

STRATEGIC SCHOOL PROFILE 2011-12**Bloomfield School District**

JAMES J. THOMPSON, Superintendent

Location: 11 Turkey Hill Road
Bloomfield,
Connecticut

Telephone: (860) 769-4211

Website: www.blmfld.org/

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

Town Population in 2000: 19,587

1990-2000 Population Growth: 0.5%

Number of Public Schools: 7

Per Capita Income in 2000: \$28,843

Percent of Adults without a High School Diploma in 2000*: 15.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

District Enrollment as % of Estimated. Student Population: 84.2%

*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, 2011 2,151
5-Year Enrollment Change -3.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,046	48.6	42.1	35.2
K-12 Students Who Are Not Fluent in English	37	1.9	3.8	5.6
Students Identified as Gifted and/or Talented*	220	10.2	3.9	4.0
PK-12 Students Receiving Special Education Services in District	233	10.8	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	171	91.9	77.0	79.8
Homeless	2	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	20	5.7	12.0	13.0

*38.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.3
Asian American	31	1.4
Black	1,617	75.2
Hispanic	194	9.0
Pacific Islander	1	0.0
White	210	9.8
Two or more races	92	4.3
Total Minority	1,941	90.2

Percent of Minority Professional Staff: 22.4%

Non-English Home Language:

2.8% 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 15.

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 takes pride in the diversity of our students and community. Located less than ten miles from downtown Hartford, and within driving distance to New York and Boston, students and staff have ample opportunities experience and appreciate diversity. Bloomfield Public School's proximity to Hartford enables students to participate in inter-district cultural activities that bring together students from many different communities at the Hartford Stage, the Wadsworth Athenaeum, and the Bushnell. In addition, during 2011-12 we worked with our students and families to redesign the Big Picture Magnet High School into the Global Experiences Magnet School. The design of this school nurtures relationships between Bloomfield students and peers in China, Rwanda, and Ireland. The Wintonbury Early Childhood Magnet School is operated under the auspices of the Bloomfield Board of Education as well. 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. These magnet schools reduce racial and economic isolation for Bloomfield students by attracting area students across racial, ethnic, and economically diverse backgrounds. 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
Grade 3 Reading	51.8	59.2	18.8
Writing	61.2	62.7	35.6
Mathematics	61.7	66.5	23.8
Grade 4 Reading	49.6	64.1	11.3
Writing	59.8	65.3	20.0
Mathematics	58.4	68.0	16.9
Grade 5 Reading	52.8	67.6	13.3
Writing	59.8	68.1	21.4
Mathematics	58.4	71.6	14.3
Science	33.8	63.9	4.8
Grade 6 Reading	70.3	74.1	25.3
Writing	75.0	67.4	50.0
Mathematics	71.8	69.3	39.2
Grade 7 Reading	72.1	79.8	17.0
Writing	55.9	65.6	14.9
Mathematics	51.0	68.1	13.8
Grade 8 Reading	65.6	76.8	11.9
Writing	52.0	68.3	12.5
Mathematics	42.3	67.2	9.4
Science	41.3	61.9	11.9

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	26.2	47.5	12.8
Writing Across the Disciplines	42.4	63.0	12.7
Mathematics	21.3	49.2	10.5
Science	24.1	47.1	12.7

For more detailed 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."

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
	47.1	50.6	36.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.1	77.3	
Average Score	Mathematics	403	505	5.3
	Critical Reading	416	502	5.3
	Writing	410	506	4.6

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 2011	74.3	82.7	15.0
2010-11 Annual Dropout Rate for Grade 9 through 12	3.4	2.6	15.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.5	84.5
% Employed (Civilian Employment and in Armed Services)	3.4	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	178.10
Paraprofessional Instructional Assistants	41.50
Special Education	
Teachers and Instructors	24.00
Paraprofessional Instructional Assistants	26.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.60
School Level	11.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	18.80
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	14.4	13.9
% with Master's Degree or Above	73.7	79.5	79.6

