

New York State District Report Card Comprehensive Information Report

BEDS Code: 04-32-00-05-0000
 Name: Salamanca City School District
 Superintendent: Raymond J. Cenni

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	75	68	61
Kindergarten	144	143	139
First	126	132	134
Second	96	110	118
Third	110	100	113
Fourth	96	116	99
Fifth	103	91	109
Sixth	113	100	100
Ungraded Elementary	0	0	0
Seventh	123	117	113
Eighth	117	115	109
Ninth	139	130	117
Tenth	132	99	105
Eleventh	118	115	91
Twelfth	87	107	105
Ungraded Secondary	0	43	0
Total K-12 Enrollment	1504	1518	1452

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	430	28.6%	450	29.6%	420	28.9%
Black (Not Hispanic)	16	1.1%	19	1.3%	20	1.4%
Hispanic	28	1.9%	28	1.8%	26	1.8%
White (Not Hispanic)	1030	68.5%	1021	67.3%	986	67.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	17
Common Branch	17	18	18
English Grade 8	21	16	21
Mathematics Grade 8	18	19	18
Science Grade 8	22	24	21
Social Studies Grade 8	22	23	21
English Grade 10	19	14	16
Mathematics Grade 10	15	15	17
Science Grade 10	21	13	19
Social Studies Grade 10	20	18	17

(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
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	18	1.1%	20	1.3%	12	0.8%
Eligible for Free Lunch	568	37.9%	545	35.9%	555	38.4%

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		93.9%		94.4%		94.6%
Student Suspensions	132	9.2%	130	8.6%	124	8.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.4%	10.0%	10.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	132
Total Other Professional Staff	24
Total Paraprofessionals	49
Teaching Out of Certification*	7

*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	68	30	44%	89	46	52%	88	53	60%
Students with Disabilities	3	0	0%	4	0	0%	3	0	0%
All Students	71	30	42%	93	46	49%	91	53	58%

*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	33	38	3	4	8	5
Percent	36%	42%	3%	4%	9%	5%

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)
3	0	2	5

*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	9		18		19	4.8%
	Entered GED Program*	2		23		30	7.6%
	Total Noncompleters	11		41		49	12.4%
Students with Disabilities	Dropped Out	8		3		4	6.8%
	Entered GED Program*	0		1		2	3.4%
	Total Noncompleters	8		4		6	10.2%
All Students	Dropped Out	17	3.6%	21	4.3%	23	5.1%
	Entered GED Program*	2	0.4%	24	4.9%	32	7.0%
	Total Noncompleters	19	4.0%	45	9.1%	55	12.1%

*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%	100%	97%
2-3	0%	52%	51%

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	94	198	177
	Number of Students with Disabilities	12	36	45
	Number of All Students	106	234	222
	Percent of Enrollment	30%	68%	69%
9-12	Number of General-Education Students	0	128	257
	Number of Students with Disabilities	3	10	23
	Number of All Students	3	138	280
	Percent of Enrollment	1%	29%	67%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	59		
Completed and Passed Regents Exams	59	100%	77%
Completed and had Course Average of 75% or More	59	100%	81%
Completed and Attained a HS Diploma or Equivalent	59	100%	96%
Completed and Whose Status is Known	59		
Completed and Were Successfully Placed	59	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	14	39%	30%
Underrepresented Gender Members Who Completed	1	20%	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	37	95%	43	88%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	91%	32	94%	31	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	3	#	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	2	#	0	0%
Science	5	40%	1	#	0	0%
Reading	8	75%	1	#	0	0%
Writing	7	29%	0	0%	0	0%
Global Studies	12	25%	0	0%	2	#
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	2	#	16	50%	11	82%
Science	0	0%	8	50%	10	20%
Reading	0	0%	5	80%	5	60%
Writing	0	0%	7	43%	7	86%
Global Studies	0	0%	12	33%	9	33%
U.S. Hist & Gov't	0	0%	4	#	2	#

