

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



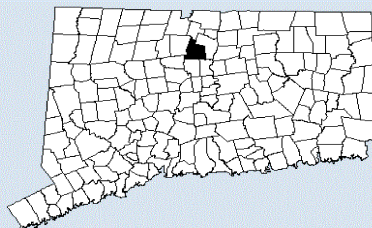
## Bloomfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,184
Per Pupil Expenditures <sup>1</sup>	\$19,906
Total Expenditures <sup>1</sup>	\$52,551,186

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,087	49.8	48.4
Male	1,097	50.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	46	2.1	5.2
Black or African American	1,569	71.8	12.8
Hispanic or Latino of any race	238	10.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	102	4.7	3.6
White	219	10.0	52.4
English Learners	62	2.8	7.6
Eligible for Free or Reduced-Price Meals	1,223	56.0	42.1
Students with Disabilities <sup>3</sup>	377	17.3	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	65	7.0	101	9.0
Male	85	9.2	182	15.8
Black or African American	92	6.3	222	13.6
Hispanic or Latino of any race	35	16.7	31	12.1
White	12	12.2	14	6.3
English Learners	7	9.7	*	*
Eligible for Free or Reduced-Price Meals	115	9.9	207	15.2
Students with Disabilities	51	14.3	73	16.5
District	150	8.1	283	12.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 150**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	162.6
Paraprofessional Instructional Assistants	44.3
<b>Special Education</b>	
Teachers and Instructors	24.5
Paraprofessional Instructional Assistants	44.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	10.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	14.6
Counselors, Social Workers and School Psychologists	16.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	172.9

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	2.1	1.1
Black or African American	47	20.0	3.8
Hispanic or Latino of any race	4	1.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.4	0.1
White	178	75.7	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	63	50.4	100	76.3
Hispanic or Latino of any race	15	75.0	12	*
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	51.3	65	71.4
Students with Disabilities	7	*	29	78.4
District	86	53.4	125	75.8
State		74.5		85.2

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	17	47.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	128	82.1
Other Health Impairment	51	79.7
Other Disabilities	9	29.0
Speech/Language Impairment	34	85.0
District	246	67.8
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.7	1.9
Emotional Disturbance	19	0.9	1.1
Intellectual Disability	17	0.8	0.5
Learning Disability	156	7.1	5.5
Other Health Impairment	64	2.9	3.2
Other Disabilities	42	1.9	1.1
Speech/Language Impairment	41	1.9	1.8
All Disabilities	377	17.1	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	77	20.4	8.2
Private Schools or Other Settings	10	2.7	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,693,921	\$11,626	\$10,545
Support services - students	\$3,142,339	\$1,469	\$1,373
Support services - instruction	\$913,990	\$427	\$644
Support services - general administration	\$2,315,187	\$1,082	\$462
Support services - school based administration	\$4,069,924	\$1,903	\$1,007
Central and other support services	\$2,442,097	\$1,142	\$671
Operation and maintenance of plant	\$5,171,520	\$2,418	\$1,629
Student transportation services	\$3,179,772	\$1,696	\$1,231
Food services	\$1,163	\$1	\$13
Enterprise operations	\$621,272	\$290	\$157
Minor school construction	.	.	\$65
Total	\$52,551,186	\$19,906	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,413,886	26.6	29.7
Instructional Aide Salaries	\$821,150	9.1	9.6
Other Salaries	\$836,870	9.2	10.4
Employee Benefits	\$1,189,936	13.1	13.0
Purchased Services Other Than Transportation	\$229,695	2.5	5.5
Special Education Tuition	\$2,828,085	31.2	22.6
Supplies	\$11,205	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$727,769	8.0	8.0
Equipment	\$4,597	0.1	0.2
All Other Expenditures	\$266	0.0	0.1
Total	\$9,063,459	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.2	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	69.4
State	25.3
Federal	2.5
Tuition & Other	2.8

