

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



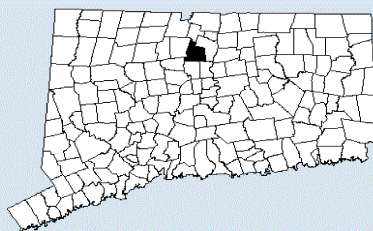
Bloomfield School District

Mr. James Thompson Jr., Superintendent • 860-769-4200 • <http://www.bloomfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,149
Per Pupil Expenditures ¹	\$20,624
Total Expenditures ¹	\$51,064,476

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

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

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,040	48.4	48.4
Male	1,109	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	51	2.4	5.1
Black or African American	1,563	72.7	12.8
Hispanic or Latino	217	10.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	99	4.6	3.3
White	210	9.8	53.6
English Learners	49	2.3	7.2
Eligible for Free or Reduced-Price Meals	1,054	49.0	36.7
Students with Disabilities ¹	351	16.3	14.8

¹Students 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	64	7.0	81	7.7
Male	74	7.6	159	14.1
Black or African American	82	5.6	197	12.4
Hispanic or Latino	28	14.3	19	8.5
White	17	15.0	*	*
English Learners	6	9.8	*	*
Eligible for Free or Reduced-Price Meals	94	8.5	178	14.2
Students with Disabilities	39	11.7	54	13.5
District	138	7.3	240	11.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 179

Number of school-based arrests: 12

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	156.9
Paraprofessional Instructional Assistants	42.3
Special Education	
Teachers and Instructors	22.5
Paraprofessional Instructional Assistants	40.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	15.6
Counselors, Social Workers and School Psychologists	17.9
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	147.1

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.7	1.1
Black or African American	49	21.3	3.7
Hispanic or Latino	3	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.4	0.1
White	173	75.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	75	61.5	101	74.8
Hispanic or Latino	12	*	12	*
White	*	*	9	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	58.2	68	76.4
Students with Disabilities	17	65.4	24	80.0
District	100	62.9	128	77.1
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	16	53.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	118	83.1
Other Health Impairment	45	78.9
Other Disabilities	10	35.7
Speech/Language Impairment	44	89.8
District	245	71.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	1.5	1.8
Emotional Disturbance	20	0.9	1.1
Intellectual Disability	15	0.7	0.5
Learning Disability	142	6.5	5.2
Other Health Impairment	58	2.7	3.1
Other Disabilities	36	1.7	1.1
Speech/Language Impairment	54	2.5	1.8
All Disabilities	357	16.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	72	20.2	8.3
Private Schools or Other Settings	12	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	24,827,047	11,585	9,847
Instructional Supplies and Equipment	691,543	323	287
Improvement of Instruction and Educational Media Services	1,045,189	488	589
Student Support Services	3,047,484	1,422	1,120
Administration and Support Services	8,018,464	3,742	1,905
Plant Operation and Maintenance	5,805,982	2,709	1,648
Transportation	3,130,588	1,199	904
Costs of Students Tuitioned Out	3,835,148	N/A	N/A
Other	663,031	309	208
Total	51,064,476	20,624	16,535

Additional Expenditures

Land, Buildings, and Debt Service	5,030,713	2,348	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,495,044	29.1	33.8
Noncertified Personnel	1,417,436	16.5	14.5
Purchased Services	148,329	1.7	5.5
Tuition to Other Schools	2,653,929	30.9	23.4
Special Ed. Transportation	728,648	8.5	8.7
Other Expenditures	1,141,679	13.3	14.1
Total Expenditures	8,585,065	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.0	68.3
State	25.1	26.4
Federal	2.8	3.1
Tuition & Other	2.0	2.2

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

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

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	7	*	7	*
Black or African American	710	60.1	708	54.8
Hispanic or Latino	99	60.1	99	54.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	37	59.9	37	55.2
White	51	67.4	51	60.0
English Learners	26	59.0	26	54.3
Non-English Learners	883	60.6	881	55.3
Eligible for Free or Reduced-Price Meals	459	57.2	457	51.9
Not Eligible for Free or Reduced-Price Meals	450	63.9	450	58.6
Students with Disabilities	177	43.9	175	40.2
Students without Disabilities	732	64.6	732	58.8
High Needs	540	56.2	538	50.9
Non-High Needs	369	66.9	369	61.5
District	909	60.5	907	55.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.1	93.0	93.3	94.8	523	91.8
Curl Up	75.7	93.0	91.0	89.0	523	87.8
Push Up	68.2	79.7	79.1	82.5	523	78.0
Mile Run/PACER	86.9	87.5	87.3	79.9	523	85.1
All Tests - District	57.9	72.7	74.6	68.2	523	68.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	159	87.4
Hispanic or Latino	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	120	81.7
Students with Disabilities	33	54.5
District	194	86.1
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.1	34	22.4
Male	96.5	32	18.5
Black or African American	93.8	46	17.9
Hispanic or Latino	97.1	10	29.4
White	95.2	7	33.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.5	25	14.9
Students with Disabilities	71.4	*	*
District	94.5	66	20.3
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.7	84.4
Male	68.2	70.3
Black or African American	74.7	76.5
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	69.2	68.4
Students with Disabilities	61.9	*
District	72.6	76.1
State	70.9	88.3

