

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Paul Sidney Zuzelski

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Syracuse High School

(As it should appear in the official records)

School Mailing Address P.O. Box 1187 502 North Main Street

(If address is P.O. Box, also include street address.)

Syracuse

City

Kansas

State

67878-1187

Zip Code+4(9 digits total)

County Hamilton

State School Code Number* 8114

Telephone (620) 384-7446

Fax (620) 384-6686

Web site/URL www.usd494.org

E-mail pzuzelski@usd494.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. B. Joan Friend

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Syracuse, USD 494

Tel. (620) 384-7872

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Simon

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 1 Elementary schools
 _____ Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 10062
 Average State Per Pupil Expenditure: _____ 9488

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 7 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	21	11	32
K			0	8	18	16	34
1			0	9	19	16	35
2			0	10	18	24	42
3			0	11	15	14	29
4			0	12	17	23	40
5			0	Other	1		1
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							213

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 28 | % Hispanic or Latino |
| 70 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 14 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	11
(2)	Number of students who transferred from the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	217
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 24 %
51 Total Number Limited English Proficient

Number of languages represented 4

Specify languages: Spanish, Chinese, German, and Norwegian

9. Students eligible for free/reduced-priced meals 47 %

Total number students who qualify: 100

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

10. Students receiving special education services: 12 %
26 Total Number of Students Serve

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>22</u>	Specific Learning Disabilit
<u>2</u>	Emotional Disturbanc	<u>1</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialist	<u>2</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>20</u>	<u>4</u>
Total number	<u>45</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 12 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	96 %	95 %
Daily teacher attendance	96 %	94 %	94 %	95 %	95 %
Teacher turnover rate	16 %	5 %	5 %	5 %	43 %
Student drop out rate (middle/hig	1 %	1 %	0 %	0 %	1 %
Student drop-off rate (high school	8 %	8 %	8 %	4 %	7 %

Please provide all explanations below

A large change in teacher turnover for USD 494 occurred in 2002-03. This occurred because of major budget cuts due to state school finance changes. These cuts took affect in the 2003-04 school year. The districts student enrollment numbers declined as

well, and, as a result, the district had to RIF four teaching positions as part of the \$300,000 cuts required for the budget in 2003-04. Other staff left or retired at this time for a total of ten teachers leaving the district. Six new teachers replaced the core teachers who had left, but non-core area staff were not replaced in some instances.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	32	
Enrolled in a 4-year college or university	28	%
Enrolled in a community college	50	%
Enrolled in vocational training	6	%
Found employment	16	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Syracuse School District is located in Western Kansas on the Arkansas River. The Syracuse School District is one of a handful of districts which remains on Mountain Standard Time in Kansas. This unique situation creates challenges for students and staff during daily activities. Our district is the largest geographical district in the state of Kansas with 992 square miles of farm and ranch land.

The old Syracuse High School, built in 1950, was torn down in 2005 following the occupancy of a new high school in 2002. When the new building was completed, the junior/senior high students had much needed new space, updated technology, and a facility that could offer expanded curriculum for all students.

During the 1970s, Syracuse High School became the only high school in Hamilton County. Students from all over the 992 square mile county now attend Syracuse High School. Students from Kendall, to the east, and Coolidge, to the west, attend Syracuse High School.

Thirteen years ago, the commercial dairy industry moved into Hamilton County. This opportunity added several students to the school population and ended a twenty-year decline in enrollment. In 1993, the enrollment began to increase and continued to grow until 2001-02. Five years ago, Syracuse High School saw a decline in enrollment. The decline in the student population resulted in a RIF of teaching positions to meet budget restrictions.

While the reduction in staff occurred, along with the decline in student enrollment, Syracuse saw the community change from a white, middle to upper class community with less than 10% of the students in a minority group, to the current 28% of the junior/senior high school building with a current 28% Hispanic population. Also during this timeframe, Syracuse Junior/Senior High School saw the socio-economic numbers change from low percentages of at-risk students to a current 39%. Our special education programs are currently at 12%. This was an increase and reflects the changes in the rural environment and school population we serve.

The school remains committed to serving all of its students needs at the highest educational level. Graduation rates show little variance from year to year and remain above the state and national averages. An aggressive testing program along with student, community, and parent surveys are tools implemented to monitor student needs, progress, and growth. In addition to testing, the high school sets high expectations for all students with achievement goals which are implemented throughout all academic areas.

