

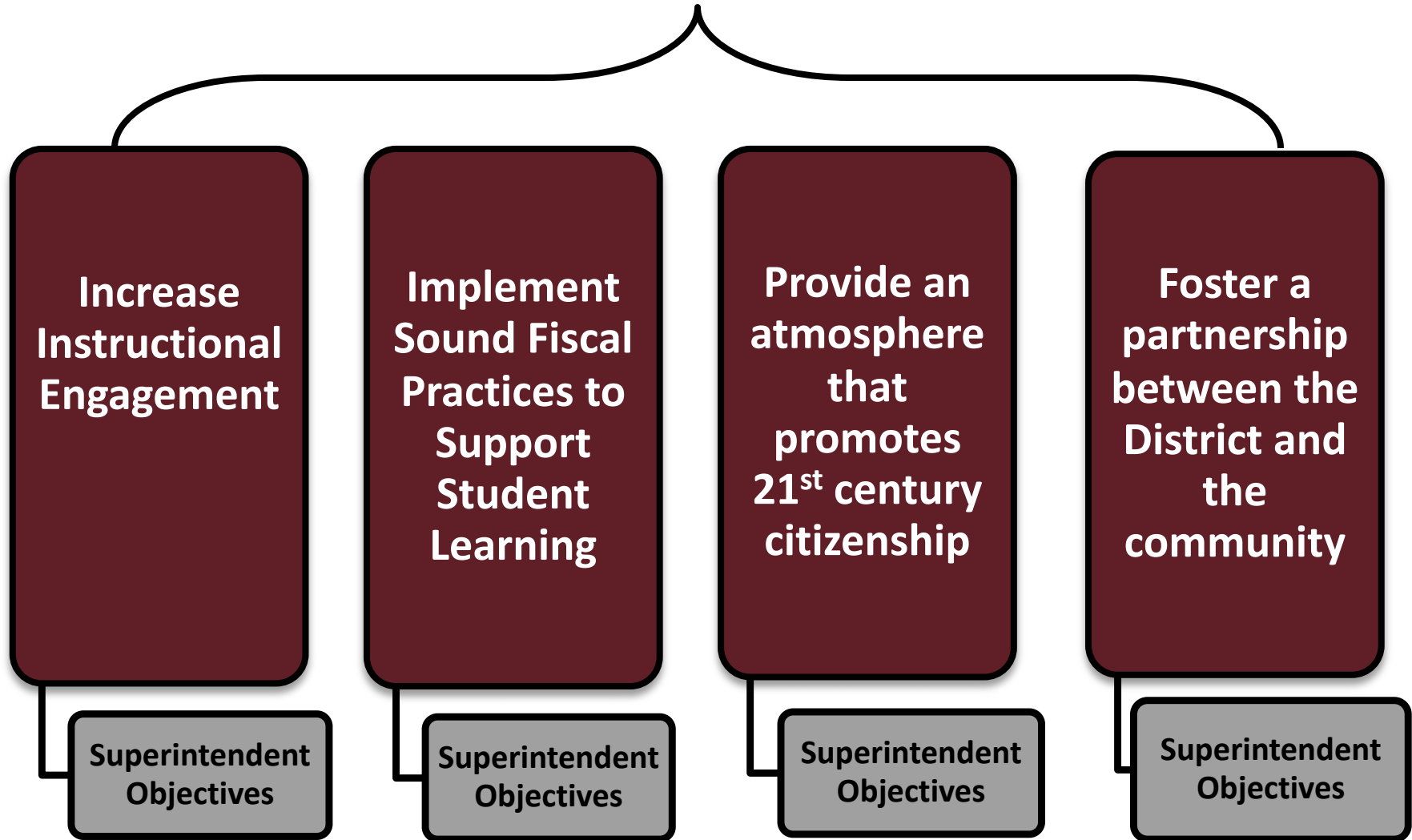
# 2022-2023 DISTRICT GOALS

**“To ensure all students excel as citizens in a changing world”**



# The Four Goals Categories Remain Consistent

## District Goals



# District Goal: Increase Instructional Engagement (Elementary)

## Elementary Schools:

School staff will work collaboratively to increase Kindergarten-5th grade students' proficiency composite scores in DIBELS and STAR for the 2022-2023 school year. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. For more information on DIBELS, click [HERE](#). For more information on STAR Assessments, click [HERE](#).

