NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD HIGH SCHOOL
(13-0410-020)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	ESSEX
District	BLOOMFIELD TWP
Principal Name	MR. JENNINGS
Address	160 BROAD STREET BLOOMFIELD, NJ 07003-2628
Phone Number	(973)680-8500
Email Address	CJENNINGS@BLOOMFIELD.K12.NJ.US
Website	https://bhs.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@07003bhs

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	553	460	467
10	492	534	467
11	456	493	512
12	489	463	500
Total	1,990	1,950	1,946

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.9%	47.3%	47.5%
Male	52.1%	52.7%	52.5%
Economically Disadvantaged Students	46.9%	43.4%	41.1%
Students with Disabilities	17.5%	16.8%	16.6%
English Learners	3.6%	4.5%	3.8%
Homeless Students		0.1%	0.4%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	25.8%	25.7%	25.6%
Hispanic	36.2%	36.4%	38.0%
Black or African American	28.9%	28.7%	27.5%
Asian	8.0%	7.7%	7.5%
Native Hawaiian or Pacific Islander	0.8%	0.9%	0.8%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.2%	0.5%	0.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,990	1,950	1,946
Shared Time Students	0	0	0
Full Time Equivalent	1,990	1,950	1,946

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	95.6%
Spanish	3.0%
Other Languages	1.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	903	98.5	45.7	55.4	56.7	45.7	44.2	Met Target
White	242	96.8	58.7	*	65.6	58.7	50.1	Met Target
Hispanic	342	99.4	41.6	50.4	42.5	41.6	43.4	Met Target†
Black or African American	245	98.8	31.4	44.2	37.3	31.4	33.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	69	100.0	72.5	74.4	82.3	72.5	66.1	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	438	98.9	56.6	64.8	64.5	56.6		
Male	465	98.1	35.5	46.2	49.4	35.5		
Economically Disadvantaged Students	361	98.6	34.6	*	38.5	34.6	36.1	Met Target†
Non-Economically Disadvantaged Students	542	98.4	53.2	*	67.5	53.2		
Students with Disabilities	147	95.5	10.2	*	21.6	10.2	16.9	Not Met
Students without Disabilities	756	99.1	52.6	*	63.9	52.6		
English Learners	57	100.0	17.5	29.6	27.3	17.5	17.5	Met Target
Non-English Learners	846	98.4	47.6	57.4	59.4	47.6		
Homeless Students	*	*	*	36.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	457	744	744	752	14%	17%	26%	32%	11%	43%	55%
White	110	755	755	760	13%	14%	19%	36%	18%	55%	64%
Hispanic	174	740	740	735	16%	16%	28%	32%	9%	41%	38%
Black or African American	135	733	733	734	17%	24%	32%	*	*	27%	34%
Asian, Native Hawaiian, or Pacific Islander	36	769	769	782	*	*	*	*	*	81%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	215	753	753	759	7%	14%	28%	36%	15%	51%	63%
Male	242	736	736	744	21%	19%	23%	29%	8%	36%	46%
Economically Disadvantaged Students	189	736	736	733	16%	19%	30%	30%	5%	35%	34%
