

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



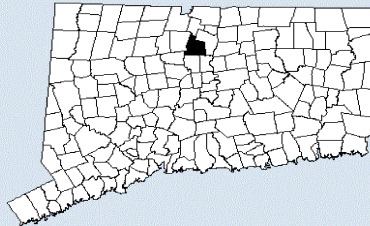
Bloomfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,115
Per Pupil Expenditures ¹	\$19,764
Total Expenditures ¹	\$46,228,773

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,028	48.6	48.3
Male	1,087	51.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	26	1.2	4.7
Black or African American	1,559	73.7	12.9
Hispanic or Latino	225	10.6	22.1
Pacific Islander	*	*	0.0
Two or More Races	53	2.5	2.5
White	246	11.6	57.2
English Language Learners	36	1.7	6.3
Eligible for Free or Reduced-Price Meals	1,069	50.5	37.6
Students with Disabilities ¹	284	13.4	13.3

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	71	8.0	77	7.5
Male	94	10.0	156	14.2
Black or African American	113	7.8	185	11.8
Hispanic or Latino	30	15.9	28	12.2
White	15	11.5	11	4.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	110	11.2	167	14.8
Students with Disabilities	47	17.4	53	16.3
District	165	9.0	233	11.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 110

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	171.5
Paraprofessional Instructional Assistants	42.0
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	15.0
Counselors, Social Workers and School Psychologists	21.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	143.8

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.6	1.0
Black or African American	55	22.4	3.5
Hispanic or Latino	3	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	184	74.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.2

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	74	64.3	116	78.4
Hispanic or Latino	11	*	*	*
White	*	*	6	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	48	71.6	62	72.9
Students with Disabilities	8	*	17	63.0
District	96	64.4	129	76.3
State		58.4		73.8

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	*	*
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	77	74.0
Other Health Impairment	30	68.2
Other Disabilities	8	30.8
Speech/Language Impairment	32	80.0
District	169	63.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	1.0	1.5
Emotional Disturbance	17	0.8	1.0
Intellectual Disability	15	0.7	0.5
Learning Disability	105	4.8	4.4
Other Health Impairment	45	2.1	2.6
Other Disabilities	31	1.4	1.0
Speech/Language Impairment	43	2.0	1.9
All Disabilities	278	12.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	57	20.5	8.1
Private Schools or Other Settings	9	3.2	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,949,787	10,997	9,134
Instructional Supplies and Equipment	1,560,460	748	334
Improvement of Instruction and Educational Media Services	1,919,984	920	498
Student Support Services	3,081,262	1,476	1,001
Administration and Support Services	6,519,565	3,124	1,694
Plant Operation and Maintenance	5,077,775	2,433	1,572
Transportation	2,588,202	1,003	813
Costs of Students Tuitioned Out	1,958,550	N/A	N/A
Other	573,188	275	186
Total	46,228,773	19,764	15,289

Additional Expenditures

Land, Buildings, and Debt Service	5,034,660	2,412	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,676,107	44.0	35.1
Noncertified Personnel	927,810	15.3	14.2
Purchased Services	71,459	1.2	5.2
Tuition to Other Schools	1,135,690	18.7	22.0
Special Ed. Transportation	362,248	6.0	8.6
Other Expenditures	908,689	14.9	14.9
Total Expenditures	6,082,003	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.7	70.9
State	23.9	24.3
Federal	3.2	3.6
Tuition & Other	1.1	1.3

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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	669	64.6	666	51.4	337	50.9
Hispanic or Latino	100	63.9	100	51.7	45	48.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	20	64.1	20	52.2	*	*
White	59	66.8	60	58.1	25	54.6
English Language Learners	17	*	17	*	7	*
Non-English Language Learners	846	64.9	844	52.3	411	51.0
Eligible for Free or Reduced-Price Meals	461	61.7	459	49.0	214	49.4
Not Eligible for Free or Reduced-Price Meals	402	68.3	402	55.7	204	52.4
Students with Disabilities	143	46.5	143	37.1	86	40.7
Students without Disabilities	720	68.4	718	55.1	332	53.5
High Needs	512	60.7	510	48.5	251	48.1
Non-High Needs	351	70.7	351	57.4	167	55.1
District	863	64.8	861	52.1	418	50.9

