

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**

EXCELLENCE BY DESIGN

A Self-Study for Accreditation by the Middle States Association

**Clarkstown High School North
New City, New York**

November 29, 2016 - December 2, 2016

**Dr. Harry Leonardatos
Principal**

**Amy Pages & Jaime Maire
Internal Coordinators**

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DESCRIPTION OF THE SCHOOL

Official Name of the School	Clarkstown High School North	
Address of the Main Campus (street address, city, state, zip code)	151 Congers Road, New City, New York 10956-6272	
Telephone Number of Main Campus	(845) 639-6501	
Fax Number of Main Campus	(845) 639-9665	
Name and Title of Head of School	Dr. Harry Leonardatos, Principal	
E-mail Address of Head of the School	hleonardatos@ccsd.edu	
Website Address for the School	www.ccsd.edu/ClarkstownNorth.cfm	
Type of Organization (check all that apply)	<input checked="" type="checkbox"/>	Public
	<input type="checkbox"/>	Independent
	<input type="checkbox"/>	Not for Profit
	<input type="checkbox"/>	Proprietary
	<input type="checkbox"/>	Religious
	<input type="checkbox"/>	Academic
	<input type="checkbox"/>	Career and Technical
	<input type="checkbox"/>	Secondary Students
Names and Addresses of All Branch Campuses	Name:	
	Address:	
	Name:	
	Address:	
	Name:	
	Address:	
Year School Began Operating	1953	
Date Charter/License to Operate Granted		
Grade Levels Currently Served	9-12	
Number of students	1434 (2014-2015) 1386 (2015-2016)	
Year of First Graduating Class	1954	
State/Agency/Country Granting License to Operate	New York/New York State Board of Regents/USA	
Diplomas/Certificates School is Licensed to Grant	Local High School Diploma New York State Regents Diploma Advanced Regents Diploma International Baccalaureate	

Calendar System (quarter, semester, trimester, 12-month, other)	Quarter, 10-month	
Currently Accredited by	Name of Agency	Accredited Until
	Middle States	
Other (Indicate):		

ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

Instructions: If the school has in place organizational structures and systems that meet the criteria for the information requested below, the school is encouraged to change the terminology in this template and to enter the information and data that are appropriate to the school.

Leadership

A. Internal Coordinators

The Internal Coordinators for the self-study and accreditation process are:

Name	Role in the School
Ms. Amy Pages	Assistant Principal
Ms. Jaime Maire	Teacher

How and why were the Internal Coordinators selected?

Amy Pages and Jaime Maire both have had past experience working on the reaccreditation process here at North High School and have also been involved in other school visitations. The principal selected one of the assistant principals, Amy Pages, to coordinate and facilitate the process. Amy Pages also had also been in charge of Professional Development in the building for several years. Jaime Maire had worked with administration and the facilitators of the Middle States Team seven years ago during her administrative internship.

How did the Internal Coordinators fulfill their role and responsibilities?

Amy Pages and Jaime Maire met regularly to organize the planning and action team and the facilities teams, devise meeting logs, oversee team meetings, and complete the final self-study.

What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

The Internal Coordinators were provided with time and support in various ways. Common meeting time was available. The Middle States Association Commissions Elementary and Secondary Schools (MSA-CESS) website provided the coordinators with many resources and information to complete their job responsibilities. The Accreditation Officer was always available and able to guide the coordinators throughout the process.

B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Mr. Edward Benvenuto	Teacher
Ms. Heidi Bernasconi	Teacher
Ms. Stacie Bolin	Guidance Counselor
Mr. Dennis Covert	Department Chair
Ms. Karen Czajkowski	Department Chair
Ms. Nancy Diamond	Department Chair
Mr. Daniel Goldberg	Assistant Principal
Ms. Kimberly Hashim	Teacher
Ms. Tara Horowitz	Department Chair
Ms. Mary Patella	Teacher
Ms. Nancy Rodi	Parent
Dr. Michael St. John	Secondary Curriculum Coordinator
Ms. Jill Spector	Parent
Mr. Jordan Turner	Department Chair
Kathryn Belkin	Student
Daniel Murray	Student
John Wiggins	Student

What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?

The Planning Team devised the plan to develop a new mission, beliefs, and profile of the graduate. The Planning Team helped in the organization of the Standards Teams as well as the calendar of meeting dates and the objectives for each meeting. The Planning Team also developed the Objectives and led the development of the Action Plans.

How does the membership of the Team reflect the diversity within the school's community of stakeholders?

The Team is comprised of all stakeholders, including central administrators, school administrators, teachers, guidance counselors, parents, and students.

How were the members of the Planning Team selected?

The members of the Planning Team were selected by the Internal Coordinators.

How does the Planning Team function and make its decisions?

The Planning Team met bi-monthly and made decisions by consensus.

How often did the Planning Team meet? (Provide a list of the Planning Team’s meetings and minutes in the Visiting Team’s workroom.)

Please refer to the meeting log.

What is the Planning Team’s relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?

The Planning Team collaborated with the administration team, all guidance counselors, and all department chairpersons. The Planning Team also communicated with the staff at all faculty meetings.

What is the Planning Team’s plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?

The Planning Team is expected to remain constant.

How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?

After the visit of the Visiting team, the planning team will meet quarterly to review the Action Plans and ensure that each department is working together to assist with the implementation of the Pan for Growth and Improvement.

C. Role of the School’s Leadership and Governance

What role has the school’s leadership and governance played in the self-study process and the planning for growth and improvement in student performance?

The school’s leadership consists of building administrators and department chairpeople. During the self-study, the building administrators assisted the department chairs in leading groups to perform the self-assess for each of the 12 standards.

How has the leadership provided support for the self-study and accreditation processes?

The school administration has provided release time for members of the standards teams to collaborate on collecting evidence and analyzing data. For example, the majority of the faculty meetings and professional development time was allocated for Middle States work. Administrators also assisted groups in gathering evidence.

If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?

N/A

D. Implementing a Planning Ethic

Instruction: Describe below the school's plan for implementing a planning ethic, including:

- **A system for monitoring implementation of the action plans;**
- **A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans;**
- **A plan for celebrating the school's successes in moving toward achievement of its objectives.**

Our plan is to monitor our implementation of our action plans. Each department will be responsible for monitoring their own progress and the core planning team will be responsible to have quarterly checks to review the objectives with the staff and other stakeholders. During faculty meetings, administrative meetings and department meetings, we will continue to discuss and ensure that our department goals align with our 3 objectives. The Planning Team will record the data and continue to review new data based on the time aligned for growth. At the end of the school year, we will celebrate success by presenting data to show how we have worked toward meeting our goals and objectives.

E. A Plan for Communication and Awareness

Instruction: Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process.

A strong plan for communication to all stakeholders will ensure a strong sense of ownership of the planning process. It is essential that we continue to make all stakeholders aware of the requirements of the protocol, mission, objectives and action plans. We need to invite all stakeholders to take part of the process, provide feedback and help make modifications to the process as we evolve.

In the beginning of the process, Clarkstown High School North issued to parents, staff and students, a survey for the purpose of measuring the 12 standards. We continued to update stakeholders through emails, meetings, and social media. We created a website so that we can continue to update our community about issues that arise and progress that is made.

F. A Plan for Periodic Reviews of the Plan for Growth and Improvement

Instruction: Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:

- *The schedule of reviews by the Planning Team*
- *How the Planning Team will review*
 - *Progress toward implementation of the actions plans*
 - *The results of implementation of the action plans*
 - *The results obtained from administrations of the assessments used to measure achievement of the objectives;*
 - *Revisions made to the action plans based on those results.*

In order to institutionalize a planning ethic, we must make a shift in our thinking and internalize the changes made. School improvements must be ever-changing and dynamic. As we continue to assess our building, we should expect to make changes and modify our plan as the needs of our students and building changes.

Our plan for conducting periodic reviews of our Plan for Growth and Improvement:

- The Planning Team will monitor the Action Plans at the end of each year, including the two student performance objectives and the organizational objective, by recording percentages for each.
- Updates will be posted on the school's website in order for all stakeholders to be updated on our progress in achieving the goals. Information will also be shared at meetings for the staff and PTSA Meetings.

THE SCHOOL'S MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone the school's long-range planning and day-to-day decision-making.

A. MISSION

What is the school's Mission?

Clarkstown High School North is devoted to educating, empowering, and enabling all students to become caring, contributing citizens who will positively impact the local and global community. The school recognizes that achievement is the shared responsibility of students, teachers, and parents and is committed to developing the mind, body, and character of all students by focusing on high expectations and personal and academic success.

How and by whom was the school's Mission developed/reviewed/revised?

Clarkstown North High School's Mission was developed by Ms. Susan Phalen's English class and revised by the Planning Team.

How does the school ensure that its community of stakeholders understands and supports its Mission?

The Mission will be shared with the school and community through the school agenda, the faculty handbook and posted in classrooms throughout the school.

What is the date of the most recent revision/adoption of the school's mission? Who approved the most recent revision/adoption?

The date of the most recent revision to Clarkstown North High School's Mission was October 22, 2015. The Planning Board approved this revision.

Where is the mission formally published?

After the formal presentation of the mission to the faculty, the mission was published in our student agendas as well as our district website. It also hangs in front of the school and in the hallways.

B. BELIEFS

What are the school's Beliefs?

We believe education is....

- the basis for intellectual and emotional growth and development.
- crucial in the development of people who become contributing members of society.
- the journey, not the destination.
- the shared responsibility of students, families, teachers, school administrators, and the community.

We believe the staff:

- promotes a positive and cooperative culture where all parties are treated with dignity and respect.
- promotes intellectual curiosity that will inspire a personal passion for lifelong learning.
- inspires students to make meaningful real world connections with the content learned in school.
- differentiates instruction and interactions with students to ensure the success of all students.
- provides a safe and secure learning environment.

We believe students:

- have different strengths and learning styles.
- take responsibility for identifying their own learning styles to enhance their academic success.
- learn to work collaboratively and take risks to solve problems.
- value and respect their differences as individuals.
- question, reflect, and advocate to develop strong character and overcome challenges.
- learn and grow through classroom instruction, extracurricular opportunities and activities.
- use dynamic technologies to solve problems and form global connections.
- apply their knowledge and experiences to foster future success.

We believe parents:

- offer encouragement, support, and guidance to students.
- maintain a relationship with staff to ensure each student's personal and academic well-being.

How and by whom were the school's Beliefs developed/reviewed/revised?

The Planning Team reviewed, collaborated together, and revised the pre-existing beliefs. Discussions involved reflecting on our current beliefs as a community and the areas of growth since our last adoption.

How does the school ensure that its community of stakeholders understands and supports its Beliefs?

The beliefs will be shared with the community on the school agenda, faculty handbook, and school website. This will ensure that all stakeholders have access to and understand the beliefs that were created by the school community.

C. PROFILE OF GRADUATES

What is the school's Profile of Graduates?

Upon graduation, through the guidance of faculty, staff and administration, graduates of Clarkstown High School North will be able to:

Core Knowledge:

- Apply mathematical and scientific concepts to everyday situations.
- Communicate in a world language other than English.
- Use technology responsibly as a tool to gather, process, and communicate information.
- Demonstrate and appreciate creativity in the arts, in ways of thinking, and in self-expression.
- Use strong communication skills to articulate a viewpoint about a specific topic through public speaking or the written word.
- Recognize and analyze multiple perspectives from primary and secondary sources.
- Demonstrate an increased tolerance and understanding of diverse cultures through the study of history, geography, world languages, the arts, and literature.

Characteristics:

- Become discriminating consumers of information.
- Work collaboratively with others.
- Effectively manage time and demonstrate organizational skills.
- Take ownership of tasks, actions, and choices.
- Understand and value the emotional, physical, and financial benefits of a healthy lifestyle.
- Demonstrate responsibility by responding positively to setbacks or adversity.
- Communicate beliefs in a positive, productive manner.
- Identify personal strengths and weaknesses in order to set short- and long-term goals.
- Develop ethical, personal, and civic responsibilities.
- Effectively advocate for themselves.
- Become appreciative and tolerant of opinions and views that differ from their own, and be able to discuss different perspectives with respect and patience.

How and by whom was the school's Profile of Graduates developed/reviewed/revised?

The Planning Team reviewed, collaborated together, and revised the pre-existing beliefs. Discussions involved reflecting on our current beliefs as a community and the areas of growth since our last adoption of them.

How does the school ensure that everyone understands and supports its Profile of Graduates?

The Profile of Graduates will be shared with the school and community through the school agenda and faculty handbook.

THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) and describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

Instructions:

- 1. In Sections A, B, C of the self-study template, the school is asked to gather, analyze, and report information and data about the school and its community(ies). The information and data requested are intended to give the Planning Team a complete portrait of the current state of the school. This information and data will help the Planning Team as it determines which areas of student performance and organizational capacity should be addressed in the school's Plan for Growth and Improvement.*
- 2. If the school has in place information and data that are requested by the template but in a different format, the school is invited to insert those information and data sets in the appropriate sections of the template and delete the tables that are provided for reporting information and data.*

A. THE COMMUNITY

Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.

Located 30 miles north of midtown Manhattan in Rockland County in the Lower Hudson Valley of New York, Clarkstown is a residential suburban community. It is considered a "bedroom" community since most professionals residing in Clarkstown commute to Manhattan. Clarkstown High School North has its beginnings in the Mansion Building, which was completed in 1915. Thirty-five years later, the Mansion and all the surrounding land was transferred to the newly formed Clarkstown Central School District. Clarkstown High School was built on this property in 1953. The Mansion was home to the Central Office Administration and the Board of Education until the early 1970s. Due to the opening of the Tappan Zee Bridge in 1955, the population of Rockland County quickly increased. As city dwellers moved to the Rockland suburbs, Clarkstown Schools and the High School grew in size.

By 1960, Clarkstown Junior High School opened in a building adjacent to the Mansion and Clarkstown High School. In 1961, two additional extensions were added to the High School: the New Wing (which now contains special education rooms, the wrestling gym, and chemistry and physics rooms), the orchestra room, the auditorium, and the shop/technology wing. As the population of Clarkstown continued to grow, a new Middle School opened in West Nyack (Felix Festa Middle School) in 1971 and a new high school (Clarkstown High School South) opened in 1972 in West Nyack. Once the new Middle School opened, the Junior High School building (Annex) was incorporated and utilized by the High School for student classroom, cafeteria, and gym space. In 1972, Clarkstown High School formally became known as Clarkstown High School North. As Clarkstown High School North's population grew once again, mobile classrooms (trailers) were

installed on North's campus. In March 2005, another addition opened, and all classrooms were moved out of the mobile units. By, 2009, all mobile units were removed from the campus.

Today, the layout of the Clarkstown High School North building is similar to a deconstructed wedding cake, with different "layers" spread out in different areas of the campus. North's campus consists of five separate buildings, each with 1-3 three floors. A facilities bond to refurbish and improve North's campus was defeated on March 10, 2009 by a 2 to 1 margin. Most recently, however, a critical systems bond in the amount of \$30 million was passed by the voters by a 2 to 1 margin. Clarkstown High School North will be allocated \$4.5 million mostly for roof and boiler repair.

The socioeconomic status of the community is generally middle to upper-middle class. The Great Recession of 2008 did hit the community and our families hard as quite a few of our parents are financial investors on Wall Street. Some community members were associates of Bernie Madoff. Madoff's accountant (a member of our community and a parent of Clarkstown North graduates) was arrested. Other parents invested with Madoff, and they suffered financially. The financial health of the community has recovered during the past few years, but home values are nowhere near the historic highs before the Great Recession occurred. The high cost of living has led to less families moving into the area, resulting in decreased student enrollment. Despite the financial situation and decreased enrollment, Clarkstown North has managed to increase the number of electives and courses that culminate in college credit.

Over the past decade, the demographic makeup of the school has changed. Although white students still represent the majority of the school (around 68%), the number of minority and non-English speaking students is increasing. Since there are two high schools in the Clarkstown Central School District, it was decided that Clarkstown North would become the ESL center for all high school students in order to consolidate resources and offer more and better services to ESL students.

Clarkstown High School North has a very active PTSA (Parent Teacher Student Association). The PTSA opened a school store (the Ram's Cave) that sells bagels, healthy wraps and snacks, school apparel, and school supplies. Over the past few years, the PTSA has raised tens of thousands of dollars (every year) for the school. This has allowed the school to make some improvements, such as the installation of signs that direct people where rooms are located, new furniture and books for the library, and landscaping for the external grounds of the school. Additionally, these funds support teacher initiatives and projects, such as school trips and hands-on science activities. A good number of parents volunteer their time at the school store, culminating in a positive rapport between parents, staff, and students.

Describe any changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next five years.

Last Five Years:

Over the past five years, the number of unemployed parents increased, and, as a result, the number of students receiving free and reduced lunch also rose. This rise in unemployment is primarily due to the Great Recession of 2008 as parents lost jobs and some have not been able to recover financially. Additionally, more families qualifying for state aid are moving into the school's neighborhood. As a

result, Clarkstown North is designated as a Title I school. More students receive federal subsidies and assistance with fees for both AP and IB exams. Although the financial health of the community has recovered during the past few years, home values are nowhere near the historic highs before the Great Recession occurred. The high cost of living has led to less families moving into the area, resulting in decreased student enrollment.

Decreased student enrollment is a phenomenon occurring throughout the District. Staff (including administrators, teachers, teaching assistants, clerical, custodial, and support services) was reduced, and North High School had its share of staff reduced. While operating with less staff over the past five years, we have managed to increase the number of electives and college course offerings.

Another event that impacted the financial situation of the District involved the tax certiorari settlement with the owners of the Palisades Mall. The owners of the Palisades Mall originally asked for a \$30 million refund and a two-thirds reduction in its assessment. The settlement between the District, the Town, and the Mall resulted in a \$20 million refund to the owners of the Mall, of which \$13 million was to be refunded by the District. In order to meet this settlement figure, the District used reserve funds, thus depleting the amount of cash reserves.

Lower student enrollment has also led to an elementary school closing. The school (formerly Congers Elementary School) had structural damage. Voters did approve a bond for the necessary repairs. However, after one year (during which students and staff were moved to an unused Catholic school building), the School Board decided to dissolve the school and rezone students that formerly attended Congers Elementary School. Most students were absorbed by Lakewood and New City Elementary Schools. The former Congers Elementary School Building was renovated and reopened as the Clarkstown Learning Center, offering adult courses and housing the pre-school. The permanent closure of the school has led to a vocal opposition from the residents of Congers, who claim that the School Board pulled a “bait-and-switch” and misrepresented the purpose of the bond to the community.

The Great Recession of 2008 did affect the financial health of the community as some families could no longer afford homes. Some families had to move since they could no longer afford to pay mortgages and the high property taxes. Some parents lost their jobs and relied on Social Security unemployment funds. There was also an increase in the number of students receiving Social Security dependency benefits as well as state-sponsored health insurance.

The decreased tax revenues did result in a reduction of programs and services. Over the past few years, we have experienced reductions in teachers, teaching assistants, administrators, clerical staff, and custodial staff. Freshmen sports are no longer offered and some teams are now combined, consisting of student athletes from both North and South High Schools.

Over the past five years, the demographic makeup of the school has changed. Although white students still represent the majority of the school (around 68%), the number of minority and non-English speaking students is increasing. Since there are two high schools in the Clarkstown Central School District, it was decided that Clarkstown North would become the ESL center for all high school students in order to consolidate resources and offer more and better services to ESL students. Additionally, the number of students without a formal education enrolling in our high school has increased over the past two years.

Next Five Years:

Over the next five years, student enrollment is expected to be stable. However, the state-imposed tax cap levy, which has resulted in budget increases of less than two percent the past few years, is expected constrain district budgets even further. Budget increases are expected to be less than one percent over the next few years. Teachers and other bargaining units are working without contracts since budget to budget increases remain relatively flat. Teacher Association pleas to have members work-to-contract are becoming more common, affecting staff morale.

The state-imposed tax cap levy will have an effect on the amount and types of programs we offer. For example, for the past few years, the financial costs of the I.B. Programme have been questioned by community and School Board members. Each year we find ourselves in a position to defend the educational merits of the I.B. Programme. It is expected that any program, which requires a substantial financial outlay, will face similar scrutiny. Since revenues are declining, the question will become what programs and activities are priorities.

To address the District's aging facilities, a critical systems bond was proposed and passed in December 2015 by a 2 to 1 margin. The purpose of this bond is to replace and refurbish older structures and equipment (such as roofs and boilers). This \$30 million bond will benefit all schools within the District.

An issue that has recently had more of an impact in the community is the opt-out movement. Around 20 percent of students in the elementary and middle schools opted out of State exams. Parents at the high school level are now questioning the benefit and utility of an Advanced Regents Diploma. There is more support that high schools should only offer the five basic Regents exams and courses required for graduation while redoing the curriculum to allow for rich and meaningful project-based learning experiences. That is why programs, such as WISE (an individualized senior experience), is supported by our parents.