(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	93	101	78	0	9	7
Number Scoring 55-100	93	94	74	0	4	3
Number Scoring 65-100	81	86	63	0	1	0
Number Scoring 85-100	32	31	31	0	0	0
Percentage of Tested Scoring 55-100	100%	93%	95%	0%	44%	43%
Percentage of Tested Scoring 65-100	87%	85%	81%	0%	11%	0%
Percentage of Tested Scoring 85-100	34%	31%	40%	0%	0%	0%
Mathematics A						
Number Tested	73	130	149	1	11	5
Number Scoring 55-100	47	73	141	#	3	3
Number Scoring 65-100	29	51	126	#	2	1
Number Scoring 85-100	1	1	20	#	0	0
Percentage of Tested Scoring 55-100	64%	56%	95%	#	27%	60%
Percentage of Tested Scoring 65-100	40%	39%	85%	#	18%	20%
Percentage of Tested Scoring 85-100	1%	1%	13%	#	0%	0%
Mathematics B						
Number Tested	0	14	47	0	0	0
Number Scoring 55-100	0	9	30	0	0	0
Number Scoring 65-100	0	8	23	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	64%	64%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	57%	49%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	0%
Global History and Geography						
Number Tested	111	119	129	0	8	14
Number Scoring 55-100	94	93	107	0	3	5
Number Scoring 65-100	69	76	73	0	2	2
Number Scoring 85-100	4	15	22	0	0	0
Percentage of Tested Scoring 55-100	85%	78%	83%	0%	38%	36%
Percentage of Tested Scoring 65-100	62%	64%	57%	0%	25%	14%
Percentage of Tested Scoring 85-100	4%	13%	17%	0%	0%	0%
U.S. History and Government						
Number Tested	100	116	79	0	9	6
Number Scoring 55-100	96	112	74	0	6	4
Number Scoring 65-100	70	101	60	0	2	1
Number Scoring 85-100	13	47	31	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	94%	0%	67%	67%
Percentage of Tested Scoring 65-100	70%	87%	76%	0%	22%	17%
Percentage of Tested Scoring 85-100	13%	41%	39%	0%	0%	0%

(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	100	69	83	0	6	2
Number Scoring 55-100	96	68	81	0	5	#
Number Scoring 65-100	94	62	73	0	5	#
Number Scoring 85-100	27	23	15	0	0	#
Percentage of Tested Scoring 55-100	96%	99%	98%	0%	83%	#
Percentage of Tested Scoring 65-100	94%	90%	88%	0%	83%	#
Percentage of Tested Scoring 85-100	27%	33%	18%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	68	97	108	0	4	6
Number Scoring 55-100	54	75	82	0	#	3
Number Scoring 65-100	49	53	59	0	#	2
Number Scoring 85-100	12	13	8	0	#	0
Percentage of Tested Scoring 55-100	79%	77%	76%	0%	#	50%
Percentage of Tested Scoring 65-100	72%	55%	55%	0%	#	33%
Percentage of Tested Scoring 85-100	18%	13%	7%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	57	80	31	0	0	0
Number Scoring 55-100	43	64	27	0	0	0
Number Scoring 65-100	25	39	14	0	0	0
Number Scoring 85-100	0	4	2	0	0	0
Percentage of Tested Scoring 55-100	75%	80%	87%	0%	0%	0%
Percentage of Tested Scoring 65-100	44%	49%	45%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	5%	6%	0%	0%	0%
Physical Setting/Physics						
Number Tested			25			0
Number Scoring 55-100			23			0
Number Scoring 65-100			17			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			92%			0%
Percentage of Tested Scoring 65-100			68%			0%
Percentage of Tested Scoring 85-100			12%			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	20	37	32	0	2	1
Number Scoring 55-100	18	34	31	0	#	#
Number Scoring 65-100	17	30	28	0	#	#
Number Scoring 85-100	4	18	10	0	#	#
Percentage of Tested Scoring 55-100	90%	92%	97%	0%	#	#
Percentage of Tested Scoring 65-100	85%	81%	88%	0%	#	#
Percentage of Tested Scoring 85-100	20%	49%	31%	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	49	15	25	0	0	1
Number Scoring 55-100	49	15	25	0	0	#
Number Scoring 65-100	48	15	24	0	0	#
Number Scoring 85-100	32	10	17	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	98%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	65%	67%	68%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	71	47	11	0	0	0
Number Scoring 55-100	61	35	5	0	0	0
Number Scoring 65-100	46	24	2	0	0	0
Number Scoring 85-100	20	7	0	0	0	0
Percentage of Tested Scoring 55-100	86%	74%	45%	0%	0%	0%
Percentage of Tested Scoring 65-100	65%	51%	18%	0%	0%	0%
Percentage of Tested Scoring 85-100	28%	15%	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	37	97%	79	81%	114	86%
Students with Disabilities	0	0%	6	67%	14	50%

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	88	3%	9%	56%	32%
	Students with Disabilities	19	37%	32%	32%	0%
	All Students	107	9%	13%	51%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	89	0%	42%	47%	11%
	Students with Disabilities	13	0%	69%	31%	0%
	All Students	102	0%	45%	45%	10%

(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	1	0	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

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	92	92	92	8	8	8	100	100	100
Number Scoring 55–64	8	2	1	1	3	2	9	5	3
Number Scoring 65–84	74	37	54	3	2	4	77	39	58
Number Scoring 85–100	7	48	35	0	0	0	7	48	35
Approved Alternatives	1	0	0	0	0	0	1	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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			2			2
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 – K)