

New York State School Report Card

Comprehensive Information Report

BEDS Code: 43-05-01-04-0001
 Name: Bloomfield High School
 Principal: Michael Reho

Grade Range : 6-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	108	87	92
Ungraded Elementary	0	0	0
Seventh	97	103	87
Eighth	90	92	98
Ninth	84	90	88
Tenth	97	76	92
Eleventh	80	89	73
Twelfth	103	78	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	659	615	616

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	2.9%	13	2.1%	12	1.9%
Black (Not Hispanic)	2	0.3%	2	0.3%	1	0.2%
Hispanic	9	1.4%	10	1.6%	9	1.5%
White (Not Hispanic)	629	95.4%	590	95.9%	594	96.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	19	18
Mathematics Grade 8	18	21	20
Science Grade 8	22	24	19
Social Studies Grade 8	22	23	19
English Grade 10	16	16	18
Mathematics Grade 10	23	18	19
Science Grade 10	23	12	32
Social Studies Grade 10	19	18	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.9%	7	1.1%	9	1.5%
Eligible for Free Lunch	44	6.7%	78	12.7%	80	13.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		95.7%		95.9%
Student Suspensions	42	7.7%	21	3.2%	8	1.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.1%	6.8%	5.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	95%	98%

Staff Counts

Staff	2003-04
Total Teachers	54
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	82	63	77%	61	54	89%	70	58	83%
Students with Disabilities	11	3	27%	7	2	29%	12	5	42%
All Students	93	66	71%	68	56	82%	82	63	77%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	25	43	0	3	11	0
Percent	30%	52%	0%	4%	13%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	5	0	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		3		1	0.3%
	Entered GED Program*	3		4		3	1.0%
	Total Noncompleters	10		7		4	1.3%
Students with Disabilities	Dropped Out	3		0		0	0.0%
	Entered GED Program*	0		2		1	2.4%
	Total Noncompleters	3		2		1	2.4%
All Students	Dropped Out	10	2.7%	3	0.9%	1	0.3%
	Entered GED Program*	3	0.8%	6	1.8%	4	1.2%
	Total Noncompleters	13	3.6%	9	2.7%	5	1.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	58	73	240
	Number of Students with Disabilities	32	19	37
	Number of All Students	90	92	277
	Percent of Enrollment	31%	33%	100%
9-12	Number of General-Education Students	305	274	288
	Number of Students with Disabilities	59	57	51
	Number of All Students	364	331	339
	Percent of Enrollment	100%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	100%	8	100%	29	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	17	100%	1	#	7	86%
Spanish	25	100%	11	100%	44	98%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	2	#	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	100%	0	0%
Science	0	0%	5	100%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	79	83	72	8	13	9
Number Scoring 55–100	74	80	70	6	12	7
Number Scoring 65–100	65	75	65	3	9	4
Number Scoring 85–100	32	32	32	0	0	1
Percentage of Tested Scoring 55–100	94%	96%	97%	75%	92%	78%
Percentage of Tested Scoring 65–100	82%	90%	90%	38%	69%	44%
Percentage of Tested Scoring 85–100	41%	39%	44%	0%	0%	11%
Mathematics A						
Number Tested	89	97	41	12	14	5
Number Scoring 55–100	81	95	41	10	12	5
Number Scoring 65–100	67	91	38	6	10	3
Number Scoring 85–100	26	60	15	1	1	0
Percentage of Tested Scoring 55–100	91%	98%	100%	83%	86%	100%
Percentage of Tested Scoring 65–100	75%	94%	93%	50%	71%	60%
Percentage of Tested Scoring 85–100	29%	62%	37%	8%	7%	0%
Mathematics B						
Number Tested	0	43	50	0	2	0
Number Scoring 55–100	0	40	48	0	#	0
Number Scoring 65–100	0	39	45	0	#	0
Number Scoring 85–100	0	11	13	0	#	0
Percentage of Tested Scoring 55–100	0%	93%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	91%	90%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	26%	26%	0%	#	0%