Describe the major challenges currently faced by the community—social, economic, political.

The social challenges currently facing the community include the changing demographics of the residents. The reasons for this change are multiple. First, as housing expenses become more expensive in all boroughs of New York City, some families rent apartments within the geographic region of the District to send their children to a better school at a lower cost of living. Typically, these families move to our District when their children begin high school. Integrating and helping these students and families assimilate into the community should be on the agenda of the town's elected leaders.

Another social factor affecting the community is the tenuous situation of the alleged mismanagement of the neighboring East Ramapo School District. The State Education Department appointed a State Monitor to oversee the Board's decisions. The East Ramapo District's budget has been reduced affecting course offerings, extra-curriculars, and even full-day kindergarten. As a result, some families leave and establish residency within the Clarkstown School District. The migration of

students from a school District that consists of primarily poor and minority students will affect the existing demographic makeup of our community.

A third social factor involves households that become “empty nests” after their children graduate high school and leave for college. Couples sell their home and move out of the community since property taxes are high. Additionally, families are not moving into this area with the intention of “settling down” as families did in the 1980s and 1990s.

Economically, the community has not fully recovered from the Great Recession of 2008. Although the economic situation has stabilized, home values remain far below what they were during before the Great Recession. As a result, revenues have decreased, which does affect services offered by the school and town. Residents of the community believed that taxes are too high and attempting to override the tax cap levy with a “super majority” is hardly attempted by District and town leaders.

The current economic situation is directly related to policies passed by the New York State government. The tax cap levy is a political attempt to curtail the rate of high property taxes. While the voters demand more municipal and school services, these agencies are unable to deliver what the public demands due revenue raising restrictions. The clamor of doing more with less amounts to a stagnation of services. Another policy affecting the community is the State Education Department’s reliance on testing. Parents claim that these tests are not meaningful and unduly stress their children for no meaningful purpose. Some parents in the community are vocal opponents of recent state reforms and have led a movement to “opt-out” their children from test-taking. The failure of local elected leaders to listen and act on these educational issues has led to voter distrust and even apathy. The District and schools are caught in the middle of this debate between parents and politicians.

List the major educational and cultural programs and facilities in the community that are available for use by the schools and their students.

Program/Facility
Athletic programs (school and community)/Gymnasiums and fields
Theater programs (school and community)/Auditorium
International & Cultural Activities/Auditorium and Classrooms
Parent and School Presentations/Auditorium and Library
Parent Teacher Meetings/Classrooms
Clarkstown Learning Center/Classrooms
Honor Society & Student Recognition Events/Auditorium
Homecoming Events and Dance/Turf Field and Gymnasium

B. SCHOOL INFORMATION

Instructions:

- 1. Collecting information and data that describe the school and its staff is important because the school needs these data and information to determine if it has the organization capacity necessary to deliver the educational program and to produce the levels of student performance desired and expected by its community of stakeholders.***
- 2. It is understood that not all of the areas requested in this template will apply to all schools, nor will all schools have all of the data sets that are requested.***
- 3. Therefore, the school is expected to report the most current data and information for all areas that are applicable to the school and for which it has data. If data requested are not applicable or not available, note this fact in the appropriate areas.***
- 4. Also, if the data and information are available in a different format, the school may delete the format contained in this template and import the data into the Self-Study Document in its own format.***
- 5. If data are not available for areas that are applicable to the school, it is recommended that the school develops a plan to collect, analyze, and track those data, as they are important for determining if the school has the capacity to accomplish its mission.***

B.1. History of the School:

Provide a brief history of the school. Include key milestones and developments in the life of the school.

Clarkstown High School North has its beginnings in the Mansion Building, a historic estate in Rockland County, erected in 1915. Thirty-five years later, the Mansion and all the surrounding land was transferred to the newly formed Clarkstown Central School District. Clarkstown High School was built on this property in 1953. The Mansion was home to the Central Office Administration and the Board of Education until the early 1970s. Due to the opening of the Tappan Zee Bridge in 1955, the population of Rockland County quickly increased. As New York City dwellers moved to the Rockland suburbs, Clarkstown Schools and the High School grew in size.

By 1960, Clarkstown Junior High School opened in a building adjacent to the Mansion and Clarkstown High School. In 1961, two additional extensions were added to the High School: the New Wing contains special education rooms, the wrestling gym, and chemistry and physics rooms, the orchestra room, the auditorium, and the shop/technology wing. As the population of Clarkstown continued to grow, a new Middle School opened in West Nyack (Felix Festa Middle School) in 1971 and a new high school (Clarkstown High School South) opened in 1972 in West Nyack. Once the new Middle School opened, the Junior High School building (Annex) was incorporated and utilized by the High School for student classroom, cafeteria, and gym space. In 1972, Clarkstown High School formally became known as Clarkstown High School North. As Clarkstown High School North's population grew once again, eight mobile classrooms (trailers) were installed on North's campus in 1985. They were used for instructional purposes until 2005. Between 2005 and 2009, the mobile house offices for Food Services and the Family Resource Center. In March 2005, another addition opened, the X-wing, and all classrooms were moved out of the mobile units.

Clarkstown High School was divided in the year 1971 into Clarkstown High School North and Clarkstown High School South. North High School is the original Clarkstown High School. We retained the traditional school colors purple and gold and the nickname Rams which was adopted from Fordham University due to the connection between that University and the first central administration of the Clarkstown Central School District. The North Complex was originally made up of the Main Building, the Annex, formerly the Clarkstown Junior High School, and the Mansion, part of the old Clark estate, which had been donated to the newly centralized district. The Mansion was connected to the Main Building while the Annex was a separated structure until the Spring of 2005 when the Addition, now known as the X Wing, was added. The addition was built into the side of the Annex and a connector extends to the Main Building coming out of the Cafeteria. In 1984 an earlier renovation occurred in the Main Building establishing a new library complex and computer rooms. Eight mobiles classroom trailers were brought in and remained in student use until the Spring of 2005.

B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

To be completed by independent, religious, and proprietary schools

X	This section is not applicable to our school.
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Is the school incorporated?		Yes
		No
If yes, Name of Corporation:		

Is the school licensed to operate as an educational school?		Yes
		No
If yes,		
In what state(s) is the school licensed to operate?		
In what country(ies) is the school licensed to operate?		
If no, explain the school's authority to operate:		

Is the school licensed to grant diplomas or certificates?		Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?		
Type(s) of diplomas or certificates offered		
If no, explain the school's authority to grant diplomas or certificates:		

To be completed by faith-based schools

Religious Affiliation:	N/A
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B.3. SCHOOL INFORMATION: PUBLIC SCHOOLS

To be completed by public schools

Is the school part of a larger school district, system, or corporation?	X	Yes
		No
If yes, Name of District/System/Corporation:	Clarkstown Central School District	

B.4. SCHOOL INFORMATION: ALL SCHOOLS

To be completed by all schools

B.4.a. Enrollment Trends

Instruction: Complete the following table to show past, present, and projected student enrollment of the school.

FOR THE ACADEMIC YEAR:	20	14	-	20	15
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Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago		BOYS/GIRLS One Year Ago		BOYS/GIRLS This Year		BOYS/GIRLS Next Year	
Infant								
PK2								
PK3								
PK4								
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	197	167	154	173	173	149	166	175
Grade 10	202	186	206	168	157	178	175	156
Grade 11	191	175	202	189	209	171	155	177
Grade 12	219	167	191	175	205	191	213	170

Ungraded								
Postsecondary								
TOTALS	810	695	753	705	743	689	709	678

Explain any significant or unusual enrollment trends for this school.

There is a decreasing enrollment. This is a district-wide trend that is also being seen in our building.

B.4.b. Student Demographic Trends:

Instruction: Complete the following tables to show changes in student demographics. Select the student characteristics most pertinent to your school (e.g. ethnic group, socioeconomic background, nationality, special needs populations, day/boarding, etc.).

-----EXAMPLE-----

Student Characteristic: ETHNICITY	Percent of Student Body Now	Percent of Student Body Two Years Ago
African-American	12%	7%
Asian	3%	0%
Caucasian/White	58%	81%
Hispanic	25%	10%
Native American Indian	2%	2%
TOTAL	100%	100%

Instruction: Duplicate the table below to report as many student characteristics as the school believes are important for understanding the makeup of the student population.

FOR THE ACADEMIC YEAR:	20	14	-	20	15
-------------------------------	-----------	-----------	----------	-----------	-----------

Student Characteristic:	Percent of Student Body Now	Percent of Student Body Two Years Ago
White	67 %	68 %
Asian	15 %	15 %
Hispanic	13 %	12 %
African American	4 %	4 %
Native American	0.2 %	0.3 %
Multi-racial	0.8 %	0.3 %
TOTAL	100%	100%

Explain any significant or unusual demographic trends for this school.

North has a greater number of English-Language learners than previously since the district now places all secondary ENL students at North.

B.4.c. Size of the Professional and Support Staffs:

Instruction: In the table below, indicate the current number of full- and part-time members of the professional and support staffs in each of the positions indicated below. Count each person only one time.

FOR THE ACADEMIC YEAR:	20	15	–	20	16
-------------------------------	-----------	-----------	----------	-----------	-----------

	Full-Time	Part-time¹	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	4		4
INSTRUCTIONAL STAFF:			
Classroom teachers- elementary/lower school			
Classroom teachers- middle school			
Classroom teachers- high school/upper school	93	1	91.8
Special needs teachers	15	9	19.5
STUDENT SERVICES STAFF:			
Guidance/college/ career counselors	7		7
Specialists and consultants	5		5
Technology services personnel		1	.6
Information resources/ library personnel	1		1
Health services personnel	2		2
SUPPORT STAFF:			
Paraprofessionals and aides	14	1	14.6
Secretaries and clerks	6	3	8.6
Custodial personnel	28		28
Maintenance personnel			
Food services	8		8

¹Record using FTE. For example, if a staff member works one of five days, he/she would be considered 0.2.

personnel			
Security personnel	7		7
Other:			
Other:			
Other:			

Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

No significant trends.

B.4.d. Experience of the Staff:

Instruction: In the table below, indicate the total years of experience members of the staff have in the job role in which they currently serve. Include years of service in the same role at other schools. Count each person only one time.

FOR THE ACADEMIC YEAR:	20	15	–	20	16
-------------------------------	-----------	-----------	----------	-----------	-----------

Years	0-1	2-5	6-10	11-20	over 20
Administrative Staff					
• Women			1	1	
• Men		1		1	
Instructional Staff					
• Women	2	36	15	29	9
• Men	5	1	5	12	6
Student Services Staff					
• Women		1	6	2	4
• Men		1	1		1
Support Staff					
• Women	1	6	14	8	5
• Men	2	6	16	5	4

Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

More than half the staff has 10 years or less experience.

B.4.e. Academic Preparation of the Professional Staff:

Instruction: In the table below, indicate the level of professional preparation in each category. Count each person only one time, indicating the highest level of professional preparation.

FOR THE ACADEMIC YEAR:	20	15	–	20	16
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	Associate's or No Degree	Bachelor's Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff						
• Women					2	
• Men					1	1
Instructional Staff						
• Women				29	61	1
• Men				12	17	
Student Services Staff						
• Women		2		1	10	
• Men				1	2	

Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

A majority of staff members have Master's Degree plus hours.
--

B.4.f. Professional Certifications of the Professional Staff:

Instruction: In the table below, indicate the number of persons on the staff with each type of professional certifications noted.

FOR THE ACADEMIC YEAR:	20	15	–	20	16
-------------------------------	-----------	-----------	----------	-----------	-----------

	No Certificate	Emergency Certificate	ECE Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
Administrative Staff							
• Women						2	2
• Men						2	2
Instructional Staff							
• Women				7	3	79	10
• Men				1	1	30	5
Student Services Staff							
• Women				1		10	2
• Men						3	

Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

N/A

B.4.g. Staff Demographic Trends:

Instruction: In the table below, indicate the demographics of the staff. If you collect this data in a different way for example, by nationality, please amend the chart accordingly.

FOR THE ACADEMIC YEAR: 20 15 – 20 16

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
African-American	7%	7%
Asian	1%	1%
Caucasian/White	80%	81%
Hispanic	12%	11%
Native American Indian	%	%
Other:	%	%
Other:	%	%
TOTAL	100%	100%

Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Our staff demographics do not reflect those of our student population.

B.4.h. Staff Mobility:

Indicate the number of each category below that were new hires in the year indicated.

FOR THE ACADEMIC YEAR: 20 15 – 20 16

	Number New Hires Three Years Ago	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff			
Instructional Staff	4	6	6
Student Services Staff			
Support Staff	5	10	4
TOTAL	9	16	10

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	0%	0%	0%
Instructional Staff	3%	5%	5%
Student Services Staff	0%	0%	0%
Support Staff	8%	17%	6%
TOTAL	100%	100%	100%

Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Staff turnover is consistent.

C. STUDENT PERFORMANCE

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

Instructions:

- 1. In this section, the school is asked to gather and report data describing its students' performance in a variety of areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission.***
- 2. It is understood that not all of the areas of performance requested in this template will apply to all schools, nor will all schools have all of the data sets that are requested.***
- 3. Therefore, the school is expected to report the most current data for all areas that are applicable to the school and for which it has data. If data requested are not applicable or not available, note this fact in the appropriate areas.***
- 4. Also, if the data and information are available in a different format, the school may delete the format contained in this template and import the data into the Self-Study Document in its own format.***
- 5. If data are not available for areas that are applicable to the school, it is recommended that the school develops a plan to collect, analyze, and track those data, as they are important for determining if the school is making progress toward accomplishing its mission.***

C.1 ACADEMIC PERFORMANCE DATA—PUBLIC SCHOOLS

C.1.a. Student Performance Data

Instruction: Duplicate Section A.1.1 for each state assessment. Section A.1.1. is mandatory for all publicly funded schools.

Results of State Student Performance Assessments (for public schools):

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ²	
Algebra 2/Trig	All		1	10.0
			2	12.8
			3	42.8
			4	34.4
	Caucasian		1	9.4
			2	10.6
			3	40.6
			4	39.4
	African-American		1	40.0
			2	40.0
			3	0
			4	20.0
	Hispanic		1	11.5
			2	23.1
			3	50.0
			4	15.4
	Male		1	6.7
			2	10.9
			3	47.1
			4	35.3
	Female		1	13.0
			2	14.4
			3	38.9
			4	33.6
	IEP		1	0
			2	14.3
			3	42.9
			4	42.9
English Language Learners		1	0	
		2	0	

² Insert the names of the appropriate terms used to designate levels of performance by your state.

		3	100
		4	0
	Socio-economically Disadvantaged	1	14.3
		2	14.3
		3	57.1
		4	14.3

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ³	
Common Core Algebra I	All		1	5.8
			2	16.6
			3	53.3
			4	22.0
	Caucasian		1	3.5
			2	16.5
			3	55.9
			4	22.4
	African-American		1	16.7
			2	16.7
			3	50.0
			4	16.7
	Hispanic		1	15.2
			2	19.6
			3	52.2
			4	10.9
	Male		1	6.5
			2	15.2
			3	52.2
			4	24.6
	Female		1	5.0
			2	18.2
			3	54.5
			4	19.0
	IEP		1	15.8
			2	36.8
			3	40.4
			4	7.0
	English Language Learners		1	50
			2	0
			3	0
			4	50
Socio-economically		1	17.6	

³ Insert the names of the appropriate terms used to designate levels of performance by your state.

	Disadvantaged		2	20.6
			3	47.1
			4	14.7

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁴	
Common Core Geometry	All		1	1.3
			2	8.0
			3	44.2
			4	25.2
	Caucasian		1	1.2
			2	6.2
			3	46.2
			4	26.2
	African-American		1	0
			2	20
			3	80
			4	0
	Hispanic		1	4.5
			2	13.6
			3	50.0
			4	27.3
	Male		1	0
			2	4.9
			3	45.6
			4	22.3
	Female		1	2.4
			2	10.6
			3	43.1
			4	27.6
	IEP		1	0
			2	0
			3	80
			4	20
	English Language Learners		1	0
			2	0
			3	50
			4	0
	Socio-economically Disadvantaged		1	0
			2	21.1
			3	47.4
			4	21.2

⁴ Insert the names of the appropriate terms used to designate levels of performance by your state.

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁵	
English	All		1	1.3
			2	4.4
			3	30.0
			4	64.2
	Caucasian		1	0.8
			2	4.0
			3	28.1
			4	67.2
	African-American		1	0
			2	15
			3	40
			4	45
	Hispanic		1	6.4
			2	8.5
			3	48.9
			4	36.2
	Male		1	1.9
			2	6.1
			3	31.1
			4	60.8
	Female		1	0.6
			2	2.3
			3	28.7
			4	68.4
	IEP		1	8.3
			2	23.3
			3	55.0
			4	13.3
	English Language Learners		1	40
			2	0
			3	20
			4	40
	Socio-economically Disadvantaged		1	5.8
			2	7.7
			3	48.1
			4	38.5

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁶
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⁵ Insert the names of the appropriate terms used to designate levels of performance by your state.

Regents Geometry	All		1	0.4
			2	1.3
			3	47.3
			4	50.9
	Caucasian		1	0.6
			2	0.6
			3	46.8
			4	51.9
	African-American		1	0
			2	0
			3	100
			4	0
	Hispanic		1	0
			2	8.7
			3	52.2
			4	39.1
	Male		1	0
			2	1.0
			3	49.5
			4	49.5
	Female		1	0.8
			2	1.6
			3	45.5
			4	52.0
	IEP		1	0
			2	0
			3	50
			4	50
	English Language Learners		1	0
			2	0
			3	50
			4	50
Socio-economically Disadvantaged		1	0	
		2	11.1	
		3	61.1	
		4	27.8	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁷
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⁶ Insert the names of the appropriate terms used to designate levels of performance by your state.

⁷ Insert the names of the appropriate terms used to designate levels of performance by your state.

Global History	All		1	6.0
			2	7.6
			3	36.3
			4	50.1
	Caucasian		1	4.8
			2	7.1
			3	37.7
			4	50.4
	African-American		1	9.1
			2	18.2
			3	45.5
			4	27.3
	Hispanic		1	15.4
			2	11.5
			3	40.4
			4	32.7
	Male		1	7.3
			2	7.3
			3	38.0
			4	47.5
	Female		1	4.7
			2	7.9
			3	34.7
			4	52.6
	IEP		1	27.3
			2	20.8
			3	42.9
			4	9.1
	English Language Learners		1	37.5
			2	12.5
			3	50.0
			4	0
Socio-economically Disadvantaged		1	17.3	
		2	15.4	
		3	40.4	
		4	26.9	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁸	
Integrated Algebra	All		1	7.2

⁸ Insert the names of the appropriate terms used to designate levels of performance by your state.

			2	4.8	
			3	86.7	
			4	1.2	
	Caucasian			1	5.5
				2	5.5
				3	87.3
				4	1.8
	African-American			1	0
				2	0
				3	100
				4	0
	Hispanic			1	16.7
				2	5.6
				3	77.8
				4	0
	Male			1	6.5
				2	0
				3	93.5
				4	0
	Female			1	8.1
				2	10.8
				3	78.4
				4	2.7
	IEP			1	2.2
				2	6.1
				3	81.6
				4	0
	English Language Learners			1	50
				2	0
				3	50
				4	0
	Socio-economically Disadvantaged			1	15.8
2				5.3	
3				78.9	
4				0	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁹	
			Living Environment	All
2	4.1			

⁹ Insert the names of the appropriate terms used to designate levels of performance by your state.

			3	38.6	
			4	52.6	
	Caucasian			1	4.5
				2	3.1
				3	36.2
				4	56.2
	African-American			1	0
				2	15.4
				3	61.5
				4	23.1
	Hispanic			1	9.6
				2	9.6
				3	51.9
				4	28.8
	Male			1	5.5
				2	3.3
				3	37.7
				4	53.6
	Female			1	3.8
				2	5.0
				3	39.6
				4	51.6
	IEP			1	25.0
				2	18.3
				3	41.7
				4	15.0
	English Language Learners			1	33.3
				2	8.3
				3	58.3
				4	0
	Socio-economically Disadvantaged			1	18.9
2				8.1	
3				48.6	
4				24.3	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹⁰	
Regents Physical Setting/Chemistry	All		1	1.3
			2	9.7
			3	63.3

¹⁰ Insert the names of the appropriate terms used to designate levels of performance by your state.

	Caucasian		4	25.7	
			1	0.5	
			2	8.1	
			3	65.1	
	African-American			4	26.3
				1	0
				2	42.9
				3	57.1
	Hispanic			4	0
				1	6.5
				2	6.5
				3	80.6
	Male			4	6.5
				1	0
				2	8.4
				3	65.6
	Female			4	26.0
				1	2.4
				2	10.7
				3	61.5
	IEP			4	25.4
				1	0
				2	83.0
				3	75.0
	English Language Learners			4	16.7
				1	0 N/A
				2	0 N/A
				3	0 N/A
	Socio-economically Disadvantaged			4	0 N/A
				1	0
				2	8.3
				3	83.3
			4	8.3	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹¹	
Regents Physical Setting/Earth Science	All		1	9.1
			2	22.1
			3	58.4

¹¹ Insert the names of the appropriate terms used to designate levels of performance by your state.

