

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



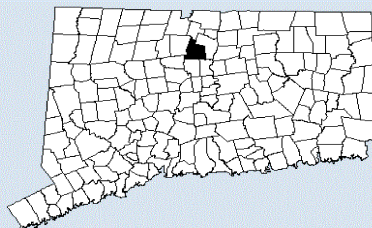
Bloomfield School District

Mr. James Thompson Jr., Superintendent • 860-769-4211 • www.blmfd.org/

District Information

Grade Range	PK-12
Number of Schools	9
Enrollment	2,096
Per Pupil Expenditures ¹	\$18,556
Total Expenditures ¹	\$43,867,441

¹Expenditure data reflect the 2012-13 year.



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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,030	49.1	48.3
Male	1,066	50.9	51.6
American Indian	*	*	0.2
Asian	34	1.6	4.6
Black or African American	1,547	73.8	12.9
Hispanic or Latino	224	10.7	21.2
Pacific Islander	*	*	0.0
White	236	11.3	58.4
Two or More Races	50	2.4	2.3
English Language Learners	29	1.4	5.7
Eligible for Free or Reduced-Price Meals	1,078	51.4	37.3
Students with Disabilities ¹	243	11.6	12.8

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	68	7.5	88	8.5
Male	74	7.8	202	18.7
Black or African American	94	6.4	239	15.3
Hispanic or Latino	31	15.9	26	11.2
White	11	8.5	16	6.8
English Language Learners	*	*	7	25.0
Eligible for Free or Reduced-Price Meals	88	9.2	183	16.2
Students with Disabilities	29	12.3	53	17.6
District	142	7.7	290	13.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 78

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	181.4
Paraprofessional Instructional Assistants	37.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	16.6
Counselors, Social Workers and School Psychologists	21.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	145.0

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 (%)
Asian	4	1.6	1.0
Black or African American	60	23.3	3.5
Hispanic	8	3.1	3.6
Native American	0	0	0.1
White	186	72.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0	*	*
White	*	*	0	0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	11	12.9
Students with Disabilities	0	0	0	0
District	10	5.8	25	15.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	10	47.6
Intellectual Disability	*	*
Learning Disability	65	77.4
Other Health Impairment	22	68.8
Other Disabilities	6	28.6
Speech/Language Impairment	27	73.0
District	139	62.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	0.8	1.4
Emotional Disturbance	21	1.0	1.0
Intellectual Disability	15	0.7	0.4
Learning Disability	84	4.0	4.2
Other Health Impairment	33	1.6	2.5
Other Disabilities	26	1.2	1.0
Speech/Language Impairment	41	1.9	1.9
All Disabilities	236	11.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	9.7	2.8
Private Schools or Other Settings	11	4.6	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,783,504	10,334	8,769
Instructional Supplies and Equipment	850,020	403	275
Improvement of Instruction and Educational Media Services	1,885,343	894	487
Student Support Services	3,000,474	1,423	965
Administration and Support Services	6,287,655	2,983	1,600
Plant Operation and Maintenance	5,380,087	2,552	1,472
Transportation	2,334,557	921	786
Costs of Students Tuitioned Out	1,850,518	N/A	N/A
Other	495,283	235	178
Total	43,867,441	18,556	14,642

Additional Expenditures

Land, Buildings, and Debt Service	6,596,078	3,129	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,677,650	45.2	35.6
Noncertified Personnel	853,858	14.4	14.5
Purchased Services	37,582	0.6	5.0
Tuition to Other Schools	1,080,705	18.2	21.4
Special Ed. Transportation	324,296	5.5	8.5
Other Expenditures	947,816	16.0	14.9
Total Expenditures	5,921,907	100.0	100.0
PK-12 Expenditures Used for Special Education		13.5	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	72.4
State	21.5	21.6
Federal	3.8	4.3
Tuition & Other	1.5	1.7

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).

