

STRATEGIC SCHOOL PROFILE 2008-09**Bloomfield School District**

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Location: 11 Turkey Hill Road
Bloomfield,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$28,843
Town Population in 2000: 19,587	Percent of Adults without a High School Diploma in 2000*: 15.8%
1990-2000 Population Growth: 0.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 83.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 2,157
5-Year Enrollment Change -12.3%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	991	45.9	33.7	30.3
K-12 Students Who Are Not Fluent in English	9	0.4	3.3	5.2
Students Identified as Gifted and/or Talented*	155	7.2	3.8	4.0
PK-12 Students Receiving Special Education Services in District	211	9.8	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	88.5	77.0	79.7
Homeless	2	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	20	10.3	21.3	19.0

*61.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	31	1.4
Black	1,877	87.0
Hispanic	147	6.8
White	99	4.6
Total Minority	2,058	95.4

Percent of Minority Professional Staff: 25.3%

Non-English Home Language: 1.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Bloomfield Public Schools provides numerous opportunities for its students and staff to interact with diverse populations. We participate in a number of the area magnet schools, including the Metropolitan Learning Center, the Greater Hartford Math & Science Academy, and the Greater Hartford Academy for the Performing Arts, and others. 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. The Big Picture High School entered into its fourth year of operation during the 2008-2009 school year and graduated its first class. This unique school is modeled after the MET in Providence, Rhode Island and provides an individualized learning program through a series of real life experiences via internships for each of its enrolled students. Currently, there are students enrolled at the school from Avon, Bloomfield, Canton, East Windsor, Enfield, Manchester, New Britain, Rocky Hill, Simsbury, West Hartford and Windsor. Construction of the Wintonbury Early Childhood Magnet School that will provide a full day program for three, four and five year old students from Bloomfield and at least five surrounding communities is complete. It opens September 2, 2009. Both the Big Picture High School and the Wintonbury Early Childhood Magnet School are operated under the auspices of the Bloomfield Board of Education and are designed to help reduce racial and economic isolation for Bloomfield students.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	36.8	54.6	11.9
Writing	50.9	62.5	17.0
Mathematics	43.9	62.8	10.7
Grade 4 Reading	45.3	60.7	11.0
Writing	57.8	64.2	20.0
Mathematics	47.6	63.6	12.8
Grade 5 Reading	47.2	66.0	9.9
Writing	58.2	66.5	22.2
Mathematics	49.7	68.8	9.3
Science	34	58.1	9.3
Grade 6 Reading	43.4	68.9	9.2
Writing	50.3	62.2	19.0
Mathematics	49.7	68.8	11.7
Grade 7 Reading	50.3	74.9	7.0
Writing	35.0	62.9	7.0
Mathematics	48.6	66.0	12.1
Grade 8 Reading	45.6	68.4	10.3
Writing	56.6	66.5	20.6
Mathematics	44.4	64.5	12.3
Science	31	60.6	9.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	14.8	47.4	7.6
Writing Across the Disciplines	25.9	55.0	8.4
Mathematics	10.5	47.8	3.8
Science	11.9	42.8	7.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	24.9	36.2	17.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.8	74.5	
Average Score	Mathematics	391	507	4.7
	Critical Reading	396	503	4.7
	Writing	394	506	3.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	87.7	92.1	13.0
Cumulative Four-Year Dropout Rate for Class of 2008	7.6	6.6	24.1
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	45.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.9	84.1
% Employed (Civilian Employment and in Armed Services)	7.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	170.80
Paraprofessional Instructional Assistants	31.00
Special Education	
Teachers and Instructors	26.30
Paraprofessional Instructional Assistants	28.00
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.50
School Level	12.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	21.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	178.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.8	14.5	13.6
% with Master's Degree or Above	67.7	77.2	76.1