	Caucasian		4	10.4	
			1	9.5	
			2	17.1	
			3	61.0	
	African-American		4	12.4	
			1	12.5	
			2	37.5	
			3	50.0	
	Hispanic		4	0	
			1	0	
			2	38.1	
			3	57.1	
	Male		4	4.8	
			1	8.7	
			2	14.1	
			3	65.2	
	Female		4	12.0	
			1	9.7	
			2	33.9	
			3	48.4	
	IEP		4	8.1	
			1	13.0	
			2	35.2	
			3	46.3	
	English Language Learners		4	5.6	
			1	0	
			2	40	
			3	60	
	Socio-economically Disadvantaged		4	0	
			1	7.7	
			2	42.3	
			3	50.0	
				4	0

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹²	
Regents Physical Setting/Physics	All		1	5.3
			2	6.8
			3	37.2
			4	50.7

¹² Insert the names of the appropriate terms used to designate levels of performance by your state.

	Caucasian		1	2.8
			2	4.9
			3	36.4
			4	54.9
	African-American		1	16.7
			2	50.0
			3	16.7
			4	16.7
	Hispanic		1	27.3
			2	0
			3	36.4
			4	36.4
	Male		1	5.8
			2	9.1
			3	32.2
			4	52.9
	Female		1	4.7
			2	3.5
			3	44.2
			4	47.7
	IEP		1	40
			2	0
			3	0
			4	60
	English Language Learners		1	N/A
			2	N/A
			3	N/A
			4	N/A
Socio-economically Disadvantaged		1	27.8	
		2	11.1	
		3	33.3	
		4	27.8	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹³	
U.S History/Government	All		1	15.0
			2	3.9
			3	14.0
			4	80.5
	Caucasian		1	0.4

¹³ Insert the names of the appropriate terms used to designate levels of performance by your state.

			2	3.4	
			3	12.7	
			4	83.6	
	African-American			1	5.9
				2	5.9
				3	11.8
				4	76.5
	Hispanic			1	5.9
				2	11.8
				3	23.5
				4	58.8
	Male			1	1.4
				2	5.0
				3	14.7
				4	78.9
	Female			1	1.6
				2	2.7
				3	13.3
				4	82.4
	IEP			1	6.6
2				23.0	
3				34.4	
4				36.1	
English Language Learners			1	14.3	
			2	14.3	
			3	42.9	
			4	28.6	
Socio-economically Disadvantaged			1	5.3	
			2	7.0	
			3	31.6	
			4	56.1	

Results of Assessments of Student Performance—All Schools
(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

Instructions:

1. *Section A.1.2. is mandatory for all schools.*
2. *The following table is provided as an example. Amend the table to fit the unique needs of the assessment data being reported.*
3. *Duplicate Section A.1.2. for each assessment.*

4. *In the table below, record the results of standardized academic assessments administered in the most recent academic year.*

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Scores
SAT Critical Reading	All	11/12	541
	Caucasian	11/12	544
	African-American	11/12	537
	Hispanic/Latino	11/12	518
	Male	11/12	552
	Female	11/12	530
	Asian/Asian American	11/12	561
	Puerto Rican	11/12	521
	Other	11/12	481

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Scores
SAT Mathematics	All	11/12	562
	Caucasian	11/12	567
	African-American	11/12	510
	Hispanic/Latino	11/12	532
	Male	11/12	586
	Female	11/12	536
	Asian/Asian American	11/12	586
	Puerto Rican	11/12	527
	Other	11/12	541

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Scores
SAT Writing	All	11/12	541
	Caucasian	11/12	543
	African-American	11/12	521
	Hispanic/Latino	11/12	497
	Male	11/12	543
	Female	11/12	539
	Asian/Asian American	11/12	579
	Puerto Rican		521
	Other		466

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Scores (1,2,3,4 or 5)
Advanced Placement	All		see Appendix A
	Male/Female		see Appendix A
	Ethnicity/Race		see Appendix B
	IEP/504		see Appendix C
	Socio-economically Disadvantaged		see Appendix D

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate English A:Literature HL in English	All	11/12	4	3
			5	13
	Caucasian	11/12	4	7
			5	2
	African-American			
	Asian	11/12	4	1
			5	6
Male	11/12	5	5	
Female	11/12	4	3	
		5	8	
IEP	-			

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate French B SL in French	All	12	3	1
			6	1
	Caucasian	12	3	1
			6	1
	African-American			
	Hispanic			
	Male			
Female	12	3	1	
		6	1	
IEP	-			

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Japanese B SL in Japanese	All	12	4	1
			6	1
	Caucasian	12	6	1
	Asian	12	4	1
	Hispanic			
	Female	12	4	1
6			1	

	IEP	-	
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Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Spanish AB. SL in Spanish	All	12	4	1
	Caucasian	12	4	1
	African-American			
	Hispanic			
	Male			
	Female	12	4	1
	IEP	-		

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Spanish B SL in Spanish	All	12	5 6	1 2
	Caucasian			
	Asian	12	5 6	1 2
	Hispanic			
	Male	12	5	1
	Female	12	6	2
	IEP	-		

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Env. and Soc. SL in English	All	11/12	4 5	5 3
	Caucasian	11/12	4 5	3 1
	African-American	11/12	4 5	1 1
	Asian	11/12	4 5	1 1
	Male	11/12	4 5	1 1
	Female	11/12	4 5	4 2
	IEP	-		

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Hist. Americas HL in English	All	12	2 3 4 5	2 2 6 1

	Caucasian	12	3 4	2 2
	African-American	12	2	1
	Asian	12	2 4 5	1 4 1
	Male	12	4 5	2 1
	Female	12	2 3 4	2 2 4
	IEP	-		

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Math Studies SL in English	All	11/12	2	1
			4	3
			5	1
			6	2
	Caucasian	11/12	2	1
			4	2
			5	1
			6	1
	Asian	12	6	1
	Hispanic	12	4	1
Male	11/12	4	2	
		6	1	
Female	11/12	2	1	
		4	1	
		5	1	
		6	1	
IEP	-			

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Theatre HL in English	All	12	3	1
			4	5
			5	7
	Caucasian	12	3	1
			4	4
			5	2
	Asian	12	4	1
			5	4
Hispanic				

	Male	12	4 5	3 2
	Female	12	3 4 5	1 2 5
	IEP	-		

Name of Assessment	Sub-Group of Students	Grade Level(s)	Student Score	Number of Students
International Baccalaureate Visual Arts Option A HL in English	All	12	5 6	1 2
	Caucasian	12	5 6	1 2
	African-American			
	Hispanic			
	Male			
	Female	12	5 6	1 2
	IEP	-		

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

N/A

Additional Information and Data- Optional

Instruction: Insert any additional information and/or data the school wishes to include in its description of the school, its community, and the levels of performance currently being achieved by its students.

C.1.b Evidence of Student Learning- Assessments

Instructions:

1. Complete a table below to show each of the locally developed assessments of student learning and performance used by the school. For example, include assessments such as, benchmark assessments, alternative assessments, projects, and portfolios.
2. Evaluate the results of each assessment using S= Satisfactory, NI = Needs Improvement, and U = Unsatisfactory. (Note: Use as many of the tables as appropriate; create additional charts when necessary.)

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Exams/Final Exams	9	Algebra	X		
	10	Geometry	X		
	11	Algebra 2	X		
	12	Pre-Calculus	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Projects	11 & 12	AP Statistics	X		
	11 & 12	AP Computer Science	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Diagnostic Test in English	9	Writing and analysis skills	X		
	10	“”	X		
	11	“”	X		
	12	“”	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Final Exams in Semester or Yearly non-Regents courses	9 (yearly exam)	Reading comprehension, writing argument and close reading skills in prep for new Common	X		

		Core ELA			
	10 (yearly exam)	“”	X		
	12 (semester and yearly exam)	Writing skills, oral skills, argument and persuasive speaking skills, analysis skills	X		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Vocabulary Midterm and Final Exam	9	Vocabulary for SAT	X		
	10	“”	X		
	11	“”	X		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Foundation Level Art Course Final Exam students understanding of the Elements of Art and Principles of Design. The exam is divided into 3 sections: Content Knowledge, Performance Skills and Analysis Skills	9	Foundation Level Art	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Portfolio Websites Students in upper level electives create an online portfolio that features a collection of their best works from the course as well as self reflections and/or an artist statement	11	Elective Art	X		
	12	Elective Art	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Final Projects Students in elective courses create final works of art that demonstrate a culmination of experiences and skills gained during the course.	10-12	Elective Art			
			X		
Final Projects	11 th and 12 th	Astronomy	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Concerts/ Performances in Music (twice yearly)	9 th -12 th	orchestra	X		
	9 th -12 th	chorus	X		
	9 th -12 th	band	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
9 Global Final	9	Global Studies	X		
	9H	Global Studies	X		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
SUPA Final Project	12	Public Policy (PIG)	X		

	12	Economics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Senior Final Project	12	Sociology	X		
		Psychology	X		
		AP Government	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Participation in Government Final Exam	12	PIG Legal Studies	X		
	12	PIG: Current Issues	X		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Economics Final Exam	12	Economics	X		

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Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Senior Final Project	12	Sociology	X		
		Psychology	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

The one-size-fits-all diagnostic test formerly given to all students has been changed and teachers are now giving students more grade-and-class appropriate measures at the beginning of the year to allow us to design instruction based on students’ needs. In 9, 10, and 11, these measures are aligned to the ELA Common Core Regents and provide teachers with valuable information that will help them scaffold skills necessary for these students to succeed on the ELA Regents. In addition, senior teachers now give diagnostic writing tailored to their specific class. For example, AP Literature students take a diagnostic based on the AP Literature exam.

C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS

C.2.a. Retention in Grade:

Instruction: In the table below, record the percentage of students at each grade level who were retained in grade in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Retained in Grade

Grade 12	2 %
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C.2.b Honor Roll:

Instruction: In the table below, record the percentage of students at each grade level who earned honor roll status for the entire year in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20		to	20	
-----------------------	----	--	----	----	--

Grade Level	Percentage Earned Honor Roll
N/A	N/A

C.2.c GRADE POINT AVERAGE:

Instruction: In the table below, record the average grade point average (GPA) for students at each grade level in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Average GPA
9	86.767 (weighted average)
10	3.191
11	3.1993
12	3.192

C.3. ACADEMIC PERFORMANCE DATA: FOR ALL DIPLOMA GRANTING HIGH SCHOOLS

C.3.a Honors Course Enrollment and Performance:

Instruction: In the table below, record the percentage of students at each grade level who enrolled in and passed one or more Honors courses in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	14	to	20	15
-----------------------	----	----	----	----	----

Grade Level	Percentage Enrolling in and Passing Honors Courses

	enrolled/passed	
8	2/2	100%
9	139/139	100%
10	154/154	100%
11	230/230	100%
12	258/252	98%

C.3.b Graduation Rate:

Instruction: In the table below, record the percentage of students who graduated within four years of entering grade nine in the most recent academic year. Disaggregate the data when possible.

FOR CLASS OF: 2014-2015

Class of	Percentage Graduating Within Four Years
2014-2015	97.5 %

C.3.c. Graduate Intentions:

Instruction: Complete the table below to indicate the post-graduation intentions of the most recent senior class of the school. Count each graduate in only one category.

FOR THE CLASS OF: 2014-2015

Intentions	Percent of Total Senior Class
Attend 4 year college or university	68 %
Attend junior or community college	28.9 %
Attend another post-secondary, technical school or business college	0 %
Continue education but unsure of what type of school	0 %
Enter military service	0 %
Enter the workforce	1.3 %
Other:	1.8 %
Undecided	0 %
TOTAL	100%

List the colleges, universities, and/or post-secondary schools where graduates of the last two graduating classes were accepted for matriculation most frequently.

College/University	Number	Post-Secondary School	Number
SUNY Rockland	1875		
Binghamton University	1401		

State University of New York at Albany	972		
State University of New York at Buffalo	917		
University of Massachusetts, Amherst	565		
Stony Brook University	550		
University of Delaware	542		
Pennsylvania State University- All Campuses	533		
Drexel University	468		
SUNY College at Oneonta	463		
University of Rhode Island	462		
SUNY Oswego	460		
SUNY College at Cortland	439		

C.4. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

Instruction: In the tables below, record the percentage of students at each grade level for the most recent academic year. Disaggregate the data when possible. Add or delete rows as needed.

C.4.a. Attendance:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Absent 10 or More Days ¹⁴
9	9 %
10	12 %
11	18 %
12	28 %

C.4.b. Tardiness:

¹⁴ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Late to School 10 or More Days
9	9.97 %
10	10.75 %
11	12.11 %
12	16.41 %

C.4.c. Suspensions from School:

FOR THE ACADEMIC YEAR	20	14	to	20	15
------------------------------	-----------	-----------	-----------	-----------	-----------

Grade Level	Percentage Suspended One or More Times
9	3%
10	3%
11	3%
12	4%

C.4.d. Expulsions:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Expelled
9	0 %
10	0 %
11	0 %
12	0 %

THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school’s capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school’s adherence to the 12 Middle States Standards for Accreditation.

Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

Instruction: Indicate by entering an X in the block provided the method(s) the school used to conduct its self-assessment of the degree to which it meets the Standards for Accreditation.

A. By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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Total Number of Surveys Returned	1407
The results represent surveys completed by:	
▪ Students	1100
▪ Parents	178
▪ Faculty and Staff	125
▪ Administrators	4
▪ Board Members	0
▪ Business/Community Representative	0

B. By a Committee

	YES	X	NO	The self-assessment was conducted by a committee for all the Standards.
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Committee Member’s Name	Committees on which the Person Served (list each subcommittee)	Role in the School’s Community (e.g. teacher, parent, student, etc.)

****NOTE:** Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a single committee to conduct the self-assessment, explain below how all of the school’s community of stakeholders were given opportunities to provide input into the self-assessment.

N/A

Instructions:

- 1. The protocol requires that the school provides a self-assessment of whether it meets each of the 12 Standards and an average rating for each Indicator of Quality. The average rating should reflect a composite of the ratings provided by the school’s community of stakeholders.**
- 2. You may delete from the Self-Study Document any sets of Indicators that do not apply to your school. For example, if you are an independent school that is not governed by a larger system of schools, you may delete the “Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff.”**

The school must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the “Other” section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school exceeds the expectations of this Indicator

Instructions:

- 1. Report the results of the school’s self-assessment of the degree to which the school meets this Standard and its Indicators of Quality in the tables below.**
- 2. The school may choose to report the results of the self-assessment by providing an average rating from all stakeholder groups, or it may report the results by stakeholder sub-group (e.g., students, parents, staff, etc.).**

THE MISSION STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates

B. Self-Assessment of Adherence to the Indicators of Quality

THE MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The school's statement of mission:</i>						
1.1	Is communicated widely to the school's community of stakeholders by inclusion in the school's publications and website and by being displayed prominently throughout the school.			X		
1.2	Is reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			X		
1.3	Is understood and supported by the students, their families (if appropriate), and the school's community of stakeholders.			X		
1.4	Was developed using a process that considered input by appropriate stakeholders of the school.			X		

Indicators of Quality for faith-based schools¹⁵

X	These Indicators do not apply to our school.
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¹⁵ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 1.5—1.7.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using [surveymonkey.com](https://www.surveymonkey.com), the school may copy into the space above the results obtained for this Standard as they are reported on [surveymonkey.com](https://www.surveymonkey.com).*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● The statement is included on our website and displayed in the school. <ul style="list-style-type: none"> ● Students drafted it & faculty reviewed it. ● The current mission statement was developed 7 years ago in the last Middle States accreditation. It was revised recently by students and presented to staff. I think the mission statement is solid; I don't believe it is as "published" as it could be. I certainly haven't thought about it since the previous Middle States process. <ul style="list-style-type: none"> ● Mission Statement is Posted throughout school ● Mission statement collaborated on and posted in schools. ● As teachers, we were given a copy of this.
Students	<ul style="list-style-type: none"> ● It is not vocalized, but it exists and is clearly stated in multiple places. <ul style="list-style-type: none"> ● I was involved in the process of creating the school's mission statement, but this statement is not publicized enough nor advertised anywhere enough for me to read, understand and reflect upon it. ● I know that mission statement exists, and I'm sure it is of quality, but I am not aware of what it is and have never heard it. ● I do understand what the school's mission is ● I do not know the mission / mission statement of my school, such that it is not posted in a place that I can see it. ● I have never been told the mission statement and was informed this year where to find it. ● I think I know what it is but it's not made clear.
Parents	<ul style="list-style-type: none"> ● Placement in top colleges, ivy leagues reflects school standard. ● It could be communicated to families more frequently via newsletters etc. ● I don't know the formal mission statement.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Explanation
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Philosophy/Mission Standard.

Mission is posted on website, in agenda, and in the faculty handbook
Mission was collaboratively developed with a great deal of stakeholder input

List the school's significant areas in need of improvement in meeting the Philosophy/Mission Standard.

Faculty recruitment
Student/new staff/parent communication

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Philosophy/Mission that should be included in the action plan in the Plan for Growth and Improvement.

Posting in more areas: main office, special ed, annex office, mansion office, cafeteria
Include in recruitment materials for job postings
Put on home page of web page, or make it more obvious
Small poster for each classroom
Review more often than every 7 years--maybe once a year--to make sure school is meeting mission
It should be the specific role of some administrator to ensure that the mission is available and reviewed periodically
read mission at freshmen orientation and 8th-grade parents' night
Give new students a quiz on the contents of the handbook, specifically aspects of mission, discipline, attendance, etc.
Include on graduate profile report

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

The school's philosophy/mission:

from 2009:

As a family of open-minded people, Clarkstown High School North prepares students to become ethical, responsible, and creative global citizens who will leave their mark on society. Collaborative efforts between the local and school communities will provide guidance, support, and opportunities for involvement. This will enable students to participate in challenging academia, athletics, and arts; organize community and school events; voice their opinions on a local and national level; and lead fellow citizens to fulfill their civic duties.

From 2015:

The staff and students of Clarkstown High School North devote themselves to promoting an environment in which students challenge themselves by participating in rigorous academics, creative arts, and competitive athletics in order to reach their potential as individuals. Our school community is committed to extending the learning environment beyond the classroom to better our local and global community.

Samples of publications:

Student Agenda

The mission statement is found on pg. 1

Faculty handbook

The mission statement is found on pg. 2

Marketing, recruitment, admissions:

poster available on website and posted in schools

Words from mission statement can be found stenciled on the walls of the school

School web page

Mission is found in About Us page in paragraph and poster format

(<http://www.ccsd.edu/ClarkstownNorth.cfm?subpage=5220>)

Policies related to the philosophy/mission

From Student Handbook:

The mission statement is found on pg. 1

1. Pg6 Under Course Changes:

- a. We encourage students to challenge themselves by taking Honors, AP, and IB courses.

- b. Backs up the statement “Promoting an environment in which students challenge themselves by participating in rigorous academics.”
- 2. Pg. 17 From Student Handbook Under DIGNITY FOR ALL STUDENTS
 - a. New York State’s Dignity for All Students Act was passed to create a safe learning environment for our state’s public elementary and secondary school students-an environment free from discrimination, intimidation, harassment, and bullying on school property, a school bus, and/or at a school functions.
 - b. Backs up the statement “Promoting an environment in which students challenge themselves by participating in rigorous academics, creative arts, and competitive athletics in order to reach their potential as individuals.”
- 3. Pg 16 From Student Handbook: “Criteria For National Honor Society”, under Character
 - a. A person of character demonstrates the following six qualities; respect, responsibility, trustworthiness, fairness, caring, and citizenship
 - b. Backs up the statement “Our School community is committed to extending the learning environment beyond the classroom to better our local and global community.”
- 4. Pg 16 From Student Handbook: “Criteria For National Honor Society”, under Service
 - a. Students must have been actively involved in combination of at least three school and community service groups or projects for more than 45 hours cumulatively for juniors and 60 hours for seniors.
 - b. Backs up the statement “Our School community is committed to extending the learning environment beyond the classroom to better our local and global community.”

Faculty handbook refers to DASA on pg. 14, found at <http://www.ccsd.edu/files/filesystem/0000.pdf>: pg. 20 of this document states that “cooperation with and respect for others is a key district value” pg. 50: “Academic honesty is a fundamental principle for all educational institutions. It means that a student assumes responsibility for his/her own work at all times and his/her individual contribution to group work as assigned by the teacher.”

