

# New York State District Report Card Comprehensive Information Report

BEDS Code: 46-08-01-06-0000  
 Name: Central Square Central School District  
 Superintendent: Walter J. Doherty

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	72	71
Kindergarten	337	309	311
First	360	360	333
Second	377	338	355
Third	423	393	347
Fourth	405	401	402
Fifth	408	406	414
Sixth	439	422	438
Ungraded Elementary	11	5	0
Seventh	385	446	473
Eighth	373	369	385
Ninth	463	399	407
Tenth	386	420	387
Eleventh	312	294	339
Twelfth	300	320	303
Ungraded Secondary	52	31	48
Total K-12 Enrollment	5031	4913	4942

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	0.4%	26	0.5%	30	0.6%
Black (Not Hispanic)	26	0.5%	22	0.4%	18	0.4%
Hispanic	10	0.2%	9	0.2%	8	0.2%
White (Not Hispanic)	4973	98.8%	4856	98.8%	4886	98.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	19
Common Branch	20	20	21
English Grade 8	21	19	24
Mathematics Grade 8	21	19	22
Science Grade 8	21	20	24
Social Studies Grade 8	21	19	24
English Grade 10	23	20	22
Mathematics Grade 10	20	22	19
Science Grade 10	23	23	23
Social Studies Grade 10	23	24	23

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.0%	1	0.0%	5	0.1%
<b>Eligible for Free Lunch</b>	950	18.9%	808	16.5%	998	20.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		94.5%		94.8%
<b>Student Suspensions</b>	244	4.9%	302	6.0%	257	5.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.2%	8.7%	10.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	344
Total Other Professional Staff	72
Total Paraprofessionals	99
Teaching Out of Certification*	6

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	242	123	51%	277	160	58%	243	148	61%
Students with Disabilities	7	0	0%	13	2	15%	20	1	5%
All Students	249	123	49%	290	162	56%	263	149	57%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	100	98	3	7	29	26
Percent	38%	37%	1%	3%	11%	10%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
20	1	4	24

