing	5.4	19.3	53.4	63.7
	Mathematics	22.2	33.4	53.1	68.2
	Science	8.0	21.2	34.4	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	9.8	44.7
	Writing Across the Disciplines	13.3	17.3	37.3	61.2
	Mathematics	N/A	N/A	13.1	49.5
	Science	N/A	N/A	15.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	19.8
	% With Accommodations	80.2
CAPT	% Without Accommodations	18.2
	% With Accommodations	81.8
% Assessed Using Skills Checklist		16.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	10	4.6
Private Schools or Other Settings	16	7.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	144	66.4	69.3	74.1
40.1 to 79.0 Percent of Time	52	24.0	15.9	14.9
0.0 to 40.0 Percent of Time	21	9.7	14.8	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student performance on the CMT at all grade level continues to show an upward trend reflected of the focus on achievement for the past five years. While there have been some setbacks from year-to-year in certain subtests, the overall trend remains positive with particular gains evident at the middle school. While scores are not at the desired level, we have put interventions in place for 2010-2011 with the desired effect of increasing achievement. The district has embraced the need to tie instruction to data and has been training its entire certified staff in the most effective ways to use data to inform how they teach. The Data Driven Decision Making Model will be the focal point for all future curriculum, instruction, and assessment decisions. Bloomfield continues to shine in the area of visual and performing arts. For the sixth year running, students from throughout the district had a chance to showcase their talents in a district-wide performance held at the Bushnell in downtown Hartford. Over 800 students from grades 4 through 12 participated in this annual event.
