

New York State District Report Card Comprehensive Information Report

BEDS Code: 04-32-00-05-0000
 Name: Salamanca City School District
 Superintendent: Rick T. Moore

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	68	61	67
Kindergarten	143	139	114
First	132	134	117
Second	110	118	115
Third	100	113	111
Fourth	116	99	106
Fifth	91	109	95
Sixth	100	100	103
Ungraded Elementary	0	0	16
Seventh	117	113	93
Eighth	115	109	105
Ninth	130	117	112
Tenth	99	105	113
Eleventh	115	91	97
Twelfth	107	105	81
Ungraded Secondary	43	0	24
Total K-12 Enrollment	1518	1452	1402

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	450	29.6%	420	28.9%	440	31.4%
Black (Not Hispanic)	19	1.3%	20	1.4%	20	1.4%
Hispanic	28	1.8%	26	1.8%	27	1.9%
White (Not Hispanic)	1021	67.3%	986	67.9%	915	65.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	17	18
Common Branch	18	18	17
English Grade 8	16	21	23
Mathematics Grade 8	19	18	19
Science Grade 8	24	21	18
Social Studies Grade 8	23	21	18
English Grade 10	14	16	14
Mathematics Grade 10	15	17	13
Science Grade 10	13	19	15
Social Studies Grade 10	18	17	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	1.3%	12	0.8%	3	0.2%
Eligible for Free Lunch	545	35.9%	555	38.4%	583	41.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.6%		94.9%
Student Suspensions	130	8.6%	124	8.2%	127	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.0%	10.4%	12.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	131
Total Other Professional Staff	23
Total Paraprofessionals	46
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	89	88	61
	Regents Diplomas	46	53	42
	% Regents Diplomas	52%	60%	69%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	3	5
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	3
All Students	Total Graduates*	93	91	66
	Regents Diplomas	46	53	42
	% Regents Diplomas	49%	58%	64%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	2	2	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	23	11	7	5	9	0	6	0
	Percent	38%	18%	11%	8%	15%	0%	10%	0%
Students with Disabilities	Number	0	2	0	1	2	0	0	0
	Percent	0%	40%	0%	20%	40%	0%	0%	0%
All Students	Number	23	13	7	6	11	0	6	0
	Percent	35%	20%	11%	9%	17%	0%	9%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		19	4.8%	13	3.7%
	Entered GED Program*	23		30	7.6%	10	2.9%
	Total Noncompleters	41		49	12.4%	23	6.6%
Students with Disabilities	Dropped Out	3		4	6.8%	4	6.5%
	Entered GED Program*	1		2	3.4%	2	3.2%
	Total Noncompleters	4		6	10.2%	6	9.7%
All Students	Dropped Out	21	4.3%	23	5.1%	17	4.2%
	Entered GED Program*	24	4.9%	32	7.0%	12	2.9%
	Total Noncompleters	45	9.1%	55	12.1%	29	7.1%

