

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-32-00-05-0002

Grade Range : 9-12

Name: Salamanca High School

Principal: Donald G. Hensel

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	160	127	120
Tenth	123	131	94
Eleventh	80	112	113
Twelfth	97	84	107
Ungraded Secondary	0	0	0
Total K-12 Enrollment	460	454	434

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	100	21.7%	103	22.7%	95	21.9%
Black (Not Hispanic)	6	1.3%	5	1.1%	7	1.6%
Hispanic	9	2.0%	7	1.5%	10	2.3%
White (Not Hispanic)	345	75.0%	339	74.7%	322	74.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	19	14
Mathematics Grade 10	26	15	16
Science Grade 10	22	21	13
Social Studies Grade 10	20	20	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	6.5%	4	0.9%	5	1.2%
Eligible for Free Lunch	136	29.6%	128	28.2%	133	30.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.3%		92.5%		94.1%
Student Suspensions	96	20.4%	117	25.4%	62	13.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.0%	9.5%	8.5%
Public Assistance	61-70%	41-50%	31-40%
Student Stability	98%	85%	94%

Staff Counts

Staff	2002–2003
Total Teachers	31
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	76	20	26%	68	30	44%	89	46	52%
Students with Disabilities	1	0	0%	3	0	0%	4	0	0%
All Students	77	20	26%	71	30	42%	93	46	49%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	42	7	0	11	2
Percent	33%	45%	8%	0%	12%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	1	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			9		12	
	Entered GED Program*			2		1	
	Total Noncompleters			11		13	
Students with Disabilities	Dropped Out			8		0	
	Entered GED Program*			0		0	
	Total Noncompleters			8		0	
All Students	Dropped Out	20	4.3%	17	3.7%	12	2.8%
	Entered GED Program*	8	1.7%	2	0.4%	1	0.2%
	Total Noncompleters	28	6.1%	19	4.2%	13	3.0%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	114
	Number of Students with Disabilities		0	7
	Number of All Students		0	121
	Percent of Enrollment		0%	28%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	43	93%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	71%	1	#	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	11	82%	2	#
Science	2	#	5	40%	1	#
Reading	0	0%	8	75%	1	#
Writing	0	0%	7	29%	0	0%
Global Studies	0	0%	12	25%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	16	50%
Science	1	#	0	0%	8	50%
Reading	0	0%	0	0%	5	80%
Writing	0	0%	0	0%	7	43%
Global Studies	0	0%	0	0%	12	33%
U.S. Hist & Gov't	0	0%	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	72	93	101	2	0	9
Number Scoring 55–100	71	93	94	#	0	4
Number Scoring 65–100	68	81	86	#	0	1
Number Scoring 85–100	24	32	31	#	0	0
Percentage of Tested Scoring 55–100	99%	100%	93%	#	0%	44%
Percentage of Tested Scoring 65–100	94%	87%	85%	#	0%	11%
Percentage of Tested Scoring 85–100	33%	34%	31%	#	0%	0%
Mathematics A						
Number Tested	0	53	105	0	0	11
Number Scoring 55–100	0	30	61	0	0	3
Number Scoring 65–100	0	14	45	0	0	2
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	57%	58%	0%	0%	27%
Percentage of Tested Scoring 65–100	0%	26%	43%	0%	0%	18%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	14	0	0	0
Number Scoring 55–100	0	0	9	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	104	111	119	6	0	8
Number Scoring 55–100	95	94	93	3	0	3
Number Scoring 65–100	71	69	76	2	0	2
Number Scoring 85–100	10	4	15	0	0	0
Percentage of Tested Scoring 55–100	91%	85%	78%	50%	0%	38%
Percentage of Tested Scoring 65–100	68%	62%	64%	33%	0%	25%
Percentage of Tested Scoring 85–100	10%	4%	13%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	86	100	116	2	0	9
Number Scoring 55–100	75	96	112	#	0	6
Number Scoring 65–100	59	70	101	#	0	2
Number Scoring 85–100	16	13	47	#	0	0
Percentage of Tested Scoring 55–100	87%	96%	97%	#	0%	67%
Percentage of Tested Scoring 65–100	69%	70%	87%	#	0%	22%
Percentage of Tested Scoring 85–100	19%	13%	41%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	113	100	69	6	0	6
Number Scoring 55–100	109	96	68	5	0	5
Number Scoring 65–100	99	94	62	2	0	5
Number Scoring 85–100	20	27	23	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	99%	83%	0%	83%
Percentage of Tested Scoring 65–100	88%	94%	90%	33%	0%	83%
Percentage of Tested Scoring 85–100	18%	27%	33%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	104	68	96	6	0	4
Number Scoring 55–100	84	54	74	2	0	#
Number Scoring 65–100	67	49	52	0	0	#
Number Scoring 85–100	16	12	13	0	0	#
Percentage of Tested Scoring 55–100	81%	79%	77%	33%	0%	#
Percentage of Tested Scoring 65–100	64%	72%	54%	0%	0%	#
Percentage of Tested Scoring 85–100	15%	18%	14%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		57	80		0	0
Number Scoring 55–100		43	64		0	0
Number Scoring 65–100		25	39		0	0
Number Scoring 85–100		0	4		0	0
Percentage of Tested Scoring 55–100		75%	80%		0%	0%
Percentage of Tested Scoring 65–100		44%	49%		0%	0%
Percentage of Tested Scoring 85–100		0%	5%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	16	20	37	0	0	2
Number Scoring 55–100	16	18	34	0	0	#
Number Scoring 65–100	15	17	30	0	0	#
Number Scoring 85–100	3	4	18	0	0	#
Percentage of Tested Scoring 55–100	100%	90%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	85%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	19%	20%	49%	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	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 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	42	49	15	0	0	0
Number Scoring 55–100	42	49	15	0	0	0
Number Scoring 65–100	42	48	15	0	0	0
Number Scoring 85–100	30	32	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	65%	67%	0%	0%	0%
Comprehensive Latin						
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%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	105	89	30	0	0	0
Number Scoring 55–100	72	62	23	0	0	0
Number Scoring 65–100	50	42	18	0	0	0
Number Scoring 85–100	16	11	1	0	0	0
Percentage of Tested Scoring 55–100	69%	70%	77%	0%	0%	0%
Percentage of Tested Scoring 65–100	48%	47%	60%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	12%	3%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	48	71	47	0	0	0
Number Scoring 55–100	42	61	35	0	0	0
Number Scoring 65–100	32	46	24	0	0	0
Number Scoring 85–100	6	20	7	0	0	0
Percentage of Tested Scoring 55–100	88%	86%	74%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	65%	51%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	28%	15%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	98%	37	97%	79	81%
Students with Disabilities	3	#	0	0%	6	67%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	94	94	94	8	8	8	102	102	102
Number Scoring 55–64	16	17	6	0	2	3	16	19	9
Number Scoring 65–84	63	58	66	2	1	2	65	59	68
Number Scoring 85–100	12	13	20	0	0	0	12	13	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)