

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



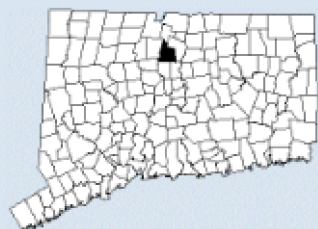
Bloomfield School District

Bethany Silver, Superintendent - Interim • 860-769-4200 • <http://www.bloomfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	1,897
Per Pupil Expenditures	\$24,674
Total Expenditures	\$67,361,381

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	908	47.9	48.4
Male	989	52.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	34	1.8	5.2
Black or African American	1,231	64.9	12.4
Hispanic or Latino of any race	344	18.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	88	4.6	4.8
White	192	10.1	45.1
English Learners/Multilingual Learners	95	5.0	11.3
Eligible for Free or Reduced-Price Meals	1,026	54.1	44.8
Students with Disabilities	413	21.8	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	141	18.3	92	9.6
Male	137	17.5	119	11.6
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	165	14.9	147	11.4
Hispanic or Latino of any race	83	28.3	50	13.8
White	9	14.1	6	2.9
English Learners/Multilingual Learners	27	27.8	11	10.7
Eligible for Free or Reduced-Price Meals	193	24.1	141	13.2
Students with Disabilities	87	24.2	65	13.7
All Students - District	278	17.9	211	10.6
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 267
Number of school-based arrests: 0

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Bloomfield School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	153.4
General Education Paraprofessionals	42.5
Special Education Teachers and Instructors	29.0
Special Education Paraprofessionals	86.0
District Central Office Administrators	5.0
School Level Administrators	11.2
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	20.0
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	145.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.7	1.4
Black or African American	49	21.2	4.9
Hispanic or Latino of any race	7	3.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	171	74.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	34	14.2	6.8
Teachers	30	15.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	95	74.8	137	97.9
Hispanic or Latino of any race	18	*	26	92.9
White	*	*	*	*
English Learners/Multilingual Learners	6	*	6	*
Eligible for Free or Reduced-Price Meals	68	81.9	85	95.5
Students with Disabilities	27	84.4	39	95.1
All Students - District	120	76.9	178	97.3
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	33	45.2
Emotional Disability	16	57.1
Intellectual Disability	*	*
Learning Disability	135	73.8
Other Health Impairment	42	60.0
Other Disabilities	*	*
Speech/Language Impairment	27	79.4
All Disabilities - District	259	59.7
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	74	3.5	2.9
Emotional Disability	28	1.3	1.1
Intellectual Disability	19	0.9	0.6
Learning Disability	184	8.6	6.5
Other Health Impairment	70	3.3	3.6
Other Disabilities	36	1.7	1.1
Speech/Language Impairment	39	1.8	2.0
All Disabilities	450	21.1	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	139	30.9	8.2
Private Schools or Other Settings	19	4.2	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$42,213,914	\$15,463	\$13,471
Support services - students	\$3,995,708	\$2,039	\$1,826
Support services - instruction	\$1,156,234	\$590	\$972
Support services - general administration	\$2,410,718	\$1,230	\$568
Support services - school based administration	\$3,684,456	\$1,880	\$1,274
Central and other support services	\$3,095,343	\$1,579	\$761
Operation and maintenance of plant	\$5,584,665	\$2,849	\$2,125
Student transportation services	\$4,371,582	\$2,657	\$1,695
Food services	.	.	\$10
Enterprise operations	\$848,760	\$433	\$219
Total	\$67,361,381	\$24,674	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,747,179	22.6	26.4
Instructional Aide Salaries	\$1,585,447	9.6	10.1
Other Salaries	\$1,145,276	6.9	10.5
Employee Benefits	\$1,466,801	8.8	13.3
Purchased Services Other Than Transportation	\$1,382,288	8.3	6.8
Special Education Tuition	\$6,103,834	36.8	22.8
Supplies	\$28,548	0.2	0.6
Property Services	\$635	0.0	0.4
Purchased Services For Transportation	\$1,126,094	6.8	8.7
Equipment	\$9,572	0.1	0.2
All Other Expenditures	\$927	0.0	0.1
Total	\$16,596,602	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	66.5
State	26.0
Federal	4.9
Tuition & Other	2.5

