

New York State District Report Card Comprehensive Information Report

BEDS Code: 64-16-10-04-0000
 Name: Cambridge Central School District
 Superintendent: Frank Greenhall

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	61	66	81
First	78	68	75
Second	62	74	69
Third	72	62	70
Fourth	89	74	63
Fifth	123	95	76
Sixth	82	125	92
Ungraded Elementary	0	0	0
Seventh	102	86	123
Eighth	93	100	90
Ninth	97	96	109
Tenth	93	91	94
Eleventh	79	72	70
Twelfth	98	87	76
Ungraded Secondary	0	0	1
Total K-12 Enrollment	1129	1096	1089

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.1%	16	1.5%	12	1.1%
Black (Not Hispanic)	6	0.5%	10	0.9%	7	0.6%
Hispanic	5	0.4%	6	0.5%	10	0.9%
White (Not Hispanic)	1106	98.0%	1064	97.1%	1060	97.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	16	20
Common Branch	19	20	20
English Grade 8	15	16	14
Mathematics Grade 8	13	18	15
Science Grade 8	14	0	15
Social Studies Grade 8	16	16	14
English Grade 10	17	14	17
Mathematics Grade 10	21	19	14
Science Grade 10	16	16	8
Social Studies Grade 10	14	14	18

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.2%
Eligible for Free Lunch	178	15.8%	202	18.4%	210	19.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.6%		95.4%
Student Suspensions	38	3.2%	38	3.4%	55	5.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.0%	11.5%	10.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	96
Total Other Professional Staff	8
Total Paraprofessionals	32
Teaching Out of Certification*	4

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	80	72	69
	Regents Diplomas	62	64	66
	% Regents Diplomas	78%	89%	96%
	Regents Diplomas with Advanced Designation**			50
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	12	8	9
	Regents Diplomas	6	4	8
	% Regents Diplomas	50%	50%	89%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	6	1	9
All Students	Total Graduates*	92	80	78
	Regents Diplomas	68	68	74
	% Regents Diplomas	74%	85%	95%
	Regents Diplomas with Advanced Designation**			53
	% Regents Diplomas with Advanced Designation			68%
	IEP Diplomas or Local Certificates	6	1	9

