

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

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## *U.S. Department of Education*

### **Cover Sheet**

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal: **Dr. Patricia Cyganovich**

Official School Name: **North Salem Middle/High School**

School Mailing Address: **230 June Road, North Salem, New York 10560-1211**

County: **Westchester**

State School Code Number\*: **66-13-01-04-0003**

Telephone: **(914) 669-5414 ext. 2072**

Fax: **(914) 669-8753**

Website/URL: **www.northsalem.k12.ny.us**

E-mail: **cyganovichp@northsalem.k12.ny.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: **Dr. Peter Litchka**

District Name: **North Salem Central School District**

Tel.: **(914) 669-5414 ext. 1011**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: **Ms. Carla Palma**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

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## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**PART II - DEMOGRAPHIC DATA**

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All data are the most recent year available.

**DISTRICT**

1. Number of schools in the district:       1   Elementary schools  
    0   Middle schools  
    0   Junior high schools  
    0   High schools  
    1   Other: Middle/High School

**2 TOTAL**

2. District Per Pupil Expenditure:       **\$19,719**  
     Average State Per Pupil Expenditure: **\$11,961**

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. **19** Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	55	58	113
K				8	65	44	109
1				9	43	54	97
2				10	65	51	116
3				11	47	55	102
4				12	51	57	108
5				Other			
6	49	47	96				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>741</b>

6. Racial/ethnic composition of the students in the school: 95% White  
1% Black or African American  
3% Hispanic or Latino  
1% Asian/Pacific Islander  
0% American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	741
(5)	Total transferred students in row (3) divided by total students in row (4)	0.008
(6)	Amount in row (5) multiplied by 100	0.8

8. Limited English Proficient students in the school: **1%**  
5 Total Number Limited English Proficient  
Number of languages represented: **1**  
Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: **2%**  
Total number students who qualify: **12**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **12%**  
**90** = Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>18</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>54</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>70</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u>4</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>103</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **11:1**
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	90%	95%	95%	98%	98%
Daily teacher attendance	94%	95%	94%	96%	96%
Teacher turnover rate	0%	1%	0%	1%	4%
Student dropout rate (middle/high)	1%	1%	0%	0%	0%
Student drop-off rate (high school)	-5%	6%	0%	4%	0%

Differences between the dropout rate and drop-off rate are due to the differences in calculations of the two measures. Dropout is calculated using school data compared to enrollment while drop-off rate is calculated using a true cohort group.

14. (**High Schools Only**) Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	93
Enrolled in a 4-year college or university	83%
Enrolled in a community college	13%
Enrolled in vocational training	0%
Found employment	3%
Military service	0%
Other (travel, staying home, etc.)	1%
Unknown	0%
<b>Total</b>	<b>100%</b>

## **PART III - SUMMARY**

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Located in New York State, the North Salem Middle/High School provides a consistent, coordinated educational program. As a 6-12 building, led by one veteran administrative team, developmentally appropriate instruction is designed, implemented, and continually assessed. With a long tradition of educational distinction (National Schools of Excellence, Middle States Accreditation), North Salem views the requirements of NCLB as an opportunity to validate outstanding student achievement. Exceptional assessment data supports the extension of unique district programming and enrichment opportunities such as Senior OPTIONS (Opportunities for Professional Training In and Out of North Salem), flexible enrollment policies for Honors and Advanced Placement (AP) courses, and Small Group Academic Assistance (SGA).

The 6-12 educational program focuses beyond graduation. Throughout the years students build upon skills and knowledge as they become "...motivated and competent learners, capable of solving intellectual, emotional, and ethical problems..." (District Vision). Seeking to move beyond content and minimum competency standards, North Salem has developed an exit outcome. As part of the OPTIONS program, all seniors present projects and research to the community. This original work is the result of a full-year course that incorporates an internship experience. Building a bridge to potential professional careers, seniors explore personal areas of interest and use community expertise to enhance learning. OPTIONS is a manifestation of the district's vision that students will, "...exceed expectations through a process of continually: setting goals and plans, executing them with promptness and innovation, measuring and evaluating results, recognizing performance, and improving."