Results of the data-driven testing program have shown an increase in test scores and have directed the development and expansion of the school curriculum. Syracuse Junior/Senior High School has achieved AYP for the past five years along with reaching Standard of Excellence the past two years. In 2005-06, we achieved Standard of Excellence in 10th grade math. For 2006-07, Standard of Excellence was achieved in 11th grade math, 11th grade reading, 11th grade writing.

We continue to work to have highly qualified teachers in accordance with NCLB requirements. The staff is trained to meet the needs of the ESOL students. Concurrent college classes through Garden City Community College are offered to upper level students each year with classes in composition, chemistry, biology, and algebra. Technology is integrated into the curriculum in all courses, core as well as elective courses. Students have access to learning labs, video production, presentations, and research through technology on a daily basis.

The school districts mission statement illustrates how we reach out to each student to help with high achievement. With assistance from our community and parents, we strive to inspire every student to think, to learn, to achieve, to care.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The state of Kansas requires each accredited school to administer state assessments in reading, mathematics, writing, science, and social studies prepared by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. State assessment tests are based on Kansas State Standards found on the Kansas Department of Education website, www.ksde.org, as part of the Kansas Quality Performance Accreditation process. Kansas Reading and Mathematics Assessments are administered either online or paper form to high school students at the end of the opportunity to learn the material. Students may be tested earlier than their eleventh grade if they have the classes completed in preparation for the state assessments.

Kansas students are expected to meet the Kansas Standards and to perform at the Meets Standard level, or above, in math and reading. For a school to achieve the State Standard of Excellence, it must have at least 25% of students achieving at the Exemplary level and no more than 5% in Academic Warning. Syracuse High School has earned the Standard of Excellence in math for 2006 and in math, reading, and writing in 2007.

The performance data for Kansas Reading Assessment, for end-of-learning students, uses these performance levels and cut points:

Exemplary (88-100): Student independently demonstrates the ability to go beyond the text consistently.

Exceeds Standard (80-87): Student independently demonstrates inferential understanding within a text.

Meets Standard (68-79): Student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.

Approaches Standard (57-67): Student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or complete. Intervention is necessary.

Academic Warning (0-56): Student does not meet any of the preceding criteria.

For the past two years, an increasing number of Syracuse students have scored in the Meets Standard or upper performance levels. In 2007, for the Kansas State Assessments in Reading, the 10th grade had 30 of 33 students Meets Standards or above with a 91% success rate. 11th grade had 32 of 34 students Meets Standard or above with a 94% success rate.

The performance levels and cut points for the Kansas Math Assessments are:

Exemplary (89-100): Student demonstrates superior knowledge and a comprehensive understanding of all mathematics standards. (number, sense, algebraic concepts, geometry, and data interpretation)

Exceeds Standard (80-88): Student demonstrates a high level of knowledge and comprehension within at least 3 out of 4 standards.

Meets Standard (63-79): Student demonstrates sound knowledge and understanding within 4 areas of the standards, but may not be able to apply his or her understanding within each of the 4 areas.

Approaches Standard (54-62): Student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.

Academic Warning (0-53): Student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Over the past two years, math assessment scores have continued to reach higher achievement levels. In 2007, 81% of the 10th grade students or 26 out of 32 achieved Meets Standard or above. 97% of 11th grade students or 36 out of 37 achieved Meets Standard or above on the math assessments.

2. Using Assessment Results:

Data acquired through assessments are used to identify weakness as well as strengths of students so instructional strategies can be coordinated accordingly. Selecting appropriate professional development relevant to staff is another advantage of reviewing the assessment results for continual student learning growth.

State assessment scores are disaggregated and analyzed by the staff of all students who have been tested. Teachers research best practices for student learning and choose instructional strategies that will help students improve understanding in their learning. Strategies currently used and based upon assessment scores include tutoring, individualized instruction plans, cooperative learning, whole-group discussion, independent study, and problem-solving tools.

Teachers are included in the review of scores as a means of helping them develop applicable strategies which help with their improvement of teaching skills. This process helps teachers improve their instructional approach as they work with students of varying skills. The assessment data illustrates weaknesses and strengths for staff to use in planning teaching strategies for maximum learning to occur.