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

1. Is the school incorporated?		Yes	
		No	
If yes, Name of Corporation:			

2. Is the school licensed to operate as an educational school?		Yes	
		No	
If yes,			
In what state(s) is the school licensed to operate?			
In what country(ies) is the school licensed to operate?			
If no, explain the school's authority to operate:			

3. Is the school licensed to grant diplomas or certificates?		Yes	
		No	
If yes,			
In what state(s) is the school licensed to grant diplomas or certificates?			
Type(s) of diplomas or certificates offered			
If no, explain the school's authority to grant diplomas or certificates:			

For religious schools:

Religious Affiliation:	
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TO BE COMPLETED BY PUBLIC SCHOOLS

4. Is the school part of a larger school system or corporation?	X	Yes	
		No	
If yes, Name of System/Corporation:	Clarkstown Central School District		

B. Self-Assessment of Adherence to the Indicators of Quality

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

Indicators of Quality for all schools not part of a larger system of schools, diocese, or archdiocese

	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 2.1—2.29.

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body ensures that the school:</i>						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.			X		
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			X		
2.3	Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.			X		
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			X		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.			X		
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			X		
<i>The school's governing body ensures that it:</i>						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.			X		
2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and			X		

	participation of the head of the school.					
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			X		
2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			X		
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.			X		
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> ● Its proper roles and responsibilities; ● Qualifications for its members; ● The body's composition, organization, and operation; ● Terms of office for its members; and ● Provisions for identifying and selecting new board members when vacancies occur. 			X		
2.13	Implements a process for reviewing/revising its policies regularly.			X		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.			X		
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.			X		
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.			X		
2.17	Includes members that represent constituencies served by the school.			X		
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.			X		
2.19	Recognizes the accomplishments of staff members and students.			X		
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			X		
<i>The school's leadership:</i>						
2.21	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.			X		
2.22	Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.			X		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			X		
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.			X		
2.25	Ensures that professional and support staff members stay well informed about educational developments.			X		
2.26	Undertakes operational, long range, and strategic planning aimed at			X		

	accomplishing the school’s mission and goals.					
2.27	Stays well informed of and implements best practices identified in educational research and literature.			X		
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.			X		
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			X		

Indicators of Quality for schools that are part of a larger system of schools, diocese, or archdiocese

	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 2.18—2.56.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and the school system’s/diocesan leadership ensure that the school:</i>						
2.30	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the school are located.					X
2.31	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			X		
2.32	Documents partnerships and any corporate linkages in ownership/governance as enforceable agreements.					X
2.33	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school’s leadership.			X		
2.34	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.					X
2.35	Is provided with the sufficient qualified personnel to deliver its educational program, services, and activities.					X
<i>The governing body ensures that it:</i>						
2.36	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school’s performance, and ensuring the availability of adequate resources to accomplish the school’s mission.					X
2.37	Thinks and acts strategically, reflecting on their decisions and the consequences of their actions.					X
2.38	Refrains from undermining the authority of the school’s leadership to conduct the daily operation of the school.			X		
2.39	Works cooperatively with the leadership of the school system/diocese and school to establish and implement clear, written policies and procedures that are consistent with the mission of the school.					X
2.40	Has and implements written policies and procedures that define for the governing body: <ul style="list-style-type: none"> • Its proper roles and responsibilities 					X

	<ul style="list-style-type: none"> • Qualifications for its members; • The body’s composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur. 					
2.41	Implements a process for reviewing/revising its policies regularly					X
2.42	Evaluates systematically and regularly its own effectiveness in performing its duties.					X
2.43	Provides appropriate opportunities for education of the members of the governing body, including orientation and training sessions so that all members understand their responsibilities and roles.					X
2.44	Conducts a regular schedule of meetings that is communicated to the school’s community of stakeholders.					X
2.45	Includes members that represent constituencies served by the school.					X
2.46	Maintains appropriate and constructive relations with the school’s leadership, staff, and students, families, the community, and with each other in the interest of serving the needs of the students.					X
2.47	Adheres to appropriate guidelines concerning confidentiality in communications.			X		
2.48	Recognizes the accomplishments of staff members and students.					X
<i>The school system’s/diocese’s leadership:</i>						
2.49	Is accountable to the governing body and is responsible for ensuring the school’s students achieve the expected levels of achievement.			X		
2.50	Maintains a relationship with the school’s leadership that evidences mutual trust and cooperation.			X		
2.51	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			X		
2.52	Provides a program of professional development based on the needs of the school/school system and staff as identified in the school growth and improvement process.			X		
2.53	Undertakes operational, long range, and strategic planning aimed at accomplishing the school’s mission and goals.			X		
2.54	Stays well informed of and implements best practices identified in educational research and literature.			X		
2.55	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.			X		
2.56	Adheres to appropriate guidelines concerning confidentiality in communications.			X		

Indicators of Quality for faith-based schools¹⁶

¹⁶ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 2.57-2.64.

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.
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Instruction: If this Indicator does not apply to your school, you may delete Indicator 2.65.

Indicators of Quality for proprietary schools

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 2.66-2.74.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● Budget cuts and difficult financial decisions have the potential to collide with moral decisions. ● The school board and district leadership have not always communicated effectively with each other and with the school leadership, nor have they always trusted teachers to ● The principals and assistant principals work hard at maintaining relationships with staff and students. School leaders have the best interest of the students needs and attempt to inspire the staff. The school district is not effective in making sure that programs and classes are properly staffed. Cut backs are an issue.
Students	<ul style="list-style-type: none"> ● As explained in the opening assembly, the principal does set high standards for an effective leadership in the school, such as having a positive attitude. The leaders of the school have maintained positive relationships with many people, but I'm sure not with all. And for the last, I do not know of the school has followed appropriate guidelines concerning confidentiality a=in communications. If I had known, I would have rated higher. ● I think that our leaders don't really interact or make an effort to communicate with kids but they follow rules according to guidelines well ● Our school leaders, despite their attempts to effectively discipline students while maintaining a positive relationship with the students, are unable to find a balance between these two aspects, leading to a lack of respect towards the school's leaders and disregard of the school's policies.
Parents	<ul style="list-style-type: none"> ● I would like to see increased focus on building and enhancing student empowerment and potential leadership skill on the part of the building administrators. There appears to be more of a concerted effort to squelch those attempts and remove all opportunities to exercise those muscles. ● Very disappointed that sports programs have been cut for "budget reasons" - but I have not seen a decrease in my taxes. I don't trust this explanation. ● Need bus home from SCHOOL ATHLETICS for late-working parents. And school should provide the athletic attire free of charge to be used repeatedly over the years.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school’s significant strengths in meeting the Governance and Leadership Standard.

Policies and procedures are clearly delineated on various manuals and are available to stakeholders easily via the school and district web sites.
Schedule of meetings and professional development are widely publicized and available.
Written policies and procedures align with mission statement.
Families and the community are kept widely informed of relevant school business and students’ progress through the use of newsletters, the website, and parent portal.
Student accomplishments are recognized through different activities such as honor societies and award ceremonies.
Governance reflects on performance on all levels.
Strategic and long range documents accessible by staff and community.
Staff is recognized by building administration via the “Northern Lights” awards.

List the school’s significant areas in need of improvement in meeting the Governance and Leadership Standard.

District and school can make greater effort to increase professional development opportunities that respond to the needs of faculty and staff, both on an individual, departmental and school wide level and is content specific.
Geographical layout of building needs to be considered when formulating master schedule and assigning classroom space.
Staff feels the pressure of working without a current contract.
Administration presence at department meetings.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.

District should explore opportunities to bring in strong outside presenters for professional development.
A sense of mutual cooperation should be built between staff and the governing body including the implementation of a mutually beneficial collective bargaining agreement.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
Minutes from Meeting of Central's Admin Leadership team meeting	X
PPT from Meeting of Central's Admin Leadership team meeting	X
District Policy Manual	X
Written policies and procedural guidelines that define the governing body (2.12)	X

School Website	x
Parent Portal Page with name blacked out.	x
Percent of parents who use PP.	x

Copies of Clarkstown Graphic Highlighting Accomplishments and Leadership	x
Departmental Evidence of Student Accomplishments (Honor Society letters, etc.)	x
Professional Development Survey	x
Relevant pages from Student Handbook	x
Relevant pages from Faculty Handbook	x
Department Meeting Agendas	x
Department Chair Meeting Agendas	x
School Leadership Team Agenda	x
Relevant (to Leadership) District Course Offerings from My Learning Plan	x
Minutes of Secondary Principals Meeting	x
Administrative Duties Chart	x
Administrator's Performance Review Document	x
Job Descriptions of School Leaders/Teachers/TAs/Other staff (In policy manual)	x
Principal's Newsletter	x
Human Relations Committee Agenda/Minutes	x
Any Strategic Planning Documents from Central	x
Emails that reflect school Leadership and Administration	x
Schedule of Faculty Meetings	x
Dept. Chair Meetings	x

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

SCHOOL PLANS

Instruction: Complete the following chart to indicate whether the school has the type of plans indicated and, if so, the year in which each plan was last reviewed and updated. Rate the quality and effectiveness of each plan.

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		2008 (Last middle states evaluation)	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X		2014-2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

B. Self-Assessment of Adherence to the Indicators of Quality

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			X		
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.			X		
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			X		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			X		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.			X		
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the strategic plan's goals.			X		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			X		
3.8	Submits its strategic plan for periodic internal and external reviews to validate the plan and its goals and planning process used to develop the plan.			X		

Indicator of Quality for faith-based schools¹⁷

X	This Indicator does not apply to our school.
---	--

Instruction: If these Indicators do not apply to your school, you may delete Indicator 3.9.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● I have no evidence that the strategic plan is reviewed periodically or understood by stakeholders. Perception of the governing body is that they do not understand the time, energy and resources to achieve their recommended goals. The bottom line for our governing body seems to be the goal of spending the least amount per pupil, and having students achieve the highest GPA. ● The state regulations and additional changing evaluations of students and staff has created a mess. Poor foresight and implementation is the result. While many are trying hard, these are often impossible goals. Wasted time, wasted effort, and loss of efficiency are the result. Some of the best advice and leadership has encouraged people to ignore the rules and directives as being impossible or counterproductive. ● Leaders try their best to facilitate regular and open communication between faculty, administration, and community
Students	<ul style="list-style-type: none"> ● Teachers work hard to help better the students' performance to eventually reach their goals ● The school informs us but it should be improved. They teachers work hard and help students to do their best. ● I am usually not informed or directly aware of the school's improvement plans and goals.
Parents	<ul style="list-style-type: none"> ● Future planning has not been communicated explicitly to parents fully.

¹⁷ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school’s significant strengths in meeting the School Improvement Planning Standard.

● Most plans are updated yearly
● All the quality indicators had an average rating of 3 or higher
● Many of the plans are easily accessed on the school’s website

List the school’s significant areas in need of improvement in meeting the School Improvement Planning Standard.

● Communicating to stakeholders the different school improvement plans currently in place
● Communicating to stakeholders the status of different school plans

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Improvement Planning that should be included in the action plan in the Plan for Growth and Improvement.

- | |
|---|
| <ul style="list-style-type: none"> • Time should be allotted during faculty meetings to provide updated and information about school improvement plans. Example: At the beginning of the year, in the newsletter make an announcement that the plans and goals for the district can be found on the school’s website |
| <ul style="list-style-type: none"> • Continue to work with (or create a council if one does not exist) to collaborate with students, parents, teachers, and administrators to keep communication open about plans and school improvements. (Shared Decisions Team) |

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team’s visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school’s adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Strategic and Long Range Plan	X
Financial Plan	X
Facilities Plan	X
Technology Plan	X
Personnel Plan	X
Curriculum Review Plan	X
Student Enrollment Plan	X
Professional Development Plan	X

FINANCES STANDARD FOR ACCREDITATION

A. Issues Related to this Standard

Instruction: If your school is not publicly-funded you may delete this section.

FINANCIAL RESOURCES:

Instruction: Complete the table below to show the school's financial resources.

Assessed valuation of the school district/school	homestead
	\$2,179,508,837
Tax rate per thousand dollars of assessed valuation	non homestead
	\$539,505,116
Total budget for the school	homestead
	\$49.32822
	non homestead
	\$91.93598
	\$202,548

ANNUAL PER PUPIL COSTS:

Instructions: Complete the table below to show the approximate per pupil cost at each level, where applicable.

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	N/A	N/A
Elementary School/Lower School	\$82.99	\$92.73
Middle School	\$114.88	\$128.36
Secondary/ Upper School	\$145.30	\$162.35

INSURANCE FOR THE SCHOOL:

Instruction: In the table below, indicate the types of insurance coverage for the school and evaluate the adequacy and comprehensiveness of each type of insurance.

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term	X			

Disability				
Director & Officers Liability and/or Educators Legal Liability	X			
Property Insurance	X			
Business Interruption	X			
Theft/fraud/deceit	X			
Travel and field trip insurance	X			
School owned vehicle insurance	X			
Other: student accident	X			
Other :underground storage tanks	X			
Other:cyber liability insurance	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

Indicate any anticipated major capital expenditures within the next three years.

Electrical transformers, boilers, exterior door replacement, roof, cameras, auditorium seating

A.2. For Non-Public, Independent And Proprietary Schools

Instruction: If your school is not non-public, independent or proprietary school you may delete this section.

A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate. I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by: Dr. Harry Leonardatos
Printed Name of the Head of the School: Dr. Harry Leonardatos

Signed electronically by:
Printed Name of the Head of the Governing Body:

B. Self-Assessment of Adherence to the Indicators of Quality

FINANCES STANDARD FOR ACCREDITATION

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school’s ability to continue operation.			X		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			X		
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school’s finances and all financial operations.			X		
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			X		
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			X		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.			X		
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.			X		
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			X		

4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.			X		
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			X		
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			X		
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).			X		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			X		

Indicators of Quality for faith-based schools¹⁸

X	These Indicators do not apply to our school.
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Instruction: *If these Indicators do not apply to your school, you may delete Indicators 4.15—4.17.*

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.**
- 2. If the self-assessment was conducted using [surveymonkey.com](https://www.surveymonkey.com), the school may copy into the space above the results obtained for this Standard as they are reported on [surveymonkey.com](https://www.surveymonkey.com).**

¹⁸ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● I believe the Board of Ed provides stakeholder with many chances for input - I see a number of community meetings scheduled so the Board can receive input from the taxpayers. I assume, if a teacher lives in district, he / she could attend those meetings and provide feedback. ● I have no evidence with regards to the financial workings of the school. In terms of the governing body, there is mistrust among the staff in terms of how the finances are managed. ● I had to leave many blank because I do not know the answers. I do know that the district has not managed finances well in the past and that this has been a contentious topic for many in the community. ● While largely outside of my personal view, I would say that the financial crisis has created difficulties across all areas. Most people are well meaning and do their best, but the efforts, no matter how good, tend to fall short. This is a situation that is being managed, but is still not under control. ● 4.1 and 4.2, 4.5I rated a 1 not because at the building level but at our central level. They are cutting positions within the building and at central that are crucial for our in tech support. The school can no longer finance field trips or send teachers to conferences for professional development ● As I focus on educating my students, I believe those who are responsible for district's economic status are doing their best under difficult conditions. ● The district does not have the financial resources to main or improve programming. The teachers, teaching assistants and clerical staff are currently working under an expired contract.
Students	<ul style="list-style-type: none"> ● They have enough sufficient resources but my Scarlet Letter book ripped in half when i was reading it. Get new ones. Also, my math textbook is 20 years old.
Parents	<ul style="list-style-type: none"> ● I don't know about the financial dealings with this school other than they had to eliminate freshman sports- I do feel that we were not given the opportunity to "rectify" the situation. ● When a student registers for classes, the fees for AP/IB testing should be clearly indicated in advance.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school’s significant strengths in meeting the Finances Standard.

We have a finance department at Central office that has thoroughly thought out the school's financial needs and implemented proper procedures.
The clarity and transparency of the school's finances to the public are highly effective.

List the school’s significant areas in need of improvement in meeting the Finances Standard.

School needs finances in order to address the following problems: More substitutes, more teacher positions, more field trips, more tech support, we are too top heavy (central office employment and positions), and to bring freshman sports back.
Schools should indicate AP and IB fees more clearly.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Finances that should be included in the action plan in the Plan for Growth and Improvement.

The district needs to produce a more clear long term plan to be implemented (followed through).

E. Evidence to Support the Assessment of This Standard

Instructions:

1. *The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
2. *The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
3. *Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
4. *Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Current operating budget (for main campus and each branch campus)	see binder
Certified external audit letter conducted within the last two years (for main campus and each branch)	see binder
Student tuition and fee schedule (if applicable)	see binder
Long-range financial plan	see binder
Schedule of student tuition and fees (for non-public and proprietary institutions)	N/A
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	see binder
List of grants and other funding sources obtained in the last calendar year	see binder
Publications provided to students outlining students' financial obligations	see binder
Summary of the institution's insurance coverage (for main campus and each branch)	see binder
Policies related to finances, financial aid, and refunds	see binder

FACILITIES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. PHYSICAL FACILITIES.

Instruction: In the table below, list the school's physical facilities, including buildings and grounds.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
MAIN	CHSN	1953	yearly renovations	x	Owned
					Leased
ANNEX	CHSN	1960	2014-15 new boiler	x	Owned
					Leased
X-WING	CHSN	2004	yearly renovations	x	Owned
					Leased
NEW-WING	CHSN	2003	yearly renovations	x	Owned
					Leased
TURF	CHSN	2007	yearly renovations	x	Owned
					Leased
BLEACHERS	CHSN	2013	2013 install	x	Owned
					Leased

A.2. ADEQUACY OF FACILITIES.

Instruction: Evaluate the adequacy and quality of the following aspects of the school's facilities to meet the needs of the school's mission (add additional items if appropriate). Comment for each owned or leased facility listed in A.1.1. Duplicate the chart for each facility. If the facility is residential be sure to include dormitories and sleeping rooms.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings		X		
Provisions for the Disabled	X			
Variety of Instructional Spaces	X			
Laboratories			X	
Counseling/Guidance Space(s)		X		
Health Services Space(s)		X		
Library/Learning Media Center	X			
Administrative and Support Spaces	X			
Offices and Planning Spaces		X		

for the Faculty				
Heating, Ventilation, Air Conditioning			X	
Electrical, Water, and Sanitation Systems		X		
Energy Conservation System	X			
Security System	X			
Storage Spaces		X		
Parking Spaces	X			
Athletic Fields		X		
Indoor Athletic Space(s)		X		
Cafeteria/Dining Space(s)	X			
Auditorium/Theater		X		
Dormitories				X
Chapel				X
Maintenance & Cleaning		X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

Laboratories needs to be kept cleaner - doors that work and proper supplies.
 Heating - Ventilation - Air conditioning - temperature control throughout buildings kept constant.
 Temp varies from floor to floor and room to room.

A.3. MAINTENANCE AND CLEANING STAFF:

Instruction: In the table below, indicate staffing for the maintenance and cleaning of the facilities. Rate the adequacy of the types and numbers of the staff.

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	one maintenance mechanic		Satisfactory
		x	Needs Improvement
			Unsatisfactory
Clothing	all B&G employees are supplied uniforms	x	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	one groundskeeper, two grounds workers		Satisfactory
		x	Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

Maintenance - Only one maintenance person to take care of entire North High School. Too much is needed of one person.
 Grounds - Lack of supervision - lack of direction - facilities and grounds all needs to be upgraded and maintained on a weekly schedule. Grass mowed weekly - trash/garbage picked up on entire school property.

