

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	79	86	79
First	85	79	84
Second	80	86	81
Third	92	81	86
Fourth	88	95	79
Fifth	83	89	92
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	1166	1131	1117

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	23	2.0%	17	1.5%	14	1.3%
Black (Not Hispanic)	9	0.8%	7	0.6%	7	0.6%
Hispanic	19	1.6%	20	1.8%	17	1.5%
White (Not Hispanic)	1115	95.6%	1087	96.1%	1079	96.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	17	16
Common Branch	18	20	20
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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	1.0%	14	1.2%	17	1.5%
Eligible for Free Lunch	109	9.4%	152	13.4%	177	15.9%

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%		95.9%		96.1%
Student Suspensions	45	3.8%	25	2.1%	10	0.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	6.6%	5.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	102
Total Other Professional Staff	17
Total Paraprofessionals	27
Teaching Out of Certification*	2

*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%	71	59	83%
Students with Disabilities	11	3	27%	8	2	25%	13	5	38%
All Students	93	66	71%	69	56	81%	84	64	76%

*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	44	0	3	12	0
Percent	30%	52%	0%	4%	14%	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)
13	5	0	13

*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		2	0.6%
	Entered GED Program*	3		4		3	1.0%
	Total Noncompleters	10		7		5	1.6%
Students with Disabilities	Dropped Out	3		1		0	0.0%
	Entered GED Program*	0		2		1	2.1%
	Total Noncompleters	3		3		1	2.1%
All Students	Dropped Out	10	2.7%	4	1.2%	2	0.6%
	Entered GED Program*	3	0.8%	6	1.8%	4	1.1%
	Total Noncompleters	13	3.6%	10	3.0%	6	1.7%

*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	22		
Completed and Passed Regents Exams	22	100%	77%
Completed and had Course Average of 75% or More	21	95%	81%
Completed and Attained a HS Diploma or Equivalent	21	95%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	21	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	3	50%	19%

Enrollment data are for the 2003-2004 school year; completer 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	84	72	8	13	9
Number Scoring 55-100	74	81	70	6	12	7
Number Scoring 65-100	65	76	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%	38%	44%	0%	0%	11%
Mathematics A						
Number Tested	90	98	41	12	14	5
Number Scoring 55-100	82	96	41	10	12	5
Number Scoring 65-100	68	92	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	76%	94%	93%	50%	71%	60%
Percentage of Tested Scoring 85-100	29%	61%	37%	8%	7%	0%
Mathematics B						
Number Tested	0	44	50	0	2	0
Number Scoring 55-100	0	41	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%	89%	90%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	25%	26%	0%	#	0%
Global History and Geography						
Number Tested	91	70	87	15	9	7
Number Scoring 55-100	89	66	80	15	6	5
Number Scoring 65-100	81	63	76	8	6	3
Number Scoring 85-100	37	36	39	1	2	0
Percentage of Tested Scoring 55-100	98%	94%	92%	100%	67%	71%
Percentage of Tested Scoring 65-100	89%	90%	87%	53%	67%	43%
Percentage of Tested Scoring 85-100	41%	51%	45%	7%	22%	0%
U.S. History and Government						
Number Tested	75	85	67	8	14	7
Number Scoring 55-100	68	85	66	4	14	6
Number Scoring 65-100	66	82	64	3	14	5
Number Scoring 85-100	27	49	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%	58%	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	81	75	108	14	8	8
Number Scoring 55-100	81	74	107	14	8	7
Number Scoring 65-100	79	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	98%	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	81	7%	2%	51%	40%
	Students with Disabilities	13	69%	8%	23%	0%
	All Students	94	16%	3%	47%	34%

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	70	70	70	12	12	12	82	82	82
Number Scoring 55–64	3	3	1	4	0	0	7	3	1
Number Scoring 65–84	32	22	35	6	7	9	38	29	44
Number Scoring 85–100	32	44	31	0	5	1	32	49	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 K-1)						
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 K-1)						
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 2-4)						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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		
	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			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			4			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)