Non-Economically Disadvantaged Students	268	749	749	761	13%	15%	22%	34%	16%	49%	65%
Students with Disabilities	68	704	704	716	*	*	*	*	*	*	15%
Students without Disabilities	389	751	751	758	*	*	*	*	*	*	62%
English Learners	17	691	691	691	*	*	*	*	*	*	*
Non-English Learners	440	746	746	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	748	748	749	15%	15%	22%	32%	16%	48%	51%
White	127	766	766	756	*	*	20%	33%	30%	63%	58%
Hispanic	172	741	741	733	16%	15%	28%	32%	9%	41%	38%
Black or African American	112	731	731	728	22%	27%	13%	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	229	761	761	759	7%	12%	21%	40%	20%	60%	60%
Male	219	734	734	739	24%	18%	23%	24%	11%	35%	42%
Economically Disadvantaged Students	172	732	732	730	20%	22%	24%	*	*	34%	34%
Non-Economically Disadvantaged Students	276	758	758	758	12%	11%	20%	*	*	57%	59%
Students with Disabilities	69	700	700	707	55%	22%	*	*	*	12%	15%
Students without Disabilities	379	756	756	756	8%	14%	*	*	*	55%	57%
English Learners	21	710	710	684	*	*	*	*	*	14%	*
Non-English Learners	427	749	749	752	*	*	*	*	*	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	732	732	736	19%	17%	29%	*	*	35%	39%
White	29	731	731	737	*	*	*	*	*	34%	41%
Hispanic	102	736	736	731	16%	15%	30%	*	*	39%	35%
Black or African American	62	724	724	729	26%	21%	27%	*	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	13	742	742	759	0%	*	*	*	*	38%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	84	739	739	745	13%	15%	29%	*	*	43%	48%
Male	125	728	728	728	22%	18%	30%	*	*	30%	31%
Economically Disadvantaged Students	103	728	728	730	21%	19%	28%	*	*	31%	33%
Non-Economically Disadvantaged Students	106	737	737	739	16%	15%	30%	*	*	39%	42%
Students with Disabilities	60	711	711	708	35%	30%	25%	*	*	10%	13%
Students without Disabilities	149	741	741	742	12%	12%	31%	*	*	45%	44%
English Learners	12	734	734	702	*	*	*	*	*	25%	*
Non-English Learners	197	732	732	738	*	*	*	*	*	36%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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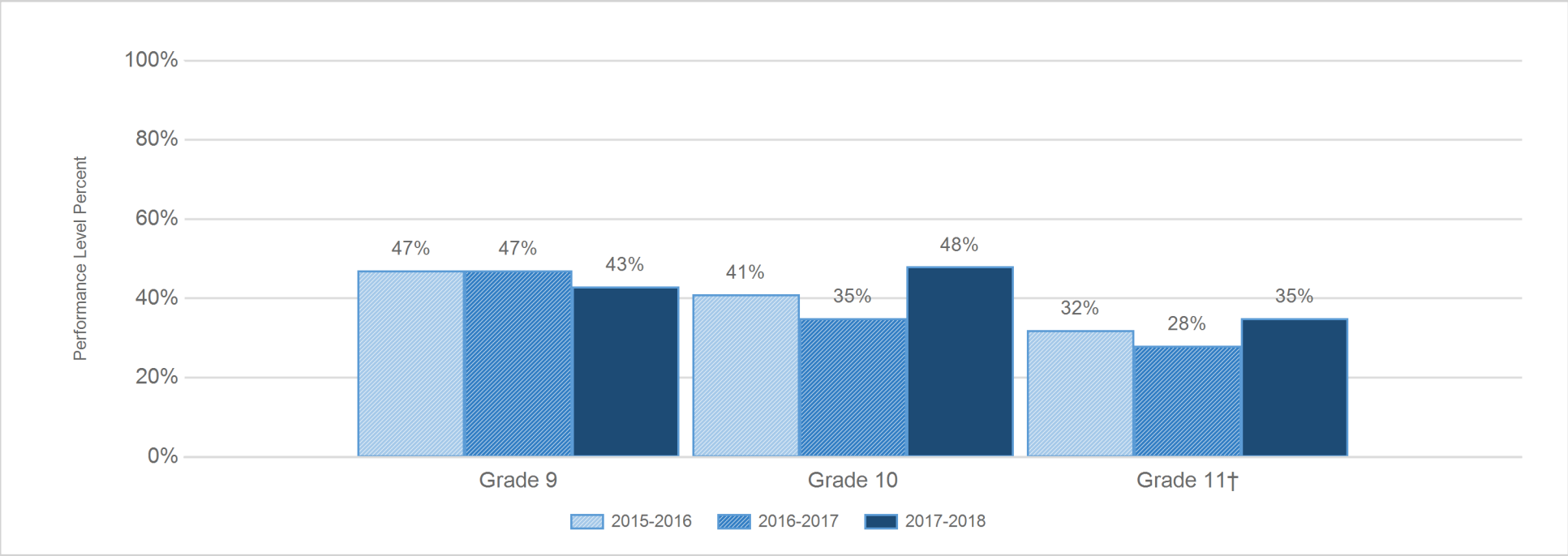
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	847	91.7	25.4	42.0	45.0	24.5	24.3	Met Target
White	213	84.6	33.3	*	54.1	29.7	30.6	Met Target†
Hispanic	326	94.4	21.8	35.0	29.2	21.6	22.1	Met Target†
Black or African American	243	96.5	17.3	30.9	23.4	17.3	17.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	87.1	51.6	64.9	77.0	47.2	39.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	397	89.3	27.5	44.1	46.0	25.7		
Male	450	94.0	23.5	40.1	43.9	23.3		
Economically Disadvantaged Students	352	95.4	17.6	*	26.6	*	18.3	Met Target†
Non-Economically Disadvantaged Students	495	89.3	30.9	*	55.9	*		
Students with Disabilities	147	94.3	*	*	17.1	*	12.2	Not Met
Students without Disabilities	700	91.2	*	*	50.5	*		