B. Self-Assessment of Adherence to the Indicators of Quality

FACILITIES STANDARD FOR ACCREDITATION

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:			X		
	5.1.a. Instructional areas/classrooms			X		
	5.1.b. Administrative offices			X		
	5.1.c. Conference rooms			X		
	5.1.d. Student activities			X		
	5.1.e. Student services			X		
	5.1.f. Safe and secure storage of school property, equipment, and materials (e.g., cleaning supplies and chemicals).			X		
	5.1.g. Safe and secure storage of student belongings			X		
5.2	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.			X		
5.3	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.			X		
5.4	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.		X			
5.5	Includes considerations regarding the appropriateness and adequacy of its facilities in its strategic planning.			X		
5.6	Considers the capacities of its facilities and equipment before adopting new programs.			X		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.		X			
5.8	Has adequate and appropriate lighting throughout its facilities.			X		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.			X		

Indicators of Quality for schools with early childhood education programs

X	These Indicators do not apply to our school.
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Instruction: *If these Indicators do not apply to your school, you may delete Indicators 5.10—5.13.*

Stakeholders' comments to support the ratings:

Instructions:

- In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*

2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com

Source of Comments	Comments
<p style="text-align: center;">Teachers</p>	<ul style="list-style-type: none"> ● School's heating system is suspect, frequent outages. Roaches are still a problem in classrooms, prep rooms, and hallways. <ul style="list-style-type: none"> ● Lack of temperature control leads to classes becoming hot. ● North High School is an older building and is need of some repairs. The heat is a problem and my room is often cold. It is a very large campus and entering the parking lots in the morning can be difficult. In addition, there is an insect problem specifically with roaches. ● The school building is challenging to all. While inadequate, it mostly works. Theft of items (money in drawers and cabinets) indicates financial stress of some with access or who can gain access. The bond that the district is seeking is proof of the money not already allotted, and shows the lack of maintenance over many decades. Clarkstown prides itself on doing things cheaply, and it oftentimes shows in the results. Frequent traffic accidents as documented by the police, a campus that is unable to be properly secured, all of this is due to a poor master plan and not enough money allocated to fix it. ● Science classrooms do not meet recommended safety standards for numbers of students per area. Air quality, while not unsafe, does not have adequate levels of humidity. Classrooms are often too hot or too cold to comfortably work and learn in. Maintenance is reactive, not preventative. ● A system to effectively regulate room temperature is not in place. The art room sinks do not have traps to filter materials. There are insufficient computer facilities for our digital arts program. We are in need of an additional Mac Lab.
<p style="text-align: center;">Students</p>	<ul style="list-style-type: none"> ● Several staircases have either pieces missing from stairs or railings broken with entire sections completely missing <ul style="list-style-type: none"> ● Parking limited. Should be available to seniors and the remaining spots should be given to juniors who play sports after school. Also there are some traffic jams in some areas of the school. ● Much of the school is poorly maintained, the roofs are well past an inspection date and other amenities and facilities are lacking. The cleanliness of the school is questionable, there are persistent cockroach problems and there are many locations that are not cleaned with anything approaching regularity. Many issues that need to be repaired are not, many windows are leaky or have faulty insulation. The heating in the Annex building fails every year at some point, requiring either cancellation or movement around campus. The school isn't necessarily lacking for space but "high quality" is subjective. The lighting in the school is adequate usually. Some hallways and staircases especially suffer from crowding and traffic issues in the older buildings but layout of that kind isn't really possible to change. ● The school has a drug problem and there's almost nothing being done about it. I purpose a monthly locker check when an officer and her/his dog sniffs the lockers for abused drugs. ● The bathroom and locker rooms aren't one of the healthiest places. I see

	<p>cockroaches a couple times a month. I saw one the other day in the library. My school tries to make repairs but aren't usually helping. The temperature in the school isn't always the best. In the fall it was burning hot and I felt like I was gonna pass out. North does have proper equipment for high quality programs. For example sports. Lighting is not a big issue.</p> <ul style="list-style-type: none"> • School is slowly falling apart. There are leaks during storms and AC/Heat does not work well during extreme weather.
Parents	<ul style="list-style-type: none"> • Clarkstown North struggles with older buildings and equipment that needs replacing like the boiler in their Annex Building. This can cause delayed heating in that one building that requires them to move classes to other locations in the other buildings. The school's facility repair plans will ameliorate these problems. The upcoming School Bond vote authorizing the desperately needed repairs will enable Clarkstown North to do the repairs needed to make the students more comfortable with the buildings they're in, but it won't fix some of the longer term issues that the school faces with their buildings. I have confidence that school leadership will push as hard as they can for the longer term solutions to the building issues as they have in the past. <ul style="list-style-type: none"> • Multiple buildings children must go out into the weather to change classes. • There is a notable roach problem. And people with roach allergies are compromised.

Evidence:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Facilities Standard.

New hallway signs indicating locations in the building
New security cameras throughout campus
New scoreboards in the main gym
New curtains used as dividers in main and annex gymnasium
New curtains in classrooms
New lighting in art classrooms/labs
New entrance door with security systems
New universal key system throughout all buildings
New Ram's Cave

List the school's significant areas in need of improvement in meeting the Facilities Standard.

All grass fields - lack of space to support teams during seasons
Staff bathrooms - upkeep and supplies
Lighting in both gymnasiums - Annex and Main
Lack of smart boards for other content areas
Layout and size of campus doesn't allow all student bathrooms to remain open during the school day due to supervision concerns
No administrative office in the X-Wing
Updated power outlets throughout buildings
Lack of functioning clocks throughout school and lack of clocks
Lack of P.A. systems in certain rooms and operation of systems during "lock down situations"
Lack of storage for athletic teams and physical education supplies
Lack of storage for academic supplies

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Facilities that should be included in the action plan in the Plan for Growth and Improvement.

Facilities management team needs to be made aware of above identified improvements - so action can be taken to improve facilities

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Floor plan of facilities	x
School Building Information and usage	x
Space Utilization	x
Storage	x
Pest Control	x
Equipment Usage	x
Maintenance Budget/Annual Capital Outlay Budget	x
Health/Safety/Fire Inspections	x
Bond Proposal Artifacts	x
Maintenance Schedules and Requests	x

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

Not applicable in this section. See School Information in the Profile of the School.

B. Self-Assessment of Adherence to the Indicators of Quality

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

The Standard: The school’s organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school’s organization promotes in its students:</i>						
6.1	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
6.2	A sense of being trusted, supported, and recognized for their accomplishments and contributions.			X		
6.3	Pride in their school.			X		
<i>The governing body and leadership ensure that the school’s organization promotes in its staff:</i>						
6.4	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		
6.5	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.			X		
6.6	Professional satisfaction and good general morale.			X		
<i>The governing body and leadership ensure that the school’s organization:</i>						
6.7	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			X		
6.8	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school’s students.			X		

<i>The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:</i>					
6.9	The day-to-day operation of the school.			X	
6.10	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			X	
6.11	Evaluating staff members' performance.			X	
6.12	Handling complaints/ grievances by members of the staff.			X	
6.13	Orienting and mentoring of new staff members.			X	
6.14	Appropriate orientation and supervision for service providers not employed by the school.			X	
<i>The governing body and leadership ensure that:</i>					
6.15	Due diligence is conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.			X	
6.16	Due diligence is conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X	
<i>The governing body and leadership ensure that the school's staff:</i>					
6.17	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.			X	
6.18	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.			X	
6.19	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.			X	
6.20	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			X	
6.21	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			X	
6.22	Is provided opportunities to offer input into the content of professional development experiences.			X	
6.23	Is encouraged by the leadership to affiliate with professional organizations.			X	
6.24	Feels safe in the school.			X	
6.25	Enforces the student code of conduct fairly and uniformly.			X	
<i>The governing body and leadership ensure that the school's students:</i>					
6.26	Understand and abide by the school's code of conduct.			X	
6.27	Feel safe in the school.			X	
<i>The governing body and leadership ensure that school's families and community of stakeholders:</i>					
6.28	Understand and support the school's code of student behavior.			X	
6.29	Feel safe in the school.			X	
6.30	Demonstrate a commitment to, pride in, and support for the school by participating in its activities, promoting its mission, and ensuring the school has needed financial resources.			X	

Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 6.31—6.33.

Indicator of Quality for schools that provide all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 6.34—6.36.

Indicators of Quality for faith-based schools¹⁹

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 6.37—6.44.

Indicators of Quality for All Pennsylvania Public Schools, Private Schools and Their Contractors' Employees Who Work in Direct Contact with Children, and Student Teacher Candidates.

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 6.45—6.48.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using [surveymonkey.com](https://www.surveymonkey.com), the school may copy into the space above the results obtained for this Standard as they are reported on [surveymonkey.com](https://www.surveymonkey.com).*

¹⁹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
<p style="text-align: center;">Teachers</p>	<ul style="list-style-type: none"> ● Teachers, Teaching Assistants and Clerical Staff are currently working under an expired contract. This has lowered moral. <ul style="list-style-type: none"> ● Morale in the building is a difficult topic to describe. I see students, as a class, bonding together in some way (i.e. a blackout for a football game) but disrupt in other way (the disrespectful clapping during assemblies). I see teacher participation in the union (t-shirts) but an overall feeling of being disgruntled. I think the above items refer to policies and procedures that are clearly established, but are not always followed. Teachers are being brow-beaten in the public eye and feel unsupported in their daily jobs. I understand administrators are being overwhelmed with additional work and responsibility, but part of the character of a leader is to be able to rise above and inspire others to do the same. That characteristic is sorely lacking in this district. ● Uneven workloads by staff, absurd scheduling and decisions for classes; poor pay for substitutes; low pay for entering staff; high staff turnover; a reputation as being among the most difficult districts; a school that has a reputation that is worse than the sister high school; all of these generate low morale and create friction. Seldom if ever does one see a school administrator stopping students for inappropriate clothing or inappropriate language. Teaching staff feel unable to act for fear of being scolded or reprimanded by administrators, and so the situation gets worse. Division of departments and within departments has also gotten worse over the years. Community-school relationships seem mostly stable, but not ideal. As a parent working in the PTSA booth said the other day, if he was not getting any results he might vote against the school bond and budget. Clearly, that suggests a gap in message and emotional bond. ● There is not a lot of school spirit at North. I have been teaching at North for 6 years and I still do not know every other teacher's name. It is really a shame! ● 6.25-6.27 I rated a one because 6.25-6.26, students are often not given consequences for their actions. They have many infractions before a consequence. 6.27 is rated a 1 because I constantly see kids leaving campus and there are many doors that should be locked at all times that are not.
<p style="text-align: center;">Students</p>	<ul style="list-style-type: none"> ● Many classes have 30 students, the maximum in this state, which suggests a lower number of teachers than there should be. In my experience there seems to be an apathetic view towards the school by most of the parents but students seem to enjoy sporting events. <ul style="list-style-type: none"> ● Considering the amount of roaches, which I personally happen to be allergic to, and all of the uneven path, in addition to the sometimes pungent smells that trigger severe asthma attacks, I always walk into school and wonder: "is today the day that this school injures me again?" And I don't want to have to think that. ● I never feel safe anywhere. ● Sometimes the school does not have a substitute when they are needed. Depending on the situation of the family decides whether the families are

	proud of the school or not. <ul style="list-style-type: none"> ● I never knew we had a code of conduct, I don't even know where it is located. ● Lots of back doors are left unlocked during the school day.
Parents	<ul style="list-style-type: none"> ● Additional safety measures taken this year are good.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the School Organization and Staff Standard.

Significant evidence supporting the school organization and staff standards, as indicated by the many catalogued samples [digital] in the binder.

List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.

1. Ease of access to document plans of action, for example – not limited to, bullying. 2. Building conditions such as pests, temperature and humidity, access to all building facilities (elevators), and exterior door locks.

3. New contract, fair to all, needs to be implemented.
4. Disciplinary action needs to be adhered to and followed equally and consistently by all staff (administrators and teachers).
5. Lack of spirit and community within the student body and faculty.
6. Antiquated facilities need to be updated.
7. Qualified and well paid substitutes to cover classes when needed.
8. Special Education Teachers are often called to meetings during non-teaching times without compensation.
9. Special committee facilitators should be compensated for time, materials, and training.
10. Code of conduct should be identified/explained more clearly to the students [we are aware of the print copy and digital access] so they are accountable while on campus.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Organization and Staff that should be included in the action plan in the Plan for Growth and Improvement.

Create procedures/action teams that will address the above listed points of improvement.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Organizational chart for the school and school system	STUDENT AGENDA -- bell schedules http://www.ccsd.edu/files/filesystem/studentagenda2015-20161.pdf EXTRA HELP SCHEDULES: http://www.ccsd.edu/files/filesystem/nhs-extrahelpsched2015-16.pdf
Floor plan of facilities	floor plan of north: http://www.ccsd.edu/files/filesystem/nhs_map.pdf

<p>Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff</p>	<p>cta teacher benefits: https://sites.google.com/site/clarkstownteachers/benefits-trust-fund</p> <p>teacher salary prior 7/1/1996 (hire date): https://drive.google.com/a/ccsd.edu/file/d/0B4Bb1T7kqdwNVt2Z3RQOXJTMFU/view</p> <p>teacher salary after 7/1/1996 (hire date): https://drive.google.com/a/ccsd.edu/file/d/0B4Bb1T7kqdwNSmgwVzFkWHFtSjQ/view</p>
<p>Contracts (e.g. union, collective bargaining agreements)</p>	<p>CTA teacher contract: https://drive.google.com/a/ccsd.edu/file/d/0B4Bb1T7kqdwNZVZCbEh5dE1sYTA/view</p> <p>CTAA contract (teacher assistant association): https://drive.google.com/a/ccsd.edu/file/d/0B4Bb1T7kqdwNaHBZSGdaNTY4czg/view</p>
<p>Results of any climate survey</p>	
<p>Instruments used for evaluating the performance of the staff</p>	<p>APPR PowerPoint</p>
<p>Professional development plan</p>	<p>24/12 section of teacher contract https://drive.google.com/a/ccsd.edu/file/d/0B4Bb1T7kqdwNZVZCbEh5dE1sYTA/view My Learning Plan</p>
<p>Policies related to school climate and organization</p>	<p>STUDENT AGENDA -- bell schedules http://www.ccsd.edu/files/filesystem/studentagenda2015-20161.pdf</p> <p>EXTRA HELP SCHEDULES: http://www.ccsd.edu/files/filesystem/nhs-extrahelpsched2015-16.pdf</p>

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. EMERGENCY AND CRISIS PLANS:

Instruction: Complete the following table to indicate the school's emergency and crisis plans. Rate the effectiveness of the plans using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
District Plan Implemented	X		
Other:			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.2. EMERGENCY DRILLS:

Instruction: Complete the following table to indicate the type and frequency of emergency drills conducted. Rate the quality of the results of the drills using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Emergency Drill	Frequency of Drills	Quality of Drills		
		S	NI	U
Fire	Semi-Monthly			
	X Monthly	X		
	Annually			
Natural Disaster (Severe Weather, Flooding, etc.)	Semi-Monthly			
	Monthly			
	Annually			
Bomb Threat	Semi-Monthly			

		Monthly			
		Annually			
External Threat		Semi-Monthly			
		Monthly			
	X	Annually	X		
Internal Threat		Semi-Monthly			
		Monthly			
	3X	Annually	X		
Bus Evacuation		Semi-Monthly			
		Monthly			
	2X	Annually	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Instruction: Complete the following table to indicate who conducts health and safety inspections. Identify the frequency and results of these inspections using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
Fire Alarm System		Semi-Monthly			
		Monthly			
		Annually			
Food Services		Semi-Monthly			
		Monthly			
	X	Annually	X		
Elevator(s)		Semi-Monthly			
		Monthly			
		Annually			
Internal Communications System	X(daily)	Semi-Monthly			
		Monthly			
		Annually			
Technology Arts/Industrial Arts Equipment		Semi-Monthly			
		Monthly			
		Annually			
Athletic Equipment		Semi-Monthly			
		Monthly			

	X	Annually	X		
Playground Equipment		Semi-Monthly			
		Monthly			
		Annually			
Water Supply		Semi-Monthly			
		Monthly			
		Annually			
Swimming Pool Water		Semi-Monthly			
		Monthly			
		Annually			
Other: AED - 5 total		Semi-Monthly			
	X	Monthly	X		
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.4. SUMMARY OF HEALTH SCREENINGS:

Instruction: Complete the table below to indicate the school’s policy on examinations and screening for students.

Screening For	Conducted By	Frequency	
Vision: Grade 10	Mary Kay Humenn		Semi-Monthly
			Monthly
		X	Annually
Hearing: Grade 10	Mary Kay Humenn		Semi-Monthly
			Monthly
		X	Annually
Dental: New Entrants Grade 10			Semi-Monthly
			Monthly
		X	Annually
Physical: New Entrants Grade 10			Semi-Monthly
			Monthly
		X	Annually
Tuberculosis: New Entrants			Semi-Monthly
			Monthly
		X	Annually
Other: Scoliosis	Mary Kay Humenn		Semi-Monthly
			Monthly

		X	Annually
Other: Color Perception Grade 10 - new entrants	Mary Kay Humenn/Maria Reina		Semi-Monthly
			Monthly
		X	Annually

A.5. SUMMARY OF INNOCULATIONS:

Instruction: Complete the table below to indicate the school's requirements for inoculations for students.

Inoculation For	In Grade Level
All students in compliance with NYS followed by Mary Kay Humenn and Maria Reina	9-12

A.6. PROVISIONS FOR HEALTH AND SAFETY:

Instruction: In the table below, rate the quality of the school's provisions for the health and safety issues listed using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.	N/A		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	N/A		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		

Evacuation notice and directions posted in all rooms and spaces.	X		
Other: Potassium Iodide for all students and staff	X		
Other: Epinephrine for anaphylaxis	X		
Other: Medication administration Diabetic Management	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.7. HEALTH AND SAFETY STAFF:

Instruction: In the table below, indicate staffing for health and safety. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	2	X		
Nurse’s Assistant	0			
School Security Officer	7	X		
Local Police Security Officer	1	X		
Athletic Trainer	1	X		

B. Self-Assessment of Adherence to the Indicators of Quality

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			X		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			X		
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			X		
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.			X		
7.5	Provides appropriate and adequate health care for its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school's premises.			X		
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases.			X		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.			X		
7.8	Has and implements a system to account for the whereabouts of its students at all times.			X		
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.			X		
7.10	Provides to its staff up-to-date on relevant health, wellness, and safety information and practices pertaining to the school's students and staff.			X		
7.11	Maintains positive working relationships with local health and safety authorities and health service providers.			X		
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.			X		
7.14	Has and implements expectations for members of the staff to model positive health and safety practices.			X		
7.15	Makes safe drinking water available for the students, the staff, and visitors to the school.			X		
7.16	Implements practices and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well being of the students.			X		

Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 7.17-7.19.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using [surveymonkey.com](https://www.surveymonkey.com), the school may copy into the space above the results obtained for this Standard as they are reported on [surveymonkey.com](https://www.surveymonkey.com).*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● The school does not have an Attendance Officer, so teachers become responsible for tracking kids and their attendance. This can get very difficult with 135 students. <ul style="list-style-type: none"> ● Outdated pipes with bad tasting water result in the lack of use of fountains, most of which are broken. The plan to get clean water to students has been discussed several times with no movement forward since the school lunch program sell a bottle at a 700% profit. Here, profit trumps health and is also unfair to the poorest student and struggling staff. ● If E-school is down, there is no way to know where a student is supposed to be. Students don't have ids, so if they are not in the classroom, it is not easy to know where they are. Lunch periods and before and after school are mostly unsupervised, except in designated areas. While the sign-in for visitors is effective, a knowledgeable visitor familiar with the campus could find ways around it.
Students	<ul style="list-style-type: none"> ● The lunchroom food can be unhealthy sometimes. I think that fire drills should be practiced more often. They are usually practiced in the morning or later in the day so my middle periods haven't practiced how to exit the building. The water fountains that we have are not clean. ● In our school our drinking water is not clean at all. The water that flows from the drinking fountains is not clear and takes metallic or like chemicals. In terms of fire drills, we participate in them, but they are always announced and not taken seriously. Being a volunteer firefighter, I know that if a real fire was to occur, there would be panic and pandemonium to escape the school, which would be a lengthy process and people would be trampled. <ul style="list-style-type: none"> ● Our medical staff is great. The athletic trainer is always around supporting and helping student athletes. ● I feel like our health curriculum in school is weak. I didn't feel especially safe in that classroom. I felt more like the teachers were forced to teach the class, rather than taking it upon themselves voluntarily, and were not always knowledgeable about the subject they taught. This may influence certain student's healthy lifestyles. <ul style="list-style-type: none"> ● there are cockroaches ● Nurse isn't always available
Parents	<ul style="list-style-type: none"> ● There are not enough sports programs for kids who don't meet the "elite" criteria, what do they do for physical fitness?

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Explanation
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Health and Safety Standard.

Nursing staff and trainer are highly qualified and responsive to student needs.
Extensive planning and preparation for emergencies (fire/lockdown).
Quality and responsiveness of security staff.

List the school's significant areas in need of improvement in meeting the Health and Safety Standard.

Quality of water and functioning of water fountains.
Due to campus setting, difficult to manage student traffic flow while maintaining security of every entranceway.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement.

Quality testing of water from water fountains, not just safety of water.
Sensors or cameras at non-swipe doors to alert security.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X
Resources and Emergency Contacts	X
Health and wellness information	X
Visitor sign-in system	X
Student health procedures	X

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. SUMMARY OF THE EDUCATIONAL PROGRAM:

Instructions:

1. *In the table below, indicate all of the curriculum areas that comprise the school's educational program. Be sure that a description and evaluation (in the previous section) has been completed for each area.*
2. *Indicate the age groups/grade levels in which the curriculum area is taught by entering the total number of hours devoted to instruction in each curriculum area per academic year or per semester.*
3. *Add/delete rows as needed.*

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR				
Curriculum Area	9	10	11	12
English/Language Arts	135	135	135	135
Math	135	135	135	135
Science	135	135	135	135
Social Studies	135	135	135	135
The Arts	68	68	68	68
Other Languages	135	135	135	135
Health/P.E.	68	68	68	68
Technology	68	68	68	68
Other:	135	68	68	68

1014	The instructional hours are reported for one academic year
507	The instructional hours are reported for one academic semester

Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.

