

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 : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	87	92	0
Ungraded Elementary	0	0	0
Seventh	103	87	0
Eighth	92	98	0
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	615	616	351

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	13	2.1%	12	1.9%	7	2.0%
Black (Not Hispanic)	2	0.3%	1	0.2%	3	0.9%
Hispanic	10	1.6%	9	1.5%	8	2.3%
White (Not Hispanic)	590	95.9%	594	96.4%	333	94.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	18	0
Mathematics Grade 8	21	20	0
Science Grade 8	24	19	0
Social Studies Grade 8	23	19	0
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
51	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 higher 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.1%	9	1.5%	5	1.4%
Eligible for Free Lunch	78	12.7%	80	13.0%	64	18.2%

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		95.7%		95.9%		96.6%
Student Suspensions	21	3.2%	8	1.3%	27	4.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.8%	5.4%	8.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	98%	99%

Staff Counts

Staff	2004-05
Total Teachers	28
Total Other Professional Staff	6
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 and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	61	70	62
	Regents Diplomas	54	58	53
	% Regents Diplomas	89%	83%	85%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	12	6
	Regents Diplomas	2	5	4
	% Regents Diplomas	29%	42%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	1
All Students	Total Graduates*	68	82	68
	Regents Diplomas	56	63	57
	% Regents Diplomas	82%	77%	84%
	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
General-Education Students	Number	31	20	2	1	7	0	0	1
	Percent	50%	32%	3%	2%	11%	0%	0%	2%
Students with Disabilities	Number	0	3	1	1	1	0	0	0
	Percent	0%	50%	17%	17%	17%	0%	0%	0%
All Students	Number	31	23	3	2	8	0	0	1
	Percent	46%	34%	4%	3%	12%	0%	0%	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.
General-Education Students	Dropped Out	3		1	0.3%	5	1.7%
	Entered GED Program*	4		3	1.0%	3	1.0%
	Total Noncompleters	7		4	1.3%	8	2.7%
Students with Disabilities	Dropped Out	0		0	0.0%	2	4.3%
	Entered GED Program*	2		1	2.4%	1	2.1%
	Total Noncompleters	2		1	2.4%	3	6.4%
All Students	Dropped Out	3	0.9%	1	0.3%	7	2.0%
	Entered GED Program*	6	1.8%	4	1.2%	4	1.1%
	Total Noncompleters	9	2.7%	5	1.5%	11	3.2%

*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	0
	Number of Students with Disabilities	19	37	0
	Number of All Students	92	277	0
	Percent of Enrollment	33%	100%	0%
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%

(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%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	7	86%	2	#
Spanish	11	100%	44	98%	4	#

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	#	0	0%
Spanish	0	0%	2	#	0	0%

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
Comprehensive English						
Number Tested	83	72	81	13	9	6
Number Scoring 55-100	80	70	79	12	7	5
Number Scoring 65-100	75	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	39%	44%	35%	0%	11%	0%
Mathematics A						
Number Tested	97	41	97	14	5	13
Number Scoring 55-100	95	41	97	12	5	13
Number Scoring 65-100	91	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	62%	37%	30%	7%	0%	8%
Mathematics B						
Number Tested	43	50	70	2	0	2
Number Scoring 55-100	40	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	91%	90%	61%	#	0%	#
Percentage of Tested Scoring 85-100	26%	26%	20%	#	0%	#
Global History and Geography						
Number Tested	69	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	96%	92%	92%	67%	71%	91%
Percentage of Tested Scoring 65-100	91%	87%	85%	67%	43%	55%
Percentage of Tested Scoring 85-100	52%	45%	38%	22%	0%	18%
U.S. History and Government						
Number Tested	84	67	84	14	7	7
Number Scoring 55-100	84	66	82	14	6	7
Number Scoring 65-100	81	64	79	14	5	6
Number Scoring 85-100	48	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	57%	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
Living Environment						
Number Tested	75	108	79	8	8	10
Number Scoring 55-100	74	107	79	8	7	10
Number Scoring 65-100	73	105	73	7	6	7
Number Scoring 85-100	32	44	28	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	88%	100%
Percentage of Tested Scoring 65-100	97%	97%	92%	88%	75%	70%
Percentage of Tested Scoring 85-100	43%	41%	35%	0%	12%	0%
Physical Setting/Earth Science						
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%
Physical Setting/Chemistry						
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%	#
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%
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	16	20	19	0	0	0
Number Scoring 55-100	16	20	19	0	0	0
Number Scoring 65-100	16	20	19	0	0	0
Number Scoring 85-100	14	13	13	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%	68%	0%	0%	0%
Comprehensive Latin						
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)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	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

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	60	60	60	8	8	8	68	68	68
Number Scoring 55–64	2	1	0	0	0	1	2	1	1
Number Scoring 65–84	24	15	24	3	4	7	27	19	31
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
Listening and Speaking (Grade 7–8)						
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
Reading and Writing (Grade 7–8)						
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
Listening and Speaking (Grade 9–12)						
Number Tested		3	3		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 9–12)						
Number Tested		3	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)