

# New York State District Report Card Comprehensive Information Report

BEDS Code: 43-05-01-04-0000  
 Name: East Bloomfield Central School District  
 Superintendent: Frederick A. Wille

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	86	79	83
First	79	84	84
Second	86	81	87
Third	81	86	77
Fourth	95	79	85
Fifth	89	92	79
Sixth	87	92	93
Ungraded Elementary	0	0	0
Seventh	103	87	93
Eighth	92	98	87
Ninth	90	88	104
Tenth	76	92	90
Eleventh	89	73	85
Twelfth	78	86	72
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1131	1117	1119

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.5%	14	1.3%	16	1.4%
Black (Not Hispanic)	7	0.6%	7	0.6%	22	2.0%
Hispanic	20	1.8%	17	1.5%	20	1.8%
White (Not Hispanic)	1087	96.1%	1079	96.6%	1061	94.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	16	17
Common Branch	20	20	21
English Grade 8	19	18	21
Mathematics Grade 8	21	20	22
Science Grade 8	24	19	22
Social Studies Grade 8	23	19	22
English Grade 10	16	18	17
Mathematics Grade 10	18	19	21
Science Grade 10	12	32	22
Social Studies Grade 10	18	19	20

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	1.2%	17	1.5%	9	0.8%
Eligible for Free Lunch	152	13.4%	177	15.9%	197	17.6%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		96.1%		96.6%
Student Suspensions	25	2.1%	10	0.9%	27	2.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.6%	5.6%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	97
Total Other Professional Staff	18
Total Paraprofessionals	27
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	61	71	62
	Regents Diplomas	54	59	53
	% Regents Diplomas	89%	83%	85%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	13	9
	Regents Diplomas	2	5	4
	% Regents Diplomas	25%	38%	44%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	1
<b>All Students</b>	Total Graduates*	69	84	71
	Regents Diplomas	56	64	57
	% Regents Diplomas	81%	76%	80%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	31	20	2	1	7	0	0	1
	<b>Percent</b>	50%	32%	3%	2%	11%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	1	1	1	0	3	0
	<b>Percent</b>	0%	33%	11%	11%	11%	0%	33%	0%
<b>All Students</b>	<b>Number</b>	31	23	3	2	8	0	3	1
	<b>Percent</b>	44%	32%	4%	3%	11%	0%	4%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	3		2	0.6%	5	1.6%
	Entered GED Program*	4		3	1.0%	3	1.0%
	Total Noncompleters	7		5	1.6%	8	2.6%
<b>Students with Disabilities</b>	Dropped Out	1		0	0.0%	4	7.1%
	Entered GED Program*	2		1	2.1%	1	1.8%
	Total Noncompleters	3		1	2.1%	5	8.9%
<b>All Students</b>	Dropped Out	4	1.2%	2	0.6%	9	2.5%
	Entered GED Program*	6	1.8%	4	1.1%	4	1.1%
	Total Noncompleters	10	3.0%	6	1.7%	13	3.6%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	73	240	74
	Number of Students with Disabilities	19	37	13
	Number of All Students	92	277	87
	Percent of Enrollment	33%	100%	32%
9-12	Number of General-Education Students	274	288	292
	Number of Students with Disabilities	57	51	59
	Number of All Students	331	339	351
	Percent of Enrollment	99%	100%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	29	100%	38	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	7	86%	14	100%
Spanish	11	100%	44	98%	32	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	1	#
Spanish	0	0%	2	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	0	0%	0	0%
Science	5	100%	0	0%	1	#
Reading	3	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	84	72	81	13	9	6
Number Scoring 55-100	81	70	79	12	7	5
Number Scoring 65-100	76	65	73	9	4	4
Number Scoring 85-100	32	32	28	0	1	0
Percentage of Tested Scoring 55-100	96%	97%	98%	92%	78%	83%
Percentage of Tested Scoring 65-100	90%	90%	90%	69%	44%	67%
Percentage of Tested Scoring 85-100	38%	44%	35%	0%	11%	0%
<b>Mathematics A</b>						
Number Tested	98	41	97	14	5	13
Number Scoring 55-100	96	41	97	12	5	13
Number Scoring 65-100	92	38	94	10	3	11
Number Scoring 85-100	60	15	29	1	0	1
Percentage of Tested Scoring 55-100	98%	100%	100%	86%	100%	100%
Percentage of Tested Scoring 65-100	94%	93%	97%	71%	60%	85%
Percentage of Tested Scoring 85-100	61%	37%	30%	7%	0%	8%
<b>Mathematics B</b>						
Number Tested	44	50	70	2	0	2
Number Scoring 55-100	41	48	60	#	0	#
Number Scoring 65-100	39	45	43	#	0	#