## Elementary DIBELS:

- Kindergarten: 85% of students will be at or above level on their DIBELS Composite Score.
- First Grade: 83.5% of students will be at or above level on their DIBELS Composite Score (2.5% cohort increase from their kindergarten year).
- Second Grade: 67% of students will be at or above level on their DIBELS Composite Score (5% cohort increase from their first grade year).
- Third Grade: 65% of students will be at or above level on their DIBELS Composite Score (5% cohort increase from the second grade year).
- Fourth Grade: 60% of students will be at or above level on their DIBELS Composite Score (5% cohort increase from the third grade year).
- Fifth Grade: 51% of students will be at or above level on their DIBELS Composite Score (5% increase from their fourth grade year).

## Elementary STAR Math:

- Fifth Grade: 45% of students will be at or above level on their STAR Math test (5% cohort increase from the fourth grade year).

# District Goal: Increase Instructional Engagement (CSMS)

## Central Square Middle School:

School staff will work collaboratively to increase students' proficiency composite scores in DIBELS and STAR for the 2022-2023 school year. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. For more information on DIBELS, click [HERE](#). For more information on STAR Assessments, click [HERE](#).

## Middle School DIBELS:

- Sixth Grade: 61% of students will be at or above level on their DIBELS Composite Score (5% cohort increase from the fifth grade year).

## Middle School STAR Math:

- Sixth Grade: 45% of students will be at or above level on their STAR Math test (5% cohort increase from their fifth grade year).
- Seventh Grade: 37% of students will be at or above level on their STAR Math test (3% cohort increase from their sixth grade year).
- Eighth Grade: 28% of students will be at or above level on their STAR Math test (5% cohort increase from their seventh grade year).

## Middle School STAR Reading:

- Sixth Grade: 50% of students will be at or above level on their STAR Reading test.
- Seventh Grade: 56% of students will be at or above level on their STAR Reading test (3% cohort increase from their sixth year).
- Eighth Grade: 45% of students will be at or above level on their STAR Reading test (5% cohort increase from their seventh grade year).

# District Goal: Increase Instructional Engagement (PVM HS)

## Paul V. Moore High School:

School staff will work collaboratively to increase students' proficiency composite scores in STAR for the 2022-2023 school year. For more information on STAR Assessments, click [HERE](#). Ninth Grade Baseline data is being collected during the 2022-2023 school year on the newly implemented common assessments.

## High School STAR Reading:

- Ninth Grade: 57% of students will be at or above level on their STAR Reading test (5% cohort increase from their eighth grade year).
- Tenth Grade: 55% of students will be at or above level on their STAR Reading test (3% cohort increase from their ninth grade year).
- Eleventh Grade: 60% of students will be at or above level on their STAR Reading test (3% cohort increase from their tenth grade year).
- Twelfth Grade: 65% of students will be at or above level on their STAR Reading test (3% cohort increase from their eleventh grade year).

## High School Algebra Common Assessments:

- ❖ Ninth Grade Baseline data is being collected during the 2022 – 2023 school year on the newly implemented common assessments.

# District Goal: Increase Instructional Engagement (ELA)

Each grade level will increase their overall proficiency score percentage by 5% and IEP proficiency score % by 3%

## English Language Arts (ELA) District-Wide (2021-2022)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	243	226/93% (196 Gen Ed/30 IEP)	106/47%	103/53%	3/10%
4	255	236/93% (196 Gen Ed/40 IEP)	72/31%	70/36%	2/5%
5	295	257/87% (208 Gen Ed/49 IEP)	89/35%	85/41%	4/8%
6	285	248/87% (213 Gen Ed/35 IEP)	123/50%	118/55%	5/14%
7	250	191/76% (157 Gen Ed/34 IEP)	74/39%	72/46%	2/6%
8	284	178/63% (145 Gen Ed/33 IEP)	81/46%	78/54%	3/9%