English Learners	57	98.4	10.6	23.7	24.6	10.6	15.7	Met Target†
Non-English Learners	790	91.2	26.5	43.6	46.9	25.4		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	388	725	741	746	16%	36%	32%	16%	0%	16%	46%
White	84	726	752	755	13%	37%	37%	13%	0%	13%	57%
Hispanic	155	724	737	730	17%	38%	29%	16%	0%	16%	27%
Black or African American	130	723	730	727	17%	35%	32%	16%	0%	16%	23%
Asian, Native Hawaiian, or Pacific Islander	17	737	773	779	*	*	*	*	*	35%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	176	727	745	748	14%	34%	34%	19%	0%	19%	48%
Male	212	723	738	745	18%	37%	31%	14%	0%	14%	44%
Economically Disadvantaged Students	184	724	733	729	16%	36%	33%	15%	0%	15%	25%
Non-Economically Disadvantaged Students	204	725	748	756	16%	35%	31%	18%	0%	18%	57%
Students with Disabilities	73	704	704	716	*	*	*	*	*	*	13%
Students without Disabilities	315	730	748	752	*	*	*	*	*	*	52%
English Learners	21	711	711	710	*	*	*	*	*	*	*
Non-English Learners	367	726	743	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	424	729	729	735	11%	41%	23%	21%	3%	25%	30%
White	97	740	740	740	*	27%	30%	*	*	37%	37%
Hispanic	174	728	728	723	7%	49%	23%	*	*	21%	14%
Black or African American	115	718	718	719	20%	50%	17%	13%	0%	13%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	199	731	731	736	8%	43%	25%	*	*	24%	30%
Male	225	728	728	734	14%	40%	22%	*	*	25%	29%
Economically Disadvantaged Students	167	722	722	722	16%	48%	21%	*	*	16%	13%
Non-Economically Disadvantaged Students	257	734	734	741	8%	37%	25%	*	*	30%	38%
Students with Disabilities	69	705	705	713	*	*	*	*	*	*	*
Students without Disabilities	355	734	734	738	*	*	*	*	*	*	*
English Learners	20	712	712	711	*	50%	*	*	*	10%	*
Non-English Learners	404	730	730	736	*	41%	*	*	*	25%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD HIGH SCHOOL
(13-0410-020)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	725	725	727	32%	23%	14%	*	*	31%	30%
White	46	748	748	733	*	*	*	*	*	52%	35%
Hispanic	75	717	717	710	35%	29%	13%	*	*	23%	14%
Black or African American	44	706	706	705	55%	*	*	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	16	751	751	766	*	*	*	*	*	50%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	89	727	727	728	33%	19%	16%	*	*	33%	30%
Male	94	723	723	727	32%	28%	12%	*	*	29%	30%
Economically Disadvantaged Students	71	709	709	709	41%	25%	17%	*	*	17%	13%
Non-Economically Disadvantaged Students	112	735	735	736	27%	22%	12%	*	*	39%	37%
Students with Disabilities	20	695	695	693	60%	*	0%	*	*	15%	*
Students without Disabilities	163	729	729	732	29%	*	15%	*	*	33%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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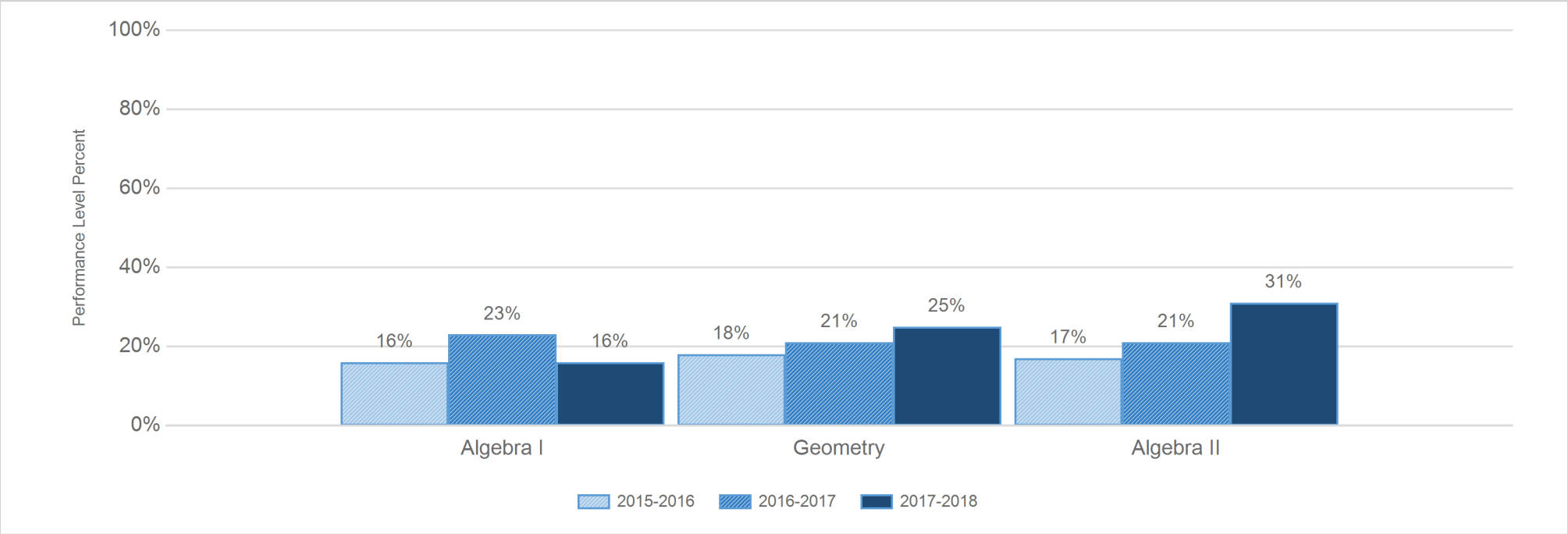
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	12	12

