

New York State School Report Card

Comprehensive Information Report

BEDS Code: 66-13-01-04-0003
 Name: North Salem Middle School High School
 Principal: Patricia Cyganovich

Grade Range : 6-12

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	100	114	116
Ungraded Elementary	0	0	0
Seventh	124	96	107
Eighth	123	117	96
Ninth	105	120	115
Tenth	100	106	106
Eleventh	103	99	108
Twelfth	81	96	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	736	748	739

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	12	1.6%	4	0.5%	7	0.9%
Black (Not Hispanic)	5	0.7%	1	0.1%	6	0.8%
Hispanic	23	3.1%	17	2.3%	26	3.5%
White (Not Hispanic)	696	94.6%	726	97.1%	700	94.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	20	19
Mathematics Grade 8	22	21	18
Science Grade 8	24	21	18
Social Studies Grade 8	24	22	18
English Grade 10	19	18	16
Mathematics Grade 10	19	17	18
Science Grade 10	20	20	13
Social Studies Grade 10	26	19	20

(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
52	All schools in this group are secondary level schools in school districts with low 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	8	1.1%	7	0.9%	7	1.0%
Eligible for Free Lunch	18	2.5%	18	2.4%	8	1.1%

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		98.0%		98.0%		94.9%
Student Suspensions	9	1.2%	25	3.4%	4	0.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.4%	0.3%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	97%

Staff Counts

Staff	2004-05
Total Teachers	72
Total Other Professional Staff	8
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
General-Education Students	Total Graduates*	73	82	77
	Regents Diplomas	55	72	74
	% Regents Diplomas	75%	88%	96%
	Regents Diplomas with Advanced Designation**			60
	% Regents Diplomas with Advanced Designation			78%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	9	11
	Regents Diplomas	0	4	6
	% Regents Diplomas	0%	44%	55%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates	0	0	1
All Students	Total Graduates*	79	91	88
	Regents Diplomas	55	76	80
	% Regents Diplomas	70%	84%	91%
	Regents Diplomas with Advanced Designation**			63
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates	0	0	1

* 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	67	8	1	0	1	0	0	0
	Percent	87%	10%	1%	0%	1%	0%	0%	0%
Students with Disabilities	Number	6	3	0	0	1	0	1	0
	Percent	55%	27%	0%	0%	9%	0%	9%	0%
All Students	Number	73	11	1	0	2	0	1	0
	Percent	83%	12%	1%	0%	2%	0%	1%	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	0		2	0.6%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		2	0.6%	0	0.0%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	3		0	0.0%	0	0.0%
All Students	Dropped Out	1	0.3%	2	0.5%	0	0.0%
	Entered GED Program*	2	0.5%	0	0.0%	0	0.0%
	Total Noncompleters	3	0.8%	2	0.5%	0	0.0%

*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	263	281	319
	Number of Students with Disabilities	37	46	0
	Number of All Students	300	327	319
	Percent of Enrollment	86%	100%	100%
9–12	Number of General-Education Students	255	369	420
	Number of Students with Disabilities	45	52	0
	Number of All Students	300	421	420
	Percent of Enrollment	77%	100%	100%

(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	28	100%	12	92%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	74	100%	85	100%	67	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	89%	3	#	9	78%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	86%	3	#	8	100%
Science	6	100%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	3	#	0	0%	2	#
U.S. Hist & Gov't	2	#	0	0%	3	#