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
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	56.6	77.2	80.1	83.8	527	75.0
Curl Up	65.6	81.9	83.1	89.4	527	80.5
Push Up	42.6	67.7	63.2	87.3	527	66.0
Mile Run/PACER	45.1	68.5	67.6	81.0	527	66.2
All Tests - District	21.3	44.9	44.9	64.8	527	44.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	149	89.3	80.7	Yes	82.2
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	111	90.1	74.2	Yes	76.4
Students with Disabilities	21	57.1	58.3	No	62.2
District	169	87.6	79.2	Yes	80.8
State ⁴		87.0			

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 2013-14 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	67.3	31	19.9
Male	71.6	29	17.9
Black or African American	73.4	48	18.3
Hispanic or Latino	68.0	*	*
White	36.0	7	28.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	67.1	23	15.1
Students with Disabilities	*	0	*
District	69.5	60	18.9
State	67.2		37.3

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

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.5	90.0
Male	59.7	70.8
Black or African American	73.0	81.4
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	78.6
Students with Disabilities	45.5	*
District	70.9	81.5
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first 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	64.8	75	86.4	100	86.4	67.9
	High Needs Students	60.7	75	81.0	100	81.0	56.7
Math Performance Index	All Students	52.1	75	69.5	100	69.5	59.3
	High Needs Students	48.5	75	64.7	100	64.7	47.8
Science Performance Index	All Students	50.9	75	67.8	100	67.8	56.5
	High Needs Students	48.1	75	64.1	100	64.1	45.9
Chronic Absenteeism	All Students	9.0%	<=5%	42.0	50	84.0	10.6%
	High Needs Students	11.7%	<=5%	36.5	50	73.0	17.3%
Preparation for CCR	% Taking Courses	70.4%	75%	47.0	50	93.9	66.1%
	% Passing Exams	18.9%	75%	12.6	50	25.2	37.3%
On-track to High School Graduation		84.5%	94%	44.9	50	89.9	85.6%
4-year Graduation All Students (2014 Cohort)		87.6%	94%	93.2	100	93.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		87.5%	94%	93.1	100	93.1	77.6%
Postsecondary Entrance (Class of 2014)		71.5%	75%	95.4	100	95.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% 44.8%	75%	29.9	50	59.7	87.6% 51.0%
Arts Access		52.9%	60%	44.1	50	88.2	45.7%
Accountability Index				972.0	1250	77.8	

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	70.7	60.7	9.9	17.3	
Math Performance Index Gap	57.4	48.5	8.9	19.6	
Science Performance Index Gap	55.1	48.1	7.0	17.2	
Graduation Rate Gap	94.0%	87.5%	6.5%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	97.5
	High Needs Students	98.0
Math	All Students	97.3
	High Needs Students	97.6
Science	All Students	99.1
	High Needs Students	98.5

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: 44.9

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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.

Extensive professional development, presented by national and local experts, has been completed in the areas of curriculum writing aligned to the Common Core, Data Driven Decision Making, Instructional Rounds, and Common Formative Assessments. Furthermore, principals and supervisors have received professional development for teacher supervisory practices, effective elements of classroom environments and instructional rigor. They have developed a shared understanding of how best to help Pre-K-12 students, read, comprehend and respond to text. Our Literacy and Numeracy Coordinators have received training on improving overall reading comprehension, as well as methods to increase the effectiveness in their coaching relationships. This work has had significant positive effects on all students, including those who are English Learners and those who receive special education services.

The district's Pre K-12 programs and initiatives are informed by research-based practices as they relate to curriculum, instruction, assessment; climate; and student and family engagement. Bloomfield has implemented benchmark testing for students in grades K-12 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, to nurture the whole child. Informational meetings relaying the district's academic progress are conducted annually with various PTO, family, community and business groups.

District-wide attention to nurturing positive, inclusive climates within our schools has impacted all of our student groups, including students receiving special education services. Attention to student attendance and absenteeism has led to early identification and support to students who might tend toward chronic absenteeism or truancy.

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 assess areas of strength and identify areas in need of refinement. Family, students, staff and community voices are critically important to this work. 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, while continuing to build positive relationships with students. Annual school-engagement programs that reach out specifically to male role models (fathers, grandfathers) have been established in all of Bloomfield's schools, along with on-going male role-model programs at two elementary schools.

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 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. For example, Global Experiences Magnet School is designed to nurture relationships between students from Bloomfield and surrounding towns, 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 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 students from surrounding school systems with 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 The 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 District Accountability Plan;
2. Each principal, director, or budget manager builds a budget with a team. The budgets align to the school and district 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 awareness and discussion of the proposed budget.