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 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15	*	15	*	*	*
Black or African American	571	56.9	571	50.3	269	52.3
Hispanic or Latino of any race	147	52.3	147	46.8	62	51.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	38	58.4	38	54.5	16	*
White	21	56.0	21	53.2	9	*
English Learners/Multilingual Learners	71	46.9	71	42.1	28	46.3
Non-English Learners/Non-Multilingual Learners	727	57.2	727	50.9	335	52.6
Eligible for Free or Reduced-Price Meals	407	53.0	407	45.2	177	48.9
Not Eligible for Free or Reduced-Price Meals	391	59.7	391	55.1	186	55.3
Students with Disabilities	182	39.3	182	34.6	75	41.0
Students without Disabilities	616	61.3	616	54.7	288	55.1
High Needs	502	51.3	502	44.8	218	48.4
Non-High Needs	296	64.8	296	59.1	145	57.8
All Students - District	798	56.3	798	50.1	363	52.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	86.0	79.4	89.4	97.5	453	88.1
Curl Up	75.6	92.1	94.3	89.8	453	89.0
Push Up	59.3	82.5	80.5	82.2	453	77.5
Mile Run/PACER	82.6	76.2	75.6	66.9	453	74.8
All Tests - District	52.3	64.3	66.7	65.3	453	62.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	112	83.9
Hispanic or Latino of any race	26	84.6
White	*	*
English Learners/Multilingual Learners	9	*
Eligible for Free or Reduced-Price Meals	106	82.1
Students with Disabilities	37	64.9
All Students - District	150	83.3
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	64	36.4
Male	42	25.8
Non-Binary	N/A	N/A
Black or African American	87	32.6
Hispanic or Latino of any race	11	23.4
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	39	22.7
Students with Disabilities	*	*
All Students - District	106	31.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	77.9	86.4
Male	44.8	70.3
Non-Binary	N/A	N/A
Black or African American	62.4	83.3
Hispanic or Latino of any race	62.5	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60.2	78.2
Students with Disabilities	39.3	*
All Students - District	61.5	80.2
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	56.3	75	37.5	50	75.0	64.7
ELA Performance Index	High Needs Students	51.3	75	34.2	50	68.3	54.9
Math Performance Index	All Students	50.1	75	33.4	50	66.8	61.1
Math Performance Index	High Needs Students	44.8	75	29.8	50	59.7	50.6
Science Performance Index	All Students	52.2	75	34.8	50	69.5	62.6
Science Performance Index	High Needs Students	48.4	75	32.3	50	64.5	52.1
ELA Academic Growth	All Students	54.3%	100%	54.3	100	54.3	60.6%
ELA Academic Growth	High Needs Students	51.8%	100%	51.8	100	51.8	55.7%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	62.3%
Math Academic Growth	High Needs Students	50.0%	100%	50.0	100	50.0	55.9%
Progress Toward English Proficiency	Literacy	55.2%	100%	27.6	50	55.2	58.7%
Progress Toward English Proficiency	Oral	50.2%	100%	25.1	50	50.2	55.7%
Chronic Absenteeism	All Students	17.9%	<=5%	24.3	50	48.6	17.2%
Chronic Absenteeism	High Needs Students	23.2%	<=5%	13.5	50	27.1	24.8%
% Taking CCR Courses	All Students	87.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	31.3%	75%	20.8	50	41.7	47.2%
On-track to High School Graduation	All Students	87.5%	94%	46.5	50	93.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	83.3%	94%	88.7	100	88.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.1%	94%	96.9	100	96.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	61.5%	75%	82.0	100	82.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	62.9%	75%	41.9	50	83.9	49.0%
Arts Access	All Students	67.3%	60%	50.0	50	100.0	55.1%
Accountability Index				980.0	1450	67.6	

Physical Fitness Estimated Participation Rate - District: 95.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	64.8	51.3	13.5	16.9	N
Math Performance Index Gap	59.1	44.8	14.3	18.4	N
Science Performance Index Gap	57.8	48.4	9.4	18.2	N
Graduation Rate Gap	94.0%	91.1%	2.9%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.5
ELA	High Needs Students	97.7
Math	All Students	98.5
Math	High Needs Students	97.7
Science	All Students	96.7
Science	High Needs Students	95.4

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.8

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Bloomfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In the Summer of 2024, the Bloomfield Board of Education launched the search for a new Superintendent. As part of this process, the selected search firm engaged with staff, families, students, community members, and local partners to understand what the Bloomfield community valued in its next educational leader. In December 2024, Dr. Tracy Youngberg was appointed Superintendent, marking a return to Bloomfield where she had previously served as a principal. Upon her arrival, Dr. Youngberg met with stakeholders across the district to listen and learn from their unique perspectives.