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.5	75	40.4	50	80.7	67.6
	High Needs Students	56.2	75	37.5	50	75.0	57.5
Math Performance Index	All Students	55.2	75	36.8	50	73.7	62.7
	High Needs Students	50.9	75	34.0	50	67.9	52.0
ELA Academic Growth	All Students	53.0%	100%	53.0	100	53.0	60.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	55.6%
Math Academic Growth	All Students	60.3%	100%	60.3	100	60.3	61.9%
	High Needs Students	58.6%	100%	58.6	100	58.6	55.4%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.7	10.7%
	High Needs Students	9.0%	<=5%	42.1	50	84.1	16.6%
Preparation for CCR	% Taking Courses	70.2%	75%	46.8	50	93.5	74.8%
	% Passing Exams	20.3%	75%	13.5	50	27.1	44.8%
On-track to High School Graduation		83.9%	94%	44.7	50	89.3	87.5%
4-year Graduation All Students (2017 Cohort)		86.1%	94%	91.6	100	91.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.1%	94%	95.8	100	95.8	81.8%
Postsecondary Entrance (Class of 2017)		72.6%	75%	96.8	100	96.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 68.8%	75%	45.9	50	91.8	96.6% 50.1%
Arts Access		51.8%	60%	43.2	50	86.4	51.2%
Accountability Index				937.0	1250	75.0	

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	66.9	56.2	10.7	15.9	
Math Performance Index Gap	61.5	50.9	10.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.1%	3.9%	12.7%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.1
Math	All Students	99.3
	High Needs Students	99.0
Science	All Students	98.4
	High Needs Students	98.5

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52.8

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Bloomfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Bloomfield Public Schools District Accountability Plan, authored in close partnership with community stakeholders and district personnel, and adopted by the Bloomfield Board of Education, identifies four district priorities: .1. Holistic Accountability; .2. Rigorous Curriculum, Instruction, and Assessment; .3. Positive School Climate; and .4. Family and Community Engagement.

In addition to the district's talented staff, national and local experts are recruited to provide and guide professional development opportunities. In recent years comprehensive professional development has been completed in the areas of curriculum writing aligned to the Common Core, Data Driven Decision Making, Instructional Rounds, Academic Reviews, and Navigating the Science and Engineering Practices. In addition to these essential topics, instructional leaders have received job-embedded PD on providing effective feedback and support for teachers, building equity and John Hattie's instructional strategies. Instructional leaders have also developed a shared understanding of how best to help all students, Pre-K-12, to read, comprehend and respond to text. As a result, Bloomfield High School achieved double-digit increases on the 2017-18 SAT, a key college-readiness assessment.

Families, students, staff and community members are vitally important to our work. A district steering committee, with representatives from each school, meets to increase awareness of the Dual Capacity framework, a strength-based approach for gathering input from stakeholders (family, students, staff, community) utilizing Joyce Epstein's Six Types of Parent and Family Involvement. This guides school-family-community partnerships. We recognize the importance of regular school attendance, taking pride in an overall student attendance rate greater than 96%. If attendance or truancy issues arise, we engage families and staff to resolve problems in partnership, while continuing to build positive relationships with students. In addition to a comprehensive extended day program, school-engagement initiatives reach out to male role models (fathers, grandfathers) for regular volunteering opportunities in all of Bloomfield's schools, such as the Watch Dog program and the Million Father March.

The district's Pre-K-12 programs and initiatives are informed by research-based practices as they relate to curriculum, instruction, assessment, and student and family engagement. Bloomfield implements benchmark testing for students in grades K-11 two to three times each year, to inform classroom practice and its alignment to student mastery of learning standards. Families also participate in focus groups to identify potential programs and practices that nurture the whole child. Informational meetings relating the district's academic progress are conducted annually with various PTO, family, community and business groups.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bloomfield Public School District takes pride in the diversity of our community, as we prepare students with 21st century skills for a globally competitive society. Located close to Hartford, and in driving distance to New York and Boston, opportunities abound to experience and appreciate diversity. Bloomfield's proximity to Hartford invites participation in inter-district cultural activities with students from many communities at the Hartford Stage, the Wadsworth Athenaeum, and the Bushnell Center for the Performing Arts. Bloomfield's magnet schools reduce racial and economic isolation for Bloomfield students by attracting area students from diverse racial, ethnic, and economic backgrounds. The Global Experience Magnet School (grades 6 -12) nurtures relationships between Bloomfield students and peers in China, Africa, Ireland, South America, and France. The Wintonbury Early Childhood Magnet School (Pre-K) offers a full day program for 3-4 year-old students from Bloomfield and surrounding communities. In partnership with Bloomfield's Auer Farm, curriculum and instruction are linked to authentic, hands-on exploration. Bloomfield also participates in a number of Inter-district Cooperative Grant programs, including The Talcott Mountain Science Center.

The Bloomfield Board of Education supports activities designed to educate our learning community about cultures and customs throughout the world, including Caribbean and Latin American cultures. The district hosts student summer enrichment programs, extended day learning, and an alternative high school program. The curriculum integrates resources and experiences drawn from the rich heritage of our students, including native speakers of 11 languages. The district partners with the Hartford Foundation for Public Giving and the Hartford Boys' and Girls' Club, extending the school day for elementary students and expanding cultural awareness through STEAM (Science, Technology, Engineering, Arts, Math) studies.

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Equitable Allocation of Resources among District Schools

The Bloomfield Board of Education builds its operating budget based on the following criteria: .- The district aligns all programs, resources, and staffing to the vision and priorities of the District Accountability Plan;.- Each principal, director, and cost center manager builds a budget with a team. School principals also invite families to provide input. The budgets align to the District Accountability Plan as well as each school's School Accountability Plans;.- Each building level budget is reviewed by the Superintendent of Schools and other central office staff to ensure equitable resource allocation, while addressing needs unique to each school; and.- Public meetings and hearings are held to promote public awareness and discussion of the proposed budget.