Connecticut State Department of Education

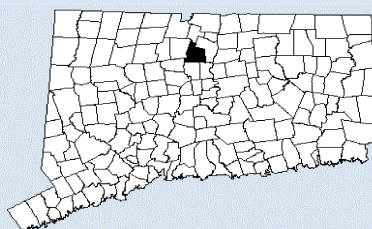# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	2,078
Per Pupil Expenditures[1]	$19,521
Total Expenditures[1]	$46,946,809

[1]Expenditure data reflect the 2014-15 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 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,004	48.3	48.3
Male	1,074	51.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	28	1.3	4.9
Black or African American	1,507	72.5	12.8
Hispanic or Latino	210	10.1	23.0
Pacific Islander	*	*	0.0
Two or More Races	93	4.5	2.7
White	234	11.3	55.9
English Learners	28	1.3	6.4
Eligible for Free or Reduced-Price Meals	1,044	50.2	38.0
Students with Disabilities[1]	299	14.4	13.7

[1]Students 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	66	7.3	78	7.7
Male	96	10.4	198	18.2
Black or African American	107	7.5	214	14.0
Hispanic or Latino	33	16.7	36	15.9
White	16	13.2	15	6.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	114	11.7	184	16.3
Students with Disabilities	42	15.3	63	19.0
District	162	8.9	276	13.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 159

Number of school-based arrests: Fewer than 6

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	164.5
Paraprofessional Instructional Assistants	41.0
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	32.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	18.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	137.2

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.7	1.0
Black or African American	52	22.5	3.5
Hispanic or Latino	2	0.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.4	0.1
White	172	74.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	98.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	85	56.3	91	80.5
Hispanic or Latino	*	*	12	*
White	*	*	8	*
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	39	48.8	54	84.4
Students with Disabilities	16	61.5	14	70.0
District	96	53.3	117	78.5
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	8	38.1
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	90	76.3
Other Health Impairment	40	80.0
Other Disabilities	9	32.1
Speech/Language Impairment	35	79.5
District	191	64.7
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	26	1.2	1.6
Emotional Disturbance	19	0.9	1.0
Intellectual Disability	16	0.7	0.5
Learning Disability	118	5.5	4.6
Other Health Impairment	50	2.3	2.8
Other Disabilities	37	1.7	1.0
Speech/Language Impairment	49	2.3	1.9
All Disabilities	315	14.6	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	23,751,262	11,273	9,387
Instructional Supplies and Equipment	804,486	382	318
Improvement of Instruction and Educational Media Services	1,398,784	664	541
Student Support Services	2,986,034	1,417	1,048
Administration and Support Services	6,899,306	3,274	1,790
Plant Operation and Maintenance	4,868,897	2,311	1,608
Transportation	2,819,981	1,021	845
Costs of Students Tuitioned Out	2,755,828	N/A	N/A
Other	662,231	314	194
Total	46,946,809	19,521	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	5,215,316	2,475	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,589,292	38.3	35.1
Noncertified Personnel	1,104,981	16.3	14.5
Purchased Services	57,687	0.9	5.5
Tuition to Other Schools	1,675,045	24.8	21.6
Special Ed. Transportation	360,282	5.3	8.3
Other Expenditures	974,985	14.4	15.0
Total Expenditures	6,762,272	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	72.7	69.7
State	23.3	25.9
Federal	3.0	3.3
Tuition & Other	1.0	1.1

[4]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 Correction).

