

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-13-01-04-0000
 Name: North Salem Central School District
 Superintendent: Peter Litchka

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	95	106	107
First	117	100	109
Second	106	119	96
Third	125	103	122
Fourth	118	124	100
Fifth	97	119	123
Sixth	127	100	114
Ungraded Elementary	0	5	3
Seventh	124	124	96
Eighth	111	123	117
Ninth	99	105	120
Tenth	108	100	106
Eleventh	87	103	99
Twelfth	100	81	96
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1414	1412	1408

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	27	1.9%	32	2.3%	22	1.6%
Black (Not Hispanic)	17	1.2%	13	0.9%	3	0.2%
Hispanic	37	2.6%	43	3.0%	44	3.1%
White (Not Hispanic)	1333	94.3%	1324	93.8%	1339	95.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	18	16
Common Branch	19	20	19
English Grade 8	18	19	20
Mathematics Grade 8	21	22	21
Science Grade 8	21	24	21
Social Studies Grade 8	19	24	22
English Grade 10	18	19	18
Mathematics Grade 10	19	19	17
Science Grade 10	21	20	20
Social Studies Grade 10	19	26	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	1.6%	17	1.2%	18	1.3%
Eligible for Free Lunch	15	1.1%	27	2.1%	21	1.6%

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		95.5%		95.4%		95.6%
Student Suspensions	5	0.4%	9	0.6%	26	1.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.6%	0.2%	0.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	125
Total Other Professional Staff	18
Total Paraprofessionals	30
Teaching Out of Certification*	1

*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	80	65	81%	78	58	74%	86	75	87%
Students with Disabilities	13	3	23%	6	0	0%	9	4	44%
All Students	93	68	73%	84	58	69%	95	79	83%

*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	79	12	0	0	0	4
Percent	83%	13%	0%	0%	0%	4%

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)
9	4	0	9

*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	0		0		2	0.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		2	0.5%
Students with Disabilities	Dropped Out	0		1		1	1.6%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	0		3		1	1.6%
All Students	Dropped Out	0	0.0%	1	0.3%	3	0.7%
	Entered GED Program*	0	0.0%	2	0.5%	0	0.0%
	Total Noncompleters	0	0.0%	3	0.8%	3	0.7%

*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	321	263	281
	Number of Students with Disabilities	41	37	46
	Number of All Students	362	300	327
	Percent of Enrollment	100%	86%	100%
9-12	Number of General-Education Students	340	255	369
	Number of Students with Disabilities	51	45	52
	Number of All Students	391	300	421
	Percent of Enrollment	99%	77%	100%