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	55.6%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	45	80.0%	20.0%
3-4	20	85.0%	15.0%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	98.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.0%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	456	478	Grade 10: 430 Grade 11: 460	53%	62%
PSAT 10/NMSQT - Math	457	478	Grade 10: 480 Grade 11: 510	31%	42%
SAT - Reading and Writing	495	542	480	54%	72%
SAT - Math	487	543	530	30%	54%
ACT - Reading	23	24	22	52%	62%
ACT - English	22	24	18	68%	78%
ACT - Math	23	24	22	57%	62%
ACT - Science	22	23	23	48%	53%

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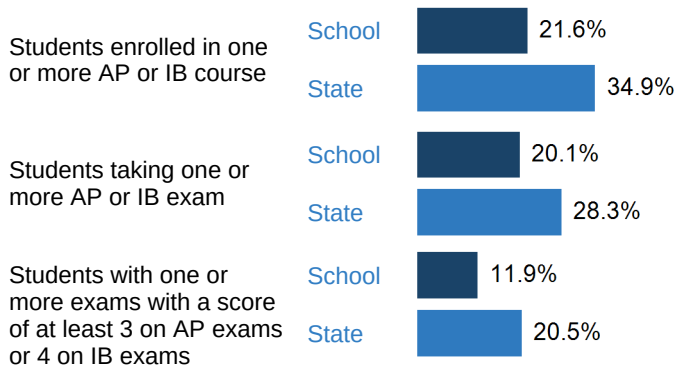
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

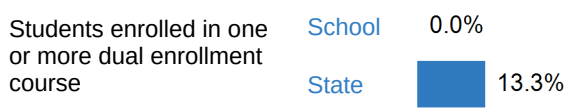
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	21
AP Calculus AB	32	29
AP Calculus BC	16	16
AP Chemistry	15	10
AP Comparative Government and Politics	19	16
AP Computer Science A	35	30
AP English Language and Composition	65	61
AP English Literature and Composition	58	57
AP Physics 1	0	43
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	7
AP Spanish Literature	16	14
AP Statistics	92	77
AP U.S. History	105	43
Exams with scores of at least 3 on AP exams or 4 on IB exams		227

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		428

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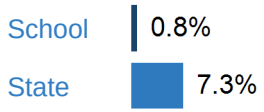
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

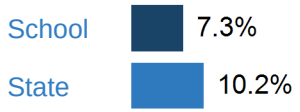
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



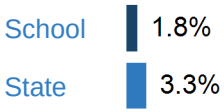
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	158		
Total (All Clusters)	158	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	363	103	1	0	0	0	0
10	28	331	114	0	0	3	10
11	9	36	280	100	0	10	81
12	3	6	10	102	63	152	58
Total	403	476	405	202	63	165	149
Enrolled in AP/IB Course					48	92	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	110	0	0	357	0	0
10	327	100	0	29	0	11
11	44	159	0	14	82	168
12	19	23	0	45	43	114
Total	500	282	0	445	125	293
Enrolled in AP/IB Course	21	15		0	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	468	2	0	0	0	0
10	28	448	3	1	6	2
11	8	496	19	20	15	39
12	3	97	60	68	63	197
Total	507	1043	82	89	84	238
Enrolled in AP/IB Course	0	105	0	0		19
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	278	71	65	0	0	0	0
10	260	75	68	0	0	0	0
11	164	36	32	0	0	0	0
12	71	19	19	0	0	0	0
Total	773	201	184	0	0	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	171	44	46	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	13
Total	*