(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	98	99	141	12	11	13
Number Scoring 55-100	98	99	139	12	11	11
Number Scoring 65-100	98	97	137	12	9	10
Number Scoring 85-100	85	77	114	5	4	0
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	85%
Percentage of Tested Scoring 65-100	100%	98%	97%	100%	82%	77%
Percentage of Tested Scoring 85-100	87%	78%	81%	42%	36%	0%
Mathematics A						
Number Tested	175	139	104	20	17	10
Number Scoring 55-100	161	137	104	16	16	10
Number Scoring 65-100	143	132	104	12	14	10
Number Scoring 85-100	40	56	61	2	1	4
Percentage of Tested Scoring 55-100	92%	99%	100%	80%	94%	100%
Percentage of Tested Scoring 65-100	82%	95%	100%	60%	82%	100%
Percentage of Tested Scoring 85-100	23%	40%	59%	10%	6%	40%
Mathematics B						
Number Tested	0	71	67	0	3	1
Number Scoring 55-100	0	70	60	0	#	#
Number Scoring 65-100	0	66	52	0	#	#
Number Scoring 85-100	0	21	10	0	#	#
Percentage of Tested Scoring 55-100	0%	99%	90%	0%	#	#
Percentage of Tested Scoring 65-100	0%	93%	78%	0%	#	#
Percentage of Tested Scoring 85-100	0%	30%	15%	0%	#	#
Global History and Geography						
Number Tested	101	104	112	13	12	12
Number Scoring 55-100	99	102	110	12	11	11
Number Scoring 65-100	91	96	105	8	8	9
Number Scoring 85-100	41	49	78	3	0	2
Percentage of Tested Scoring 55-100	98%	98%	98%	92%	92%	92%
Percentage of Tested Scoring 65-100	90%	92%	94%	62%	67%	75%
Percentage of Tested Scoring 85-100	41%	47%	70%	23%	0%	17%
U.S. History and Government						
Number Tested	102	93	103	12	9	14
Number Scoring 55-100	101	93	97	12	9	10
Number Scoring 65-100	98	89	95	10	7	9
Number Scoring 85-100	63	57	62	4	3	1
Percentage of Tested Scoring 55-100	99%	100%	94%	100%	100%	71%
Percentage of Tested Scoring 65-100	96%	96%	92%	83%	78%	64%
Percentage of Tested Scoring 85-100	62%	61%	60%	33%	33%	7%

(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	96	108	94	10	7	11
Number Scoring 55-100	94	108	93	10	7	10
Number Scoring 65-100	93	106	93	10	7	10
Number Scoring 85-100	39	60	56	1	0	1
Percentage of Tested Scoring 55-100	98%	100%	99%	100%	100%	91%
Percentage of Tested Scoring 65-100	97%	98%	99%	100%	100%	91%
Percentage of Tested Scoring 85-100	41%	56%	60%	10%	0%	9%
Physical Setting/Earth Science						
Number Tested	127	97	125	15	12	17
Number Scoring 55-100	124	96	123	14	12	17
Number Scoring 65-100	118	93	115	10	9	13
Number Scoring 85-100	72	52	72	0	1	6
Percentage of Tested Scoring 55-100	98%	99%	98%	93%	100%	100%
Percentage of Tested Scoring 65-100	93%	96%	92%	67%	75%	76%
Percentage of Tested Scoring 85-100	57%	54%	58%	0%	8%	35%
Physical Setting/Chemistry						
Number Tested	77	62	76	0	3	0
Number Scoring 55-100	75	60	75	0	#	0
Number Scoring 65-100	66	51	66	0	#	0
Number Scoring 85-100	16	12	24	0	#	0
Percentage of Tested Scoring 55-100	97%	97%	99%	0%	#	0%
Percentage of Tested Scoring 65-100	86%	82%	87%	0%	#	0%
Percentage of Tested Scoring 85-100	21%	19%	32%	0%	#	0%
Physical Setting/Physics						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		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	20	13	26	0	0	1
Number Scoring 55-100	20	13	26	0	0	#
Number Scoring 65-100	20	13	26	0	0	#
Number Scoring 85-100	18	11	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	90%	85%	77%	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	60	65	71	0	1	2
Number Scoring 55-100	59	65	71	0	#	#
Number Scoring 65-100	58	64	69	0	#	#
Number Scoring 85-100	31	37	48	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	97%	98%	97%	0%	#	#
Percentage of Tested Scoring 85-100	52%	57%	68%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	84	0%	2%	54%	44%
	Students with Disabilities	12	0%	33%	67%	0%
	All Students	96	0%	6%	55%	39%

(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
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	74	74	74	11	11	11	85	85	85
Number Scoring 55–64	0	2	0	1	1	0	1	3	0
Number Scoring 65–84	36	22	27	7	6	8	43	28	35
Number Scoring 85–100	38	50	47	2	3	3	40	53	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K–1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2–4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5–6)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)