See evidence for indicator 8.1
 New Course Offering Proposal/Current Course Offering Amendment
 Board Policies on Curriculum Development, Adoption, Implementation and Review, Textbook Selection and Adoption, Plan to Ensure Availability of Instructional Materials in Alternate Formats.

Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.

See evidence for indicator 8.14
 After creating curriculum map, the chairs and central office administration used release time to provide professional development on the maps. Specifically, this has occurred in subjects where the

new standards have led to the need for curriculum revisions (ELA, Math), and is/will occur in subjects currently undergoing similar changes (SS, Science). Part of the PD was focused on understanding progressions of student learning, so teachers were knowledgeable as to the skill set the students were bringing into their classroom. Additional PD was focused on inter rater reliability and planning time for horizontal articulation.

Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.

See evidence for indicator 8.1

New Course Offering Proposal/Current Course Offering Amendment
Board Policies on Curriculum Development, Adoption, Implementation and Review, Textbook Selection and Adoption, Plan to Ensure Availability of Instructional Materials in Alternate Formats.

Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.

See evidence for indicator 8.4, 8.5 and 8.6

Students receive instruction for developing critical thinking, reasoning, problem-solving and study skills in a number of ways in many different curriculum areas.

Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.

See evidence for indicator 8.6 and 8.9

Students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge in many different curriculum areas.

Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.

See evidence for indicator 8., 8.7 and 8.46

Students are provided with opportunities to develop social skills, work constructively in a group, accepting responsibility in many curriculum areas and through many different programs.

Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.

See evidence for indicator 8.1

New Course Offering Proposal/Current Course Offering Amendment
Board Policies on Curriculum Development, Adoption, Implementation and Review, Textbook Selection and Adoption, Plan to Ensure Availability of Instructional Materials in Alternate Formats.

Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.

See evidence for indicator 8.7 and 8.44
 Programs through guidance and special education.

Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.

See evidence for indicator 8.4, 8.5 and 8.13
 Programs through special education (IEP, resource, achievement center) and guidance.

B. Self-Assessment of Adherence to the Indicators of Quality

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: The school’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school’s mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school’s community of stakeholders.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school’s mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school’s educational program and its programs of study.			X		
<i>The governing body and leadership ensure that the school’s educational program includes:</i>						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			X		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.			X		
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of			X		

	knowledge and skills learned.					
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			X		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			X		
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.			X		
<i>The governing body and leadership ensure that the school's educational program:</i>						
8.9	Is delivered using written curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and best practices.			X		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			X		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.			X		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.15—8.37.

Indicators of Quality for schools with elementary school programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.38—8.42.

Indicators of Quality for schools with middle school programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.43—8.44.

Indicators of Quality for schools with secondary school programs

	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.45—8.47.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school’s secondary-level educational program provides:</i>						
8.45	Students with the knowledge, skills, and habits of mind required for college and career readiness.			X		
8.46	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.			X		
8.47	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.			X		

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.48—8.53.

Indicators of Quality for faith-based schools²⁰

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.54—8.63.
Stakeholders’ comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders’ comments regarding the school’s adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
- 2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

²⁰ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
<p style="text-align: center;">Teachers</p>	<ul style="list-style-type: none"> ● In a district driven by rankings and GPAs, we are well set with higher level classes (AP, IB, college affiliated). There seems to be more needed for the mid-range student and well as opportunities to integrate with the community via internships. ● I do believe that the programs we offer are exemplary, although in recent years we have had to cut many programs for students due to budget concerns. ● Programs of study have been cut, such as intensive courses and electives. Many courses are co-seated, which means that the teacher is responsible for providing instruction for as many as three different courses within a single class period. More resources are needed for our growing ENL population who take general education classes. More time needs to be allocated for cross-curricular and collaborative planning. Students at the middle school level are not taking Art, Music, Technology every year. Therefore, many students are arriving to high school with only an elementary school understanding of these subjects. As a result, much of the class is spent covering concepts that should have been explored in 6th, 7th and 8th grade.
<p style="text-align: center;">Students</p>	<ul style="list-style-type: none"> ● Fourth: Only the uppermost classes in terms of GPA weight are permitted to train these skills. Otherwise, we are expected to possess them already, ● Fifth: While the school does provide sufficient computer instruction, it is rare that this is put to use. Anything above the rudimentary skills of clicking and typing are practically exclusive to the computer science classes. ● Ninth: The school only provides information when it sometimes literally the last day to put said information to use, and sends out "course selection papers" with description-less classes printed on it. Also, learning about graduation requirements requires extensive, seemingly unnecessary efforts. ● Teachers and students should help other students who are confused on how to use technology. The school should offer field trips for the students because this can help their learning process. ● I would like to have college prep classes that help us meet our needs what we want to do in college, sororities we want to join, what colleges we want to go to and what we want to or thinking about to major in. Also historical black classes. ● There are little to no classes that really focus on computers besides computer graphics but that class turns students off because of the amount of work that class has to do. Students learn how to use their computers effectively on their own time because most of the time, teachers are still

	<p>learning themselves. The school doesn't show students the many courses available to them and they usually have to find out about courses from friends who have already taken them.</p> <ul style="list-style-type: none"> • We do not regularly learn about technology and how we can use it to help us study. many teachers do not allow group work and we do not have enough time between classes to interact with others. A lot of teachers don't share with students helping tools to study online. • text books are out of date
Parents	<ul style="list-style-type: none"> • Special education students in need of Resource Room aren't able to take an elective unless they skip lunch. • The school does not have a newspaper or sufficient student media to support educational goals of students planning careers in journalism. • I think common core requires too much group work and the teachers are not overseeing to ensure that everyone is participating. The Millennium/ Technology generation needs oversight in this area as they are so used to texting and facetimeing that interacting socially in person with kids they don't know is challenging. And if you are stuck in a group that where the kids don't know each other and the teacher isn't forcing the kids to participate, well some unlikely kid (the one who cares about their grade) is stuck doing all the work.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Educational Program Standard.

Programs exist with varying abilities such as IB, AP, Intensive, Special Education, BOCES and Alternative Programs.
Liberal add/drop policy which encourages students exploration of interests and to challenge themselves.
Vast array of opportunities for self-expression beyond the curriculum such as athletics and clubs.
Despite budget cuts we have added a few classes to the school's course selection for upper level students. (college art)
The implementation of the Common Core curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer to real-life issues.
Developing more career exploration programs. (WISE program will be implemented during the 2016-2017 school year.)

List the school's significant areas in need of improvement in meeting the Educational Program Standard.

-Intensive and select elective courses have been cut due to budget concerns.
-Integration of different teaching strategies to ensure that all students are participating in group based work
-Concerns about courses offered and available geared toward English Language Learners (ENL Population)
-Concerns expressed in regards to use of technology both in the classroom and for student support outside the classroom.
-Concerns about electives and knowledge about their content and curriculum
-Concerns were expressed regarding some textbooks that are out of date

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Educational Program that should be included in the action plan in the Plan for Growth and Improvement.

<ul style="list-style-type: none"> ● Plan for more collaboration between departments in order to foster more frequent interdisciplinary projects/programs.
<ul style="list-style-type: none"> ● Develop strategies to further implement technology skills in the classroom setting. This will allow students to better utilize technology, both at home and in the classroom, to expand the

experience of the course.
<ul style="list-style-type: none"> • Department chairs can conduct an intake of their book inventory in order to make an evaluation as to whether books and materials used in the courses are up to date and relevant for our students.
<ul style="list-style-type: none"> • Increase participation in career exploration programs, such as the Work-Based Learning Program, and ensure a smooth implementation of the WISE program next year to better prepare our students for 21st century college and career success.

E. Evidence to Support the Assessment of this Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

Not applicable in this section. See Academic Performance Data in the Profile of the School.

B. Self-Assessment to Adherence to the Indicators Of Quality

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school has a program for assessing student learning and performance that is consistent with the school’s mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			X		
9.2	Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders.			X		
9.3	Has leadership and a staff that are committed to and participate and share in accountability for student learning and performance.			X		
<i>The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor for:</i>						
9.4	Evaluating the effectiveness of the school’s curricula, instructional methods, professional development program, and student services..			X		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.			X		
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			X		
<i>The governing body and leadership ensure that the school:</i>						

9.7	Maintains appropriate records of students' learning and performance.			X	
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.			X	
9.9	Communicates its assessment policies and program to the school's community of stakeholders.			X	
9.10	Communicates regularly and meaningfully with families regarding students' progress in learning.			X	
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.			X	
<i>The governing body and leadership ensure that the school uses assessments to measure student learning that:</i>					
9.12	Are based on current and reliable research on child development and growth.			X	
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			X	
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			X	
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.			X	
9.16	Reflect understanding of different styles of learning.			X	
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.			X	
9.18	Are augmented by information and insights about students' learning and performance from students' families.			X	

Indicator for Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 9.19-9.20.

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 9.21—9.25.

Indicators of Quality for faith-based schools²¹

²¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study

X	This Indicator does not apply to our school.
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Instruction: if these Indicators do not apply to your school, you may delete Indicator 9.25.

Stakeholders’ comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders’ comments regarding the school’s adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
- 2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● NYS Common Core Standards are not based on current and reliable research on child development and growth. Data from these tests are not accurate or relevant in making decisions for the school's educational programs <ul style="list-style-type: none"> ● We offer many opportunities for students to achieve academically as well as socially. ● There is an overemphasis on rules and regulations and tests that compromises the actual implementation of the information and the proper gathering of it. more time needs to be spent on the small tasks of learning and understanding learners rather than on the end result. Focusing mostly on the end result distorts the learning process.
Students	<ul style="list-style-type: none"> ● A lot of the students have extremely high standards for themselves. Then the parents get mad at the teachers <ul style="list-style-type: none"> ● The teachers need to meet our needs because some days I have all my tests on the same day. 5 tests a day is crazy. ● Some teachers just give information without any detail and expect the students to fully understand without the information being explained. ● Some teachers really care while others don't. Some teachers don't update Parent Portal and include information on tests that were not covered in tests! PLEASE FIX THIS
Parents	<ul style="list-style-type: none"> ● It would help if teachers were all required to use the online portal uniformly. I scored low on communication, because at the high school level I believe the gpa should be calculated and reported with every report card, and not have to wait until junior year to find out where your goal is at.

and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school’s significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

Timely communication with parents, staff and students student progress. Data collection of student scores to improve instruction where needed. Students are regularly assessed through formative, summative and authentic assessments. Monitoring student progress and appropriate placement using instructional support team meetings, annual reviews and re-evaluations. Many staff members utilize pre and post assessments to analyze students knowledge and progress.

List the school’s significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

Recommend, encourage all teaching staff to use the parent/student portal and update it regularly.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Assessment and Evidence of Student Learning that should be included in the action plan in the Plan for Growth and Improvement.

Provide training and ongoing support to teaching staff. Encourage staff to update portal during monthly department and faculty meetings. Administration should review and “sell” the eschool program and updates during faculty meetings. Have teachers who use eschool discuss the benefits of doing so during department and faculty meetings.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team’s visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school’s adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
NYS School Report Card 2014-2015	X
Example of IST Request Form	X
Email communication to parents from Central Office that report cards are ready to be accessed through the portal.	X
Copy of grade policy from the Student Handbook	X
Email communication from Administration to teachers regarding due dates of progress reports. Includes instructions on how to input data into eschool.	X
Graduate Profile Report 2015-2016	X
Example of a teacher’s grade report	X
Example of progress report	X
ELA Unit of Study from 10H including Year At A Glance	X
AP School Summary by Student Demographics	X
Example of Thematic Essay Assignment and Rubric	X

STUDENT SERVICES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. STUDENT SERVICES STAFF:

Instructions:

1. In the table below indicate the student services personnel involved with the school.
2. Evaluate the adequacy of each using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	X	School Staff	X		
		Outsourced			
Child Study Team Services	X	School Staff	X		
		Outsourced			
Special Education Services	X	School Staff	X		
	X	Outsourced	X		
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services	X	School Staff	X		
	X	Outsourced			
Transportation Services	X	School Staff	X		
		Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Other (<i>Describe</i>): AIS (Academic Intervention Services)	X	School Staff	X		
	X	Outsourced (District)			
Other (<i>Describe</i>): ENL (English as a New Language)	X	School Staff	X		
	X	Outsourced (District)			
Other (<i>Describe</i>): FRESH Program (Orientation for incoming 9th graders)	X	School Staff	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.2. Student Services

Describe the guidance and counseling services for students provided by the school (include guidance counseling- personal, academic, college, and career-, substance abuse counselors, social workers, etc).

Clarkstown High School North(CHSN) employs 7 full time school counselors who conduct academic, college and career counseling described in full in the District Comprehensive School Counseling Program.(see evidence file) CHSN also employs 2 student assistance counselors, who conduct substance abuse assessment and counseling, individual and group personal counseling.(see evidence file) CHSN employs 3 school psychologist who conduct personal counseling, complete student psychological assessments and participate in suicide/threat assessments of students,(see evidence file)

Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies including psychological, speech, physical, and occupational).

Clarkstown High School North provides a variety of services and supports on both a non-classified (AIS) and classified basis. Please refer to the following:

- Response to Intervention and Academic Services District Plan - AIS (see evidence file)
- Excerpts from District Policies: Student Learning Standards and Instructional Guidelines (available on District website under District Policies - see evidence file.)
- Individual and group therapy interventions are described in detail on the Pupil Services District website-see evidence file.

Describe the special education services provided.

The Special Education Services are described in Building Program Profile on the CCSD website including Consultant teacher,direct and indirect; Resource Support; Special Class 9,10,11,12 on a 12;1;1 and 15;1 basis and Co-teaching are all available to students with disabilities. The level of the intervention is implemented in compliance with Part 200 of the Regulations of the Commissioner of Education of NYS. (see evidence file)

Describe the use of instructional aides in the school.

The Clarkstown Central School District and its teachers insure that students with disabilities attending their classes receive the proper instructional materials at the same time as non-disabled students by advance planning in the selection and ordering of books and materials. In addition, students requiring alternative instructional materials will be given access to the appropriate software and hardware. These instructional materials include, but are not limited to: computers, scanners, printers, alternative keyboards, Braille notetakers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read and Braille translation.

Please see Section 4321 from the Board of Education.

Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.

The Food Services of the Clarkstown Central School District abide by a Wellness Policy. The intention of the Wellness Policy is to comply fully with the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010. Please see the attached documents which highlight policies related to food services and the certifications of the food services staff.

Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.

The Clarkstown District Transportation Department is responsible for transporting more than 8,700 children to and from school, field trips, and athletic competitions. The district employs 117 bus drivers and 32 monitors. Safety is the chief priority of the transportation department. This includes: driver training, student safety drills, and safety awareness programs that promote school bus safety. Please see the attached documents which include the Comprehensive Study of the CCSD Transportation Department.

Describe any career awareness activities provided by the school.

The School Counseling Department conducts career awareness activities with the student. Grade 9: Who Am I Profile/Naviance; Grade 10: Career Interest Profiler/Naviance; Grade 11: College Super Search/Naviance; Grade 12: Senior Career Plan/Naviance. The full lesson plans for career curricular implementation in found in the CHSN School Counseling Plan. Career exposure is integrated into the curricular composition of the school, for example, English 12H research paper is aligned with career interests and teachers invite outside professionals into the class for career informational presentations. Similar activities are conducted in multiple other curricular areas.

Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.

Clarkstown High School North provides incoming 9th Graders with an opportunity to attend the FRESH Program. The FRESH program is collaborated with upper class student mentors that provide advice and information along with making students feel welcome to North HS. Please see the attached documents detailing the Freshman Orientation which occurs in August.

Describe the school's admission practices.

Admission to North HS is approved centrally by the Clarkstown District Office. Families new to the district must complete a registration packet which includes: Proof of Residency, Birth Certificate, Proof of Parental Relationship, Health Information and any previous School Records. Please see the attached documents which detail the Registration Process for the Clarkstown Central School District.

B. Self-Assessment of Adherence to the Indicators Of Quality

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure the school provides student services that:</i>						
10.1	Address developing students’ academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school’s counselors, leadership, teachers, and other staff members.			X		
10.3	Address students’ emotional and social needs as well as academic needs.			X		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school’s educational program and student services.			X		
10.8	Include an orientation program for new students and their families to share the school’s mission, educational program, services, policies, and expectations.			X		
10.9	Make available to students’ families information about child development and learning.			X		
<i>Transportation Services—The governing body and leadership ensure that the school:</i>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.					X
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.					X
10.12	Is in compliance with the safety requirements of all appropriate civil authorities of the jurisdictions in which the school is located for transportation services provided or contracted by the school meet.					X
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			X		

Food Services—The governing body and leadership ensure that:					
10.14	Student dining areas are functional and hygienic.			X	
10.15	Meals provided by the school meet generally accepted nutritional standards.			X	
10.16	Information about nutritional values of the foods is available to students and their families.				X
10.17	Appropriate training is provided to food services providers.				X
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.				X
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.				X
Services for Students with Special Needs—The governing body and leadership ensure that the school:					
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X	
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			X	
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X	
Admissions and Placement—The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing:					
10.23	Admission to the school.				X
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			X	
The governing body and leadership ensure that the school:					
10.25	Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.				X
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, and current.			X	

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 10.27—10.30.

Indicators of Quality for faith-based schools²²

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 10.31—10.35.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using [surveymonkey.com](https://www.surveymonkey.com), the school may copy into the space above the results obtained for this Standard as they are reported on [surveymonkey.com](https://www.surveymonkey.com).*

²² The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● Appropriate placement for students with needs (i.e. Special Ed, ENL, etc.) is costly - with a Board committed to cutting costs without regard to student/staff experience, there seems to be a shortage of appropriate opportunities for the students that need them. <ul style="list-style-type: none"> ● Additionally, since cost is at the forefront of the Board's concern, allotting dollars to provide legally required accommodations takes dollars away from the general ed population - fewer teachers, larger class sizes, a worsening educational experience. ● Our school allows students to waiver into classes that they were not recommended for or are not academically capable of. ● We have issues with placing ENL students appropriately now. They are placed in general ed classes when they need more support.
Students	<ul style="list-style-type: none"> ● I think the school is great at providing what is needed and if they don't provide it for you, you can ask and they help a lot. <ul style="list-style-type: none"> ● The transportation is not adequate. Many who live decently far from school are not provided with a bus and are forced to walk to and from school if their guardians are working. ● North has excellent top quality special education programs where teachers care about the students. Guidance counselors work hard to provide us good careers suggestions. ● Have no opportunities for exposure to career opportunities. ● We don't learn about career opportunities.
Parents	<ul style="list-style-type: none"> ● Please see prior comments regarding transition. I think common core requires too much group work and the teachers are not overseeing to ensure that everyone is participating. The Millennium/ Technology generation needs oversight in this area as they are so used to texting and facetimeing that interacting socially in person with kids they don't know is challenging. And if you are stuck in a group that where the kids don't know each other and the teacher isn't forcing the kids to participate, well some unlikely kid (the one who cares about their grade) is stuck doing all the work. ● Special education students in need of Resource Room aren't able to take an elective unless they skip lunch. Not helpful to find out AT THE END OF THE DAY that a student did not show up to any period or school, in general.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard For Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school’s significant strengths in meeting the Student Services Standard.

All areas of the Student Services Standard survey taken by staff, students and parents met satisfactory levels.

List the school’s significant areas in need of improvement in meeting the Student Services Standard.

N/A: as all standards were deemed to meet expectations.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Services that should be included in the action plan in the Plan for Growth and Improvement.

An area identified by staff as needing some improvement was in placement and support of ELL students. Students who enter the USA from other countries and greatly differing curricular systems need additional interventions to integrate in the CHSN curriculum. CHSN adheres to the paradigm recommended through the Office of Bilingual and Foreign Language Studies. Some students enter with vast gaps in their educational abilities. Alternate support strategies and scaffolding need to be explored and integrated to better service this student population.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence	School
Admissions criteria (if applicable)	District
Description of guidance and counseling services available	School and District
Results of follow-up studies of graduates	School
Policies related to student services	School and District

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Instructions:

1. *In the table below, indicate the non-athletic activities offered by the school.*
2. *Evaluate the adequacy of each activity using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*
3. *Add additional rows if needed.*

Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Book Club (Dickerson)	14	x		
The Story for Kids Club	15	x		
French Club	30	x		
Forensic League	16	x		
Epiphany	20	x		
Science Research Club	25	x		
Chain Reaction Club	20	x		
Interact	30	x		
Heart Club	2	x		
Rampagers	16	x		
Student Advisory Council	12	x		
Future Nurses and Health	15-20	x		
Academic Team	30	x		
Freshman Class	5	x		
Model Congress	25	x		
Mock Trial Team	15	x		
Future Educators Association	4	x		

Marching Band	16	x		
Jazz Band	20	x		
Helping Little Hands	50	x		
Rock-n-Roll Appreciation	35	x		
Gay-Straight Alliance	15	x		
Math League	50	x		
VAASA	30	x		
Badminton Club	25	x		
Cue & Curtain	100	x		
Stage Crew	30	x		
American Sign Language	40	x		
Italian Club	47	x		
SAM	20	x		
Spanish Club	130	x		
Japanese Club	50	x		
Art Club (Open Studio)	15	x		
SAGA (Yearbook)	30	x		
Greek Culture Club	25	x		
Student Council	20	x		
Sophomore Class	5	x		
Junior Class	5	x		
Senior Class	5	x		
Forethought	20	x		

A.2. ATHLETIC STUDENT ACTIVITIES.