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	8	*	8	*	*	*
Black or African American	746	59.7	746	54.2	313	52.8
Hispanic or Latino of any race	113	57.8	113	51.7	50	57.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	42	57.2	41	53.9	*	*
White	49	62.1	49	55.0	28	65.4
English Learners	29	47.7	29	46.4	7	*
Non-English Learners	934	59.9	933	54.3	404	54.6
Eligible for Free or Reduced-Price Meals	583	57.4	583	51.9	231	52.3
Not Eligible for Free or Reduced-Price Meals	380	62.6	379	57.5	180	57.4
Students with Disabilities	173	42.7	172	37.2	60	43.6
Students without Disabilities	790	63.2	790	57.8	351	56.4
High Needs	641	56.5	640	51.1	250	52.1
Non-High Needs	322	65.4	322	60.0	161	58.3
District	963	59.5	962	54.1	411	54.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	76.4	89.5	89.7	92.6	588	87.6
Curl Up	65.0	90.1	91.0	81.8	588	83.0
Push Up	55.3	73.5	78.7	81.8	588	73.1
Mile Run/PACER	82.1	85.8	78.7	48.6	588	73.8
All Tests - District	53.7	67.3	67.7	37.2	588	57.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	135	88.1
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	92	84.8
Students with Disabilities	19	*
District	168	87.5
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.4	33	19.9
Male	96.3	29	18.1
Black or African American	95.3	46	18.0
Hispanic or Latino of any race	94.4	8	22.2
White	90.0	6	30.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.5	24	14.2
Students with Disabilities	66.0	*	*
District	94.8	62	19.0
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	76.0	84.1
Male	64.2	80.7
Black or African American	70.3	84.3
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.4	75.0
Students with Disabilities	*	*
District	69.9	82.5
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.5	75	39.7	50	79.3	67.7
	High Needs Students	56.5	75	37.7	50	75.4	58.1
Math Performance Index	All Students	54.1	75	36.1	50	72.1	63.1
	High Needs Students	51.1	75	34.1	50	68.2	52.7
Science Performance Index	All Students	54.6	75	36.4	50	72.8	63.8
	High Needs Students	52.1	75	34.8	50	69.5	54.2
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	59.9%
	High Needs Students	55.2%	100%	55.2	100	55.2	55.1%
Math Academic Growth	All Students	55.4%	100%	55.4	100	55.4	62.5%
	High Needs Students	55.4%	100%	55.4	100	55.4	55.2%
Progress Toward English Proficiency	Literacy	59.4%	100%	29.7	50	59.4	60.0%
	Oral	63.0%	100%	31.5	50	63.0	52.1%
Chronic Absenteeism	All Students	8.1%	<=5%	43.9	50	87.7	10.4%
	High Needs Students	10.2%	<=5%	39.5	50	79.0	16.1%
Preparation for CCR	% Taking Courses	64.7%	75%	43.1	50	86.3	80.0%
	% Passing Exams	19.0%	75%	12.7	50	25.4	42.6%
On-track to High School Graduation		83.8%	94%	44.6	50	89.1	88.0%
4-year Graduation All Students (2018 Cohort)		87.5%	94%	93.1	100	93.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.5%	94%	94.2	100	94.2	83.3%
Postsecondary Entrance (Class of 2018)		69.9%	75%	93.2	100	93.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.1%   57.0%	75%	38.0	50	76.0	96.4%   52.9%
Arts Access		47.4%	60%	39.5	50	79.0	51.9%
<b>Accountability Index</b>				<b>1042.9</b>	<b>1450</b>	<b>71.9</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.4	56.5	8.9	15.4	
Math Performance Index Gap	60.0	51.1	8.9	17.6	
Science Performance Index Gap	58.3	52.1	6.2	16.1	
Graduation Rate Gap	94.0%	88.5%	5.5%	11.1%	N

<sup>1</sup>If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	99.1
Math	All Students	99.0
	High Needs Students	99.0
Science	All Students	98.2
	High Needs Students	98.1

<sup>3</sup>Minimum participation standard is 95%.

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

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: 45.1      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### Narratives

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#### 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, & Assessment; (3) Positive School Climate; and (4) Family & Community Engagement.

In addition to the district's talented staff, national and local experts are recruited to provide and guide professional development (PD) 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, STEM and Navigating the Science and Engineering Practices. In addition to these essential topics, instructional leaders have received job-embedded PD to provide effective feedback and support for teachers, building equity, and instructional strategies. Instructional leaders have also created a shared understanding of how best to help all students, Pre-K to 12, to advance their command of the Next Generation Science Standards.

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, etc.) 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 to 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 practices 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 prepares students with 21st century skills for a globally engaged future. Located close to Hartford, and in driving distance to New York and Boston, opportunities abound to experience and appreciate societal diversity. Bloomfield's proximity to Hartford invites participation in inter-district cultural activities with students from many communities at the CT Science Center, Wadsworth Athenaeum, and 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.

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, school year 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 12 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.

# District Profile and Performance Report for School Year 2018-19

## Bloomfield School District

### **Equitable Allocation of Resources among District Schools**

The Bloomfield Board of Education builds its operating budget based on the following criteria: Align 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 invite families to provide input. The budgets align to the District Accountability Plan as well as each school's School Accountability Plan; 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.