Over grades 6-12 many programs and experiences contribute to the seniors' polished, confident, public presentations. At the High School, course offerings include technical training at the local Board of Cooperative Educational Services (BOCES), electives, Honors courses in all disciplines, and 13 AP courses. Due to a flexible enrollment policy, AP participation has doubled in recent years, while positive passing percentages remain steady. An accelerated English curriculum prepares juniors to take the NYS Exam early, allowing more time for special projects, and opportunities to take higher-level courses as seniors. High School science and math courses are offered to eighth graders, providing additional time for electives and advanced courses. An extensive co-curricular and athletic program (40 clubs, 53 teams) provides ample opportunity for students to nurture talents and explore interests outside the classroom. Students also serve as representatives to the Board of Education, and are members of numerous building and district committees.

Character education emerges from the building theme of "Pride and Respect". The High School Renaissance Program empowers students to improve their school and recognizes positive student behavior. The Middle School STAND program (Stop, Think, Accept 'n' Do the Right Thing) is a locally designed anti-bullying effort delivered through academic curriculum, assemblies, and advisory groups. A comprehensive guidance program provides personal, family, and academic support through programs addressing peer conflicts, academic anxiety, grief, and other developmentally appropriate issues. Each year in Middle School a specialized curriculum assists all students with study habits, organization, and formalized goal-setting. This "University" program lays the foundation for Freshman Seminar, a year-long course focusing on the transition to high school and the specialized skills required there.

The Middle School interdisciplinary team approach focuses on student intellectual and emotional development. Small advisory groups meet regularly to address adolescent concerns. Problem solving, critical reading, and analytical writing are stressed in all disciplines. Exploratory courses (art, music, computers, etc.) are of equal curricular importance with teachers assigned to grade-level teams. Each class also enjoys an off-site experience (Boston, Washington, D.C., and the Catskills), melding content with interpersonal growth.

The district vision speaks of shared responsibility for success. Parents, teachers, administrators, and the Board of Education create a formidable partnership. Many specialized community organizations also bring stakeholders together. Along with a strong, enriched curriculum and innovative instruction, these alliances are an invaluable part of North Salem Middle/High School.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Students in New York State are regularly assessed in English and math. Since 1999, tests have been administered in grades four and eight. Starting in 2006, grades three through seven also participate. As a State graduation requirement, students must pass one English and one math examination. State English Standards encourage students to “read, write, listen and speak” in order to gain knowledge and understanding, respond to diverse literature, evaluate ideas and opinions, and interact with others. Over the years in mathematics, students investigate numeration, operations, measurement, multiple representations, patterns and functions, uncertainty, and mathematical reasoning. Both English and mathematics engage students in problem-solving and active learning while providing opportunities for exploration and other varied learning experiences.

While high school examinations are scored on a traditional hundred-point scale, assessments in grades 4-8 are rated on a four-point scale. In middle school math and English, scores of one or two denote failure to meet State Standards; three conveys “proficiency”, four- “mastery”. Both middle school tests are a combination of multiple choice questions and extended responses/essays. In English, multiple choice questions are based on a variety of texts including poetry, fiction, and non-fiction, requiring advanced comprehension and inference skills. When responding to the essay prompts, students must synthesize ideas from multiple reading passages. In math, short-answer questions are multi-step, involving compound operations and high-level reasoning skills. For extended response problems, students are encouraged to show, and receive partial credit for, all reasoning and work. Middle school tests take place over two to three days, depending upon the grade level. Sessions last 45 to 90 minutes, depending on the given task.

Over the last four years (2001-2005), Middle School students have repeatedly demonstrated high levels of achievement on State assessments. In eighth grade, English proficiency levels have risen from 75% to 90% despite increased difficulty, raising of the passing score, and a withdrawal of previously allowed testing modifications. Even the percentage of special education students passing the tests has climbed from 25% to 54%. Last year, 9% of special education students achieved “mastery”, the highest level. Eighth grade math proficiency levels have risen from 58% to 94% over the same four-year span. Special education passing percentages in math have increased dramatically from 8% to 59%. Because of the recent introduction of State-wide testing in grades six and seven, scores for those grades are not available.

High school math exams are given in a single three-hour session. Beginning with the Math A exam in 2001, student proficiency rates are 93%, 100%, 92%, 99%, and 100%. Passing rates for special education students have risen from 58% to 100%. The State English exam is administered over two separate days, in sessions lasting three hours each. Passing rates in English have been a remarkable 97%, 100%, 100%, 100%, and 99%. More impressive are the mastery scores (denoting 85% or higher) which have climbed from 34% to 81%. Special education students have achieved passing percentages of 83%, 100%, 100%, 100%, and 85%.