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	39	23	0	1	5	1	0	0
	Percent	57%	33%	0%	1%	7%	1%	0%	0%
Students with Disabilities	Number	2	5	0	0	2	0	0	0
	Percent	22%	56%	0%	0%	22%	0%	0%	0%
All Students	Number	41	28	0	1	7	1	0	0
	Percent	53%	36%	0%	1%	9%	1%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	14		6	1.9%	2	0.6%
	Total Noncompleters	14		6	1.9%	2	0.6%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	6	8.3%
	Total Noncompleters	0		0	0.0%	6	8.3%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	14	3.8%	6	1.6%	8	2.1%
	Total Noncompleters	14	3.8%	6	1.6%	8	2.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	86	176
	Number of Students with Disabilities	0	0	37
	Number of All Students	0	86	213
	Percent of Enrollment	0%	28%	70%
9-12	Number of General-Education Students	0	0	283
	Number of Students with Disabilities	0	0	68
	Number of All Students	0	0	351
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	46	100%	43	95%	51	92%
Spanish	94	98%	79	96%	55	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	0	0%	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	14	57%
Science	0	0%	1	#	1	#
Reading	1	#	1	#	13	69%
Writing	1	#	2	#	12	58%
Global Studies	1	#	0	0%	4	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	88	88	70	11	10	9
Number Scoring 55-100	86	84	69	11	7	8
Number Scoring 65-100	81	79	66	11	6	7
Number Scoring 85-100	37	47	24	2	0	1
Percentage of Tested Scoring 55-100	98%	95%	99%	100%	70%	89%
Percentage of Tested Scoring 65-100	92%	90%	94%	100%	60%	78%
Percentage of Tested Scoring 85-100	42%	53%	34%	18%	0%	11%
Mathematics A						
Number Tested	138	123	95	13	20	13
Number Scoring 55-100	127	117	89	10	16	8
Number Scoring 65-100	104	110	84	8	13	5
Number Scoring 85-100	28	45	55	1	4	3
Percentage of Tested Scoring 55-100	92%	95%	94%	77%	80%	62%
Percentage of Tested Scoring 65-100	75%	89%	88%	62%	65%	38%
Percentage of Tested Scoring 85-100	20%	37%	58%	8%	20%	23%
Mathematics B						
Number Tested	46	106	131	3	2	6
Number Scoring 55-100	28	61	67	#	#	2
Number Scoring 65-100	11	54	47	#	#	1
Number Scoring 85-100	0	11	12	#	#	0
Percentage of Tested Scoring 55-100	61%	58%	51%	#	#	33%
Percentage of Tested Scoring 65-100	24%	51%	36%	#	#	17%
Percentage of Tested Scoring 85-100	0%	10%	9%	#	#	0%
Global History and Geography						
Number Tested	83	80	100	8	10	11
Number Scoring 55-100	80	78	96	8	10	8
Number Scoring 65-100	76	73	89	7	10	7
Number Scoring 85-100	36	30	33	2	3	1
Percentage of Tested Scoring 55-100	96%	97%	96%	100%	100%	73%
Percentage of Tested Scoring 65-100	92%	91%	89%	88%	100%	64%
Percentage of Tested Scoring 85-100	43%	38%	33%	25%	30%	9%
U.S. History and Government						
Number Tested	96	75	72	12	8	9
Number Scoring 55-100	95	74	65	12	7	5
Number Scoring 65-100	91	73	61	11	7	5
Number Scoring 85-100	57	55	35	6	4	1
Percentage of Tested Scoring 55-100	99%	99%	90%	100%	88%	56%
Percentage of Tested Scoring 65-100	95%	97%	85%	92%	88%	56%
Percentage of Tested Scoring 85-100	59%	73%	49%	50%	50%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	68	80	78	5	9	5
Number Scoring 55-100	67	80	76	5	9	4
Number Scoring 65-100	67	75	74	5	8	4
Number Scoring 85-100	36	32	35	4	2	1
Percentage of Tested Scoring 55-100	99%	100%	97%	100%	100%	80%
Percentage of Tested Scoring 65-100	99%	94%	95%	100%	89%	80%
Percentage of Tested Scoring 85-100	53%	40%	45%	80%	22%	20%
Physical Setting/Earth Science						
Number Tested	91	80	108	11	8	10
Number Scoring 55-100	86	79	108	9	8	10
Number Scoring 65-100	81	76	100	9	7	8
Number Scoring 85-100	29	33	43	1	1	2
Percentage of Tested Scoring 55-100	95%	99%	100%	82%	100%	100%
Percentage of Tested Scoring 65-100	89%	95%	93%	82%	88%	80%
Percentage of Tested Scoring 85-100	32%	41%	40%	9%	12%	20%
Physical Setting/Chemistry						
Number Tested	74	64	54	3	3	2
Number Scoring 55-100	73	64	53	#	#	#
Number Scoring 65-100	70	53	48	#	#	#
Number Scoring 85-100	20	8	15	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	#	#	#
Percentage of Tested Scoring 65-100	95%	83%	89%	#	#	#
Percentage of Tested Scoring 85-100	27%	12%	28%	#	#	#
Physical Setting/Physics						
Number Tested		18	13		0	0
Number Scoring 55-100		18	13		0	0
Number Scoring 65-100		18	12		0	0
Number Scoring 85-100		8	5		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	92%		0%	0%
Percentage of Tested Scoring 85-100		44%	38%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	35	24	38	1	1	1
Number Scoring 55-100	35	24	38	#	#	#
Number Scoring 65-100	35	24	38	#	#	#
Number Scoring 85-100	32	21	18	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	91%	88%	47%	#	#	#
Comprehensive Latin						
Number Tested	25	18	21	2	0	0
Number Scoring 55-100	25	18	21	#	0	0
Number Scoring 65-100	25	18	21	#	0	0
Number Scoring 85-100	16	10	9	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	64%	56%	43%	#	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	65	2%	2%	45%	52%
	Students with Disabilities	10	0%	20%	70%	10%
	All Students	75	1%	4%	48%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	75	0%	15%	68%	17%
	Students with Disabilities	19	5%	53%	42%	0%
	All Students	94	1%	22%	63%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	72	72	72	14	14	14	86	86	86
Number Scoring 55–64	2	2	3	0	0	1	2	2	4
Number Scoring 65–84	35	17	25	6	3	6	41	20	31
Number Scoring 85–100	33	53	43	1	4	1	34	57	44
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)