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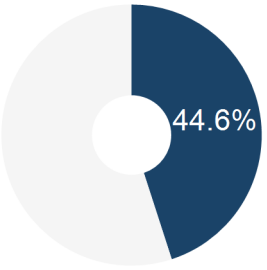
Visual and Performing Arts – Course Participation

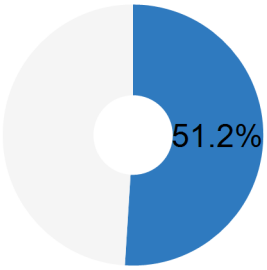
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

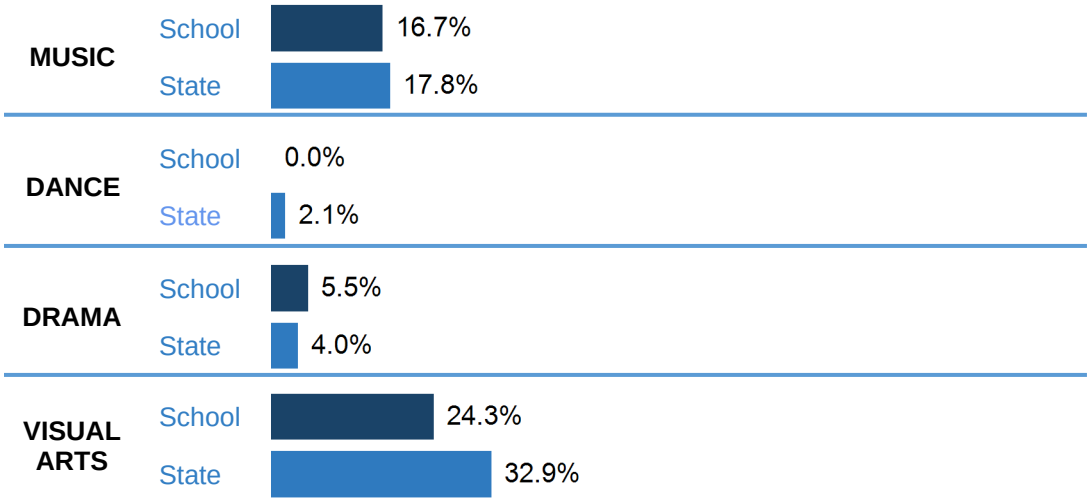


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	90.0%	90.9%	93.1%	92.4%	91.3%	90.5%	Met Target	92.7%	93.0%	Not Met
White	91.9%	95.0%	92.6%	95.7%	90.9%	94.6%	Not Met	92.4%	N	N
Hispanic	87.8%	84.8%	92.4%	87.3%	90.4%	86.1%	Met Target	92.3%	90.8%	Met Target
Black or African American	88.5%	84.2%	92.9%	86.8%	91.0%	90.2%	Met Target	93.2%	92.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	N	Met Goal	*	N	N
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	90.5%	84.6%	92.4%	87.0%	91.5%	91.4%	Met Target	91.6%	91.5%	Met Target
Students with Disabilities	80.7%	80.1%	82.5%	83.5%	78.0%	80.3%	Not Met	82.2%	81.0%	Met Target
English Learners	90.3%	75.8%	95.5%	81.8%	86.4%	77.9%	Met Target	96.2%	N	Met Goal
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	*	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	0.0%	0.0%
Substitute Competency Test	98.1%	98.1%
Portfolio Appeals Process	0.6%	0.6%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	1.3%	1.3%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	90.0%	-
2017	91.3%	93.1%
2016	89.8%	92.7%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	1.0%	1.2%
2016-2017	1.7%	1.1%
2015-2016	0.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD HIGH SCHOOL
(13-0410-020)
Grades Offered: 09-12
2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	70.4%	28.9%	71.1%
White	79.2%	24.2%	75.8%
Hispanic	64.5%	28.8%	71.2%
Black or African American	68.9%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	62%	36.2%	63.8%
Students with Disabilities	43.3%	55.2%	44.8%
English Learners	25%	60%	40%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	76.1%	32%	68%	74.9%	25.1%	84.9%	15.1%
White	76.1%	22.9%	77.1%	72.3%	27.7%	83.1%	16.9%
Hispanic	73%	40.8%	59.2%	76.7%	23.3%	90.3%	9.7%
Black or African American	79.1%	33.6%	66.4%	73.6%	26.4%	80.9%	19.1%
Asian, Native Hawaiian, or Pacific Islander	76.7%	24.2%	75.8%	81.8%	18.2%	87.9%	12.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.2%	38.3%	61.7%	74.5%	25.5%	89.4%	10.6%
Students with Disabilities	60.3%	47.4%	52.6%	73.7%	26.3%	92.1%	7.9%
English Learners	46.2%	83.3%	16.7%	100%	0%	100%	0%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

