

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



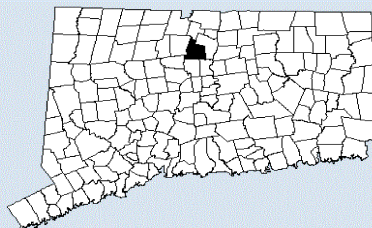
Bloomfield School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 9 |
| Enrollment | 2,157 |
| Per Pupil Expenditures ¹ | \$20,879 |
| Total Expenditures ¹ | \$50,046,709 |

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 1,055 | 48.9 | 48.4 |
| Male | 1,102 | 51.1 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 41 | 1.9 | 5.1 |
| Black or African American | 1,563 | 72.5 | 12.9 |
| Hispanic or Latino | 226 | 10.5 | 24.0 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 94 | 4.4 | 2.9 |
| White | 224 | 10.4 | 54.8 |
| English Learners | 32 | 1.5 | 6.8 |
| Eligible for Free or Reduced-Price Meals | 1,062 | 49.2 | 35.9 |
| Students with Disabilities ¹ | 317 | 14.7 | 14.3 |

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 | 72 | 7.8 | 86 | 8.2 |
| Male | 88 | 9.1 | 159 | 14.0 |
| Black or African American | 102 | 6.9 | 195 | 12.2 |
| Hispanic or Latino | 32 | 15.8 | 31 | 13.7 |
| White | 21 | 17.5 | 11 | 5.0 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 101 | 10.4 | 157 | 13.8 |
| Students with Disabilities | 41 | 12.8 | 44 | 11.5 |
| District | 160 | 8.5 | 245 | 11.2 |
| State | | 9.9 | | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 148

Number of school-based arrests: 0

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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Bloomfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 155.3 |
| Paraprofessional Instructional Assistants | 40.0 |
| Special Education | |
| Teachers and Instructors | 22.0 |
| Paraprofessional Instructional Assistants | 36.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 6.0 |
| School Level | 9.2 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 3.0 |
| Instructional Specialists Who Support Teachers | 14.0 |
| Counselors, Social Workers and School Psychologists | 16.4 |
| School Nurses | 6.0 |
| Other Staff Providing Non-Instructional Services/Support | 138.3 |

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 | 1.8 | 1.0 |
| Black or African American | 48 | 21.2 | 3.6 |
| Hispanic or Latino | 2 | 0.9 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 0.4 | 0.1 |
| White | 171 | 75.7 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.2 | 9.6 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 76 | 57.6 | 120 | 77.9 |
| Hispanic or Latino | 11 | * | * | * |
| White | 8 | * | 10 | * |
| English Learners | * | * | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 59 | 68.6 | 60 | 75.9 |
| Students with Disabilities | 14 | 56.0 | 19 | 70.4 |
| District | 99 | 60.4 | 140 | 75.3 |
| State | | 63.6 | | 77.5 |

³College-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 Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 14 | 50.0 |
| Emotional Disturbance | 8 | * |
| Intellectual Disability | * | * |
| Learning Disability | 113 | 86.3 |
| Other Health Impairment | 37 | 69.8 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 37 | 92.5 |
| District | 220 | 70.7 |
| State | | 68.2 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 31 | 1.4 | 1.7 |
| Emotional Disturbance | 18 | 0.8 | 1.0 |
| Intellectual Disability | 15 | 0.7 | 0.5 |
| Learning Disability | 131 | 6.0 | 4.9 |
| Other Health Impairment | 54 | 2.5 | 2.9 |
| Other Disabilities | 34 | 1.6 | 1.1 |
| Speech/Language Impairment | 48 | 2.2 | 1.8 |
| All Disabilities | 331 | 15.1 | 13.9 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 24,358,307 | 11,779 | 9,663 |
| Instructional Supplies and Equipment | 785,732 | 380 | 321 |
| Improvement of Instruction and Educational Media Services | 1,379,031 | 667 | 578 |
| Student Support Services | 3,130,846 | 1,514 | 1,103 |
| Administration and Support Services | 7,006,102 | 3,388 | 1,861 |
| Plant Operation and Maintenance | 6,397,186 | 3,093 | 1,637 |
| Transportation | 2,958,351 | 1,107 | 877 |
| Costs of Students Tuitioned Out | 3,398,004 | N/A | N/A |
| Other | 633,150 | 306 | 201 |
| Total | 50,046,709 | 20,879 | 16,236 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-------|-------|
| Land, Buildings, and Debt Service | 5,268,243 | 2,548 | 1,749 |
|-----------------------------------|-----------|-------|-------|

