

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



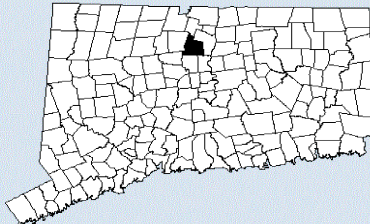
## Bloomfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,080
Per Pupil Expenditures <sup>1</sup>	\$19,891
Total Expenditures <sup>1</sup>	\$54,144,036

<sup>1</sup> Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,023	49.2	48.4
Male	1,057	50.8	51.5
American Indian or Alaska Native	6	0.3	0.3
Asian	53	2.5	5.2
Black or African American	1,467	70.5	12.7
Hispanic or Latino of any race	292	14.0	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	85	4.1	4.0
White	177	8.5	49.9
English Learners	74	3.6	8.3
Eligible for Free or Reduced-Price Meals	1,239	59.6	42.7
Students with Disabilities <sup>3</sup>	390	18.8	16.3

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	142	16.6	8	0.8
Male	162	17.9	17	1.6
Black or African American	200	14.8	19	1.3
Hispanic or Latino of any race	79	31.2	*	*
White	10	15.2	0	0.0
English Learners	24	31.2	*	*
Eligible for Free or Reduced-Price Meals	228	23.4	20	1.5
Students with Disabilities	106	28.7	*	*
District	304	17.3	25	1.2
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 136**

**Number of school-based arrests: 0**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2020-21

## Bloomfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	159.2
Paraprofessional Instructional Assistants	43.3
<b>Special Education</b>	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	55.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	10.2
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	18.5
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	184.6

<sup>1</sup> 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	1.3
Black or African American	44	18.6	4.1
Hispanic or Latino of any race	5	2.1	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	184	77.6	89.9

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	64	54.2	105	82.7
Hispanic or Latino of any race	10	*	11	*
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	54.2	64	81.0
Students with Disabilities	18	41.9	23	76.7
District	80	57.1	125	80.1
State		75.9		85.6

<sup>2</sup> 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<sup>3</sup>

	Count	Rate (%)
Autism	21	45.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	111	70.7
Other Health Impairment	46	68.7
Other Disabilities	11	28.9
Speech/Language Impairment	23	71.9
District	222	58.6
State		67.9

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## Bloomfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	2.4	2.1
Emotional Disturbance	27	1.2	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	157	7.2	5.8
Other Health Impairment	67	3.1	3.3
Other Disabilities	48	2.2	1.2
Speech/Language Impairment	38	1.7	1.9
<b>All Disabilities</b>	<b>402</b>	<b>18.4</b>	<b>15.9</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	81	20.1	8.3
Private Schools or Other Settings	16	4.0	4.8

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$32,266,163	\$11,854	\$11,205
Support services - students	\$3,463,006	\$1,579	\$1,346
Support services - instruction	\$891,346	\$406	\$698
Support services - general administration	\$2,367,003	\$1,079	\$464
Support services - school based administration	\$3,503,842	\$1,598	\$1,037
Central and other support services	\$2,735,550	\$1,247	\$691
Operation and maintenance of plant	\$5,200,494	\$2,371	\$1,692
Student transportation services	\$3,174,423	\$1,652	\$1,159
Food services	\$1,687	\$1	\$21
Enterprise operations	\$540,522	\$246	\$151
<b>Total</b>	<b>\$54,144,036</b>	<b>\$19,891</b>	<b>\$17,838</b>

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

### Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,982,429	27.2	29.6
Instructional Aide Salaries	\$1,174,178	10.7	11.1
Other Salaries	\$880,014	8.0	9.5
Employee Benefits	\$1,358,504	12.4	13.5
Purchased Services Other Than Transportation	\$248,321	2.3	5.4
Special Education Tuition	\$3,520,978	32.1	22.5
Supplies	\$23,608	0.2	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$762,444	7.0	7.2
Equipment	\$2,183	0.0	0.2
All Other Expenditures	\$375	0.0	0.1
<b>Total</b>	<b>\$10,953,034</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		20.2	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	68.7
State	26.1
Federal	2.4
Tuition & Other	2.8