Average Class Size	District	DRG	State
Grade K	15.8	18.7	18.5
Grade 2	15.3	19.3	19.7
Grade 5	16.6	21.1	21.6
Grade 7	18.7	20.3	20.3
High School	16.9	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	951	989	993
Middle School	1,071	1,012	1,024
High School	1,070	1,013	1,024

*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*	2.6	3.4	2.8
Middle School	1.6	2.4	2.2
High School	1.1	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$22,291	\$10,151	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$1,158	\$527	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$602	\$274	\$487	\$406	\$482
Student Support Services	\$3,209	\$1,461	\$901	\$999	\$901
Administration and Support Services	\$6,232	\$2,838	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$5,197	\$2,367	\$1,471	\$1,459	\$1,463
Transportation	\$1,994	\$777	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$2,126	N/A	N/A	N/A	N/A
Other	\$537	\$245	\$165	\$166	\$165
Total	\$43,347	\$17,318	\$14,238	\$14,111	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,717	\$3,514	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,782,667	15.6	22.7	21.7

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	68.2	26.6	4.6	0.6
Excluding School Construction	76.2	17.6	5.5	0.7

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.

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 2012-2015 District Accountability 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 accountability plan as well as building level School Accountability 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	241
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	14	0.6	1.3	1.2
Learning Disability	76	3.3	3.9	3.9
Intellectual Disability	16	0.7	0.5	0.4
Emotional Disturbance	33	1.5	1.2	1.0
Speech Impairment	54	2.4	2.3	2.1
Other Health Impairment*	24	1.1	2.5	2.2
Other Disabilities**	24	1.1	1.2	1.0
Total	241	10.6	12.9	11.7

*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 2010-11 with a Standard Diploma	46.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	32.1	36.0	60.8	70.4
	Writing	10.8	21.5	60.4	66.3
	Mathematics	15.4	31.8	56.9	68.4
	Science	10.0	23.0	37.5	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	26.2	47.5
	Writing Across the Disciplines	5.3	18.2	42.4	63.0
	Mathematics	N/A	N/A	21.3	49.2
	Science	N/A	N/A	24.1	47.1

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	52.1
	% With Accommodations	47.9
CAPT	% Without Accommodations	4.5
	% With Accommodations	95.5
% Assessed Using Skills Checklist		8.5

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	20	8.3
Private Schools or Other Settings	18	7.5

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	172	71.4	68.0	72.1
40.1 to 79.0 Percent of Time	48	19.9	16.4	16.3
0.0 to 40.0 Percent of Time	21	8.7	15.6	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our newly crafted District Accountability Plan, authored in close partnership with our Board of Education and community stakeholders, identifies four key areas of focus: High Academic Achievement, Holistic Accountability, A Safe and Effective Positive Learning Environment and Strong Parent/Community Collaboration and Communication. The 2011-2012 school year was used to provide systemic professional development designed to ensure consistency throughout the district. The professional development opportunities have been presented by the accomplished staff of The Leadership and Learning Center, as well as by our in-district experts. Extensive professional work has been done on Power Strategies for Effective Teaching, Data Driven Decision Making, Data Teams and Common Formative Assessments. In addition to these essential topics, district principals and supervisors have received professional development on teacher supervisory practices, consistent classroom environments, as well as developing a shared understanding of how best to help students, PreK-12, to read, comprehend and respond to text. Our Literacy and Numeracy Coordinators have also received training on improving overall reading comprehension, as well as methods to increase the effectiveness of their coaching relationships. Our schools have recently begun a “Welcoming Schools” initiative that is designed to help increase parental involvement. All of the district’s work is done to ensure a Pre K-12 reliance on research-based practices, as they relate to curriculum, instruction, assessment, student engagement and parental involvement. The district has implemented benchmark testing for students in grades 3-8 and 10 three times each year, to inform classroom practice and it’s alignment to student mastery of learning standards. In addition, Bloomfield has selected the NWEA Measures of Academic Progress (MAP) to offer a Common Core aligned computer adaptive test that will inform practice while helping prepare our students and schools for the change to a computer adaptive test that will replace the CMT and CAPT in 2014-15.