Instructions:

- 1. In the table below, indicate the athletic activities offered by the school.*
- 2. Evaluate the adequacy of each activity using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*
- 3. Add additional rows if needed.*

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
V Girls Tennis		X	15	x		
JV Girls Tennis		X	16	x		
V Girls Cross Country		X	17	x		
V Boys Cross Country	X		22	x		
V Girls Swim and Dive		X	42	x		
JV Cheerleading		X	22	x		
V Cheerleading		X	24	x		
Varsity Dance		X	14	x		
V Boys Basketball	X		15	x		
JV Boys Basketball	X		16	x		
V Girls Basketball		X	10	x		
JV Girls Basketball		X	18	x		
Varsity Ice Hockey	X		24	x		
V/JV B & G Bowling	X	X	23 coed	x		
Varsity Boys	X		39	x		

Swim & Dive						
V Boys winter Track	X		55	x		
V Girls Winter Track		X	39	x		
Varsity Ski	X	X	20 coed	x		
Varsity B & G Fencing	X	X	53 coed	x		
JV Softball		X	10	x		
V Softball		X	16	x		
JV Baseball	X		20	x		
V Baseball	X		18	x		
JV/V Girls Track		X	48	x		
JV/V Boys Track	X		55	x		
Girls Golf JV/V		X	12	x		
Boys Golf JV/V	X		12	x		
JV Boys Tennis	X		16	x		
V Boys Tennis	X		16	x		
JV Boys Lacrosse	X		32	x		
V Boys Lacrosse	X		25	x		
Boys and Girls Crew	X	X	30 coed	x		
JV Football	X		41	x		
V Football	X		52	x		
JV Boys Soccer	X		25	x		
V Boys Soccer	X		19	x		
JV girls Soccer		X	18	x		
V girls Soccer		X	18	x		
Girls Volleyball JV		X	12	x		
Girls Volleyball V		X	11	x		
Varsity boys	X		14	x		

Volleyball						
JV Boys Volleyball	X		13	x		

For Schools with Residential Programs

A.3. DAY/BOARDING STUDENTS.

Instruction: In the table below, indicate the ratio of day and boarding students.

Type of Student	Percentage of Student Population
Boarding	N/A
Day	N/A

B. Self-Assessment of Adherence to the Indicators of Quality

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. A balance of academic, social, co- or extra-curricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s mission.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
11.1	Students are offered opportunities through student activities to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school’s student activities.			X		
11.3	Staff members, parents, and other volunteers who lead student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students.			X		
11.4	The school recognizes student accomplishments, contributions, and			X		

	responsibilities in meaningful ways.					
11.5	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			X		

Indicators of Quality for schools with a residential program

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 11.6—11.9.

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicator 11.10.

Indicator of Quality for faith-based schools

X	This Indicator does not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicator 11.11.

Stakeholders' comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.*
- 2. If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> ● Restore funding for print publications. Minimally, the school newspaper needs to return to a monthly printing to reach a broad student audience, recognize student achievements, and foster positive school culture. ● Continue to grow in supporting non-gender-binary students, especially in terms of sports. ● Restore funding for field trips. While we are located near culturally-rich NYC, many students have never taken advantage of this proximity. School should offer them the opportunity.
Students	<ul style="list-style-type: none"> ● The school sport coaches should know about the sport, watch, and have experience playing the sport. I know a lot of people who complain about their sport coaches, who do not promote a supportive environment. ● School does not do a good job of recognizing student accomplishments, No one ever gets recognized for anything special unless you are amazing at what you do, which is very little ● Some teachers do not understand the struggle the students go through in some topics.
Parents	<ul style="list-style-type: none"> ● no Freshman sports!!! There should be "club sports " for fun if you do not make the teams!The school's administrators need to acknowledge the value of school spirit and activities that encourage and support this identity. This school spirit and pride has been dismissed, even discouraged taking away substantially from the whole child high school experience. This type of leadership leads to students just waiting to get out - not what our community wants!

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community’s self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Student Life and Student Activities Standard.

Our school provides a diverse and extensive range of opportunities for students to belong to clubs, make music, join theater productions, and participate in sports.
--

Students are encouraged to take leadership positions in a wide range of activities, including as club founders, presidents, and theater direction and production.

List the school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

Insufficient opportunities for faculty and students to interact outside the classroom in non-academic settings or events.

Recognize a broader portion of the student body for their accomplishments.
--

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Life and Student Activities that should be included in the action plan in the Plan for Growth and Improvement.

Create more opportunities for faculty and students to interact beyond the classroom in positive, non-academic activities/events to foster and improve the school culture.

Create additional meaningful opportunities for recognition for a broader portion of the student population.

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Indicator	Document/Evidence
11.2	A copy of student publications: ex. newspaper, yearbook, magazines, website/blog urls
11.3	DASA policy ; board policies relating to students , code of conduct
11.1	Student Constitution and policy related to student life and activities and fundraising
11.1 11.3	Disciplinary guidelines ; Student handbook , faculty handbook
11.3	Athletic handbook
11.2	Info on student advisory committee, sample meeting agenda, meeting dates, student application process, council member names
	google form for acquisition of # of students participating in clubs and athletics (broken down by gender for sports)
11.1	Student awards and accomplishments
11.2	Event highlights/flyers from clubs, honor societies, sports (ex: concerts, blood drive, art shows, haunted house, tutor services, grad night)
11.4	Honor society induction brochures, academic banquet brochure, varsity banquet brochure
11.2	North Calendar of Events

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

A.1. INFORMATION RESOURCES:

Instruction: In the table below, indicate the school's information resources. Rate the quality and adequacy of these resources using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:			
textbooks	x		
library books		x	
Optical media:			
DVDs	x		
Online Subscriptions & Software:			
Microsoft Office / One Drive (coming soon?)	x		
test wizards	x		
NOVEL Databases	x		
ExamGen	x		
Webassign	x		
U Texas Quest	x		
Gale Databases	x		
ebooks		x	
Castle Learning	x		
Lynda.com (not school-wide, but used by tech people)	x		
WeVideo (TV Studio_)		x	
Computer Resources (desktops, laptops, computer labs, tablets, etc):			
Chrome Books, in the library to loan students	x		
Laptops; extra batteries, new batteries for longer use; available for staff to take home.			x
Wireless access; high data bandwidth for BYOD and all student / staff;		x	

Chrome, Staff 1, Staff 2, Student			
iPads		X	
Computers in library, upstairs and downstairs	X		
Computer lab - 515/513/225/223/239/ (add science, social studies?)		X	
Computer labs in most departments; access to specialized labs in music and TV Studio; computer access in resource rooms with resource teachers;			X
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):			
LCD projectors in nearly every classroom; or SmartBoard.	X		
Wired and wireless in all classrooms, with some exceptions?		X	
IPEVO cameras for English department document cameras		X	
ELMO document cameras (how many in building?)		X	
video cameras available by department; also from TV Studio		X	
Smartboards		X	
Other Cloud and Local Storage			
H; drive for staff		X	
V drive was designated for shared video storage; currently, Google Drive is being used for shared video storage		X	
S, T, U drive for teachers; Google Drive cloud storage with unlimited storage for teachers and students; Microsoft One Drive			
Online Access for Staff as Needed:			
Youtube	X		
TED talks, -TEDx	X		
Online Access for Students, limitations			
Youtube; stock footage photos; social media platforms (necessary or very useful for media, art, and current events classes)		X	
Streaming Video Platforms for staff and students			
Students and teachers are unable to load video onto a shared platform for display and share, with Google Drive as the default to share individual files. Youtube is not supported.		X	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

The V drive was designated for shared video storage; currently, Google Drive is being used for shared video storage. The V and H drive are unpredictable if they have access on a network wired computer.

Youtube is blocked on the student side, which limits exposure to resources at the building on the network. .

We need wired and wireless in all classrooms. Hotspots are in every other room.

ebooks need more access.

Computer labs are scheduled with classes and not available for others to bring in.

A.2. FACILITIES FOR INFORMATION RESOURCES:

Instruction: In the chart below, indicate the school’s facilities for information and technology resources. Rate the quality and adequacy of these facilities using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	U
Information Resources Center (library, media center)	x		
Technology Resource Center		x	
Storage for Information Resources	x		
Storage for Technology			x
Facility for Electronic Production			
Office for Information Resources Staff	x		
Office for Technology Staff			x

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

We need more space to store technology. Some carts in the the hallways and easily damaged/stolen. In addition, our IT support staff is constantly being cut.

A.3. INFORMATION RESOURCES STAFF:

Instruction: In the chart below, indicate staffing for information resources and technology. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources personnel (library, media center)		x		
Information Resources support personnel (library, media center)	1 library; one clerk; teacher supervision	x		
Technology Support	8? Rene is partial			x

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

As mentioned before, our tech support staff continues to get cut and we lack supports.
--

B. Self-Assessment of Adherence to the Indicators Of Quality

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The Standard: The school’s information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
12.1	The school has and implements written policies or procedural guidelines for acquiring and using information resources.			X		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		
<i>The governing body and leadership ensure that information resources are:</i>						
12.3	Age- and developmentally-appropriate.			X		
12.4	Properly organized and maintained for ready access and use by students and the staff.			X		
12.5	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.6	Appropriately supported with funding from the school's budget.			X		
12.7	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			X		
12.8	Supportive of the school's plan for growth and improvement of student performance.			X		

Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 12.9—12.11.

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
---	--

Instruction: If these Indicators do not apply to your school, you may delete Indicators 12.12—12.14.

Stakeholders' comments to support the ratings:

Instructions:

- In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***

2. *If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.*

Source of Comments	Comments
Teachers	<ul style="list-style-type: none"> Our technology needs an update. <ul style="list-style-type: none"> We are given opportunities to suggest what we want, however, monies will only be allocated in what the district approves, which may not be the best fit tool We are cutting the technical staff as we are putting a higher demand for online learning and assessing. Teachers are not able to troubleshoot many of their issues with shortened tech help staff in the building.
Students	<ul style="list-style-type: none"> The school administrators allow us to use any devices we have to help find information. <ul style="list-style-type: none"> There are two floors in the library and no one is allowed on the 2nd floor. There are interesting books up there and no one can read them. Sometimes, the laptops don't work or are very slow.
Parents	<ul style="list-style-type: none"> I'd like to see students have individual chromebooks and move away from textbooks only.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
N/A	

C. Self-Assessment of Adherence to the Standard for Accreditation

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school MEETS this Standard for Accreditation
	Our self-assessment is that our school DOES NOT MEET this Standard for Accreditation for the following reason(s):

D. Implications for Planning

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Information Resources Standard

Our school has a BYOD network that is supported on all devices.

List the school's significant areas in need of improvement in meeting the Information Resources Standard.

Bandwidth is robust, but still inadequate for our needs

Need up to date and 1:1 devices for students and staff (not every staff member has laptop)
--

Tech Support Staff continues to decline as the needs are becoming greater.
--

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources that should be included in the action plan in the Plan for Growth and Improvement.

1. All students need to have a device to use in all classrooms to facilitate the Technology Curriculum Standards that are a part of our curricula.
--

2. Teachers need training on how to use and troubleshoot these devices, along with trainings on any programs that will be used to meet the Technology Curriculum Standards mentioned above. Teachers also need training on what the Technology Curriculum Standards are from grades 9-12.

3. Students need training on how to use the programs that are supported by CCSD. (Google Classroom, Docs, etc). Each student should have a set of baseline technology competency.

4. The Technology Staff needs training on ALL the CCSD supported devices (Apple, PC, Chromebooks, etc)
--

E. Evidence to Support the Assessment of This Standard

Instructions:

- 1. The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.*
- 2. The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.*
- 3. Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.*
- 4. Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.*

Evidence
The information resources and technology plan(s)
Budget for information resources and technology <div style="text-align: center;"> Approved budget (outlined 5 year plan for Smart Bond) (see links or pdf) </div>
Information skills curriculum Technology Standards: Tech Standards http://www.ccsd.edu/files/4392/CCSD-Info-Literacy-Curriculum.pdf Information Literacy Curriculum (on Library Website) Technology Based Courses:
Policies related to information resources and technology faculty handbook pgs. 17-18, 28-29; updated yearly
Software support guides Available via staff portal https://sites.google.com/a/ccsd.edu/ccsd-staff/home/staff-resources/software-support

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are deemed essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school’s curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

Instructions:

- 1. Include in this section of the Self-Study Document, as a minimum, the results of the self-assessments of the school’s curricular components that relate to the student performance objectives identified by the Planning Team.***
- 2. Include a three-part report (curriculum, instruction, and assessment) for each component of the educational program for which a self-assessment was conducted.***

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

Instruction: Indicate with an X the method(s) used to complete this self-assessment:

The self-assessment of the degree to which this component of the school's education program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

A subcommittee comprised of the following individuals:	
Committee Member’s Name	Role in the School’s Community (e.g. teacher, parent, student, etc.)
Amy Pages	Co-coordinator/Assistant Principal
Jaime Maire	Co-coordinator/Teacher

Dennis Covert	Science Department Chair
Robert Bauer	Physical Education Department Chair
Mary Chamberlain	Special Education Department Chair
Alina Poulos	World Languages Department Chair
Mary Patella	IB Coordinator/Teacher
Jonathan Chernick	Math Department Co-Chair
Tara Horowitz	Math Department Co-Chair
Edward Benvenuto	AP Coordinator / Teacher
Heidi Bernasconi	Science Teacher
Jordan Turner	Social Studies Department Chair
Karen Czjakowski	English Department Chair
Kimberly Hashim	Science Teacher
Nancy Diamond	Art Department Chair
Nancy Rodi	Parent
Jill Spector	Parent
Dan Murray	Student
Catherine Belkin	Student
John Wiggins	Student

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

All stakeholders listed above were included in bi-monthly meetings starting in March 2016 and running through May 2016 where survey results were reviewed, level of quality was assessed, and areas of focus were discussed and consensus reached. Input from all was sought and valued. Attendance was consistently strong.

Survey of the school's stakeholders using the Middle States Survey:

Total Number of Surveys Returned	1407
The results represent surveys completed by:	
▪ Students	1100
▪ Parents	178
▪ Faculty and Staff	125
▪ Administrators	4
▪ Board Members	1
▪ Business/Community Representative	0
▪ Other	0

A. ISSUES RELATED TO THE INDICATORS OF QUALITY

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

- CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the education program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
	<p>See course catalog (Courses are not offered by grade level. We have open enrollment)</p> <p>https://sites.google.com/a/ccsd.edu/nhs-course-offerings-guide-2016-2017/</p>	

x	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

- Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

N/A

- Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

N/A

4. ASSESSMENT RESULTS:

Instructions:

1. *In the chart below, record the most recent assessment results related to this component of the education program. Include major assessment activities such as standardized assessments, state examinations, school-based common assessments, portfolio assessments, projects, etc.; do not include quizzes, daily homework assignments, etc.*
2. *Evaluate the levels of student performance on each assessment using S = Satisfactory, NI – Needs Improvement, and U = Unsatisfactory.*

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
SAT I	Reading, Math and Writing	X		
SAT II	Biology, Chemistry, Math, Physics, US History, World History, English Literature	X		
Advanced Placement Exam	Art, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Language, English Literature, European History, French Language, Government and Politics, Italian Language, Japanese, Physics C, Physics 1, Spanish Language, Statistics, US History, World History, 2D Design, 3D Design	X		
International Baccalaureate	English, Mathematics, Spanish, Japanese, Italian, French, History, Environmental Science, Theatre Arts, Visual Arts, Theory of Knowledge	X		
English Mid Term and Final Vocabulary Exams	All English classes grades 9-11 in Jan and June; Regents classes take Wordly Wise vocab assessment; honors classes take Classical Roots and Shoots.	X		
Final Local Examinations	Mathematics, English, Social Studies, Science, World Language, Art, Physical Education, Music, Family & Consumer Science, Business	X		

Common Core Regents Examinations	ELA, Algebra 1, Geometry, Algebra 2	X		
New York State Regents Examinations	US History and Government, Global History and Geography, Living Environment, Physical Settings/ Earth Science, Physical Settings/ Chemistry, Physical Settings/ Physics, Algebra 2/Trigonometry	X		
FLACS Checkpoint B Assessment	Spanish 3, Italian 3, French 3			
Checkpoint B Local Assessments	Japanese 3, ASL 3			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

Instructions:

- 1. Report the results of the school system’s self-assessment of the degree to which it meets these Indicators of Quality in the tables below.**
- 2. If the self-assessment was conducted using *surveymonkey.com*, the system may delete the table below and copy into that space the results in the format provided by *surveymonkey.com*.**
- 3. The school may indicate other types of evidence particular to the school in the “Other” section provided below.**
- 4. The school may choose to report the results of the self-assessment by providing an average rating from all stakeholder groups, or it may report the results by stakeholder sub-group (e.g., students, parents, staff, etc.).**
- 5. Rate the degree to which the school meets each Indicator by using the following scale:**

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school system meets the expectations of

	this Indicator
4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		

CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators CI.21—CI.23.

Stakeholders' comments to support the ratings:

In the space below, list the stakeholders' comments regarding the school's adherence to the Indicators of Quality for Curriculum. The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.

- Curriculum is designed and assessed based on the goals/skills required by the Common Core. ELA Year at a Glance (YAGs) guides/units of study state the CCSS for each grade level and unit of study.
- Curriculum is aligned with state standards. Often times teachers meet within their departments to create lessons, activities and resources to align with the state standards.
- Adding some people as conduits between departments, or adding a some Dean of Interdisciplinary Study in each school would be useful. Within departments, there is some serious effort to coordinate, but this is always a challenge
- We have very little communication between the middle school and high schools. Although our department often makes time to plan and work together, it is very difficult to have these conversations as a whole unit: North, South and FFMS.
- There has not been articulation between the middle school teachers and high school teachers. There is also different course offerings between the two high schools.
- Teachers meet regularly to discuss the implementation of the curriculum and their students' performance on both the formative and summative assessments. Discussions include what works well and what needs to be adjusted or improved.

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
	N/A

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by			X		

	maintaining respect for each other in classes.					
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

Indicators for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators II.12—II.13.

Stakeholders’ comments to support the ratings:

In the space below, list the stakeholders’ comments regarding the school’s adherence to the Indicators of Quality for Instruction. The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.

- Teachers are available for extra help. We have many intervention services and programs. Honors students peer tutor in the library for free.
- Some class sizes are too large. In addition to hampering the implementation of varied instructional strategies, it is also making it difficult to provide each student with enough individualized attention.
- Many technological tools are used by much of the staff that keeps them in communication with families of students: Remind, class websites, email, Google Classroom.
- Teachers should be encouraged to attend more workshops and make more effective use of their professional development days.
- There are not very many art content specific activities provided by the district during conference days and the district catalog.
- Funding for some external training (attending discipline-specific conference or AP teacher training) would certainly enable staff to be more fully prepared to fulfill course objectives and stay current on latest teaching/content strategies.

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
	N/A

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	a. individual students as they move through courses in the curriculum					
	b. cohorts of students as they move through courses in the curriculum					
	c. comparable (local, state, and national) groups outside of the school.					
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Stakeholders’ comments to support the ratings:

Instructions:

- 1. In the space below, list the stakeholders’ comments regarding the school’s adherence to the Indicators of Quality for Assessment.*
- 2. The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.*

- There are many opportunities within each unit from students to self-assess formatively and grow before the summative assessment activity.
- I believe that students do frequently monitor their individual learning and will seek out a teacher if in need of help or additional comprehension. Those who tend to avoid contact with a teacher, but who are in need of help, are often approached by the teacher to encourage extra help sessions.
- The student and parent portals are used a lot, and teachers are quite good at keeping feedback current online so that students know what they owe and what grades they received.
- Placement is based on student/parent wishes. Prerequisites have been largely eliminated. Teacher recommendations, based on performance and potential, are commonly overridden by parent waivers.