*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	2002-03	2003-04	2004-05
K-1	100%	97%	98%
2-3	52%	51%	50%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	198	177	249
	Number of Students with Disabilities	36	45	52
	Number of All Students	234	222	301
	Percent of Enrollment	68%	69%	97%
9-12	Number of General-Education Students	128	257	211
	Number of Students with Disabilities	10	23	22
	Number of All Students	138	280	233
	Percent of Enrollment	29%	67%	56%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	44		
Completed and Passed Regents Exams	44	100%	80%
Completed and had Course Average of 75% or More	44	100%	82%
Completed and Attained a HS Diploma or Equivalent	44	100%	96%
Completed and Whose Status is Known	44		
Completed and Were Successfully Placed	44	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	23	44%	25%
Underrepresented Gender Members Who Completed	10	77%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	43	88%	24	96%	25	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	32	94%	31	84%	50	86%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	1	#
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	50%	11	82%	19	84%
Science	8	50%	10	20%	18	39%
Reading	5	80%	5	60%	4	#
Writing	7	43%	7	86%	5	100%
Global Studies	12	33%	9	33%	10	10%
U.S. Hist & Gov't	4	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	101	78	100	9	7	7
Number Scoring 55-100	94	74	93	4	3	2
Number Scoring 65-100	86	63	81	1	0	1
Number Scoring 85-100	31	31	29	0	0	0
Percentage of Tested Scoring 55-100	93%	95%	93%	44%	43%	29%
Percentage of Tested Scoring 65-100	85%	81%	81%	11%	0%	14%
Percentage of Tested Scoring 85-100	31%	40%	29%	0%	0%	0%
Mathematics A						
Number Tested	130	149	164	11	5	10
Number Scoring 55-100	73	141	148	3	3	7
Number Scoring 65-100	51	126	129	2	1	3
Number Scoring 85-100	1	20	26	0	0	0
Percentage of Tested Scoring 55-100	56%	95%	90%	27%	60%	70%
Percentage of Tested Scoring 65-100	39%	85%	79%	18%	20%	30%
Percentage of Tested Scoring 85-100	1%	13%	16%	0%	0%	0%
Mathematics B						
Number Tested	14	47	67	0	0	0
Number Scoring 55-100	9	30	33	0	0	0
Number Scoring 65-100	8	23	20	0	0	0
Number Scoring 85-100	0	2	0	0	0	0
Percentage of Tested Scoring 55-100	64%	64%	49%	0%	0%	0%
Percentage of Tested Scoring 65-100	57%	49%	30%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	4%	0%	0%	0%	0%
Global History and Geography						
Number Tested	119	129	98	8	14	8
Number Scoring 55-100	93	107	73	3	5	2
Number Scoring 65-100	76	73	51	2	2	2
Number Scoring 85-100	15	22	16	0	0	1
Percentage of Tested Scoring 55-100	78%	83%	74%	38%	36%	25%
Percentage of Tested Scoring 65-100	64%	57%	52%	25%	14%	25%
Percentage of Tested Scoring 85-100	13%	17%	16%	0%	0%	12%
U.S. History and Government						
Number Tested	116	79	94	9	6	4
Number Scoring 55-100	112	74	86	6	4	#
Number Scoring 65-100	101	60	74	2	1	#
Number Scoring 85-100	47	31	48	0	0	#
Percentage of Tested Scoring 55-100	97%	94%	91%	67%	67%	#
Percentage of Tested Scoring 65-100	87%	76%	79%	22%	17%	#
Percentage of Tested Scoring 85-100	41%	39%	51%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	69	83	90	6	2	3
Number Scoring 55-100	68	81	87	5	#	#
Number Scoring 65-100	62	73	76	5	#	#
Number Scoring 85-100	23	15	12	0	#	#
Percentage of Tested Scoring 55-100	99%	98%	97%	83%	#	#
Percentage of Tested Scoring 65-100	90%	88%	84%	83%	#	#
Percentage of Tested Scoring 85-100	33%	18%	13%	0%	#	#
Physical Setting/Earth Science						
Number Tested	97	108	103	4	6	10
Number Scoring 55-100	75	82	69	#	3	2
Number Scoring 65-100	53	59	50	#	2	2
Number Scoring 85-100	13	8	11	#	0	0
Percentage of Tested Scoring 55-100	77%	76%	67%	#	50%	20%
Percentage of Tested Scoring 65-100	55%	55%	49%	#	33%	20%
Percentage of Tested Scoring 85-100	13%	7%	11%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	80	31	36	0	0	0
Number Scoring 55-100	64	27	31	0	0	0
Number Scoring 65-100	39	14	24	0	0	0
Number Scoring 85-100	4	2	2	0	0	0
Percentage of Tested Scoring 55-100	80%	87%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	49%	45%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	5%	6%	6%	0%	0%	0%
Physical Setting/Physics						
Number Tested		25	13		0	0
Number Scoring 55-100		23	11		0	0
Number Scoring 65-100		17	8		0	0
Number Scoring 85-100		3	2		0	0
Percentage of Tested Scoring 55-100		92%	85%		0%	0%
Percentage of Tested Scoring 65-100		68%	62%		0%	0%
Percentage of Tested Scoring 85-100		12%	15%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	37	32	29	2	1	0
Number Scoring 55-100	34	31	27	#	#	0
Number Scoring 65-100	30	28	23	#	#	0
Number Scoring 85-100	18	10	7	#	#	0
Percentage of Tested Scoring 55-100	92%	97%	93%	#	#	0%
Percentage of Tested Scoring 65-100	81%	88%	79%	#	#	0%
Percentage of Tested Scoring 85-100	49%	31%	24%	#	#	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	15	25	19	0	1	0
Number Scoring 55-100	15	25	19	0	#	0
Number Scoring 65-100	15	24	19	0	#	0
Number Scoring 85-100	10	17	10	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	67%	68%	53%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	85	4%	7%	52%	38%
	Students with Disabilities	12	8%	25%	58%	8%
	All Students	97	4%	9%	53%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	89	0%	30%	64%	6%
	Students with Disabilities	18	6%	72%	17%	6%
	All Students	107	1%	37%	56%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	68	68	68	14	14	14	82	82	82
Number Scoring 55–64	11	11	4	3	2	0	14	13	4
Number Scoring 65–84	40	22	39	1	1	6	41	23	45
Number Scoring 85–100	12	30	20	0	0	0	12	30	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	1		2	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 5-6)						
Number Tested		2	1		2	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)