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2020-21 Bloomfield School District

## 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	NAEP 2019		NAEP 2013
	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
National Public	40	33	25

<sup>1</sup> 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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Bloomfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	139	89.9
Hispanic or Latino of any race	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	103	85.4
Students with Disabilities	21	61.9
District	172	90.1
State		88.8

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	78.1	28	18.1
Male	71.6	16	11.3
Black or African American	74.3	35	14.3
Hispanic or Latino	70.0	*	*
White	*	*	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	72.2	14	8.6
Students with Disabilities	64.4	*	*
District	75.0	44	14.9
State	85.0		36.0

<sup>3</sup>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

<sup>4</sup>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 percentage.

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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	77.0	88.5
Male	63.2	75.8
Black or African American	69.7	82.8
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.2	78.3
Students with Disabilities	*	*
District	70.6	81.6
State	67.4	84.9

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator	Index/Rate	Target	State Average Index/Rate	
Chronic Absenteeism	All Students	17.3%	<=5%	19.0%
	High Needs Students	22.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	69.3%	75%	80.6%
	% Passing Exams	14.9%	75%	36.0%
On-track to High School Graduation	79.8%	94%	84.5%	
4-year Graduation All Students (2020 Cohort)	90.1%	94%	88.8%	
6-year Graduation - High Needs Students (2018 Cohort)	87.6%	94%	85.2%	
Postsecondary Entrance (Class of 2020)	70.5%	75%	67.4%	
Arts Access	45.6%	60%	50.7%	

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	87.6%	6.4%	9.8%	N

<sup>1</sup> 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.

<sup>2</sup> 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Bloomfield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The 2021-2024 Bloomfield Public Schools District Plan of Excellence, 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 district staff, national and local experts are recruited to provide and guide professional development (PD). Comprehensive professional development has addressed social emotional well-being, building technology skills for synchronous/asynchronous learning, and culturally relevant curriculum-writing aligned to the Common Core. In addition to these topics, instructional leaders have received job-embedded PD to align their work with the newly adopted Portrait of a Graduate, ensuring students are critical thinkers, communicators, problem solvers, and adaptable to succeed in the 21st Century global environment.

Families, students, staff and community members are vitally important to our work. These key stakeholders provide a valuable voice on our Portrait of a Graduate Design Team. Our ongoing work has invigorated community-wide conversations and partnerships to promote equity, anti-racism, and social and emotional learning.

School attendance and engagement has taken on a renewed focus in this time of Covid-19. If attendance or disconnection issues arise, we engage families and staff to resolve problems in partnership, while continuing to build positive relationships with students. Families were given the opportunity to have their students attend more in-person classes if the structure of being in school would be beneficial to students. A new District Coordinator of Extended Learning and Family Community Engagement was hired to work closely with our families to get their input on ways to increase outreach and gather feedback on what is being done in our schools. The Coordinator arranged multiple listening tours at each of our schools and developed a more robust social media presence in the community. 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.

Additional Special Education Teachers and School Social Workers improve programming and access to the general education curriculum for students with disabilities. The Student and Family Assistance Centers collaborate with Youth Services as well as Community Health resources to provide clinical counseling. The Steps to Success Program offers K-8 students with disabilities in district the opportunity for alternative programming and promotes gradual transition back to their home 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. The district also further integrated our Scientific Research Based Intervention program to adjust teaching to meet the needs of all students.

#### 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 through virtual partnerships. 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.

This past year, the district celebrated the 100th anniversary of the Harlem Renaissance with yearlong activities that celebrated the culture, music, art, and history from the time period. Invitations were extended to the larger Bloomfield community to participate in all virtual events. Our teachers have also participated in writing curriculum to align with the culturally responsive curriculum design.

# District Profile and Performance Report for School Year 2020-21

## Bloomfield School District

### **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 Plan of Excellence as well as each school's School Plan of Excellence; (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.