

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-13-01-04-0003

Grade Range : 6-12

Name: North Salem Middle School High School

Principal: Patricia Cyganovich

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	123	127	100
Ungraded Elementary	0	0	0
Seventh	118	124	124
Eighth	96	111	123
Ninth	106	99	105
Tenth	89	108	100
Eleventh	95	87	103
Twelfth	76	100	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	703	756	736

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	7	1.0%	9	1.2%	12	1.6%
Black (Not Hispanic)	6	0.9%	8	1.1%	5	0.7%
Hispanic	16	2.3%	23	3.0%	23	3.1%
White (Not Hispanic)	674	95.9%	716	94.7%	696	94.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	19
Mathematics Grade 8	19	21	22
Science Grade 8	23	21	24
Social Studies Grade 8	23	19	24
English Grade 10	0	18	19
Mathematics Grade 10	0	19	19
Science Grade 10	8	21	20
Social Studies Grade 10	22	19	26

(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
53	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.6%	8	1.1%	8	1.1%
Eligible for Free Lunch	10	1.4%	10	1.3%	18	2.5%

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		98.0%		98.0%		98.0%
Student Suspensions	3	0.5%	4	0.6%	9	1.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	0.7%	0.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	93%	100%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	65	50	77%	78	63	81%	73	55	75%
Students with Disabilities	13	1	8%	13	3	23%	6	0	0%
All Students	78	51	65%	91	66	73%	79	55	70%

*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	60	13	1	0	5	0
Percent	76%	16%	1%	0%	6%	0%

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	0	0	6

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

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

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	100%	13	100%	28	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	61	100%	79	96%	74	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	9	89%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	1	#	22	86%
Science	1	#	0	0%	6	100%
Reading	3	#	1	#	0	0%
Writing	3	#	0	0%	1	#
Global Studies	1	#	1	#	3	#
U.S. Hist & Gov't	2	#	4	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	100	90	98	18	6	12
Number Scoring 55–100	97	90	98	15	6	12
Number Scoring 65–100	93	90	98	14	6	12
Number Scoring 85–100	34	68	85	0	0	5
Percentage of Tested Scoring 55–100	97%	100%	100%	83%	100%	100%
Percentage of Tested Scoring 65–100	93%	100%	100%	78%	100%	100%
Percentage of Tested Scoring 85–100	34%	76%	87%	0%	0%	42%
Mathematics A						
Number Tested	0	22	175	0	0	20
Number Scoring 55–100	0	22	161	0	0	16
Number Scoring 65–100	0	22	143	0	0	12
Number Scoring 85–100	0	17	40	0	0	2
Percentage of Tested Scoring 55–100	0%	100%	92%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	100%	82%	0%	0%	60%
Percentage of Tested Scoring 85–100	0%	77%	23%	0%	0%	10%
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	95	103	101	21	13	13
Number Scoring 55–100	94	100	99	20	10	12
Number Scoring 65–100	91	97	91	19	10	8
Number Scoring 85–100	40	46	41	3	4	3
Percentage of Tested Scoring 55–100	99%	97%	98%	95%	77%	92%
Percentage of Tested Scoring 65–100	96%	94%	90%	90%	77%	62%
Percentage of Tested Scoring 85–100	42%	45%	41%	14%	31%	23%
U.S. History and Government (first administered June 2001)						
Number Tested	91	98	102	16	8	12
Number Scoring 55–100	87	96	101	15	6	12
Number Scoring 65–100	78	90	98	11	5	10
Number Scoring 85–100	34	37	63	1	1	4
Percentage of Tested Scoring 55–100	96%	98%	99%	94%	75%	100%
Percentage of Tested Scoring 65–100	86%	92%	96%	69%	62%	83%
Percentage of Tested Scoring 85–100	37%	38%	62%	6%	12%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	83	103	96	9	11	10
Number Scoring 55–100	83	102	94	9	10	10
Number Scoring 65–100	83	102	93	9	10	10
Number Scoring 85–100	25	62	39	1	2	1
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	91%	100%
Percentage of Tested Scoring 65–100	100%	99%	97%	100%	91%	100%
Percentage of Tested Scoring 85–100	30%	60%	41%	11%	18%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	104	110	127	18	12	15
Number Scoring 55–100	103	108	124	17	12	14
Number Scoring 65–100	91	105	118	14	11	10
Number Scoring 85–100	49	57	72	2	3	0
Percentage of Tested Scoring 55–100	99%	98%	98%	94%	100%	93%
Percentage of Tested Scoring 65–100	88%	95%	93%	78%	92%	67%
Percentage of Tested Scoring 85–100	47%	52%	57%	11%	25%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		57	77		0	0
Number Scoring 55–100		54	75		0	0
Number Scoring 65–100		46	66		0	0
Number Scoring 85–100		5	16		0	0
Percentage of Tested Scoring 55–100		95%	97%		0%	0%
Percentage of Tested Scoring 65–100		81%	86%		0%	0%
Percentage of Tested Scoring 85–100		9%	21%		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	11	31	20	0	0	0
Number Scoring 55–100	11	31	20	0	0	0
Number Scoring 65–100	11	28	20	0	0	0
Number Scoring 85–100	6	16	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	52%	90%	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	54	70	60	4	1	0
Number Scoring 55–100	54	69	59	#	#	0
Number Scoring 65–100	54	68	58	#	#	0
Number Scoring 85–100	38	25	31	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	98%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	97%	#	#	0%
Percentage of Tested Scoring 85–100	70%	36%	52%	#	#	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	104	107	9	12	10	2
Number Scoring 55–100	91	96	6	6	6	#
Number Scoring 65–100	90	91	3	6	6	#
Number Scoring 85–100	45	35	1	1	1	#
Percentage of Tested Scoring 55–100	88%	90%	67%	50%	60%	#
Percentage of Tested Scoring 65–100	87%	85%	33%	50%	60%	#
Percentage of Tested Scoring 85–100	43%	33%	11%	8%	10%	#
Sequential Mathematics, Course III						
Number Tested	71	85	83	4	2	2
Number Scoring 55–100	62	81	73	#	#	#
Number Scoring 65–100	60	78	70	#	#	#
Number Scoring 85–100	35	41	34	#	#	#
Percentage of Tested Scoring 55–100	87%	95%	88%	#	#	#
Percentage of Tested Scoring 65–100	85%	92%	84%	#	#	#
Percentage of Tested Scoring 85–100	49%	48%	41%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	1	#	0	0%
Students with Disabilities	8	100%	1	#	1	#

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	108	0%	10%	54%	36%
	Students with Disabilities	12	0%	33%	67%	0%
	All Students	120	0%	13%	55%	33%

(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	72	72	72	6	6	6	78	78	78
Number Scoring 55–64	0	3	2	0	1	0	0	4	2
Number Scoring 65–84	33	40	41	6	3	4	39	43	45
Number Scoring 85–100	37	29	28	0	1	0	37	30	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)