As clearly shown by the statistics above, North Salem Middle/High School effectively educates students of all abilities. Year after year, district faculty members work assiduously to raise student achievement levels. Attaining minimum standards is viewed as simply the first step on a journey towards mastery. While the gap between the general scores and that of the only subgroup (Special Education) is closing, the statistics are often skewed by the extremely small sample size. But, as shown by data taken from all levels, success is neither random, nor fleeting; it is purposeful and sustained.

Website address: [http://emsc33.nysed.gov/repercd2004/links/d\\_661301.shtml](http://emsc33.nysed.gov/repercd2004/links/d_661301.shtml)



## **2. Using Assessment Results:**

The advantage of small size and a 6-12 organization allows teachers to regularly meet departmentally and across grade levels to share and discuss assessment results. For example, regular communication between the 6<sup>th</sup> grading reading instructor and AP Literature teacher can lead to individual student or global curricular improvements. The ability to make immediate changes at any level is a powerful tool for raising student achievement.

The first use of data gleaned from assessments is the immediate classification of students for Academic Intervention Services. Prior to test sub-analysis, students achieving designated scores are scheduled for additional support services in any subject area. A proactive approach is taken by providing teacher-recommended, as well as mandated, support.

Specific item-analysis of State assessments yields a second level of support. Staff members benefit from county-wide analyses through attendance at regional BOCES workshops. Teams of teachers also meet in-house looking for patterns and trends in test questions and student responses. For example, if a large percentage of students incorrectly answer questions focusing on a specific literary genre, teachers adjust the curriculum to include more exposure to this type of text for current and future groups of students. Teachers also create parallel tasks that integrate current studies with components of New York State assessments.

Professional development also reflects the continual use of data to better understand and improve teaching and learning. A teacher-led team uses recent assessment information to chart the district's professional development program. For example, when reading/writing skills were identified as a key to student performance in all areas, a multi-year focus on reading and writing in the content areas emerged. Local assessment data, coupled with research, yielded professional development on embedding specific reading/writing strategies across disciplines. As a result of continuing professional development shaped by assessment results, responsibility and reinforcement of these skills is shared by all teachers.

## **3. Communicating Assessment Results:**

North Salem Middle/High School actively communicates information regarding student performance and assessment to parents, students, and the community. Located in one building, under a single administrative team, assessment data is continuously monitored throughout grades 6-12. A unified set of expectations that reflect District vision and policy is clearly conveyed. The goal of communicating areas of weakness, as well as success, illustrates ways the district reaches beyond the classroom to include all stakeholders in efforts to raise student achievement.

Parents, community members, students, and teachers need to understand and share responsibility for student achievement. Parents have the opportunity to meet teachers and learn about curriculum, expectations, and assessments through Open House, parent/teacher conferences, and quarterly Middle School grade-level meetings. Other evening events are designed to communicate course, grade-level, and assessment requirements and results for grades 6-12.

Parents and students receive formative assessment results through quarterly report cards and progress reports (mailed every five weeks). Teacher use of an electronic grade book provides a detailed printout of all assignments and assessments used to calculate grades. Feedback extends beyond simple numerical or letter symbols; tailored comments, e-mail, phone contact, and personal conferences provide parents with comprehensive information regarding their child's performance. Summative individualized State assessment results are mailed directly to parents with detailed explanations.

All stakeholders have access to State assessment performance data via the district report card, conveniently found on the school website. In addition to providing mandated statistics, the district provides program descriptions, curricular objectives, and results from additional assessments. Public presentations of grade-specific exhibitions and Senior OPTIONS projects allow students to demonstrate the range of their competencies and accomplishments to the larger community. The district superintendent also presents assessment results on local cable channels and the school website, in addition to regular reports at Board of Education meetings. In North Salem, communication is continual and varied.

#### **4. Sharing Success:**

Teachers teaching teachers is a hallmark of North Salem's commitment to sharing its successes with colleagues on multiple levels. Faculty frequently lead workshops, teach graduate courses, and consult with neighboring districts. Despite the small staff size, teachers have presented at over 35 local and national conferences, have been published in eight separate educational journals and magazines, and have worked with colleagues in Germany, Japan, and France. One teacher has been knighted by the French government as a "Palme Académique", another created a teacher/student module for the Space ARC program (part of a time capsule on a NOAA Satellite), still another has been involved with dedicating Literary Landmarks throughout the country. North Salem's programs and achievements are widely disseminated.