Needs identified from data help in the selection of professional development programs and practices for staff. Effective collaboration among teachers and with administration takes place so goals for student success are brought to a consensus among the involved staff. Parents are kept informed of these discussions through conferences with teachers. Teachers make their class goals available to all parents at the beginning of each school year, and they review these throughout the year.

Activities that occur in the classroom regularly reflect the connection between the data collected and areas where weaknesses have been recognized. The revised instructional strategies help students overcome areas of weakness in learning. Data are collected in an organized and timely manner so evaluation of strategies can occur on a regular basis. Intervention and activities can then be offered to help students learn in a more effective way.

3. Communicating Assessment Results:

Syracuse High School uses a variety of ways to communicate student performance to parents, students, and the community. All groups of individuals can access assessment data for the school and district by going online to the Kansas Department of Education's website. Each year the high school reports a summary of the data to the community through the town's weekly newspaper. In addition, the district's quarterly newsletter reviews the results of assessment scores and shares this information with all Hamilton County residents. Teachers accept the responsibility of communicating individual student performance with parents through Parent/Teachers Conferences, notes home to parents, quarterly report cards, and parent phone calls. Parents receive calls and notes from teachers when preparation time occurs to help students get ready for the state assessments. Administration prepares students for the testing by giving encouragement, planning break times to occur during the testing, and supporting staff as they prepare for the assessment days. All teachers encourage students on a regular basis about the importance of doing their best on the assessment. Rewards and privileges are given as a part of the assessment process to encourage students to work hard for success with the testing.

Announcements are made at the year-end Awards Assemblies where students are recognized for achieving at the level of Meets Standard and above on the assessments. A larger community within fifty miles of Syracuse that has a daily newspaper prints the results with regards to achieving AYP and Standard of Excellence which helps students work for that acknowledgment.

4. Sharing Success:

Syracuse High School shares its successes at Principals Councils as well as the Superintendent communicating these successes at the State Council of Superintendents and Service Center Superintendents Council. When requested, the successes are publicized in all newspapers where distribution includes the district's patrons. Staff members present workshops on successes when asked to do so, and they share the strategies and programs adopted to help with the high academic achievement of students.

In 2007, the community Chamber of Commerce developed a DVD about the community with highlights of the school district as a part of this DVD. Syracuse High School was featured along with other grade levels in the district.

On November 27, 2007, testimony was given to the Kansas Math and Science Advisory Committee to explain how Syracuse High School has achieved successes in math and science. Written and phone testimony were given where the strategies, programs, professional development, and district support were discussed in the goals to increase math and science knowledge for all students at the high school. This opportunity afforded the district the format to highlight successes achieved by the students at Syracuse High School.

Other schools in neighboring districts have contacted the high school administration to request information regarding policies, procedures, strategies, professional development, and staffing which we have used to help with student achievement. In October, 2007, the building administrator gave a mini-workshop to area school board members on how the high school approached achievement and expectations for its students.

Another way we publicize our achievements is through our local TV site where we can highlight different aspects of our school. We also use a web-based program to get the information out to the public.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Requiring more than the minimum number of graduation credits from the state of Kansas, Syracuse High School provides a strong curriculum for a small, rural school district. The Board of Education has determined that students must successfully complete a minimum of twenty-five (25) units for graduation. The state of Kansas requires core areas to contain at least thirteen (13) units. At Syracuse High School, students must complete the following minimum requirements:

4 units of Language Arts
(English 9, 10, 11, & 12 Required)
3 units of Mathematics
(Minimum of Algebra I, Geometry, & Algebra II)
3 units of Science
(Minimum of Physical Science and Biology I & II)
3 units of Social Science
(World History, Economics, American History, & American Government Required)
1 unit of Physical Education/Health
1 unit of Computer Technology
1 unit of Fine Arts (starting in 2009)
.5 unit of Nutrition and Wellness
8.5 units of Elective Courses

In addition to the required units in the core areas of studies, additional concurrent community college courses in algebra, biology, chemistry and composition are available to junior and seniors who qualify to enroll.