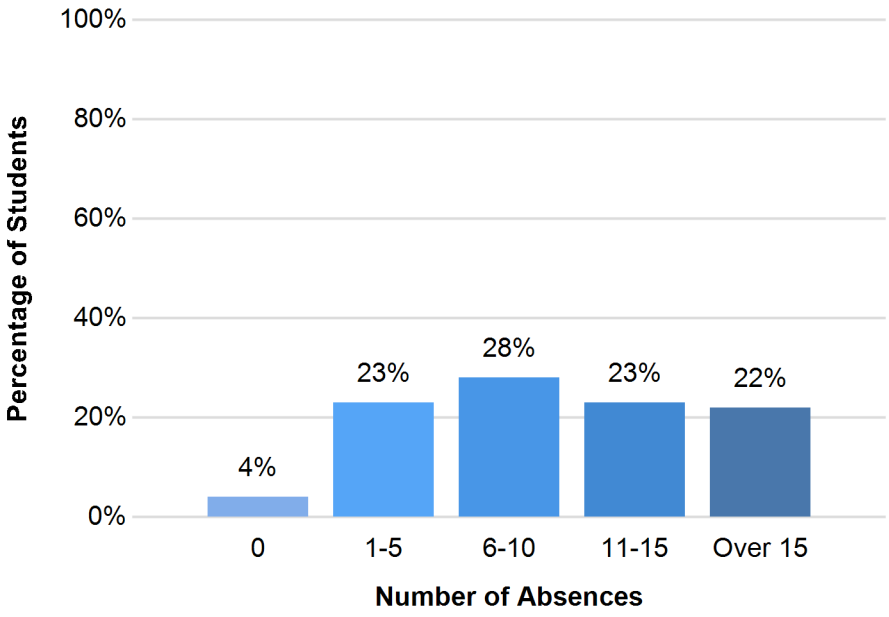
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	326	16.6	14.9	Not Met
White	86	16.9	14.9	Not Met
Hispanic	125	16.9	14.9	Not Met
Black or African American	96	17.6	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	10.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	159	20.0	14.9	Not Met
Students with Disabilities	68	19.9	14.9	Not Met
English Learners	7	9.5	14.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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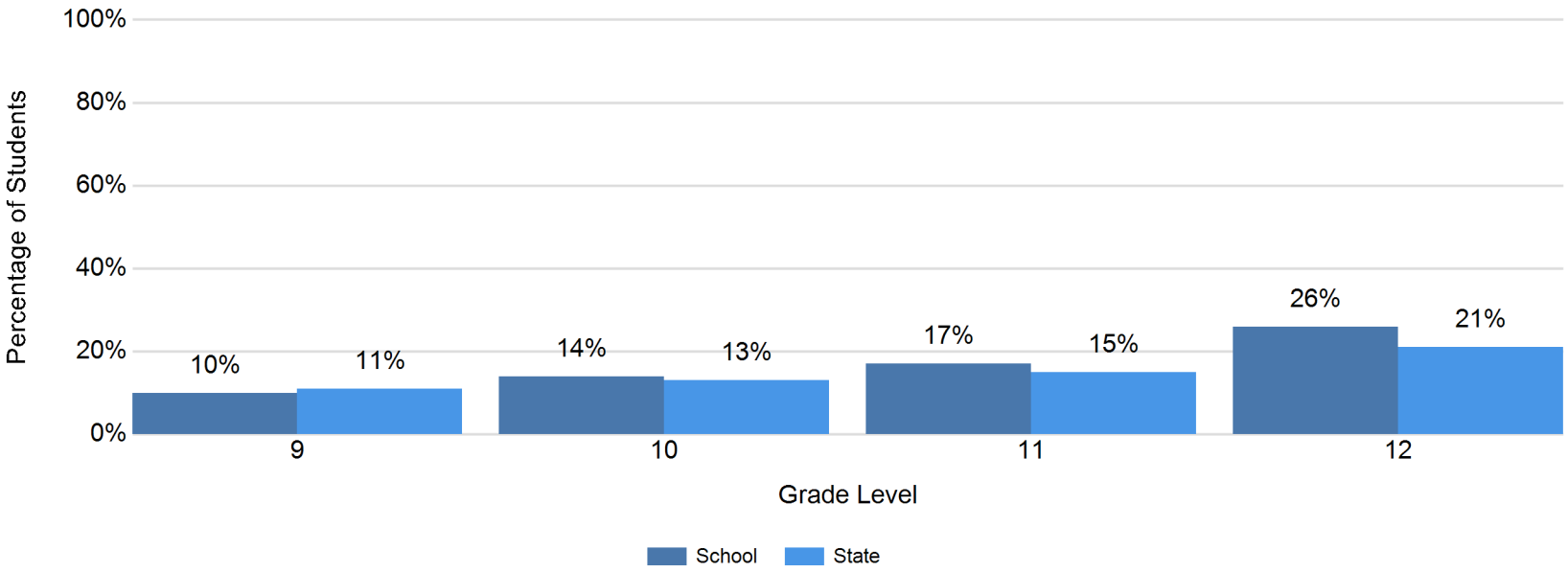
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	8
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.57