District Profile and Performance Report for School Year 2013-14

Bloomfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	71.9	72.3	75.3	77.5	548	77.7	75.6	Yes	
Hispanic or Latino	72.6	67.1	69.3	75.9	98	74.9	72.7	Yes	
English Language Learners	.	.	52.7	61.0	<20	.	58.6	n/a	
Eligible for Free or Reduced-Price Meals	69.6	69.0	72.9	75.7	395	73.9	73.4	Yes	
Students with Disabilities	48.7	43.6	43.0	48.8	107	54.1	51.0	Yes	
High Needs	67.5	66.4	70.7	73.7	433	72.6	71.5	Yes	
District	72.1	72.4	75.5	77.8	737	77.9	75.7	Yes	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	53.8	56.0	63.6	64.3	110	67.5	62.8	Yes	
Hispanic or Latino	.	.	.	.	<20	.	.		
English Language Learners	.	.	.	.	<20	.	.		
Eligible for Free or Reduced-Price Meals	50.6	52.3	56.9	63.6	70	65.7	59.0	Yes	
Students with Disabilities	34.6	.	31.6	34.3	<20	.	39.0	n/a	
High Needs	49.0	51.6	57.2	60.4	74	64.0	58.4	Yes	
District	54.6	56.2	63.1	64.2	147	70.1	62.9	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	58.5	78.2	73.5	92.7	481	75.9
Curl Up	66.7	86.5	73.5	95.1	481	80.9
Push Up	37.4	60.9	54.9	88.6	481	60.7
Mile Run/PACER	34.1	66.9	60.8	59.3	481	55.3
All Tests - District	24.4	42.9	40.2	54.5	481	40.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	141	89.4	79.2	Yes	80.7
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	94	83	72.0	Yes	74.2
Students with Disabilities	*	*	54.3	Yes	58.3
District	165	88.5	77.6	Yes	79.2
State ⁴		85.5			

¹The 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](#).

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

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	70.2	29	16.3
Male	71.5	10	6.3
Black or African American	73.6	36	12.2
Hispanic or Latino	44.0	*	*
White	*	*	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	72.2	16	9.5
Students with Disabilities	*	0	*
District	70.8	39	11.6
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.5	80.3
Male	57.1	68.5
Black or African American	69.0	77.6
Hispanic or Latino	*	*
White	*	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	63.8	73.0
Students with Disabilities	41.7	*
District	65.3	74.8
State	72.7	88.5

⁷College 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.

⁸College 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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Bloomfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The District Accountability Plan, authored in close partnership with our Board of Education and community stakeholders, identifies four district priorities: Holistic Accountability; Rigorous Curriculum, Instruction, and Assessment; Positive School Climate; and Family and Community Engagement.

Professional development opportunities have been presented by The Leadership and Learning Center, national and local experts. Extensive professional development has been completed in the areas of curriculum writing aligned to the Common Core, Data Driven Decision Making, Instructional Rounds, and Common Formative Assessments. In addition to these essential topics, district principals and supervisors have received professional development on teacher supervisory practices, effective elements of classroom environments and instructional rigor. They have also developed a shared understanding of how best to help all students, PreK-12, to read, comprehend and respond to text. In addition, our Literacy and Numeracy Coordinators have received training on improving overall reading comprehension, as well as methods to increase the effectiveness of their coaching relationships.

In 2012-13, our schools completed the “Welcoming Schools” program, to increase family and community involvement. For the 2014-2015 school year, all district-wide personnel had the opportunity to engage in the “Welcoming Schools” training in support of conducting a comparative walkthrough to glean areas of strength and to identify areas in need of refinement. Feedback from parents, students, staff and community are critical voices in this work. In addition, the district has formed a steering committee with representatives from each school to increase awareness of the Joyce Epstein Model’s 6 types of parent and family involvement that guide school-family-community partnerships. If attendance or truancy issues arise we engage families and staff to resolve problems with us, while continuing to build positive relationships with the students. School-engagement programs that reach out specifically to fathers or male guardians have also been established at two of Bloomfield’s elementary schools. Informational meetings on the district’s academic progress have been conducted with parent, community and business groups.

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, and student and family engagement. The district has implemented benchmark testing for students in grades 3-8 and 10 three times each year, to inform classroom practice and its alignment to student mastery of learning standards. Additionally, families have participated in focus groups to identify additional programs and practices to include in an extended school day, to nurture the whole child.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bloomfield Public Schools take pride in the diversity of our community, as we prepare students with 21st century skills for a globally competitive society. Located less than ten miles from downtown Hartford, and within driving distance to New York and Boston, students and staff have ample opportunities to 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, the Global Experiences Magnet School is designed to nurture relationships between Bloomfield students and peers in China, Africa, Ireland, South America, and France. The Wintonbury Early Childhood Magnet 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 from diverse racial, ethnic, and economic backgrounds. Bloomfield has also participated in a number of Interdistrict Cooperative Grants with surrounding school systems, including a long-standing relationship between Bloomfield High School and Granby High School, as well as Simsbury Public Schools and Talcott Mountain Science Center.

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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:

1. The district aligns all programs, resources, and staffing to the vision and priorities of the 2012-2015 District Accountability Plan;
2. Each principal, director, or budget manager builds a budget with a team. The budgets align to the district accountability plan as well as School Accountability Plans;
3. 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
4. Public meetings and hearings are held by the Board of Education to promote public awareness and discussion of the proposed budget.