As a result of using a system of fast track for high achieving junior high students in math who complete Algebra I in the 8th grade, high school students may take Geometry in 9th grade, Algebra II, 10th grade, Trigonometry in 11th grade, then College Algebra and Calculus in 12th grade. For those 8th grade students on the regular track in math, they take pre-Algebra in 8th grade, Algebra I, 9th grade, Geometry, 10th grade, Algebra II, 11th grade, and Trigonometry in 12th grade. If the regular track students catch up with their math skills by 10th grade, they may double enroll in math so to catch up with the fast track students by their 11th grade. Currently, we have 55% of our 9-12 students on the fast track for math.

For science, we have a sequence based on the new state standards. In the 9th grade, we have earth/space/physical science based on the state standards. In 10th grade we have biology (life sciences). Students may choose Chemistry I, II, Biology II, and Physics for their 11th and 12th grades.

Syracuse High School offers a Fine Arts program that includes Art I-IV, vocal music, music performance, select choir, and Spanish. We are excited that we can offer a full-year Spanish program as we have a highly qualified teacher for the class. In the Practical Arts, we offer Metal Working I-III, Auto Mechanics, Woods I, II, Cabinet Making I-III, and a General Shop course. Additionally we have Nutrition and Wellness, Parent and Child Development, Balancing Work and Family along with Introduction to Family and Consumer Science. Technology courses include MS Office I-II, Web page Design, Cisco I/II, IT I/II. Journalism courses are offered within the curriculum also.

The target for Syracuse High School math and science courses is to do problem-solving strategies for all students. The State Standards are thoroughly integrated into all aspects of the high school curriculum.

Beyond the traditional courses offered to our students are other electives such as mentoring to elementary students, drivers education, health courses which emphasize the districts Wellness Policy. Speech/Drama classes are available to all students, and senior students may enroll in a work/study program for part of their school day.

The curriculum used throughout the high school creates a high-expectation learning environment for all students as they prepare for life beyond graduation.

2b. (Secondary Schools) English:

Many elements come together for students and staff in language arts instruction to help with student learning. All programs are aligned with the Kansas State Standards so students have access to the appropriate strategies to help them learn the different areas of English/Language Arts.

All students have anywhere from 30 to 50 minutes of reading instruction daily outside of the language arts classrooms. We have an additional 50 minutes of reading instruction for those students who have not met the state reading standards. The reading strategies are used across curriculum so that students have a continual support for reading all day in different classes.

Another strategy used is a system of targeted maps to aid students in thinking and organizing for reading comprehension. These targeted maps are aligned to state reading standards. A major step taken in the designing of reading and language arts teacher plans for students is using a computerized pre and post test software program. This evaluates where students are in their learning so individualized lessons can be prepared for each student based upon their current knowledge and understanding levels.

Summer school is recommended for all students who have not met reading standards. To meet graduation requirements, all students must successfully complete four units of English.

In-house incentives for students who reach high achievement levels for reading include an open lunch hour for junior and seniors when they meet academic success by earning honor roll status. This reward has served as an impetus for higher student achievement.

Syracuse High School continues to place emphasis on positive strategies to help all students become more proficient readers.

3. Additional Curriculum Area:

We believe that all students can and will learn. Through high expectations for all students, regardless of previous academic performance, family background, race, or gender, we commit our resources, training for staff, and time to helping all students achieve mastery of the essential skills necessary for post-graduation success.

Some of the highly successful programs in our school include our technology courses of Cisco I and II, along with IT I and II. Syracuse introduces students to technology labs in their junior high school years. Then when they reach high school, students can elect to take Web Page Design, as well as the Cisco I and II, IT I and II classes. The Cisco and IT classes teach students to build and repair computers. Once students successfully complete the IT and Cisco classes, they are tested to establish their qualifications to build and repair computers. Upon passing the test, they are qualified to get a job working on computers.

Many students who have successfully completed these courses go on to college and use these skills to earn money while attending school.

The Web Page Design class teaches students how to develop web designs which they in turn place on our districts cable site. These students are required to update the site on a daily basis, and this serves as a good communication tool for the community.

Our school district has purchased the components to build computers and have students from the Cisco and IT classes build new computers for our elementary building during the school year and the summer. We have paid these students an hourly wage in the summer to do this for us.

Throughout the school year, these students travel throughout the school buildings helping to load new software programs on computers for staff and students.

Technology emphasis for Syracuse High School has offered many opportunities for students with better preparation to expand their knowledge or to enter the work force once they graduate from high school.