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	58		27		25	2.0%
	Entered GED Program*	28		26		22	1.7%
	Total Noncompleters	86		53		47	3.7%
Students with Disabilities	Dropped Out	9		2		10	5.7%
	Entered GED Program*	3		4		6	3.4%
	Total Noncompleters	12		6		16	9.2%
All Students	Dropped Out	67	4.4%	29	2.0%	35	2.4%
	Entered GED Program*	31	2.0%	30	2.0%	28	1.9%
	Total Noncompleters	98	6.5%	59	4.0%	63	4.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	341	313	1296
	Number of Students with Disabilities	26	28	0
	Number of All Students	367	341	1296
	Percent of Enrollment	30%	27%	99%
9-12	Number of General-Education Students	185	133	105
	Number of Students with Disabilities	15	9	12
	Number of All Students	200	142	117
	Percent of Enrollment	13%	10%	8%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	160		
Completed and Passed Regents Exams	160	100%	77%
Completed and had Course Average of 75% or More	160	100%	81%
Completed and Attained a HS Diploma or Equivalent	160	100%	96%
Completed and Whose Status is Known	160		
Completed and Were Successfully Placed	160	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	12	13%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	74	80%	57	60%	49	69%
German	20	95%	20	100%	17	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	132	80%	138	87%	186	81%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	5	40%	5	0%
German	0	0%	3	#	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	7	57%	7	71%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	6	100%	2	#
Science	4	#	2	#	0	0%
Reading	1	#	2	#	1	#
Writing	1	#	2	#	1	#
Global Studies	3	#	2	#	2	#
U.S. Hist & Gov't	4	#	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	70%	28	82%	16	63%
Science	5	80%	18	72%	12	67%
Reading	1	#	18	83%	3	#
Writing	1	#	18	83%	3	#
Global Studies	23	78%	30	53%	2	#
U.S. Hist & Gov't	8	38%	3	#	5	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	303	298	334	14	27	23
Number Scoring 55-100	285	266	312	6	15	18
Number Scoring 65-100	262	233	286	4	8	10
Number Scoring 85-100	106	94	151	1	1	0
Percentage of Tested Scoring 55-100	94%	89%	93%	43%	56%	78%
Percentage of Tested Scoring 65-100	86%	78%	86%	29%	30%	43%
Percentage of Tested Scoring 85-100	35%	32%	45%	7%	4%	0%
<b>Mathematics A</b>						
Number Tested	298	421	366	15	23	29
Number Scoring 55-100	241	345	355	8	8	21
Number Scoring 65-100	167	269	321	4	5	15
Number Scoring 85-100	60	35	70	1	0	0
Percentage of Tested Scoring 55-100	81%	82%	97%	53%	35%	72%
Percentage of Tested Scoring 65-100	56%	64%	88%	27%	22%	52%
Percentage of Tested Scoring 85-100	20%	8%	19%	7%	0%	0%
<b>Mathematics B</b>						
Number Tested	195	160	182	2	2	3
Number Scoring 55-100	155	125	175	#	#	#
Number Scoring 65-100	123	98	161	#	#	#
Number Scoring 85-100	19	16	44	#	#	#
Percentage of Tested Scoring 55-100	79%	78%	96%	#	#	#
Percentage of Tested Scoring 65-100	63%	61%	88%	#	#	#
Percentage of Tested Scoring 85-100	10%	10%	24%	#	#	#
<b>Global History and Geography</b>						
Number Tested	320	419	392	25	34	34
Number Scoring 55-100	287	348	326	16	17	19
Number Scoring 65-100	254	304	280	12	10	12
Number Scoring 85-100	66	104	107	1	1	0
Percentage of Tested Scoring 55-100	90%	83%	83%	64%	50%	56%
Percentage of Tested Scoring 65-100	79%	73%	71%	48%	29%	35%
Percentage of Tested Scoring 85-100	21%	25%	27%	4%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	324	304	341	10	26	21
Number Scoring 55-100	295	295	317	7	23	15
Number Scoring 65-100	249	266	285	5	12	8
Number Scoring 85-100	56	111	119	0	1	1
Percentage of Tested Scoring 55-100	91%	97%	93%	70%	88%	71%
Percentage of Tested Scoring 65-100	77%	88%	84%	50%	46%	38%
Percentage of Tested Scoring 85-100	17%	37%	35%	0%	4%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	278	331	308	21	24	24
Number Scoring 55-100	275	318	302	21	20	21
Number Scoring 65-100	270	290	279	18	12	13
Number Scoring 85-100	83	77	90	1	3	1
Percentage of Tested Scoring 55-100	99%	96%	98%	100%	83%	88%
Percentage of Tested Scoring 65-100	97%	88%	91%	86%	50%	54%
Percentage of Tested Scoring 85-100	30%	23%	29%	5%	12%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	333	317	308	6	17	23
Number Scoring 55-100	315	296	282	5	13	20
Number Scoring 65-100	287	270	251	4	7	16
Number Scoring 85-100	80	106	71	2	0	2
Percentage of Tested Scoring 55-100	95%	93%	92%	83%	76%	87%
Percentage of Tested Scoring 65-100	86%	85%	81%	67%	41%	70%
Percentage of Tested Scoring 85-100	24%	33%	23%	33%	0%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	189	151	163	4	1	0
Number Scoring 55-100	178	136	156	#	#	0
Number Scoring 65-100	130	100	126	#	#	0
Number Scoring 85-100	15	16	19	#	#	0
Percentage of Tested Scoring 55-100	94%	90%	96%	#	#	0%
Percentage of Tested Scoring 65-100	69%	66%	77%	#	#	0%
Percentage of Tested Scoring 85-100	8%	11%	12%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			16			1
Number Scoring 55-100			15			#
Number Scoring 65-100			14			#
Number Scoring 85-100			4			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			88%			#
Percentage of Tested Scoring 85-100			25%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	39	47	34	0	0	0
Number Scoring 55-100	39	46	34	0	0	0
Number Scoring 65-100	37	44	33	0	0	0
Number Scoring 85-100	11	15	12	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	28%	32%	35%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	26	18	18	0	0	0
Number Scoring 55-100	26	18	16	0	0	0
Number Scoring 65-100	26	18	15	0	0	0
Number Scoring 85-100	11	9	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	50%	17%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	85	95	98	1	2	2
Number Scoring 55-100	82	91	94	#	#	#
Number Scoring 65-100	79	89	86	#	#	#
Number Scoring 85-100	36	41	33	#	#	#
Percentage of Tested Scoring 55-100	96%	96%	96%	#	#	#
Percentage of Tested Scoring 65-100	93%	94%	88%	#	#	#
Percentage of Tested Scoring 85-100	42%	43%	34%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	15	7	3	1	0	0
Number Scoring 55-100	8	2	#	#	0	0
Number Scoring 65-100	4	2	#	#	0	0
Number Scoring 85-100	0	0	#	#	0	0
Percentage of Tested Scoring 55-100	53%	29%	#	#	0%	0%
Percentage of Tested Scoring 65-100	27%	29%	#	#	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	106	100%	83	90%	69	94%
Students with Disabilities	15	87%	15	40%	15	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	361	6%	6%	62%	27%
	Students with Disabilities	57	11%	14%	63%	12%
	All Students	418	6%	7%	62%	25%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	374	3%	61%	35%	1%
	Students with Disabilities	54	26%	67%	7%	0%
	All Students	428	6%	62%	32%	1%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	4	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	266	266	266	36	36	36	302	302	302
Number Scoring 55–64	12	12	12	7	7	5	19	19	17
Number Scoring 65–84	174	111	137	13	13	17	187	124	154
Number Scoring 85–100	63	106	108	1	1	1	64	107	109
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)