As part of the recent Middle States Accreditation process, teams of teachers came to the district to evaluate programs, while groups from North Salem visited other schools. North Salem frequently hosts colleagues eager to learn more about its innovations; recent visitors have observed the OPTIONS program, middle school science courses, and the building's integration of technology. North Salem is extremely proud of its grant-funded technology venture focusing on teacher involvement and ownership of technology initiatives. This project has been replicated throughout the United States, spread by national presentations, publications, and visitations. The District website also serves as a resource for students, parents, and educators. To disseminate curricular ideas teachers post projects, WebQuests, student work, and relevant links.

The District Communication Committee works to share school success with a wider audience; the Middle/High School has been the recent focus of two network news stories featuring the Character Education program and Learning Styles project. Financial support is available for teacher participation at educational conferences. The District's continued commitment to professional sharing is evident through its organizational structures that foster continued professional outreach.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The unified Middle/High School at North Salem provides a clearly articulated, coordinated curriculum for grades 6 - 12. Using its small size to full advantage, all students have equal access to a comprehensive program, developmentally appropriate to the specific needs of middle school and high school students. A wide range of classes offers the enrichment and support necessary to exceed State Standards. Interpersonal, communication, affective, and research skills necessary in the 21<sup>st</sup> century are nurtured. The curriculum and shared professional development opportunities facilitate interdisciplinary connections in all grades. Building, department, and grade-level articulation ensures shared responsibility for achievement.

The English curriculum focuses on critical thinking skills, enhanced verbal and written discourse, and critical literary analysis. Its unified 6-12 approach includes the application of reading strategies and use of higher order thinking skills through test analysis. A specific research skill continuum, shared with all departments, is a key component.

The Department of Languages Other Than English (LOTE) believes communication is the heart of language study. Students acquire command of language and a historical/cultural perspective through interdisciplinary projects, student exchanges abroad, and extensive use of the target language at all levels. Full-year language study begins in sixth grade. LOTE teachers are full members of grade-level teams.

The importance of membership in a democratic society is central to social studies. Through service projects, in conjunction with local organizations and international relief efforts, students learn to view themselves as active participants in the global community. Focusing on human rights enables students to understand social injustice within historical and contemporary contexts. Speakers, including survivors from Rwandan genocide and the Holocaust, bring students face-to-face with those who have suffered injustice. Content is never simply found in a textbook.

The mathematics curriculum stresses a student-centered approach to learning that emphasizes problem-solving skills. Graphing calculators, motion detectors, and PDA's are utilized at all levels. Portfolio assessment demonstrates skill acquisition across grades, and is used to establish goals. Offering three different AP courses, all students have rich choices and ample opportunity for advanced study.

To help students understand scientific issues impacting their world, the Science Department emphasizes reasoning in order to develop life-long learners who problem-solve. Students create original experiments and engage in authentic investigations. Beyond traditional curricula, four AP courses are offered, as well as classes in Environmental Studies and Forensic Science. In a Scientific Research course, students partnered with outside professionals conduct original research over multiple years.

The Fine and Practical Arts Department joins together Family and Consumer Sciences, Technology, Music, and Art. The central mission is to nurture confident, competent, caring individuals equipped with practical knowledge to enrich their personal and professional lives. Emphasis is on performance and creation, utilizing concrete skills acquired through a wide range of classes spanning from Digital Audio-Video to Photography.

Courses offered by the Physical Education Department encourage students to appreciate the benefit of life-long fitness. Students are exposed to a variety of traditional sports, as well as offerings such as "Fight Like a Girl", Yoga, Personal Fitness, and Hip-Hop Dance. Teachers seek to help students develop positive self-images, improve motor skills, and deepen their understanding of physiology while continually emphasizing the importance of teamwork.

As fully integrated members of academic and grade-level teams, special education faculty members help students meet Individual Educational Plan goals. Teachers serve as resources for children, parents, and colleagues. They support students in general education classes (co-teaching inclusion classes, resource rooms, consulting) and deliver direct instruction in self-contained classes and skills resource room. Utilizing both a push-in and pull-out model at the middle school level, all students have opportunities for enrichment through the intervention of the Gifted and Talented teacher.

