

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-32-00-05-0002
 Name: Salamanca High School
 Principal: Donald G. Hensel

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	120	116	111
Tenth	94	102	104
Eleventh	113	81	94
Twelfth	107	99	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	434	398	390

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	95	21.9%	90	22.6%	101	25.9%
Black (Not Hispanic)	7	1.6%	4	1.0%	4	1.0%
Hispanic	10	2.3%	8	2.0%	8	2.1%
White (Not Hispanic)	322	74.2%	296	74.4%	277	71.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	14	16	15
Mathematics Grade 10	16	17	14
Science Grade 10	13	19	15
Social Studies Grade 10	18	17	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
47	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 middle 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	1.2%	6	1.5%	0	0.0%
Eligible for Free Lunch	133	30.7%	125	31.4%	98	25.1%

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		94.1%		95.0%		94.0%
Student Suspensions	62	13.7%	61	14.1%	75	18.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.5%	8.8%	8.7%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	94%	94%	95%

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	89	87	61
	Regents Diplomas	46	53	42
	% Regents Diplomas	52%	61%	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	1	2	3
All Students	Total Graduates*	93	90	66
	Regents Diplomas	46	53	42
	% Regents Diplomas	49%	59%	64%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	1	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	12		4	1.1%	6	1.9%
	Entered GED Program*	1		11	3.1%	9	2.8%
	Total Noncompleters	13		15	4.3%	15	4.7%
Students with Disabilities	Dropped Out	0		1	2.0%	4	7.5%
	Entered GED Program*	0		2	3.9%	1	1.9%
	Total Noncompleters	0		3	5.9%	5	9.4%
All Students	Dropped Out	12	2.8%	5	1.2%	10	2.7%
	Entered GED Program*	1	0.2%	13	3.2%	10	2.7%
	Total Noncompleters	13	3.0%	18	4.5%	20	5.3%

*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	0%	0%	0%
2-3	0%	0%	0%

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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	114	245	183
	Number of Students with Disabilities	7	15	15
	Number of All Students	121	260	198
	Percent of Enrollment	28%	65%	51%

(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	1	#	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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%

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%	1	#
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	77	95	9	7	7
Number Scoring 55-100	94	73	88	4	3	2
Number Scoring 65-100	86	62	79	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%	83%	11%	0%	14%
Percentage of Tested Scoring 85-100	31%	40%	31%	0%	0%	0%
Mathematics A						
Number Tested	105	148	157	11	5	10
Number Scoring 55-100	61	140	143	3	3	7
Number Scoring 65-100	45	125	125	2	1	3
Number Scoring 85-100	1	20	25	0	0	0
Percentage of Tested Scoring 55-100	58%	95%	91%	27%	60%	70%
Percentage of Tested Scoring 65-100	43%	84%	80%	18%	20%	30%
Percentage of Tested Scoring 85-100	1%	14%	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	128	93	8	14	8
Number Scoring 55-100	93	106	69	3	5	2
Number Scoring 65-100	76	72	48	2	2	2
Number Scoring 85-100	15	21	15	0	0	1
Percentage of Tested Scoring 55-100	78%	83%	74%	38%	36%	25%
Percentage of Tested Scoring 65-100	64%	56%	52%	25%	14%	25%
Percentage of Tested Scoring 85-100	13%	16%	16%	0%	0%	12%
U.S. History and Government						
Number Tested	116	78	88	9	6	4
Number Scoring 55-100	112	73	81	6	4	#
Number Scoring 65-100	101	59	70	2	1	#
Number Scoring 85-100	47	31	48	0	0	#
Percentage of Tested Scoring 55-100	97%	94%	92%	67%	67%	#
Percentage of Tested Scoring 65-100	87%	76%	80%	22%	17%	#
Percentage of Tested Scoring 85-100	41%	40%	55%	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	82	79	6	2	3
Number Scoring 55-100	68	80	76	5	#	#
Number Scoring 65-100	62	72	67	5	#	#
Number Scoring 85-100	23	15	12	0	#	#
Percentage of Tested Scoring 55-100	99%	98%	96%	83%	#	#
Percentage of Tested Scoring 65-100	90%	88%	85%	83%	#	#
Percentage of Tested Scoring 85-100	33%	18%	15%	0%	#	#
Physical Setting/Earth Science						
Number Tested	96	107	103	4	6	10
Number Scoring 55-100	74	81	69	#	3	2
Number Scoring 65-100	52	58	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	54%	54%	49%	#	33%	20%
Percentage of Tested Scoring 85-100	14%	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)

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	63	63	63	11	11	11	74	74	74
Number Scoring 55–64	10	10	3	2	2	0	12	12	3
Number Scoring 65–84	40	22	39	1	1	5	41	23	44
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)