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	23	1.2%
Any Suspension	25	1.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
94

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$465	$12,831	$13,296

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	166	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	77.1%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	162:1	189:1
Teachers to Administrators	14:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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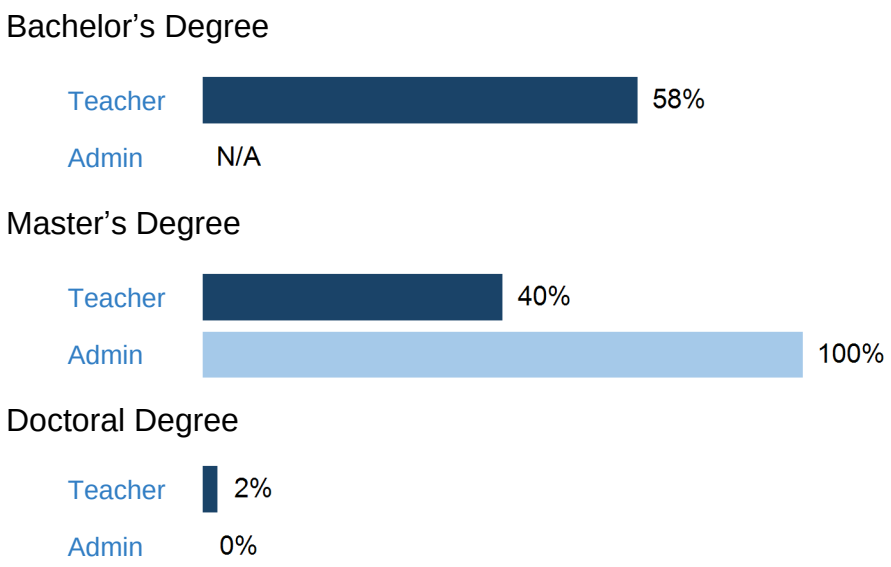
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	94.4%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	54.2%	33.3%
Male	45.8%	66.7%
White	89.2%	83.3%
Hispanic	6.0%	0.0%
Black or African American	3.0%	16.7%
Asian	1.2%	0.0%
American Indian or Alaska Native	0.6%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	40.97	15.0%
Mathematics Proficiency	37.82	15.0%
Graduation Rate - 4-Year	38.11	20.0%
Graduation Rate - 5-Year	38.22	20.0%
Progress Towards English Language Proficiency	74.55	20.0%
Chronic Absenteeism	32.47	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.24	n/a
Summative Rating: Percentile Rank of Summative Score	40.97	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	27.54	8.94	No	Met Target	Met Target†	Not Met	N	n/a	Not Met	No
Hispanic	56.20	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	62.05	8.94	No	Met Target†	Met Target	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	18.26	8.94	No	Met Target	Met Target	Met Goal	N	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	58.37	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	37.24	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	82.41	8.94	No	Met Target	Met Target†	Met Target	Met Goal	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• A 1:1 Chrome Book initiative is underway at BHS. All students were issued a personal device to use in their learning. • Award-winning freshman transition program that promotes multiple opportunities for success through personal connections. • Ranked 2nd most diverse school in NJ.
Mission, Vision, Theme:	Core Values Built Upon a Culture of Positive Attitudes and Teamwork! We value our diversity, We accept responsibility, We strive to be better every day, We are problem solvers- not problem finders, We believe in family, friends, and community.
Awards, Recognition, Accomplishments:	Distinguished Title I School, National Breakthrough School, College Board AP Honor Roll, National School Change Award, District of Distinction, Gaston Capperton Opportunity Honor Roll

