

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



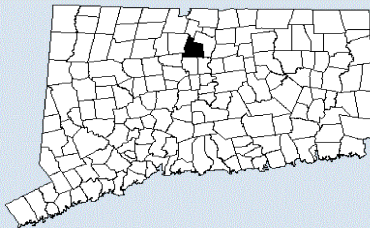
Bloomfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,206
Per Pupil Expenditures ¹	\$19,954
Total Expenditures ¹	\$53,934,326

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,109	50.3	48.4
Male	1,097	49.7	51.6
American Indian or Alaska Native	8	0.4	0.3
Asian	53	2.4	5.2
Black or African American	1,566	71.0	12.7
Hispanic or Latino of any race	293	13.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	97	4.4	3.8
White	189	8.6	51.1
English Learners	71	3.2	8.3
Eligible for Free or Reduced-Price Meals	1,224	55.5	43.3
Students with Disabilities ³	415	18.8	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	103	10.8	85	7.4
Male	105	11.0	140	12.1
Black or African American	121	8.2	165	10.1
Hispanic or Latino of any race	56	22.0	33	10.9
White	14	17.7	15	7.6
English Learners	13	16.7	10	12.7
Eligible for Free or Reduced-Price Meals	162	13.4	162	11.8
Students with Disabilities	56	15.4	51	11.2
District	208	10.9	225	9.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 211

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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	149.0
Paraprofessional Instructional Assistants	41.3
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	51.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	18.7
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	175.2

¹ 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	4	1.8	1.2
Black or African American	43	19.1	4.0
Hispanic or Latino of any race	3	1.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.1
White	174	77.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.6	10.4

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	73	58.4	102	71.8
Hispanic or Latino of any race	7	*	14	*
White	10	*	6	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	57	64.0	59	70.2
Students with Disabilities	15	53.6	16	69.6
District	92	60.1	128	72.7
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	20	48.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	126	76.4
Other Health Impairment	46	70.8
Other Disabilities	14	40.0
Speech/Language Impairment	24	75.0
District	242	63.7
State		67.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	2.2	2.0
Emotional Disturbance	28	1.3	1.1
Intellectual Disability	14	0.6	0.5
Learning Disability	165	7.5	5.7
Other Health Impairment	65	2.9	3.3
Other Disabilities	46	2.1	1.1
Speech/Language Impairment	36	1.6	1.8
All Disabilities	402	18.2	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	71	17.7	8.2
Private Schools or Other Settings	11	2.7	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$32,093,387	\$11,873	\$10,923
Support services - students	\$3,268,530	\$1,504	\$1,277
Support services - instruction	\$1,076,962	\$496	\$682
Support services - general administration	\$2,406,787	\$1,108	\$467
Support services - school based administration	\$3,472,336	\$1,598	\$1,021
Central and other support services	\$2,446,735	\$1,126	\$679
Operation and maintenance of plant	\$5,038,609	\$2,319	\$1,718
Student transportation services	\$3,491,848	\$1,825	\$1,288
Food services	\$1,448	\$1	\$12
Enterprise operations	\$637,684	\$293	\$163
Minor school construction	.	.	\$59
Total	\$53,934,326	\$19,954	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,688,035	26.7	28.5
Instructional Aide Salaries	\$983,147	9.8	10.1
Other Salaries	\$902,738	9.0	11.1
Employee Benefits	\$1,147,234	11.4	13.0
Purchased Services Other Than Transportation	\$382,883	3.8	5.7
Special Education Tuition	\$3,126,137	31.1	22.5
Supplies	\$14,390	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$822,623	8.2	8.0
Equipment	\$429	0.0	0.2
All Other Expenditures	\$300	0.0	0.1
Total	\$10,067,917	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	70.2
State	24.7
Federal	2.1
Tuition & Other	2.9

⁴ 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ 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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	127	88.2
Hispanic or Latino of any race	19	*
English Learners	7	*
Eligible for Free or Reduced-Price Meals	112	83.0
Students with Disabilities	24	66.7
District	161	87.0
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	72.9	80.7
Male	75.3	82.7
Black or African American	75.2	82.2
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.3	73.0
Students with Disabilities	50.0	*
District	74.2	81.7
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	58.1%	100%	60.4%
	Oral	57.2%	100%	57.6%
Chronic Absenteeism	All Students	10.9%	<=5%	12.2%
	High Needs Students	13.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	66.9%	75%	80.4%
On-track to High School Graduation		83.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.1%	75%	71.5%
Arts Access		48.1%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	87.8%	6.2%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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, & 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. Most recently, comprehensive professional development has addressed social distancing, building technology skills for online instruction, culturally relevant curriculum-writing aligned to the Common Core, Data Driven Decision Making, Academic Reviews, STEAM and 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. Rising social awareness has invigorated community-wide conversations and partnerships to promote equity, anti-racism, and social and emotional learning. Contemporary authors such as Kendi, Akbar, and Fisher and Fry have contributed to our focus on integrating more diverse perspectives and contributions into our curriculum.

School attendance and engagement in a time of Covid-19 has taken on a renewed focus. If attendance or disconnection issues arise, we engage families and staff to resolve problems in partnership, while continuing to build positive relationships with students. We have also created an evening series for families to learn more about the online tools our students and teachers are using. In addition to comprehensive programs for technology and extended day, school-engagement initiatives reach out to male role models (fathers, grandfathers, etc.) in all of Bloomfield's schools, such as the Million Father March, which takes place annually on our first day of school.

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.

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Equitable Allocation of Resources among District Schools

The Bloomfield Board of Education builds its operating budget based on the following six steps: (1) Align all programs, resources, and staffing to the vision and priorities of the District Accountability Plan; (2) Each principal, director and cost center manager builds a budget with a team; (3) School principals invite families to provide input; (4) The school budgets align to the District Accountability Plan as well as each school's School Accountability Plan; (5) 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; (6) and public meetings and hearings are held to promote public awareness and discussion of the proposed budget.