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
	N/A

C. ROOT CAUSE ANALYSIS

Instructions:

- 1. If the determination is that the school does not meet or is in need of improvement for one or more of the Indicators of Quality, conduct an analysis to develop hypotheses regarding the root cause(s) for the gap between the expected level of quality as defined by these Indicators of Quality and the actual level of quality as determined in the self-assessment of this component of the school's educational program..*
- 2. Hypotheses are formed by examining and analyzing the information and data provided by the self-assessment and answering the questions in the following table.*

Curriculum Design Issues				
<i>Content</i>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Survey results and curriculum guides show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Sequence</i>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Survey results and YAG curriculum guides show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Pacing</i>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:	Survey results and YAG curriculum guides show that the indicator is met.			
<i>Format</i>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	Survey results and standardized test data show that the indicator is met.			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
<i>Teacher Awareness of Content</i>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Survey results and YAG curriculum guides show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Teacher Awareness of Sequencing</i>				

Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Survey results and YAG curriculum guides show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Teacher Awareness of Pacing</i>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	Survey results and lesson plans show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Teacher Awareness of Format</i>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:	Survey results and standardized exam data show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Teacher Resources</i>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	Survey results and access to a student management system show that the indicator is met.			
Hypothesis derived from your conclusion:				
<i>Teacher Skills</i>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?		YES		NO

Data to support your conclusion:	Survey results and standardized exam data show that the indicator is met.
Hypothesis derived from your conclusion:	

Describe any improvements related to this component of the educational program made within the past five years.

The Mathematics and English departments have collaborated with district counterparts to implement the new NYS Common Core State Standards. Academic Intervention Services are provided to designated students as mandated by NYS law. The ENL program was aligned to meet NYS guidelines.

List the significant strengths of the school in this component of the educational program.

Teachers are committed to aligning the curriculum to new mandates across the curriculum and using our student data management system as well as the LHRIC database to use student data to make decisions. The AIS services are closely monitored and recorded so that all teachers play a key role in supporting students in need of services

List the significant areas for improvement of the school in this component of the educational program.

The district must provide opportunities for teachers of various grade levels to collaborate on vertical course alignment maps. Departments will develop action plans based on survey results and areas of need.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

Increase vertical alignment of science objectives.
 Staff will lead cross-curricular workshops.
 ENL staff members will focus on best practices for integrating language and content instruction for ELLs.
 Departments will develop action plans to meet their professional development needs.

THE PLAN FOR GROWTH AND IMPROVEMENT

Instructions:

1. *The Protocol requires that the school submits its performance/capacity objectives to the Commissions’ staff for technical review and approval prior to the Team Visit.*
2. *In the spaces provided below, place the objectives together with their baseline data exactly as they were approved by the Commissions’ staff.*
3. *MSA requires between 3 and 5 objectives with at least two of them focusing on growing and improving areas of student performance. The other objectives will be focused on improving organizational capacity.*

Student Performance Objectives	Organizational Capacity Objectives
2	1, 2, or 3
3	1 or 2
4	1

4. *Embed or attach as an appendix the multi-year action plans that have been developed to achieve the performance/capacity objectives.*
5. *Embed or attach as an appendix the MSA Technical Review.*
6. *Duplicate tables as necessary.*
7. *Delete any tables below that are not used.*

STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

Student Performance Objective #1:

Objective Statement: By 2023, students at Clarkstown High School North will demonstrate an increased sense of school pride in the school community as measured by:

Measurable Goals:

- 1) At least a 10% increase in the number of students who know and understand the school mission statement.
 - Baseline Year: 2016
 - Baseline Data: Result of survey shows 80% of students know and understand the mission statement.
- 2) At least a 10% increase over the 2016 baseline data in the number of students who report that their accomplishments in clubs, academics, athletics and community events are recognized by the school.
 - Baseline Year: 2016
 - Baseline Data: Result of survey shows that 69% of students report that the school recognizes their accomplishments in meaningful ways.
- 3) At least a 10% increase over the 2016 baseline data in the number of students who report that the school’s leaders maintain positive relationships with parents, students, and the community.
 - Baseline Year: 2016
 - Baseline Data: Result of survey shows that 66% of students report that the school’s leaders maintain a positive relationship with parents, students, and the community.

- 4) At least a 10% increase over the 2016 baseline data in the number of students who report that they and their families are proud and support the school.
- Baseline Year: 2016
 - Baseline Data: Result of survey shows that 75% of students are proud and support the school.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

This objective is focused as a priority of growth and improvement based on survey results from all constituencies. The planning team placed specific focus on any results lower than 75% and deemed school pride a necessary area of improvement.

Action Plan for Student Performance Objective #1

By 2023, students at Clarkstown High School North will demonstrate an increased sense of school pride in the school community as measured by:

Action Step	Person(s)/Group(s)) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Update the school website to include the mission statement in a more prominent location.	Principal Lisa Sanchez	Fall 2016	None	The mission statement will be located on the opening page of the school website.	
Revive the Shared Decision Making team	Administrators Teachers Student representatives	Fall 2016	Planning time	Meeting minutes.	
Post the mission statement in each classroom and office of the school.	Teachers and administrators	January 2017	Paper, ink, mounting supplies	The mission statement will be posted in a visible location in each classroom and office.	
Create an online blog linked to the school website run by students to	Tony Celini Heidi Bernasconi (Technology Liaisons)	Fall 2017	Meeting location room Club advisor	A link to the blog will be added to the school website.	

publicize student achievements each month.					
Create a committee to implement the IB Learner Profile by highlighting one trait each month throughout the school year and recognizing students who exemplify the traits.	Mary Patella	Fall 2017	Collaborative planning time	Meeting minutes.	
Quarterly breakfasts for students to meet with an administrator in an open forum Q&A.	Administrators PTSA Shared decision making team	Fall 2017	PTSA grant for food Location	Meeting dates scheduled.	
Senior Breakfast Art Activity to allow all students, whether or not they are enrolled in art, to participate in an art project. Students will take pride in leaving their visible mark on CHSN	Art Department	Fall 2017	Planning Time	Growth in the percentage of seniors that actively participate in the Senior Breakfast SPIRIT activities	
Incorporate Yoga at the start of P.E. classes (yoga pose of the day)	P.E. Department	Fall 2017	Training Workshop for teachers	Students actively engaged in; improvement in fitness goals	
The School Counseling Department with support from the	School Counseling	Fall 2017	E-mail communication with Staff	Staff involvement	

faculty and administration will increase college awareness by helping promote big events such as College Tables, RCC college fair and the May 1st Decision deadline.					
Expanding acknowledgement of student's dedication to the arts. Students taking more than one art class a year will be highlighted at the end of the year Art Show	Art Department	Spring 2017	Planning Time	Growth in the percentage of students taking more than one art course in a year	
Create two mission statement banners to hang at the entrance of the Main and Annex buildings.	Art Honor Society and/or graphic design students/Nancy Diamond	Fall 2018	Art Supplies Computer graphic program	The banners will be located in two visible locations.	
Send acknowledgement notes to students who make unique and valuable contributions to an extracurricular activity or school event.	Club advisors Administrators	Fall 2018	Planning time	Google form letter provided to teachers and advisors to use.	
Organize a committee to plan for an annual school pride event. Marching band will play at the start of the event.	Club advisors, student council, and school administrators	Fall 2018	None	Committee is formed.	

Create a student council sub committee focused on developing school pride activities.	Student Council Student Council advisors	Fall 2018	Planning time	Meeting minutes.	
Create an end of the year survey to send to parents and students regarding feedback on the past school year's activities.	Survey committee	Spring 2019	Google survey	Survey is created.	
Create additional showcases or visual displays to recognize student achievement in non-academic and extracurricular activities.	Administration Club advisors	Fall 2019	Planning time	Showcases; Orchestra and band to tour the elementary schools	
Revive the Principal's Showcase of framed works of art to go on display in the hallways	Art Department	Fall 2019	Fundraising for frames (once the recycled frames become unavailable); funds for asbestos checks of walls where work is to be hung	Evidence of additional works being hung in the hallways	
Explore and expand means by which student work is viewed in the larger community	Art Department	2023	Planning Time		
IB Diploma students will create and implement CAS	Shaina Dunn, IB CAS Coordinator	2023	Planning Time	Photos and/or videos of completed projects	

projects based on student interest that have a beneficial impact on the broader school community					
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Who participated in developing the action plan for Student Performance Objective #1?

Name	Role in the School²³
Mary Patella	IB Coordinator/Math Teacher
Alina Poulos	World Languages Department Chair
Nancy Diamond	Art Department Chair
Kim Hashim	Science Teacher
Nancy Rodi	Parent

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Based on the results of the surveys and the comments accompanying the ratings, we determined that an area of strength is the academic support, course selection options and relationships between students and teachers. An area in need of improvement was the feeling by the students that they should be recognized beyond academic accomplishments. Also, the sense of community felt by the student body could be improved. We want all of the students to feel acknowledged and have a sense of pride in our school.

Student Performance Objective #2:

²³ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Objective Statement: By 2023, students at Clarkstown High School North will demonstrate increased skills and knowledge for career and college readiness beyond standardized testing as measured by:

Measurable Goals:

1. At least 15% of the senior class will be enrolled in the WISE program over the 2016 baseline data
 - Baseline Year: 2016
 - Baseline Data: 64% of students believe that the school provides activities that help learn about career opportunities; In 2015-2016 school year, 0% of students are enrolled in the WISE program.
2. At least a 15% increase over the 2016 baseline data in staff reports through the development of collaborative lessons between disciplines and grade levels that encourage a cross-curricular application of skills for career and college readiness.
 - Baseline Year: 2016
 - Baseline Data:
 - 64% of staff state that the skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels
 - 42% of staff state that elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum.
 - 54% of staff state that student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Review of results from the Standards for Schools surveys administered to staff, students, and parents as well as the CIA survey results. Different stakeholders felt that we needed to expand pathways for students to be successful and complete high school.

Action Plan for Student Performance Objective #2

By 2023, students at Clarkstown High School North will demonstrate increased skills and knowledge for career and college readiness beyond standardized testing as measured by:

Strategy #1: Learning about Career Opportunities

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
2016 Fall Enrollment into WI	Ms. Watt + WISE teacher	Fall 2016	WISE teacher WISE mentors Duty time for mentors to meet with mentees	2020 - 30 students enrolled 2023- 52 students enrolled	
2017 Spring Enrollment into WISE	Ms. Watt + WISE teacher	Spring 2017	Board approval of program WISE teacher WISE mentors Duty time for mentors to meet with mentees	2017 - 7 students enrolled 2018 - 15 students enrolled 2019 - 23 students enrolled 2020 - 30 students enrolled 2021 - 38 students enrolled 2022 - 45 students enrolled 2023 - 52 students enrolled	
Art Department Career Day	Nancy Diamond	Spring 2016-2023	Access to experts Possible day of subs	Student attendance	
CDOS enrollment	Joe Harley	Yearly enrollment	CDOS Teacher CDOS Coordinator	2017 - 7 students enrolled 2018 - 15 students enrolled 2019 - 23 students enrolled 2020 - 30 students enrolled 2021 - 38 students	

				enrolled 2022 - 45 students enrolled 2023 - 52 students enrolled	
STEAM visit to Rockland 3D printer	Matt Schuchman	Once a year	Bus Subs	Student attendance	
Introduction to Occupations Course	Teacher - unknown	Running 2016-2023	Class Teacher Access to experts	Student enrollment	
Teacher for a day- give students who want to major in education the opportunity to be a teacher for a day.	Dennis Covert Heidi Bernasconi David Tepper Allison Borrelli (Teaching Course)	Once a year	Class teachers to give up one day.	Student enrollment	
Administering Student Survey	Middle States Committee	2020 Survey 2023 Survey	Survey Monkey Survey	2020 - 70% of students who feel the school provides them with activities that help learn about career opportunities 2023- final survey, 75% of students	
Math Careers - guest speakers for students in Precalculus H classes will introduce students to various math-related careers	PreCalc H teachers	At least once per year	Teachers will give up one or more class periods to allow time for guest speakers	At least one guest speaker will be brought in to speak to classes.	
What Is WISE-- English department will	English teachers	At least once a year	Teachers will give up one class period to	Student enrollment	

publicize the WISE program in class one period with creative and informative presentations.			allow time for presentation; English department will plan and produce informational documents for students		
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Strategy #2: Collaborative Lessons between grades and disciplines

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Making Curriculum across departmental courses known to all teachers. Identifying key skills and common themes between disciplines Establishing a common mode of instruction	Dept Chairs	Once a semester	Time at department meetings to collaborate and lesson plan across grade courses. Possible during ½ days	2020- survey results will have 70% of staff state that the skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels 2023- 79%	
Inter disciplinary PD for teachers	Administration who schedules PD	Once a year	PD training during a conference day Common Planning Time	2020- survey results will have 50% of staff state that elementary, middle level, and secondary level staff members work cooperatively to provide meaningful, and logical progression of learning activities in the curriculum 2023- 57% survey	

				results	
Increase collaborative lessons between grades	Department Chairs	Once a semester	Time at department meetings to collaborate and lesson plan across grade courses.	2020- 60% of staff state that student interaction(synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristics of the curriculum 2023- 69%	
Interdisciplinary lesson calendar	Dennis Covert (STEAM Events) Karen (English events)	Updated once a quarter	Access to calendar program (Google Calendar and/or Blackboard Calendar)	Each department will post at least 1 departmental event in the calendar	
Interdisciplinary project in AP Computer Science A class	Sami Hashim	Once a year	Class time after AP exam	Each student enrolled in AP Computer Science A class will produce 1 interdisciplinary project	

Who participated in developing the action plan for Student Performance Objective #2?

Name	Role in the School ²⁴
Dennis Covert	Science Department Chair
Heidi Bernasconi	Science Teacher
David Tepper	Social Studies Teacher
Stacie Bolin	Guidance Chair

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Through results and comments we created a plan that would allow for more interdisciplinary opportunities and make more connections between content areas for students to have a more well-rounded high school academic experience. Although the individual department were achieving their goals successfully, there is a need for more collaboration and connections between subject areas for both students and teachers. Furthermore, our action plan includes an expanded opportunity for students to explore various career paths in business and STEAM careers.

ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

Instructions: Duplicate as necessary.

Organizational Capacity Objective #1:

Objective Statement: By the year 2023, Clarkstown High School North will enhance in-district professional development opportunities as measured by:

Measurable Goals:

1. Increasing the amount of professional development hours to 24 hours per school year for professional development opportunities.
 - Baseline Data: In the 2015-2016 school year, teachers were offered 17 hours of professional development opportunities.
2. Increasing staff participation in leading professional development opportunities by 10%.
 - Baseline Data: In the 2015-2016 school year, 4% of the staff lead professional development in the building during staff development hours.
3. Increasing the number of subject area and/or professional experts and guest speakers invited to present to staff to 5 per year.
 - Baseline Year: 2016
 - Baseline Data: In the 2015-2016 school year, 1 professional expert was invited

²⁴ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

to present to the staff.

4. Increasing the percentage of staff attending out-of-district professional development opportunities by 20%.

- Baseline Year: 2016
- Baseline Data: In the 2015-2016 school year, 40 of 121 staff members attended out-of-district professional development opportunities (33%)

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Review of results from the Standards for Schools surveys administered to staff, students, and parents as well as the CIA survey results.

Action Plan for Organizational Capacity Objective #1

ACTION PLAN: Objective #3					
By the year 2023, Clarkstown High School North will enhance in-district professional development opportunities as measured by:					
Strategy #1: Increasing the amount of professional development hours to 24 hours per school year for professional development opportunities.					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Utilize 2 faculty meetings per year for PD	Administration and department chairs	Spring of 2016	2 faculty meetings	All faculty will receive professional development during each of 2 faculty meetings during the year	
Utilize 2 department meetings per year for PD	Administration and department chairs	Spring of 2017	2 department meetings	All departments will receive professional development during each of 2 department meetings during the year	
Schedule co-	District curriculum	Spring 2017	County-wide	MLP enrollment	

teaching workshop	& instruction department		PD day in March		
Faculty members will lead demo slams or other professional development during faculty meetings each year	Administration	Spring of 2017	Location for professional development.	10 faculty members will lead professional development during faculty meetings including demo slams	
County-wide/Regional "Roundtables" by science discipline	Science department chair with admin support	Spring 2017	Dedicated rooms	Attendance and number of presenters	
Online discussion group established by science discipline	Science teachers, IT specialist	Fall 2017	Volunteer to lead effort for given discipline; definition of platform	Number of registrants and participants for each	
Staff will lead wellness and mindfulness workshops during a PD day	Administration / Teacher/ staff	Fall of 2017	Locations for workshops	One professional development day during the school year will be dedicated to wellness/mindfulness with workshops being led by 2 staff members	
Utilize 4 faculty meetings per year for PD	Administration and department chairs	Fall of 2018	4 faculty meetings	All faculty will receive professional development during each of 4 faculty meetings during the year	
World Languages, ENL,	WL Department teachers; ENL	Spring 2019	Conference day	MLP	

and content area teachers will collaborate to conduct an immersion experience “workshop” to teachers in a LOTE.	teachers; content area teachers		Planning time		
Utilize 3 department meetings per year for PD	Administration and department chairs	Fall of 2019	3 department meetings	All departments will receive professional development during each of 3 department meetings during the year	
Staff will lead cross-curricular workshops during faculty meetings	Administration/ teacher /staff	Fall of 2020	Classrooms for workshops	Two faculty meetings will be dedicated to cross-curricular workshops which will be led by 5 staff members	
Utilize a portion of 4 World Language department meetings per year for a departmental “article share” on best practices and current issues related to world languages. Each quarter 2 teachers will select and share an article that will be discussed at department meeting.	Department Chair & WL Teachers	June 2020	Internet articles Department meetings	Department meeting minutes Article list	

Increased vertical alignment of science objectives	District science chairs, STEAM coordinator, and curriculum & instruction dept.	Yearly through 2023	Continued monthly meetings with responsible groups and commitment to goal; MLP opportunities for teachers to be involved	Document skills to be achieved at each level and connection to subsequent learning (skills map)	
ENL staff members will lead workshops and professional development sessions which focus on the best practices for integrating language and content instruction for English language learners.	Administration/ENL staff/teachers	Spring of 2023	Location for professional development	Two faculty meetings will be dedicated to increasing staff knowledge and instructional practices for ENL students.	
Curriculum design using “Awesome Tables”	Science teachers	Yearly through 2023	Coordinator and commitment from teachers	Number of submissions and frequency of use by teacher	

Strategy #3: Increasing the number of subject area and/or professional experts and guest speakers invited to present to staff to 5 per year.

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
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ENL department will invite outside ENL guest speaker to lead professional development on the immigrant experience to faculty.	ENL Department in cooperation with curriculum coordinators	Spring 2018	Conference days or department meeting time Guest speakers	MLP	
Curriculum experts help faculty members write and revise curriculum.	Faculty/Staff/ Administration	Spring of 2020	Time/Location to meet with the experts.	One professional development day, activity period or faculty meeting will be dedicated to having a guest speaker	
Outside agencies/representatives will be brought in as guest speakers once per year during a professional development day or ½ day.	Faculty/Staff/ Administration	Spring of 2023	Coordinating with the outside agency schedule, Location for speaking engagements.	Staff will have the opportunity to choose which workshops or presentations they want to attend given a choice of 5.	
The Social Studies Department will bring in a professional historian or other relevant social science professional to lead a yearly workshop on professional development days and will attend one off-	Department chair in cooperation with department and curriculum office.	By 2023	Coordinating with the outside agency schedule, location for speaking engagements, and funding for speakers.	Staff will have the opportunity to attend these workshops.	

site event of a similar nature yearly.					
The World Languages Department will invite one outside presenter a year to lead professional development for the department.	WL Department Chair in cooperation with Central Office curriculum coordinators	Spring 2023	Conference days or department meeting time Guest speakers	MLP	

Strategy #4: Increasing the number of staff attending out-of-district professional development opportunities by 20%.

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Increase number of staff members participating in workshops during county-wide common Superintendent's Conference Day	Administration of all participating school districts.	Spring of 2019	County-wide Superintendent's Conference day	40% of staff members participate in a county-wide workshop	
Increase number of staff members participating in workshops during county-wide common Superintendent's Conference Day	Administration of all participating school districts.	Fall of 2023	County-wide Superintendent's Conference day	53% of staff members participate in a county-wide workshop	
Increase the number of World Languages teachers attending out of district workshops	World Languages Teachers District	Spring 2023	Budget for AP/IB/UHS/FLA CS conference	MLP registration	

offered through AP, FLACS, IB, UHS SUNY conference, and ACTFL.	curriculum coordinators				
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Who participated in developing the action plan for Organizational Capacity Objective #1?

Name	Role in the School²⁵
Edward Benvenuto	AP Coordinator/Teacher
Robert Bauer	Physical Education Department Chair
Tara Horowitz	Math Department Co-Chair
Jonathan Chernick	Math Department Co-Chair
Jordan Turner	Social Studies Department Chair

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Through our surveys and group discussion, stakeholders shared the need for more professional development opportunities in that our own staff led other staff members in learning. Tapping into our own expertise and resources within our own district has always been valuable and fiscally responsible.

²⁵ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.