Number Scoring 85-100	11	13	14	#	0	#
Percentage of Tested Scoring 55-100	93%	96%	86%	#	0%	#
Percentage of Tested Scoring 65-100	89%	90%	61%	#	0%	#
Percentage of Tested Scoring 85-100	25%	26%	20%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	70	87	87	9	7	11
Number Scoring 55-100	66	80	80	6	5	10
Number Scoring 65-100	63	76	74	6	3	6
Number Scoring 85-100	36	39	33	2	0	2
Percentage of Tested Scoring 55-100	94%	92%	92%	67%	71%	91%
Percentage of Tested Scoring 65-100	90%	87%	85%	67%	43%	55%
Percentage of Tested Scoring 85-100	51%	45%	38%	22%	0%	18%
<b>U.S. History and Government</b>						
Number Tested	85	67	84	14	7	7
Number Scoring 55-100	85	66	82	14	6	7
Number Scoring 65-100	82	64	79	14	5	6
Number Scoring 85-100	49	42	54	6	1	2
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	86%	100%
Percentage of Tested Scoring 65-100	96%	96%	94%	100%	71%	86%
Percentage of Tested Scoring 85-100	58%	63%	64%	43%	14%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	75	108	106	8	8	11
Number Scoring 55-100	74	107	106	8	7	11
Number Scoring 65-100	73	105	100	7	6	8
Number Scoring 85-100	32	44	41	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	88%	100%
Percentage of Tested Scoring 65-100	97%	97%	94%	88%	75%	73%
Percentage of Tested Scoring 85-100	43%	41%	39%	0%	12%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	85	88	97	9	13	14
Number Scoring 55-100	80	79	86	6	10	11
Number Scoring 65-100	72	71	74	4	5	7
Number Scoring 85-100	25	24	29	1	4	1
Percentage of Tested Scoring 55-100	94%	90%	89%	67%	77%	79%
Percentage of Tested Scoring 65-100	85%	81%	76%	44%	38%	50%
Percentage of Tested Scoring 85-100	29%	27%	30%	11%	31%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	46	47	72	1	0	4
Number Scoring 55-100	45	47	64	#	0	#
Number Scoring 65-100	37	38	45	#	0	#
Number Scoring 85-100	16	10	3	#	0	#
Percentage of Tested Scoring 55-100	98%	100%	89%	#	0%	#
Percentage of Tested Scoring 65-100	80%	81%	62%	#	0%	#
Percentage of Tested Scoring 85-100	35%	21%	4%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		27	19		0	0
Number Scoring 55-100		27	18		0	0
Number Scoring 65-100		26	17		0	0
Number Scoring 85-100		12	6		0	0
Percentage of Tested Scoring 55-100		100%	95%		0%	0%
Percentage of Tested Scoring 65-100		96%	89%		0%	0%
Percentage of Tested Scoring 85-100		44%	32%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	17	14	18	0	0	0
Number Scoring 55-100	17	14	18	0	0	0
Number Scoring 65-100	17	14	18	0	0	0
Number Scoring 85-100	10	10	12	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	59%	71%	67%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	1	0	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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	16	20	20	0	0	0
Number Scoring 55-100	16	20	20	0	0	0
Number Scoring 65-100	16	20	20	0	0	0
Number Scoring 85-100	14	13	14	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	88%	65%	70%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	9	10	5	0	0	0
Number Scoring 55-100	9	10	5	0	0	0
Number Scoring 65-100	9	10	5	0	0	0
Number Scoring 85-100	4	2	3	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	44%	20%	60%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	80	6%	1%	51%	41%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	80	6%	1%	51%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	75	0%	11%	71%	19%
	Students with Disabilities	11	0%	64%	36%	0%
	All Students	86	0%	17%	66%	16%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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

### 2001 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	61	61	61	10	10	10	71	71	71
Number Scoring 55–64	2	1	0	0	1	1	2	2	1
Number Scoring 65–84	24	15	24	4	4	8	28	19	32
Number Scoring 85–100	32	41	35	2	2	0	34	43	35
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		2	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

\*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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		4	3		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		4	3		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#

\*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)