Global History and Geography						
Number Tested	90	69	87	15	9	7
Number Scoring 55–100	88	66	80	15	6	5
Number Scoring 65–100	80	63	76	8	6	3
Number Scoring 85–100	37	36	39	1	2	0
Percentage of Tested Scoring 55–100	98%	96%	92%	100%	67%	71%
Percentage of Tested Scoring 65–100	89%	91%	87%	53%	67%	43%
Percentage of Tested Scoring 85–100	41%	52%	45%	7%	22%	0%
U.S. History and Government						
Number Tested	75	84	67	8	14	7
Number Scoring 55–100	68	84	66	4	14	6
Number Scoring 65–100	66	81	64	3	14	5
Number Scoring 85–100	27	48	42	0	6	1
Percentage of Tested Scoring 55–100	91%	100%	99%	50%	100%	86%
Percentage of Tested Scoring 65–100	88%	96%	96%	38%	100%	71%
Percentage of Tested Scoring 85–100	36%	57%	63%	0%	43%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	80	75	108	14	8	8
Number Scoring 55–100	80	74	107	14	8	7
Number Scoring 65–100	78	73	105	12	7	6
Number Scoring 85–100	34	32	44	2	0	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	88%
Percentage of Tested Scoring 65–100	97%	97%	97%	86%	88%	75%
Percentage of Tested Scoring 85–100	42%	43%	41%	14%	0%	12%
Physical Setting/Earth Science						
Number Tested	77	85	88	9	9	13
Number Scoring 55–100	74	80	79	7	6	10
Number Scoring 65–100	65	72	71	5	4	5
Number Scoring 85–100	27	25	24	0	1	4
Percentage of Tested Scoring 55–100	96%	94%	90%	78%	67%	77%
Percentage of Tested Scoring 65–100	84%	85%	81%	56%	44%	38%
Percentage of Tested Scoring 85–100	35%	29%	27%	0%	11%	31%
Physical Setting/Chemistry						
Number Tested	45	46	47	2	1	0
Number Scoring 55–100	44	45	47	#	#	0
Number Scoring 65–100	36	37	38	#	#	0
Number Scoring 85–100	8	16	10	#	#	0
Percentage of Tested Scoring 55–100	98%	98%	100%	#	#	0%
Percentage of Tested Scoring 65–100	80%	80%	81%	#	#	0%
Percentage of Tested Scoring 85–100	18%	35%	21%	#	#	0%
Physical Setting/Physics						
Number Tested			27			0
Number Scoring 55–100			27			0
Number Scoring 65–100			26			0
Number Scoring 85–100			12			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			96%			0%
Percentage of Tested Scoring 85–100			44%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	12	17	14	0	0	0
Number Scoring 55–100	12	17	14	0	0	0
Number Scoring 65–100	12	17	14	0	0	0
Number Scoring 85–100	4	10	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	59%	71%	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	1	0	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	25	16	20	1	0	0
Number Scoring 55–100	25	16	20	#	0	0
Number Scoring 65–100	24	16	20	#	0	0
Number Scoring 85–100	9	14	13	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	88%	65%	#	0%	0%
Comprehensive Latin						
Number Tested	8	9	10	0	0	0
Number Scoring 55–100	8	9	10	0	0	0
Number Scoring 65–100	8	9	10	0	0	0
Number Scoring 85–100	6	4	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	44%	20%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	66	0	0	3	0	0
Number Scoring 55–100	64	0	0	#	0	0
Number Scoring 65–100	59	0	0	#	0	0
Number Scoring 85–100	35	0	0	#	0	0
Percentage of Tested Scoring 55–100	97%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	0%	0%	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	0	0%	30	100%
Students with Disabilities	0	0%	0	0%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	82	0%	24%	59%	17%
	Students with Disabilities	17	0%	88%	12%	0%
	All Students	99	0%	35%	51%	14%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 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	69	69	69	12	12	12	81	81	81
Number Scoring 55–64	3	3	1	4	0	0	7	3	1
Number Scoring 65–84	31	22	34	6	7	9	37	29	43
Number Scoring 85–100	32	43	31	0	5	1	32	48	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)