

# New York State School Report Card Comprehensive Information Report

BEDS Code: 64-15-01-04-0001  
 Name: Salem High School  
 Principal: Daniel M. Jordan

Grade Range : 7-12

## 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	88	76	77
Eighth	69	77	67
Ninth	85	71	81
Tenth	74	76	62
Eleventh	54	68	71
Twelfth	73	55	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	443	423	422

## 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	1	0.2%	3	0.7%	2	0.5%
Black (Not Hispanic)	18	4.1%	16	3.8%	14	3.3%
Hispanic	4	0.9%	2	0.5%	2	0.5%
White (Not Hispanic)	420	94.8%	402	95.0%	404	95.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	15
Mathematics Grade 8	16	20	20
Science Grade 8	23	24	17
Social Studies Grade 8	20	20	12
English Grade 10	22	18	20
Mathematics Grade 10	15	17	12
Science Grade 10	16	18	15
Social Studies Grade 10	17	22	13

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	1	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	54	12.2%	62	14.7%	25	5.9%

### 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		96.7%		96.9%		96.2%
Student Suspensions	42	9.6%	44	9.9%	49	11.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.2%	7.3%	4.5%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	100%	95%	95%

### Staff Counts

Staff	2004-05
Total Teachers	37
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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
<b>General-Education Students</b>	Total Graduates*	62	46	53
	Regents Diplomas	46	30	50
	% Regents Diplomas	74%	65%	94%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	1	0	1
	Regents Diplomas	1	0	0
	% Regents Diplomas	100%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	4	3
<b>All Students</b>	Total Graduates*	63	46	54
	Regents Diplomas	47	30	50
	% Regents Diplomas	75%	65%	93%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates	0	4	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
<b>General-Education Students</b>	<b>Number</b>	25	21	0	1	3	0	3	0
	<b>Percent</b>	47%	40%	0%	2%	6%	0%	6%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	1	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	100%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	25	21	0	1	4	0	3	0
	<b>Percent</b>	46%	39%	0%	2%	7%	0%	6%	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.
<b>General-Education Students</b>	Dropped Out	4		1	0.4%	6	2.5%
	Entered GED Program*	1		2	0.9%	0	0.0%
	Total Noncompleters	5		3	1.3%	6	2.5%
<b>Students with Disabilities</b>	Dropped Out	5		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	5		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	9	3.1%	1	0.4%	6	2.2%
	Entered GED Program*	1	0.4%	2	0.8%	0	0.0%
	Total Noncompleters	10	3.5%	3	1.1%	6	2.2%

\*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	0	33	0
	Number of Students with Disabilities	0	7	0
	Number of All Students	0	40	0
	Percent of Enrollment	0%	15%	0%

(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	12	92%	22	91%	12	67%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	81%	29	69%	59	95%

## 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	4	#	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	3	#
Writing	1	#	0	0%	4	#
Global Studies	3	#	4	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	47	61	66	1	4	8
Number Scoring 55-100	45	58	57	#	#	1
Number Scoring 65-100	44	54	55	#	#	1
Number Scoring 85-100	21	36	22	#	#	0
Percentage of Tested Scoring 55-100	96%	95%	86%	#	#	12%
Percentage of Tested Scoring 65-100	94%	89%	83%	#	#	12%
Percentage of Tested Scoring 85-100	45%	59%	33%	#	#	0%
<b>Mathematics A</b>						
Number Tested	70	59	84	2	5	11
Number Scoring 55-100	70	59	77	#	5	4
Number Scoring 65-100	63	56	74	#	4	3
Number Scoring 85-100	23	28	48	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	92%	#	100%	36%
Percentage of Tested Scoring 65-100	90%	95%	88%	#	80%	27%
Percentage of Tested Scoring 85-100	33%	47%	57%	#	20%	0%
<b>Mathematics B</b>						
Number Tested	0	36	31	0	0	0
Number Scoring 55-100	0	36	31	0	0	0
Number Scoring 65-100	0	31	29	0	0	0
Number Scoring 85-100	0	12	10	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	86%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	33%	32%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	65	74	51	4	10	5
Number Scoring 55-100	56	68	49	#	6	4
Number Scoring 65-100	46	59	43	#	3	4
Number Scoring 85-100	14	21	16	#	0	0
Percentage of Tested Scoring 55-100	86%	92%	96%	#	60%	80%
Percentage of Tested Scoring 65-100	71%	80%	84%	#	30%	80%
Percentage of Tested Scoring 85-100	22%	28%	31%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	50	52	59	0	1	4
Number Scoring 55-100	50	51	50	0	#	#
Number Scoring 65-100	50	48	40	0	#	#
Number Scoring 85-100	20	28	24	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	85%	0%	#	#
Percentage of Tested Scoring 65-100	100%	92%	68%	0%	#	#
Percentage of Tested Scoring 85-100	40%	54%	41%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	50	111	76	2	15	4
Number Scoring 55-100	50	111	72	#	15	#
Number Scoring 65-100	47	106	65	#	13	#
Number Scoring 85-100	16	42	33	#	1	#
Percentage of Tested Scoring 55-100	100%	100%	95%	#	100%	#
Percentage of Tested Scoring 65-100	94%	95%	86%	#	87%	#
Percentage of Tested Scoring 85-100	32%	38%	43%	#	7%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	63	0	40	4	0	0
Number Scoring 55-100	60	0	40	#	0	0
Number Scoring 65-100	54	0	40	#	0	0
Number Scoring 85-100	20	0	25	#	0	0
Percentage of Tested Scoring 55-100	95%	0%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	0%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	32%	0%	62%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	31	27	39	0	0	1
Number Scoring 55-100	31	27	37	0	0	#
Number Scoring 65-100	27	21	32	0	0	#
Number Scoring 85-100	5	3	5	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	87%	78%	82%	0%	0%	#
Percentage of Tested Scoring 85-100	16%	11%	13%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		8	1		0	0
Number Scoring 55-100		8	#		0	0
Number Scoring 65-100		8	#		0	0
Number Scoring 85-100		3	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		100%	#		0%	0%
Percentage of Tested Scoring 85-100		38%	#		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
<b>Comprehensive French</b>						
Number Tested	0	10	18	0	0	0
Number Scoring 55-100	0	10	18	0	0	0
Number Scoring 65-100	0	10	18	0	0	0
Number Scoring 85-100	0	4	9	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	40%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	14	31	0	0	0	0
Number Scoring 55-100	14	31	0	0	0	0
Number Scoring 65-100	14	30	0	0	0	0
Number Scoring 85-100	8	18	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	58%	0%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Nov 2004</b>	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
<b>June 2005</b>	General-Education Students	54	0%	26%	63%	11%
	Students with Disabilities	8	13%	63%	25%	0%
	All Students	62	2%	31%	58%	10%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	60	60	60	5	5	5	65	65	65
Number Scoring 55–64	4	5	1	0	0	0	4	5	1
Number Scoring 65–84	38	20	29	1	0	1	39	20	30
Number Scoring 85–100	11	28	27	0	0	0	11	28	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)