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

Special Education Expenditures: 2015-16

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 2,448,179 | 32.1 | 34.6 |
| Noncertified Personnel | 1,194,266 | 15.6 | 14.6 |
| Purchased Services | 108,183 | 1.4 | 5.8 |
| Tuition to Other Schools | 2,221,065 | 29.1 | 21.8 |
| Special Ed. Transportation | 552,448 | 7.2 | 8.5 |
| Other Expenditures | 1,111,198 | 14.6 | 14.7 |
| Total Expenditures | 7,635,339 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 72.7 | 70.3 |
| State | 23.7 | 25.7 |
| Federal | 2.8 | 3.1 |
| Tuition & Other | 0.8 | 0.9 |

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.

| | English Language Arts(ELA) | | Math | | Science | |
|--|----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 10 | * | 10 | * | * | * |
| Black or African American | 707 | 60.1 | 706 | 53.0 | 301 | 47.7 |
| Hispanic or Latino | 91 | 60.1 | 91 | 52.7 | 39 | 47.6 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | 32 | 59.6 | 32 | 51.1 | 19 | * |
| White | 55 | 69.3 | 55 | 61.2 | 26 | 59.4 |
| English Learners | 25 | 56.3 | 25 | 53.0 | 15 | * |
| Non-English Learners | 874 | 60.9 | 873 | 53.6 | 374 | 48.9 |
| Eligible for Free or Reduced-Price Meals | 480 | 58.6 | 479 | 50.8 | 197 | 46.1 |
| Not Eligible for Free or Reduced-Price Meals | 419 | 63.2 | 419 | 56.6 | 192 | 51.0 |
| Students with Disabilities | 163 | 44.0 | 162 | 37.9 | 66 | 39.2 |
| Students without Disabilities | 736 | 64.5 | 736 | 57.0 | 323 | 50.4 |
| High Needs | 544 | 57.4 | 543 | 49.8 | 223 | 45.7 |
| Non-High Needs | 355 | 65.9 | 355 | 59.3 | 166 | 52.3 |
| District | 899 | 60.8 | 898 | 53.5 | 389 | 48.5 |

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

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Grade 4 | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 | 10 | Count | Rate (%) |
| Sit & Reach | 78.5 | 89.8 | 93.2 | 95.9 | 570 | 89.3 |
| Curl Up | 77.8 | 89.8 | 87.9 | 85.7 | 570 | 85.3 |
| Push Up | 63.2 | 74.1 | 70.5 | 87.1 | 570 | 73.9 |
| Mile Run/PACER | 72.2 | 81.6 | 81.8 | 73.5 | 570 | 77.2 |
| All Tests - District | 52.1 | 66.0 | 68.2 | 61.2 | 570 | 61.8 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

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

| | 2015-16 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 118 | 91.5 |
| Hispanic or Latino | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 93 | 87.1 |
| Students with Disabilities | 21 | 61.9 |
| District | 156 | 91.0 |
| State | | 87.4 |

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 2015-16 school year.

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

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 92.5 | 40 | 23.0 |
| Male | 95.5 | 32 | 18.2 |
| Black or African American | 94.1 | 56 | 19.6 |
| Hispanic or Latino | 96.3 | 6 | 22.2 |
| White | 87.0 | 7 | 30.4 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 93.3 | 24 | 14.5 |
| Students with Disabilities | 63.5 | * | * |
| District | 94.0 | 72 | 20.6 |
| State | 96.1 | | 43.5 |

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 2016 | Class of 2015 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 69.2 | 77.6 |
| Male | 74.4 | 79.5 |
| Black or African American | 73.5 | 78.6 |
| Hispanic or Latino | * | * |
| White | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 65.5 | 65.2 |
| Students with Disabilities | * | * |
| District | 72.2 | 78.3 |
| State | 72.0 | 88.5 |

