

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-05-01-04-0001

Grade Range : 6-12

Name: Bloomfield Junior-Senior High School

Principal: Michael Reho

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	108	87
Ungraded Elementary	0	0	0
Seventh	90	97	103
Eighth	79	90	92
Ninth	97	84	90
Tenth	83	97	76
Eleventh	97	80	89
Twelfth	97	103	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	543	659	615

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	2.4%	19	2.9%	13	2.1%
Black (Not Hispanic)	4	0.7%	2	0.3%	2	0.3%
Hispanic	11	2.0%	9	1.4%	10	1.6%
White (Not Hispanic)	515	94.8%	629	95.4%	590	95.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	22	19
Mathematics Grade 8	17	18	21
Science Grade 8	20	22	24
Social Studies Grade 8	20	22	23
English Grade 10	16	16	16
Mathematics Grade 10	22	23	18
Science Grade 10	17	23	12
Social Studies Grade 10	16	19	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.3%	6	0.9%	7	1.1%
Eligible for Free Lunch	37	6.8%	44	6.7%	78	12.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.2%		94.9%		95.7%
Student Suspensions	24	4.5%	42	7.7%	21	3.2%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	6.1%	6.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	78%	95%	95%

Staff Counts

Staff	2002–2003
Total Teachers	54
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	80	46	57%	82	63	77%	61	54	89%
Students with Disabilities	12	3	25%	11	3	27%	7	2	29%
All Students	92	49	53%	93	66	71%	68	56	82%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	25	0	5	7	0
Percent	46%	37%	0%	7%	10%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	2	4	11

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		3	
	Entered GED Program*			3		4	
	Total Noncompleters			10		7	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		2	
	Total Noncompleters			3		2	
All Students	Dropped Out	4	1.1%	10	2.7%	3	0.9%
	Entered GED Program*	5	1.3%	3	0.8%	6	1.8%
	Total Noncompleters	9	2.4%	13	3.6%	9	2.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		58	73
	Number of Students with Disabilities		32	19
	Number of All Students		90	92
	Percent of Enrollment		31%	33%
9–12	Number of General-Education Students		305	274
	Number of Students with Disabilities		59	57
	Number of All Students		364	331
	Percent of Enrollment		100%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	100%	28	100%	8	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	15	93%	17	100%	1	#
Spanish	19	100%	25	100%	11	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	8	100%
Science	0	0%	0	0%	5	100%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	0	0%
Global Studies	6	83%	0	0%	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	93	79	83	10	8	13
Number Scoring 55–100	93	74	80	10	6	12
Number Scoring 65–100	85	65	75	5	3	9
Number Scoring 85–100	29	32	32	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	96%	100%	75%	92%
Percentage of Tested Scoring 65–100	91%	82%	90%	50%	38%	69%
Percentage of Tested Scoring 85–100	31%	41%	39%	0%	0%	0%
Mathematics A						
Number Tested	0	89	97	0	12	14
Number Scoring 55–100	0	81	95	0	10	12
Number Scoring 65–100	0	67	91	0	6	10
Number Scoring 85–100	0	26	60	0	1	1
Percentage of Tested Scoring 55–100	0%	91%	98%	0%	83%	86%
Percentage of Tested Scoring 65–100	0%	75%	94%	0%	50%	71%
Percentage of Tested Scoring 85–100	0%	29%	62%	0%	8%	7%
Mathematics B (first administered June 2001)						
Number Tested	0	0	43	0	0	2
Number Scoring 55–100	0	0	40	0	0	#
Number Scoring 65–100	0	0	39	0	0	#
Number Scoring 85–100	0	0	11	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	#
Global History and Geography						
Number Tested	78	90	69	9	15	9
Number Scoring 55–100	76	88	66	8	15	6
Number Scoring 65–100	68	80	63	4	8	6
Number Scoring 85–100	31	37	36	0	1	2
Percentage of Tested Scoring 55–100	97%	98%	96%	89%	100%	67%
Percentage of Tested Scoring 65–100	87%	89%	91%	44%	53%	67%
Percentage of Tested Scoring 85–100	40%	41%	52%	0%	7%	22%
U.S. History and Government (first administered June 2001)						
Number Tested	93	75	84	10	8	14
Number Scoring 55–100	91	68	84	10	4	14
Number Scoring 65–100	81	66	81	5	3	14
Number Scoring 85–100	52	27	48	0	0	6
Percentage of Tested Scoring 55–100	98%	91%	100%	100%	50%	100%
Percentage of Tested Scoring 65–100	87%	88%	96%	50%	38%	100%
Percentage of Tested Scoring 85–100	56%	36%	57%	0%	0%	43%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	75	80	75	8	14	8
Number Scoring 55–100	74	80	74	8	14	8
Number Scoring 65–100	69	78	73	4	12	7
Number Scoring 85–100	30	34	32	0	2	0
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	97%	97%	50%	86%	88%
Percentage of Tested Scoring 85–100	40%	42%	43%	0%	14%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	63	77	85	11	9	9
Number Scoring 55–100	60	74	80	9	7	6
Number Scoring 65–100	55	65	72	7	5	4
Number Scoring 85–100	13	27	25	1	0	1
Percentage of Tested Scoring 55–100	95%	96%	94%	82%	78%	67%
Percentage of Tested Scoring 65–100	87%	84%	85%	64%	56%	44%
Percentage of Tested Scoring 85–100	21%	35%	29%	9%	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		45	46		2	1
Number Scoring 55–100		44	45		#	#
Number Scoring 65–100		36	37		#	#
Number Scoring 85–100		8	16		#	#
Percentage of Tested Scoring 55–100		98%	98%		#	#
Percentage of Tested Scoring 65–100		80%	80%		#	#
Percentage of Tested Scoring 85–100		18%	35%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	11	12	17	0	0	0
Number Scoring 55–100	11	12	17	0	0	0
Number Scoring 65–100	10	12	17	0	0	0
Number Scoring 85–100	4	4	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	33%	59%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	29	25	16	0	1	0
Number Scoring 55–100	29	25	16	0	#	0
Number Scoring 65–100	29	24	16	0	#	0
Number Scoring 85–100	24	9	14	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	83%	36%	88%	0%	#	0%
Comprehensive Latin						
Number Tested	9	8	9	0	0	0
Number Scoring 55–100	8	8	9	0	0	0
Number Scoring 65–100	8	8	9	0	0	0
Number Scoring 85–100	3	6	4	0	0	0
Percentage of Tested Scoring 55–100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	75%	44%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	82	5	0	4	0	0
Number Scoring 55–100	72	1	0	#	0	0
Number Scoring 65–100	60	1	0	#	0	0
Number Scoring 85–100	34	0	0	#	0	0
Percentage of Tested Scoring 55–100	88%	20%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	73%	20%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	41%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	66	66	0	3	3	0
Number Scoring 55–100	64	64	0	#	#	0
Number Scoring 65–100	57	59	0	#	#	0
Number Scoring 85–100	26	35	0	#	#	0
Percentage of Tested Scoring 55–100	97%	97%	0%	#	#	0%
Percentage of Tested Scoring 65–100	86%	89%	0%	#	#	0%
Percentage of Tested Scoring 85–100	39%	53%	0%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	3	#	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	75	0%	28%	61%	11%
	Students with Disabilities	14	0%	93%	7%	0%
	All Students	89	0%	38%	53%	9%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	66	66	66	8	8	8	74	74	74
Number Scoring 55–64	1	1	0	4	1	3	5	2	3
Number Scoring 65–84	29	37	27	3	3	4	32	40	31
Number Scoring 85–100	33	26	36	0	0	0	33	26	36
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)