

New York State School Report Card Comprehensive Information Report

BEDS Code: 16-12-01-04-0002
 Name: Salmon River Junior-Senior High School
 Principal: Marc Czadzeck

Grade Range : 7-12

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	118	126	102
Eighth	111	113	115
Ninth	131	117	117
Tenth	92	110	89
Eleventh	84	80	93
Twelfth	78	85	66
Ungraded Secondary	0	0	36
Total K-12 Enrollment	614	631	618

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	320	52.1%	293	46.4%	317	51.3%
Black (Not Hispanic)	1	0.2%	5	0.8%	5	0.8%
Hispanic	2	0.3%	5	0.8%	4	0.6%
White (Not Hispanic)	291	47.4%	328	52.0%	292	47.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	16	16
Mathematics Grade 8	14	18	19
Science Grade 8	22	19	20
Social Studies Grade 8	18	19	19
English Grade 10	0	19	0
Mathematics Grade 10	21	17	19
Science Grade 10	19	15	14
Social Studies Grade 10	0	17	16

(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	0	0.0%	0	0.0%	3	0.5%
Eligible for Free Lunch	216	35.2%	216	34.2%	209	33.8%

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		92.8%		91.4%		91.6%
Student Suspensions	63	10.8%	130	21.2%	80	12.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.8%	15.4%	13.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	98%	91%

Staff Counts

Staff	2002–2003
Total Teachers	54
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	0

*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	66	42	64%	83	35	42%	59	37	63%
Students with Disabilities	11	1	9%	5	0	0%	6	1	17%
All Students	77	43	56%	88	35	40%	65	38	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 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	22	33	0	2	4	4
Percent	34%	51%	0%	3%	6%	6%

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)
6	1	3	9

*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			5		4	
	Entered GED Program*			5		6	
	Total Noncompleters			10		10	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			2		2	
	Total Noncompleters			3		3	
All Students	Dropped Out	21	5.5%	6	1.5%	5	1.3%
	Entered GED Program*	3	0.8%	7	1.8%	8	2.1%
	Total Noncompleters	24	6.2%	13	3.3%	13	3.4%

*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	187
	Number of Students with Disabilities		0	30
	Number of All Students		0	217
	Percent of Enrollment		0%	94%
9-12	Number of General-Education Students		0	322
	Number of Students with Disabilities		0	43
	Number of All Students		0	365
	Percent of Enrollment		0%	94%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	28	79%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	0	0%	23	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	2	#	0	0%	1	#

(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	0	0%	4	#	4	#
Science	0	0%	3	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	12	25%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	86%	16	94%	15	93%
Science	20	80%	10	40%	5	60%
Reading	8	100%	5	80%	12	17%
Writing	8	100%	6	100%	11	73%
Global Studies	0	0%	2	#	7	43%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	89	73	81	8	5	6
Number Scoring 55–100	88	68	75	8	2	5
Number Scoring 65–100	74	53	63	5	0	3
Number Scoring 85–100	8	9	20	0	0	0
Percentage of Tested Scoring 55–100	99%	93%	93%	100%	40%	83%
Percentage of Tested Scoring 65–100	83%	73%	78%	62%	0%	50%
Percentage of Tested Scoring 85–100	9%	12%	25%	0%	0%	0%
Mathematics A						
Number Tested	0	22	108	0	0	12
Number Scoring 55–100	0	2	83	0	0	7
Number Scoring 65–100	0	2	67	0	0	2
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	9%	77%	0%	0%	58%
Percentage of Tested Scoring 65–100	0%	9%	62%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	87	93	97	7	8	10
Number Scoring 55–100	84	80	73	6	6	3
Number Scoring 65–100	68	54	50	3	4	1
Number Scoring 85–100	11	4	9	1	0	0
Percentage of Tested Scoring 55–100	97%	86%	75%	86%	75%	30%
Percentage of Tested Scoring 65–100	78%	58%	52%	43%	50%	10%
Percentage of Tested Scoring 85–100	13%	4%	9%	14%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	82	73	90	9	6	5
Number Scoring 55–100	77	66	89	9	5	5
Number Scoring 65–100	73	48	82	9	1	5
Number Scoring 85–100	41	5	25	5	0	2
Percentage of Tested Scoring 55–100	94%	90%	99%	100%	83%	100%
Percentage of Tested Scoring 65–100	89%	66%	91%	100%	17%	100%
Percentage of Tested Scoring 85–100	50%	7%	28%	56%	0%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	118	105	99	20	13	12
Number Scoring 55–100	118	102	94	20	12	10
Number Scoring 65–100	110	99	87	18	12	8
Number Scoring 85–100	11	17	20	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	92%	83%
Percentage of Tested Scoring 65–100	93%	94%	88%	90%	92%	67%
Percentage of Tested Scoring 85–100	9%	16%	20%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	80	87	83	3	10	10
Number Scoring 55–100	74	84	75	#	9	7
Number Scoring 65–100	63	78	67	#	7	5
Number Scoring 85–100	26	24	28	#	2	1
Percentage of Tested Scoring 55–100	93%	97%	90%	#	90%	70%
Percentage of Tested Scoring 65–100	79%	90%	81%	#	70%	50%
Percentage of Tested Scoring 85–100	33%	28%	34%	#	20%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		43	49		0	5
Number Scoring 55–100		42	46		0	4
Number Scoring 65–100		35	38		0	3
Number Scoring 85–100		3	4		0	0
Percentage of Tested Scoring 55–100		98%	94%		0%	80%
Percentage of Tested Scoring 65–100		81%	78%		0%	60%
Percentage of Tested Scoring 85–100		7%	8%		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	12	8	5	0	0	1
Number Scoring 55–100	11	8	5	0	0	#
Number Scoring 65–100	11	7	5	0	0	#
Number Scoring 85–100	2	2	1	0	0	#
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	88%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	17%	25%	20%	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	28	21	10	3	0	0
Number Scoring 55–100	27	21	10	#	0	0
Number Scoring 65–100	25	19	9	#	0	0
Number Scoring 85–100	9	10	0	#	0	0
Percentage of Tested Scoring 55–100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	90%	90%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	48%	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	76	76	7	1	5	0
Number Scoring 55–100	65	65	4	#	5	0
Number Scoring 65–100	56	59	3	#	5	0
Number Scoring 85–100	16	16	0	#	2	0
Percentage of Tested Scoring 55–100	86%	86%	57%	#	100%	0%
Percentage of Tested Scoring 65–100	74%	78%	43%	#	100%	0%
Percentage of Tested Scoring 85–100	21%	21%	0%	#	40%	0%
Sequential Mathematics, Course III						
Number Tested	53	54	39	2	0	4
Number Scoring 55–100	39	38	30	#	0	#
Number Scoring 65–100	23	34	25	#	0	#
Number Scoring 85–100	7	13	8	#	0	#
Percentage of Tested Scoring 55–100	74%	70%	77%	#	0%	#
Percentage of Tested Scoring 65–100	43%	63%	64%	#	0%	#
Percentage of Tested Scoring 85–100	13%	24%	21%	#	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	48	96%	22	95%	17	59%
Students with Disabilities	8	100%	3	#	4	#

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	60	60	60	8	8	8	68	68	68
Number Scoring 55–64	3	9	9	1	4	0	4	13	9
Number Scoring 65–84	42	44	28	3	1	4	45	45	32
Number Scoring 85–100	11	4	22	0	0	0	11	4	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)