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Courses, Curriculum, Instruction:	13 AP courses, Weekly Activity Period for small group instruction, Award winning Freshman Transition Program that supports freshmen in the transition process from 8th grade to high school. All English/Language Arts 1,2,3, and 4 are novel based courses all of which contain thematic units to meet all NJSLS literacy standards. All science courses have adopted the Next Generation Science Standards which stresses hands-on student exploration.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Boys Basketball Sectional Champions, Boys Cross Country League Champions, Boys Bowling League Champions, Boys Volleyball ranked 6th in NJ, 56% of athletes are honor roll students
Clubs and Activities:	Camera Club Cercle Francais Chess Club Culture Club Dramatics Club FCCLA Gay & Straight Alliance Italian Club National Honor Society S.A.D.D. Ski Club World Lang. Hon. Soc. Student Prints Earth Science Math Team Mock Trial Physics Team Chemistry I Team Astronomy Club Academic Bowl Key Club Chess Team FBLA Robotics Team Future Educators Stage Crew Coordinator SGA Student Prints Bengal Paws HS Tutorial Band -Color Guard Choral/Madrigal HS Jazz Percussion Pop a Capella

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD HIGH SCHOOL
(13-0410-020)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Before and After School Programs:	ELL Café meets after school to provide all ELL students academic and social support in their journey to success. Academic tutoring is provided for all students each afternoon in all content areas. Our Wednesday Activity period provides students with fifty minutes each week to have small group meetings with teachers and support staff. The Den, a grant funded counseling center, provides students access to academic and psychological support.
Staff and Professional Learning:	Bloomfield Teacher Academy - Teacher led professional development offered in evenings, weekends, and summer sessions. Teachers meet in departmental and school-wide Professional Learning Communities. Freshman teachers work in collaborative teams and meet twice a week to discuss best practice and effective teaching strategies. Sixty-five percent of staff hold advanced degrees.
Postsecondary Information:	90% of Bloomfield graduates attend post-secondary schooling. The school counseling department provides a variety of workshop and tutorials to assist students and families in the application process. The district provides students in grades 10-12 the opportunity to take the PSAT or the SAT for free during the school day. The Bloomfield Educational Foundation funds all AP testing fees as well as SAT preparation classes. Bloomfield High graduates attend schools across the country and the world.

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Student Supports and Services:	English Language Learners are provided opportunities for academic support through push in ELL teachers in each content area and ELL café, an after-school support program. Students with disabilities are provided extensive services with the goal of providing an education in the least restrictive environment possible. The I&RS team works to ensure that all students with academic or social issues receive services. All students have the opportunity to attend free after school tutoring.
Student Health and Wellness:	Breakfast and lunch are served every school day, with an emphasis on student nutrition. There is a wellness committee that meets quarterly to discuss nutritious and delicious menu options. Our physical education curriculum has been revised to incorporate lifelong health and wellness and students are allowed to choose their activities each quarter.
Parent and Community Involvement:	An active Home and School Association meets monthly with the goal of supporting the students and staff in their quest for excellence. The Home and School also lends monetary support to many student activities such as Project Graduation and Senior Fest.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers
Facilities:	Although the building is over 100 years old, a 54-million-dollar renovation program has transformed our original building, which now extends to four corners on a single block. Our science tower has state of the art laboratories; our gymnasia cover five levels to accommodate our athletic programs which serve the majority of our student body who participate. The history of Bloomfield athletics in 100 years is showcased in our atrium which is the main entrance of the building.

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Other Information:	Bloomfield High School is in the first year of a 1:1 Chrome Book initiative which provides students with a Chrome Book to use in school and at home. By the end of 2019 all students in grades 9-12 will receive a Chrome Book. Staff members are continuing their training so they are equipped to teach with an emphasis on 21st Century Skills. All classrooms are equipped with either a Smart Board or an interactive projection system that allows lessons to be more student centered. Student safety while at school is a major theme at Bloomfield HS. All exits are monitored with an alarm system and the school is equipped with ninety interior and exterior cameras. The freshman transition program known as "RAFT" seeks to provide additional academic and social support to ninth graders who are transitioning to BHS. The cornerstone principles of "RAFT" are multiple opportunities for success through personal connections. We believe that students should be afforded opportunities to demonstrate learning beyond tests and quizzes.