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) Count	DPI	Math Count	DPI	Science Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	6	*	6	*	*	*
Black or African American	717	61.8	716	53.7	287	49.7
Hispanic or Latino	85	62.3	85	52.3	47	50.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	36	65.0	36	56.9	17	*
White	50	71.7	50	59.7	24	59.8
English Learners	15	*	15	*	*	*
Non-English Learners	882	62.7	881	54.3	*	*
Eligible for Free or Reduced-Price Meals	470	61.2	470	52.1	189	46.6
Not Eligible for Free or Reduced-Price Meals	427	64.0	426	56.3	192	54.7
Students with Disabilities	151	48.1	150	40.4	60	40.4
Students without Disabilities	746	65.4	746	56.9	321	52.6
High Needs	530	59.8	529	50.9	210	46.4
Non-High Needs	367	66.5	367	58.7	171	56.0
District	897	62.5	896	54.1	381	50.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%) 4	6	8	10	All Tested Grades Count	Rate (%)
Sit & Reach	70.9	79.5	76.4	96.2	464	80.4
Curl Up	69.1	72.1	78.7	83.8	464	75.9
Push Up	60.9	64.8	59.8	82.9	464	66.6
Mile Run/PACER	63.6	72.1	74.0	71.4	464	70.5
All Tests - District	46.4	51.6	51.2	61.0	464	52.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	151	90.1	82.2	Yes	83.6
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	114	83.3	76.4	Yes	78.6
Students with Disabilities	30	56.7	62.2	No	66.2
District	176	87.5	80.8	Yes	82.5
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6] Rate (%)	Meeting Benchmark Count	Meeting Benchmark Rate (%)
Female	93.0	32	20.3
Male	97.7	40	23.4
Black or African American	95.8	57	21.6
Hispanic or Latino	96.2	*	*
White	88.0	7	28.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.8	24	16.7
Students with Disabilities	*	0	*
District	95.4	72	21.9
State	95.6		40.7

[5]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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 percent.

Sources:
- SAT® and AP® statistics derived from data provided by the College Board.
- Copyright © 2016 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2016 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015 Entrance[7] Rate (%)	Class of 2014 Persistence[8] Rate (%)
Female	84.4	83.3
Male	53.4	76.6
Black or African American	71.0	81.4
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.7	74.6
Students with Disabilities	40.9	*
District	70.6	80.5
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	62.5	75	41.7	50	83.4	67.7
	High Needs Students	59.8	75	39.9	50	79.7	56.7
Math Performance Index	All Students	54.1	75	36.1	50	72.1	61.4
	High Needs Students	50.9	75	33.9	50	67.9	49.9
Science Performance Index	All Students	50.7	75	33.8	50	67.6	57.5
	High Needs Students	46.4	75	31.0	50	61.9	47.0
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	63.8%
	High Needs Students	59.0%	100%	59.0	100	59.0	58.3%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	65.0%
	High Needs Students	63.2%	100%	63.2	100	63.2	57.4%
Chronic Absenteeism	All Students	8.9%	<=5%	42.3	50	84.6	9.6%
	High Needs Students	11.7%	<=5%	36.6	50	73.3	15.6%
Preparation for CCR	% Taking Courses	64.7%	75%	43.2	50	86.3	67.6%
	% Passing Exams	21.9%	75%	14.6	50	29.2	40.7%
On-track to High School Graduation		81.0%	94%	43.1	50	86.2	85.1%
4-year Graduation All Students (2015 Cohort)		87.5%	94%	93.1	100	93.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		94.6%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		70.6%	75%	94.1	100	94.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.2% | 52.4%	75%	17.5	50	34.9	89.2% | 50.5%
Arts Access		53.8%	60%	44.8	50	89.7	47.5%
Accountability Index				**993.4**	**1350**	**73.6**	

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	66.5	59.8	6.7	16.5	
Math Performance Index Gap	58.7	50.9	7.8	18.9	
Science Performance Index Gap	56.0	46.4	9.5	17.2	
Graduation Rate Gap	94.0%	94.6%	-0.6%	15.3%	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.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	98.9
	High Needs Students	98.6
Math	All Students	98.7
	High Needs Students	98.4
Science	All Students	99.0
	High Needs Students	98.2

[3]Minimum 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: 51.8   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The District Accountability Plan, authored in close partnership with community stakeholders and district personnel, and adopted by our 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 our 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 relaying 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 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 to 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 surrounding communities. The school also 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 Grant programs with surrounding school systems, including a long-standing relationship between Bloomfield High School and Granby High School, as well as Simsbury Public Schools and The Talcott Mountain Science Center.

The Bloomfield Board of Education supports many activities designed to raise awareness and educate our learning community about diverse cultures and customs. In addition to our two magnet schools, we host summer enrichment programs for students, extended day learning opportunities, and an alternative high School program. Our curriculum presents integrated resources and experiences drawn from the rich cultural heritage represented by our residents. We include activities designed to invite community members to engage with a diversity of individuals and cultures. The Bloomfield Public Schools partners with the Hartford Foundation for Public Giving to extend the school day for elementary students while expanding cultural awareness through the study of STEAM (Science, Tech, Engineering, Arts, & Math).

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, 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.