School attendance and engagement remains one of the key district priorities. As attendance challenges arise, we engage with families in partnership with staff and community providers to address barriers while continuing to foster positive, trusting relationships with students and families. Attendance teams at each school monitor student attendance and work with families to support their needs.

In addition, the district's School-to-Career Office collaborates with local organizations to offer students real-world learning opportunities through hands-on experiences in areas of interest through field experiences and career panels. The district continues to expand career pathways for high school students to ensure readiness for both college and meaningful careers. Students receiving special education services are supported through inclusive and personalized opportunities that foster growth in both academic and life skills, empowering them to thrive in diverse settings.

The district's Pre-K through grade 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 Kindergarten through grade twelve three times each year to inform classroom practices and its alignment to student mastery of learning standards. The district provides students identified as Gifted and Talented through our SOAR program with additional enrichment opportunities as a part of the core programming.

Bloomfield is committed to cultivating a professional learning culture where all staff engage in meaningful development opportunities aligned to their specific roles and responsibilities. All district staff participate in differentiated learning experiences that are relevant to their work and growth. We continue to work on embedding the district's Portrait of a Graduate, to ensure a shared vision that prepares students to be critical thinkers, effective communicators, collaborative problem solvers, and adaptable learners ready for the demands of the 21st-century global economy.

We partnered with Bloomfield Social and Youth Services to provide families with educational opportunities such as financial literacy, building credit, creating and maintaining budgets, and social and emotional wellbeing through self-care and healthy lifestyles. The district has also made a concerted effort to create link-to-learning engagement opportunities for families to learn strategies to support learning at home.

The district is currently involved in recruitment efforts for a District Parent Advisory Council that will offer parent/family representatives from each of our schools an opportunity to have their perspectives considered.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Bloomfield Public School prepares students with 21st century skills for a globally engaged future. Located close to Hartford, Boston, and New York, there are various opportunities to experience and appreciate societal diversity. Our location also invites participation and partnerships in inter-district cultural activities with students from many communities. 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 (grades 6-12) nurtures relationships between Bloomfield students and peers both nationally and internationally. Wintonbury Early Childhood Magnet School (Pre-K) offers a full day program for 3-4 year-old students from Bloomfield and surrounding communities with a theme of scientific exploration. In partnership with Bloomfield's Auer Farm, curriculum and instruction are linked to authentic experience for our youngest students. 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. A S.T.E.A.M themed summer opportunity is offered to students, on-going academic enrichment opportunities, and school-year extended-day learning programs. The curriculum integrates resources and experiences drawn from the rich heritage of our students, including native speakers of 14 languages. The district partners with the Hartford Foundation for Public Giving, The 4-H Education Center at Auerfarm, Bloomfield Social and Youth Services and Bloomfield Leisure Services, extending the school day for elementary students to expand cultural awareness through STEAM (Science, Technology, Engineering, Arts, Math) studies and promote youth empowerment and leadership.

Bloomfield has partnered with community and statewide partners to provide families with a variety of educational and enriching opportunities in financial literacy and social-emotional wellbeing of students and parents. These programs were developed to help all families to learn about resources available to them to help them be successful.

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Equitable Allocation of Resources among District Schools

The Bloomfield Public Schools budget was developed with a focus of ensuring funding was focused on classroom instruction. The 2025-2026 budget for Bloomfield Public Schools is a student-centered plan prioritizing student outcomes by ensuring equitable access to quality education, resources, and support services. It maintains fiscal responsibility while promoting transparency in how funds are allocated to maximize classroom impact and student success. Each school level budget is reviewed by the Superintendent and other central office staff to assure equitable resource allocation, while addressing needs unique to each school. Public meetings and hearings are held to promote public awareness and discussion of the proposed budget. Funding for the district came through general allocations from the town as well as state and federal grants. Bloomfield Public Schools works to stay in compliance with all requirements and meet the needs of all stakeholders to provide information about expenditures of the district.

The district is currently involved in a staffing redesign to ensure all schools are equitably staffed and prepared to offer a high quality learning experience for all students.

District Profile and Performance Report for School Year 2024-25

Bloomfield School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	19	82.6	32.0
Retired	4	17.4	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	23		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.