## English Language Arts (ELA) District-Wide (2018-2019)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	268	247/92% (214 Gen Ed/33 IEP)	115/47%	113/53%	2/6%
4	258	236/91% (199 Gen Ed/37 IEP)	96/41%	92/46%	4/11%
5	278	216/78% (184 Gen Ed/32 IEP)	76/35%	76/41%	0/0%
6	271	195/72% (180 Gen Ed/15 IEP)	77/39%	76/42%	1/7%
7	307	168/55% (148 Gen Ed/20 IEP)	50/30%	49/33%	1/5%
8	278	138/50% (124 Gen Ed/14 IEP)	64/46%	62/50%	2/14%

## English Language Arts (ELA) District-Wide (2017-2018)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	254	218/86% (195 Gen Ed/23 IEP)	108/50%	105/54%	3/13%
4	287	223/78% (193 Gen Ed/30 IEP)	82/37%	80/41%	2/7%
5	280	169/60% (153 Gen Ed/16 IEP)	64/38%	63/41%	1/6%
6	316	177/56% (159 Gen Ed/18 IEP)	65/37%	64/40%	1/6%
7	283	142/50% (129 Gen Ed/13 IEP)	45/32%	44/34%	1/8%
8	269	94/35% (81 Gen Ed/13 IEP)	35/37%	35/43%	0/0%



# District Goal: Increase Instructional Engagement (Math)

Each grade level will increase their overall proficiency score percentage by 5% and IEP proficiency score % by 3%

## Math District-Wide (2021-2022)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	242	223/92% (195 Gen Ed/28 IEP)	95/43%	89/46%	6/21%
4	255	234/92% (194 Gen Ed/40 IEP)	74/32%	69/36%	5/13%
5	295	256/87% (210 Gen Ed/46 IEP)	98/38%	92/48%	6/13%
6	284	208/73% (178 Gen Ed/30 IEP)	76/37%	74/42%	2/6%
7	249	168/67% (137 Gen Ed/31 IEP)	72/43%	70/51%	2/6%
8	285	114/40% (86 Gen Ed/28 IEP)	25/22%	23/27%	2/7%

## Math District-Wide (2018-2019)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	268	247/92% (214 Gen Ed/33 IEP)	128/52%	122/57%	6/18%
4	258	234/91% (197 Gen Ed/37 IEP)	109/47%	105/53%	4/11%
5	278	216/78% (185 Gen Ed/31 IEP)	77/36%	76/41%	1/3%
6	271	187/69% (174 Gen Ed/13 IEP)	104/56%	103/59%	1/8%
7	307	164/53% (145 Gen Ed/19 IEP)	54/33%	52/36%	2/11%
8	278	88/32% (74 Gen Ed/14 IEP)	37/42%	33/45%	4/29%

## Math District-Wide (2017-2018)

Grade	Total Students	Students Participating	Proficient Score (3 or 4)/%	General Ed. (3 or 4) Score/%	IEP (3 or 4) Score/%
3	254	218/86% (195 Gen Ed/23 IEP)	115/53%	110/56%	5/22%
4	287	219/76% (190 Gen Ed/29 IEP)	80/37%	80/42%	0/0%
5	280	172/61% (156 Gen Ed/16 IEP)	95/55%	93/60%	2/13%
6	316	175/55% (157 Gen Ed/18 IEP)	63/36%	62/39%	1/6%
7	283	139/49% (124 Gen Ed/15 IEP)	35/25%	34/27%	1/7%
8	269	71/26% (57 Gen Ed/14 IEP)	12/17%	10/18%	2/14%

# District Goal: Increase Instructional Engagement (CSMS)

## Middle School:

The percentage of middle school students failing 2 or more courses will be decreased by 4% in 2022-2023.

The percentage of middle school students failing 2 or more courses in 2021-2022 was:  
6th grade (9%), 7th grade (17%), 8th grade (26%).