## **2b. English:**

The English Department focuses on literature-based instruction designed to exceed NYS Standards. With innovative curriculum and a commitment to interdisciplinary units of study, faculty strive to assure success for students of all abilities. From the introduction of expository writing in sixth grade, to analysis of complex literature in Advanced Placement classes, students are equipped to meet the varied challenges of the 21<sup>st</sup> century.

The 6-12 building configuration allows the English department to establish long-term goals utilizing a common language. The department has led a reading initiative focusing on strategies used across disciplines. Program highlights also include a unified scope and sequence of research skills/methodology implemented across departments, the study of diverse literature, experience with various modes of writing, and critical analysis. Full inclusion classes are taught jointly by English and special education teachers. In-class writing assignments for all classes mirror the demands of State assessments.

In addition to regular English classes, all students take Sixth Grade Reading and Seventh Grade Critical Reading. For those reading below grade-level, small group Academic Intervention Services, Resource Classes, Remedial Reading Courses, and the Wilson Reading Program are available for both middle and high school students. Intervention is provided to students demonstrating weakness, not only to those failing State exams. Based on assessment analysis, reading lists have been revised for appropriateness of content and rigor. These initiatives, along with the use of literary criticism, test analysis and correction, collaboration, and multi-grade-level assessment scoring have improved student performance.

Students at all levels are further engaged through the application of technology. Weblogs foster more active, sophisticated literary discussions. With this method teachers have witnessed a dramatic rise in both volume and quality of student contributions. Use of SmartBoards motivate while appealing to different learning styles. Presentations are more active and allow for student interaction. The North Salem Middle/High School English curriculum challenges and rewards all students.

## **3. Fine and Practical Arts Department (Mathematics, Science, Art, Etc.)**

The Fine and Practical Arts Department creates environments that welcome and challenge. Visual Arts, Music, Family and Consumer Sciences (FACS), and Technology comprise the department. Creative thinking, problem solving, peer assessment, and open-ended projects are a central part of experiences that help students better understand the real-world context of their studies. Connections between preparation, planning, and success are formed through exhibitions and performances at regional and state venues, imitations of the processes used by experts, and opportunities to meet and observe professionals establish connections. Students work with established artists, composers, designers, engineers, musicians, and woodworkers.

Through multiple interdisciplinary projects students transfer new skills and knowledge. Expressive images reflect their study of the Holocaust, FACS works with health teachers to raise nutritional awareness, and students create scale models based on research related to other disciplines. Technology uses math and science concepts to construct robots and bridges, and students fashion life-size historical figures, medieval stained glass, and Native American masks in conjunction with humanities classes. Students illustrate personal memoirs; and in the digital music lab they compose, perform, arrange, analyze, evaluate, and listen to music from a variety of cultures and time periods.

Numerous opportunities to showcase personal work are offered. Students participate in state-level music competitions, All-County ensembles, and march in parades. Art work is exhibited at dozens of galleries. Students create original videos for school shows; host a Technology Fair featuring student-designed hands-on activities; and create sets and advertisements for theater productions. Approximately 65% of HS and 80% of eighth grade students choose to participate in various Fine and Practical Arts programs. This year, 15% of the senior class will submit portfolios for the AP Studio Art exam. In keeping with the district vision, both students and teachers continuously improve their work through processes of reflection and regular peer critiques.

#### **4. Instructional Methods:**

As articulated by the district vision, empowering students and supporting risk-taking among teachers yields a variety of instructional methods designed to improve learning. For example, all students take a learning inventory survey and explore strategies for using their preferred styles in different settings. This is shared with parents and faculty to support differentiated and individualized instruction.

Instructional delivery, varied by purpose and student need, engages students in constructing meaning while they become aware of metacognitive processes. Using the Socratic Seminar method, students evaluate and clarify ideas through discussion as a means of more deeply understanding text. Teachers facilitate by posing questions to guide the discussion. Problem-Based Learning, cooperative groups, and choice in assignments address student interest and learning preferences while promoting authentic applications of content and skills. Developing curriculum using Understanding by Design enables teachers to craft lessons beginning with essential questions, resulting in enduring understandings. Assessments, content, and activities are aligned with themes to create a coherent curriculum. Opportunities for test analysis and correction, individual assistance, remediation, and enrichment are offered during and after the school day. Students access to the expertise of any faculty member throughout the day via SGA. Needs of special education students are met in the general classroom using a Collaborative Teaching Model; the availability of two teachers provides academic support for all.