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

District Profile and Performance Report for School Year 2016-17

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 | 60.8 | 75 | 40.5 | 50 | 81.0 | 67.1 |
| | High Needs Students | 57.4 | 75 | 38.3 | 50 | 76.5 | 55.9 |
| Math Performance Index | All Students | 53.5 | 75 | 35.7 | 50 | 71.4 | 62.2 |
| | High Needs Students | 49.8 | 75 | 33.2 | 50 | 66.4 | 50.5 |
| Science Performance | All Students | 48.5 | 75 | 32.3 | 50 | 64.7 | 55.3 |
| | High Needs Students | 45.7 | 75 | 30.5 | 50 | 60.9 | 45.2 |
| ELA Academic Growth | All Students | 50.7% | 100% | 50.7 | 100 | 50.7 | 55.4% |
| | High Needs Students | 47.0% | 100% | 47.0 | 100 | 47.0 | 49.8% |
| Math Academic Growth | All Students | 51.1% | 100% | 51.1 | 100 | 51.1 | 61.7% |
| | High Needs Students | 49.3% | 100% | 49.3 | 100 | 49.3 | 53.7% |
| Chronic Absenteeism | All Students | 8.5% | <=5% | 43.1 | 50 | 86.2 | 9.9% |
| | High Needs Students | 10.6% | <=5% | 38.7 | 50 | 77.4 | 15.8% |
| Preparation for CCR | % Taking Courses | 68.3% | 75% | 45.5 | 50 | 91.0 | 70.7% |
| | % Passing Exams | 20.6% | 75% | 13.7 | 50 | 27.4 | 43.5% |
| On-track to High School Graduation | | 86.3% | 94% | 45.9 | 50 | 91.9 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | 91.0% | 94% | 96.8 | 100 | 96.8 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | 95.0% | 94% | 100.0 | 100 | 100.0 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | 72.2% | 75% | 96.2 | 100 | 96.2 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 97.9% 61.8% | 75% | 41.2 | 50 | 82.4 | 92.0% 51.6% |
| Arts Access | | 50.8% | 60% | 42.4 | 50 | 84.7 | 50.5% |
| Accountability Index | | | | 972.2 | 1350 | 72.0 | |

| 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 | 65.9 | 57.4 | 8.5 | 16.7 | |
| Math Performance Index Gap | 59.3 | 49.8 | 9.5 | 18.7 | |
| Science Performance Index Gap | 52.3 | 45.7 | 6.6 | 16.6 | |
| Graduation Rate Gap | 93.9% | 95.0% | -1.1% | 12.0% | 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 | 98.8 |
| | High Needs Students | 99.0 |
| Math | All Students | 98.6 |
| | High Needs Students | 98.8 |
| Science | All Students | 98.6 |
| | High Needs Students | 97.5 |

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: 38.6

State: 50.2

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 2016-17

Bloomfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The BPS 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: Holistic Accountability; Rigorous Curriculum, Instruction, and Assessment; Positive School Climate; and 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, 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. Instructional leaders 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.

Our schools completed the "Welcoming Schools" program, to increase family and community involvement. Family, students, staff and community voices are critically important to this work. In addition, the district has formed a steering committee with representatives from each school to increase awareness of the Joyce Epstein's Six Types of Parent and Family Involvement that guide school-family-community partnerships. We recognize the importance of regular school attendance, taking pride in an overall student attendance rate greater than 95%. If attendance or truancy issues arise, we engage families and staff to resolve problems in partnership, while continuing to build positive relationships with students. Annual school-engagement programs that reach out to male role models (fathers, grandfathers) have been established in all of Bloomfield's schools.

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 has implemented 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. Additionally, families have participated in focus groups to identify additional programs and practices to include in an extended school day, in an effort to 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. Global Experience Magnet School nurtures relationships between Bloomfield students and peers in China, Africa, Ireland, South America, and France. Wintonbury Early Childhood Magnet offers a full day program for 3-5 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 has also participated in a number of Inter-district Cooperative Grant programs, including a long-standing relationship with Granby High School, Simsbury Public Schools and 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. In addition to celebrating Caribbean and West Indian heritage locally, cultural activities within our schools reflect a growing Latin American population. We host student summer enrichment programs, extended day learning, and an alternative high school program. Our curriculum integrates resources and experiences drawn from the rich cultural heritage of our students, including native speakers of 11 languages, and community residents, from all over the world. The Bloomfield Public School District partners with the Hartford Foundation for Public Giving and the Hartford Boys' and Girls' Club, extending the school day for elementary students while expanding cultural awareness through STEAM (Science, Technology, Engineering, Arts, Math) studies.

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Bloomfield School District

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 District Accountability Plan;.2. Each principal, director, and cost center manager builds a budget with a team. The budgets align to the District Accountability Plan as well as each school's 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.