4. Instructional Methods:

One of the key goals in Syracuse Schools, and especially in the high school, is to create a learning environment that constantly emphasizes the need for all students to be life-long learners. With this

objective in mind, we have teacher-directed tutoring for students in need of the extra support for success. Tutoring occurs during the school day as well as after school. High school staff developed problem-solving and critical-thinking-skills strategies across curriculum so that all students can be exposed to these ideas on a continual basis.

Working across curriculum, staff do vocabulary strategies to help students recognize key words within all subjects. All like subjects, such as math and science, have agreed on common vocabulary terms so that students can learn the words thoroughly and how to apply them in reading and writing activities. The commonality of word recognition is based on state standards and how students need to know this information for assessment testing. Teachers establish specific time blocks where reading instruction occurs outside the language arts' classrooms.

A key belief held by the high school staff is that high expectations for all students, regardless of ability, restraints due to poverty, disability, gender, or race, motivates student achievement. Staff continue to accept only a best effort from all students. If students believe their teachers expect them to learn and achieve, they live up to these expectations. The staff might use a wide variety of strategies and deliveries to help students learn, but the expectation is that all students will learn.

Problem-solving, critical thinking training, media sources, technology support, modeling, mapping, tutoring help, and individualized plans are all components of the high school which supports students as they excel in their learning environment.

Another valuable approach to staff instruction exemplifies the effort teachers take to bring real-life application into their daily teaching strategies. Teachers continue to show how the learning in the classroom does apply to life outside of school. With this thought, we approach real-life education through an application of John Dewey's quote Education is not preparation for life education is life itself.

5. Professional Development:

Professional Development programs are designed through on-going staff research into what seminars, workshops, and online programs will help teachers meet identified areas of concern and need. Decisions on what programs to use are based on how they directly support the district School Improvement Plan and focus on those areas where student achievement demonstrates lower scores and understanding. Teachers are encouraged to collaborate and review potential training programs which will offer strategies to help with increasing student achievement levels.

For reading curriculum, teachers are trained on how to do systems of targeted maps along with implementation of these maps into daily learning for students. As a part of the schools Four-Step Problem Solving Plan, staff are trained in Four-Step Problem Solving. Through these programs, the professional development directly supports the district improvement plan, as well as state standards. If teachers wish to receive approval for Professional Development Points, they must meet the district improvement plan and state standards. Data collected from assessment scores help determine needs for professional development.

Syracuse High School commits time and resources to providing quality professional development for all staff members. We include our para professionals in all training as they are working with students daily. By doing this, we attempt to ensure that student achievement will reach higher levels as a direct result of the innovation and rigorous approach we adopt towards providing numerous opportunities for our staff to increase their understanding and knowledge of the research-based strategies proven to be highly effective in helping all students learn.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	97	80	60	54	33
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	47	41	30	30	18
Number of students tested	38	37	30	37	33
Percent of total students tested	100	93	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	100	83	53	42	30
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	57	57	27	8	0
Number of students tested	13	14	15	12	10
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary		80			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary		40			
Number of students tested		10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	64	73	75	50	19
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	36	29	50	34	9
Number of students tested	36	31	40	32	43
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	50	79	67		16
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	17	16	43		11
Number of students tested	19	17	21		19
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	50	67			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	8	17			
Number of students tested	12	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	79	57			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	33	27			
Number of students tested	31	42			
Percent of total students tested	100	96			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	76	52			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	18	22			
Number of students tested	17	22			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	62	36			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	15	0			
Number of students tested	13	10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	83	76			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	51	38			
Number of students tested	35	31			
Percent of total students tested	100	98			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	67	68			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	28	32			
Number of students tested	18	17			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	46	50			
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	8	17			
Number of students tested	11	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	79	70	81	43	41
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	52	41	56	15	12
Number of students tested	32	43	36	40	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	65	65	87	47	29
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	29	30	60	16	14
Number of students tested	17	22	15	19	21
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	46	45			25
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	8	9			8
Number of students tested	13	10			12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard, Exceeds Standard, and Exemplary	94	72	42	40	41
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	60	59	21	26	15
Number of students tested	35	28	33	35	27
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard, Exceeds Standard, and Exemplary	100	67		25	25
% "Exceeding" State Standards					
% Exceeds Standard and Exemplary	64	53		8	8
Number of students tested	13	14		12	12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					