Average Class Size	District	DRG	State
Grade K	14.3	17.5	18.3
Grade 2	14.8	18.3	19.3
Grade 5	17.1	20.3	21.0
Grade 7	13.4	19.7	20.5
High School	17.9	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	981	988
Middle School	1,037	1,001	1,016
High School	1,113	1,005	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.9	3.3
Middle School	2.1	2.8	2.6
High School	2.0	2.6	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,493	\$8,800	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$1,336	\$603	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$678	\$306	\$461	\$396	\$446
Student Support Services	\$3,061	\$1,382	\$808	\$887	\$806
Administration and Support Services	\$6,039	\$2,726	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$4,869	\$2,198	\$1,382	\$1,360	\$1,377
Transportation	\$1,982	\$720	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$2,424	N/A	N/A	N/A	N/A
Other	\$505	\$228	\$152	\$166	\$151
Total	\$40,387	\$15,258	\$12,869	\$12,779	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,160	\$2,781	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,324,327	18.1	22.1	20.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.9	23.1	2.4	0.7
Excluding School Construction	78.4	18.1	2.8	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Bloomfield Board of Education builds its operating budget based on the following criteria:

1. The district aligns all programs, resources, and staff allocation to the mission and objectives of its 2006-2011 Strategic Plan.
 2. Each building principal, director, or budget manager builds a budget with a team that includes parents, teachers and other interested staff. The building budgets consider the district strategic plan as well as building level School Improvement Plans in assembling their budget requests.
 3. Each building level budget is reviewed by the Superintendent of Schools and other central office staff to ensure equity of allocation while still addressing the needs that may be unique to an individual building.
 4. Public meetings and hearings are held by the Board of Education to promote public awareness and discussion of the proposed budget.
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SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	237
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	15	0.6	0.9	0.8
Learning Disability	73	2.9	3.8	3.9
Intellectual Disability	17	0.7	0.5	0.5
Emotional Disturbance	38	1.5	1.2	1.0
Speech Impairment	49	1.9	2.6	2.3
Other Health Impairment*	21	0.8	2.2	2.1
Other Disabilities**	24	0.9	1.1	0.9
Total	237	9.3	12.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	72.2	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	6.5	30.2	44.6	65.7
	Writing	5.9	19.5	51.5	64.1
	Mathematics	15.6	30.7	47.3	65.7
	Science	3.4	23.8	32.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	14.8	47.4
	Writing Across the Disciplines	N/A	N/A	25.9	55.0
	Mathematics	N/A	N/A	10.5	47.8
	Science	N/A	N/A	11.9	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.1
	% With Accommodations	84.9
CAPT	% Without Accommodations	41.4
	% With Accommodations	58.6
% Assessed Using Skills Checklist		15.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	8	3.4
Private Schools or Other Settings	32	13.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	133	56.1	70.2	72.7
40.1 to 79.0 Percent of Time	61	25.7	14.6	16.1
0.0 to 40.0 Percent of Time	43	18.1	15.2	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student performance on the CMT at all grade level continues to show an upward trend as has been the case over the past five years. While there have been some setbacks from year-to-year in certain subtests, the overall trend remains positive with particular gains evident at the middle school. While scores are not at the desired level, we have put interventions in place for 2008-2009 that seem to have had the desired effect of moving scores forward in a positive direction. These interventions will continue for 2009-2010.

Bloomfield continues to shine in the area of visual and performing arts. For the sixth year running, students from throughout the district had a chance to showcase their talents in a district-wide performance held at the Bushnell in downtown Hartford. Over 800 students from grades 4 through 12 participated in this annual event.

The district has embraced the need to tie instruction to data and has been training its entire certified staff in the most effective ways to use data to inform how they teach. The Data Driven Decision Making Model will be the focal point for all future curriculum decisions.

Bloomfield has also adopted Positive Behavioral Support (PBS) as the district's vehicle for improving behavior of students across all grades. This process originated in the intermediate school and was implemented district-wide during the 2008-2009 school year.