Student motivation is promoted by the frequent recognition of achievement through Principal's Positive Phone Calls and Good News Postcards, for example. Recognizing the power of technology to motivate as well as instruct, teachers use Weblogs for shared reflection, the school webpage for informational and reinforcement purposes, and SmartBoards for integration of notes, internet sources and visual presentations. Technology tools are used by all students for research, presentations, and problem-solving. By using varied instructional methods, faculty honor student differences, foster personal growth, and celebrate the success of all.

#### **5. Professional Development:**

Research based and teacher designed, professional development strives to support and improve the quality of teaching to meet the needs of all students. With teacher-members in the majority, the Professional Development team (comprised of teachers, administrators, support staff, and community members) works in conjunction with the local Teacher Center to develop innovative programs. Over extended periods of time faculty study themes such as curriculum development, student motivation, and reading/writing across the curriculum with the goal of improving student achievement and surpassing State Standards. Multi-year initiatives such as Learner-Active Technology Infused Classrooms, Studying Student Work, Understanding by Design, and Reading Skills in the Content Areas, support these themes. This sustained, school-wide focus has yielded an interdisciplinary discussion of reading strategies, the application of technology as an instructional tool, and improved student comprehension skills.

Teachers are encouraged to attend local and national conferences, participate in programs through BOCES and the Teacher Center, and have the opportunity to engage in extended work with consultants. Nancy Letts (Socratic Seminar, Differentiation), Ruth Greenblatt (Understanding by Design), Cris Tovani (Reading/Writing Strategies), and Marcia Tate (Brain Research) have recently worked with faculty. Recognizing the individual professional needs of teachers, the district supports the formation of small study groups that meet regularly to investigate selected topics related to student achievement. Grants are also awarded for summer curricular work.

North Salem Middle/High School believes effective professional development is ongoing, purposeful, and directly connected to professional practice. Continuous dialogue is facilitated through interdisciplinary teams, common planning times, combined Middle/High School department and faculty meetings, multi-grade teams that assess and analyze State assessments, and a teacher appraisal instrument which includes collaboration as an expectation for all teachers. A Mentor Program supports new staff through a formal orientation, multi-year one-to-one collegial partnerships, and regular structured opportunities for articulation and sharing. Professional development activities directly support teacher efforts to improve student learning through reflection and refinement.

**PART VII - ASSESSMENT RESULTS**  
**APPENDIX I**  
**NORTH SALEM MIDDLE/HIGH SCHOOL**

**STATE CRITERION – REFERENCED TEST**  
New York State Regents Examination in Comprehensive English (High School)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES*</b>					
% Passing -- Meets State Standards	98	100	100	100	97
% Mastery -- Exceeds State Standards	81	78	87	76	34
Number of students tested	141	99	98	90	100
Percent of total students tested*	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Students with disabilities					
% At or Above Meets State Standards	85	100	100	100	83
% At Exceeds State Standards	0	36	42	0	0
Number of students tested	13	11	12	6	18

\*Please note: All students must take the New York State Regents Examination in Comprehensive English.

**State Mean Scores**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
% <b>Passing</b> - Meet State Standards	**	78	73	76	72
% <b>Mastery</b> - Exceeds State Standards	**	34	32	24	13

\*\* These scores are not available as of this date (2/10/05).

**APPENDIX II  
NORTH SALEM MIDDLE/HIGH SCHOOL**

**STATE CRITERION – REFERENCED TEST**  
New York State Regents Examination in Mathematics A (High School)

	2004-2005	2003-2004	2002-2003	2001-2002
<b>SCHOOL SCORES*</b>				
% Passing -- Meets State Standards	100	99	92	100
% Mastery -- Exceeds State Standards	59	40	23	71
Number of students tested	104	139	175	22
Percent of total students tested*	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
Students with disabilities				
% At or Above Meets State Standards	100	94	80	0
% At Exceeds State Standards	40	6	10	0
Number of students tested	10	17	20	0

\*Please note: All students must take the New York State Regents Examination in Mathematics A.