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	13	100%	28	100%	12	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	79	96%	74	100%	85	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	89%	3	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	22	86%	3	#
Science	0	0%	6	100%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	4	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	90	98	99	6	12	11
Number Scoring 55-100	90	98	99	6	12	11
Number Scoring 65-100	90	98	97	6	12	9
Number Scoring 85-100	68	85	77	0	5	4
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	100%	100%	82%
Percentage of Tested Scoring 85-100	76%	87%	78%	0%	42%	36%
Mathematics A						
Number Tested	22	175	139	0	20	17
Number Scoring 55-100	22	161	137	0	16	16
Number Scoring 65-100	22	143	132	0	12	14
Number Scoring 85-100	17	40	56	0	2	1
Percentage of Tested Scoring 55-100	100%	92%	99%	0%	80%	94%
Percentage of Tested Scoring 65-100	100%	82%	95%	0%	60%	82%
Percentage of Tested Scoring 85-100	77%	23%	40%	0%	10%	6%
Mathematics B						
Number Tested	0	0	71	0	0	3
Number Scoring 55-100	0	0	70	0	0	#
Number Scoring 65-100	0	0	66	0	0	#
Number Scoring 85-100	0	0	21	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	30%	0%	0%	#
Global History and Geography						
Number Tested	103	101	104	13	13	12
Number Scoring 55-100	100	99	102	10	12	11
Number Scoring 65-100	97	91	96	10	8	8
Number Scoring 85-100	46	41	49	4	3	0
Percentage of Tested Scoring 55-100	97%	98%	98%	77%	92%	92%
Percentage of Tested Scoring 65-100	94%	90%	92%	77%	62%	67%
Percentage of Tested Scoring 85-100	45%	41%	47%	31%	23%	0%
U.S. History and Government						
Number Tested	98	102	93	8	12	9
Number Scoring 55-100	96	101	93	6	12	9
Number Scoring 65-100	90	98	89	5	10	7
Number Scoring 85-100	37	63	57	1	4	3
Percentage of Tested Scoring 55-100	98%	99%	100%	75%	100%	100%
Percentage of Tested Scoring 65-100	92%	96%	96%	62%	83%	78%
Percentage of Tested Scoring 85-100	38%	62%	61%	12%	33%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	103	96	108	11	10	7
Number Scoring 55-100	102	94	108	10	10	7
Number Scoring 65-100	102	93	106	10	10	7
Number Scoring 85-100	62	39	60	2	1	0
Percentage of Tested Scoring 55-100	99%	98%	100%	91%	100%	100%
Percentage of Tested Scoring 65-100	99%	97%	98%	91%	100%	100%
Percentage of Tested Scoring 85-100	60%	41%	56%	18%	10%	0%
Physical Setting/Earth Science						
Number Tested	110	127	97	12	15	12
Number Scoring 55-100	108	124	96	12	14	12
Number Scoring 65-100	105	118	93	11	10	9
Number Scoring 85-100	57	72	52	3	0	1
Percentage of Tested Scoring 55-100	98%	98%	99%	100%	93%	100%
Percentage of Tested Scoring 65-100	95%	93%	96%	92%	67%	75%
Percentage of Tested Scoring 85-100	52%	57%	54%	25%	0%	8%
Physical Setting/Chemistry						
Number Tested	57	77	62	0	0	3
Number Scoring 55-100	54	75	60	0	0	#
Number Scoring 65-100	46	66	51	0	0	#
Number Scoring 85-100	5	16	12	0	0	#
Percentage of Tested Scoring 55-100	95%	97%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	81%	86%	82%	0%	0%	#
Percentage of Tested Scoring 85-100	9%	21%	19%	0%	0%	#
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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
Comprehensive French						
Number Tested	31	20	13	0	0	0
Number Scoring 55-100	31	20	13	0	0	0
Number Scoring 65-100	28	20	13	0	0	0
Number Scoring 85-100	16	18	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	90%	85%	0%	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	70	60	65	1	0	1
Number Scoring 55-100	69	59	65	#	0	#
Number Scoring 65-100	68	58	64	#	0	#
Number Scoring 85-100	25	31	37	#	0	#
Percentage of Tested Scoring 55-100	99%	98%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	97%	98%	#	0%	#
Percentage of Tested Scoring 85-100	36%	52%	57%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	85	83	6	2	2	0
Number Scoring 55-100	81	73	2	#	#	0
Number Scoring 65-100	78	70	2	#	#	0
Number Scoring 85-100	41	34	0	#	#	0
Percentage of Tested Scoring 55-100	95%	88%	33%	#	#	0%
Percentage of Tested Scoring 65-100	92%	84%	33%	#	#	0%
Percentage of Tested Scoring 85-100	48%	41%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	1	#	1	#	1	#

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
Nov 2003	General-Education Students	106	1%	2%	38%	59%
	Students with Disabilities	14	36%	7%	50%	7%
	All Students	120	5%	3%	39%	53%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	99	0%	14%	67%	19%
	Students with Disabilities	19	5%	53%	42%	0%
	All Students	118	1%	20%	63%	16%

(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
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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	88	88	88	13	13	13	101	101	101
Number Scoring 55–64	1	0	0	1	2	1	2	2	1
Number Scoring 65–84	44	27	29	6	5	8	50	32	37
Number Scoring 85–100	42	61	59	4	3	2	46	64	61
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			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)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)