

# New York State School Report Card Comprehensive Information Report

BEDS Code: 64-15-01-04-0001  
 Name: Salem High School  
 Principal: Paul Baker-Porazinski

Grade Range : 7-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	63	88	76
Eighth	82	69	77
Ninth	81	85	71
Tenth	52	74	76
Eleventh	75	54	68
Twelfth	74	73	55
Ungraded Secondary	13	0	0
Total K-12 Enrollment	440	443	423

## 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	2	0.5%	1	0.2%	3	0.7%
Black (Not Hispanic)	17	3.9%	18	4.1%	16	3.8%
Hispanic	4	0.9%	4	0.9%	2	0.5%
White (Not Hispanic)	417	94.8%	420	94.8%	402	95.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	21	19
Mathematics Grade 8	17	16	20
Science Grade 8	19	23	24
Social Studies Grade 8	20	20	20
English Grade 10	17	22	18
Mathematics Grade 10	14	15	17
Science Grade 10	17	16	18
Social Studies Grade 10	0	17	22

(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
50	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	48	10.9%	54	12.2%	62	14.7%

### 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		94.2%		96.7%		96.9%
Student Suspensions	38	8.2%	42	9.6%	44	9.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.6%	7.2%	7.3%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	99%	100%	95%

### Staff Counts

Staff	2003-04
Total Teachers	38
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	64	32	50%	62	46	74%	46	30	65%
Students with Disabilities	3	1	33%	1	1	100%	0	0	0%
All Students	67	33	49%	63	47	75%	46	30	65%

\*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	26	13	0	0	6	1
Percent	57%	28%	0%	0%	13%	2%

## 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)
0	0	4	4

\*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	8		4		1	0.4%
	Entered GED Program*	2		1		2	0.9%
	Total Noncompleters	10		5		3	1.3%
Students with Disabilities	Dropped Out	1		5		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		5		0	0.0%
All Students	Dropped Out	9	3.1%	9	3.1%	1	0.4%
	Entered GED Program*	2	0.7%	1	0.4%	2	0.8%
	Total Noncompleters	11	3.8%	10	3.5%	3	1.1%

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

## 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	67	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	67	0	0
	Percent of Enrollment	45%	0%	0%
9-12	Number of General-Education Students	120	0	33
	Number of Students with Disabilities	0	0	7
	Number of All Students	120	0	40
	Percent of Enrollment	41%	0%	15%

## Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion 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	0	0%	12	92%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	36	81%	29	69%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	4	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	66	47	61	3	1	4
Number Scoring 55-100	66	45	58	#	#	#
Number Scoring 65-100	62	44	54	#	#	#
Number Scoring 85-100	35	21	36	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	95%	#	#	#
Percentage of Tested Scoring 65-100	94%	94%	89%	#	#	#
Percentage of Tested Scoring 85-100	53%	45%	59%	#	#	#
<b>Mathematics A</b>						
Number Tested	4	70	59	0	2	5
Number Scoring 55-100	#	70	59	0	#	5
Number Scoring 65-100	#	63	56	0	#	4
Number Scoring 85-100	#	23	28	0	#	1
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	#	90%	95%	0%	#	80%
Percentage of Tested Scoring 85-100	#	33%	47%	0%	#	20%
<b>Mathematics B</b>						
Number Tested	0	0	36	0	0	0
Number Scoring 55-100	0	0	36	0	0	0
Number Scoring 65-100	0	0	31	0	0	0
Number Scoring 85-100	0	0	12	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	33%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	52	65	74	3	4	10
Number Scoring 55-100	50	56	68	#	#	6
Number Scoring 65-100	46	46	59	#	#	3
Number Scoring 85-100	13	14	21	#	#	0
Percentage of Tested Scoring 55-100	96%	86%	92%	#	#	60%
Percentage of Tested Scoring 65-100	88%	71%	80%	#	#	30%
Percentage of Tested Scoring 85-100	25%	22%	28%	#	#	0%
<b>U.S. History and Government</b>						
Number Tested	67	50	52	4	0	1
Number Scoring 55-100	65	50	51	#	0	#
Number Scoring 65-100	62	50	48	#	0	#
Number Scoring 85-100	25	20	28	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	93%	100%	92%	#	0%	#
Percentage of Tested Scoring 85-100	37%	40%	54%	#	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	49	50	111	2	2	15
Number Scoring 55-100	48	50	111	#	#	15
Number Scoring 65-100	48	47	106	#	#	13
Number Scoring 85-100	21	16	42	#	#	1
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	98%	94%	95%	#	#	87%
Percentage of Tested Scoring 85-100	43%	32%	38%	#	#	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	65	63	0	0	4	0
Number Scoring 55-100	63	60	0	0	#	0
Number Scoring 65-100	62	54	0	0	#	0
Number Scoring 85-100	30	20	0	0	#	0
Percentage of Tested Scoring 55-100	97%	95%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	86%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	46%	32%	0%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	18	31	27	0	0	0
Number Scoring 55-100	18	31	27	0	0	0
Number Scoring 65-100	14	27	21	0	0	0
Number Scoring 85-100	0	5	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	87%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	16%	11%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			8			0
Number Scoring 55-100			8			0
Number Scoring 65-100			8			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			38%			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
<b>Comprehensive French</b>						
Number Tested	13	0	10	0	0	0
Number Scoring 55-100	13	0	10	0	0	0
Number Scoring 65-100	13	0	10	0	0	0
Number Scoring 85-100	7	0	4	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	0%	40%	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	17	14	31	0	0	0
Number Scoring 55-100	17	14	31	0	0	0
Number Scoring 65-100	17	14	30	0	0	0
Number Scoring 85-100	14	8	18	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	82%	57%	58%	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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	48	26	0	0	1	0
Number Scoring 55-100	47	25	0	0	#	0
Number Scoring 65-100	46	25	0	0	#	0
Number Scoring 85-100	30	17	0	0	#	0
Percentage of Tested Scoring 55-100	98%	96%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	96%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	62%	65%	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	10	100%	23	100%	38	92%
Students with Disabilities	2	#	9	78%	4	#

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
<b>Nov 2003</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 2004</b>	General-Education Students	61	0%	39%	57%	3%
	Students with Disabilities	16	38%	56%	6%	0%
	All Students	77	8%	43%	47%	3%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	46	46	46	7	7	7	53	53	53
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	29	24	21	0	0	1	29	24	22
Number Scoring 85–100	15	19	23	0	0	0	15	19	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)