**State Mean Scores**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>% Passing</b> - Meet State Standards	**	70	71	73	76
<b>% Mastery</b> - Exceeds State Standards	**	33	38	38	39

\*\* These scores are not available as of this date (2/10/05).

As a year and one-half course, the first administration of the Math A Regents Examination (January 2002) was to previously accelerated students only. All non-accelerated students took the exam in the 2002-2003 school year as reflected by the larger number of students tested.

**APPENDIX III  
NORTH SALEM MIDDLE/HIGH SCHOOL**

**STATE CRITERION – REFERENCED TEST**  
New York State 8<sup>th</sup> Grade Math Assessment

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES*</b>					
% <b>Passing</b> - Meets State Standards (Level 3 or 4)	94	82	89	62	59
% <b>Mastery</b> - Exceeds State Standards (Level 4)	27	13	24	13	15
Number of students tested	96	118	120	111	98
Percent of total students tested*	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
TOTAL - Mean Scale Score	748	730	743	724	724
% <b>at Level 4</b>	27	13	24	13	15
% <b>at Level 3</b>	67	69	65	49	44
% <b>at Level 2</b>	6	12	10	31	35
% <b>at Level 1</b>	0	6	1	7	6
<b>SUBGROUP SCORES</b>					
Students with disabilities					
Number of Student tested	11	18	12	12	12
% <b>Passing</b> - Meet State Standards	55	39	50	8	8
% <b>Mastery</b> - Exceeds State Standards	0	0	0	0	0

\*Please note: The New York State 8<sup>th</sup> Grade Mathematics Assessment is required of all students.

**State Mean Scores**

	2003-2004	2002-2003	2001-2002	2000-2001
% <b>Passing</b> - Meet State Standards	58	51	48	39
% <b>Mastery</b> - Exceeds State Standards	13	9	11	8
% <b>at Level 4</b>	13	9	11	8
% <b>at Level 3</b>	45	42	37	31
% <b>at Level 2</b>	29	32	33	34
% <b>at Level 1</b>	14	17	20	26

**NYS Middle-Level Mathematics Levels and Standards**

<b>Level 4</b>	These students exceed New York State Standards.
<b>Level 3</b>	These students meet New York State Standards.
<b>Level 2</b>	These students do not fully meet New York State Standards.
<b>Level 1</b>	These students do not meet New York State Standards.



**APPENDIX IV  
NORTH SALEM MIDDLE/HIGH SCHOOL**

**STATE CRITERION – REFERENCED TEST**  
New York State 8<sup>th</sup> Grade English Language Arts Assessment

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
% <b>Passing</b> - Meets State Standards (Level 3 or 4)	90	77	81	69	75
% <b>Mastery</b> - Exceeds State Standards (Level 4)	25	23	35	26	20
Number of students tested	95	116	119	112	96
Percent of total students tested*	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
TOTAL - Mean Scale Score	725	719	728	718	717
% <b>at Level 4</b>	25	23	35	26	20
% <b>at Level 3</b>	65	54	46	43	55
% <b>at Level 2</b>	10	21	18	31	23
% <b>at Level 1</b>	0	2	1	0	2
<b>SUBGROUP SCORES</b>					
Students with disabilities					
Number of Student tested	11	18	12	13	12
% <b>Passing</b> - Meet State Standards	54	22	17	8	25
% <b>Mastery</b> - Exceeds State Standards	9	0	0	0	0

\*Please note: The New York State 8<sup>th</sup> Grade English Language Arts Assessment is required of all students.

**State Mean Scores**

	2003-2004	2002-2003	2001-2002	2000-2001
% <b>Passing</b> - Meet State Standards	47	45	46	45
% <b>Mastery</b> - Exceeds State Standards	11	8	10	11
% <b>at Level 4</b>	11	8	10	11
% <b>at Level 3</b>	36	37	36	34
% <b>at Level 2</b>	45	46	45	41
% <b>at Level 1</b>	8	9	7	14

**NYS Middle-Level English Language Arts Levels and Standards**

<b>Level 4</b>	<b>These students exceed New York State Standards.</b>
<b>Level 3</b>	<b>These students meet New York State Standards.</b>
<b>Level 2</b>	<b>These students do not fully meet New York State Standards.</b>
<b>Level 1</b>	<b>These students do not meet New York State Standards.</b>