The percentage of middle school students failing 2 or more courses in 2020-2021 was:  
6th grade (32%), 7th grade (47%), 8th grade (39%).



# District Goal: Increase Instructional Engagement (PVM HS)

## Paul V. Moore High School:

**The percentage of high school students failing 2 or more courses will be decreased by 4% in 2022-2023.**

**The percentage of high school students failing 2 or more courses in 2021-2022 was:  
9th grade (15%), 10th grade (14%), 11th grade (9%), 12th grade (2%).**

**The percentage of high school students failing 2 or more courses in 2020-2021 was:  
9th grade (38%), 10th grade (33%), 11th grade (32%), 12th grade (12%).**

# District Goal: Sound Fiscal Practices to Support Student Learning

## Superintendent Objectives to Support District Goal

Work collaboratively with King + King Architects (District's Architectural Firm), Turner Construction (Construction Management Firm), Director of Facilities, School Business Manager and Building Level Administrators to oversee the next phase of capital project work that was voter approved in May 2022.

Communicate the plan for the 2022 capital project that will include all Hastings-Mallory Elementary (HME) students and staff temporarily moving to Central Square Intermediate (CSI) for the 2023-2024 school year, and then temporarily moving all A.A. Cole students/staff to CSI for the 2024-2025 school year. Utilizing CSI provides the District with considerable savings, while also greatly expediting the scope and duration of the capital project.

Continue to efficiently utilize the Coronavirus Response and Relief Supplemental Appropriations Act funds (CRRSA) and American Rescue Plan funds (ARP) to provide additional academic, social, and emotional supports for our students to close the learning gaps resulting from the pandemic and improve the overall well-being of our students. This is year two of these grants, which are all available on the District's website, seen [HERE](#).

# District Goal: Provide an Atmosphere that Promotes 21<sup>st</sup> Century Citizenship

## Superintendent Objectives to Support District Goal

The Central Square School District will maintain an overall daily attendance rate of 95% and each school will increase their daily attendance rate by 3% in 2022-2023. The District had a daily attendance rate of 90.9% for the 2021-2022 school year (Brewerton 94.2%, A.A. Cole 91.5%, MHE 92.8%, HME 92.9%, CSMS 91%, PVM HS 88%).

Students are considered chronically absent if they are absent (excused or unexcused) for 10% or more of their enrolled instructional days. The chronic absenteeism rate for 2021-2022 was 28.2%, in 2020-2021 it was 19.8%, in 2019-2020 it was 17.6%, in 2018-2019 it was 20.8%. In 2021-2022, the chronic absenteeism rate at Brewerton was 15.5%, A.A. Cole was 29.6%, MHE was 23.3%, HME was 22.1%, CSMS was 30.1%, PVM HS was 35.1%. Each of our schools will decrease our chronic absenteeism rate by 3% in 2022-2023.

Increase overall graduation rate by 2% and 4% for students with disabilities.

Graduation rate in 2021-2022 was 89% (all students), 90% (general education students), 76% (students with disabilities) **(2021-2022 data is still embargoed)**

Graduation rate in [2020-2021](#) was 85% (all students), 87% (general education students), 73% (students with disabilities)

Graduation rate in [2019-2020](#) was 87% (all students), 89% (general education students), 75% (students with disabilities)

# District Goal: Foster a Partnership Between the District and the Community

## Superintendent Objectives to Support District Goal

Every school in the District will effectively communicate with parents and students regarding the instructional program, as well as all other aspects of the educational program that helps foster a learning environment that is safe, welcoming, and nurturing, that promotes a healthy and strong school community. A student and parent survey will be administered in June that will address our overall success

We will expand “Redhawk University” to provide ongoing sessions for parents/guardians with students in all 6 schools on topics such as drug/alcohol/vaping prevention, student anxiety and depression, cyberbullying, Internet safety, social media awareness, and specific special education topics that parents have requested. The sessions will vary based on the age level of students. This will be a collaborative effort among the administration and the 6 Special Patrol Officers (1 per school)