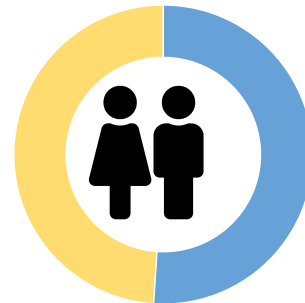
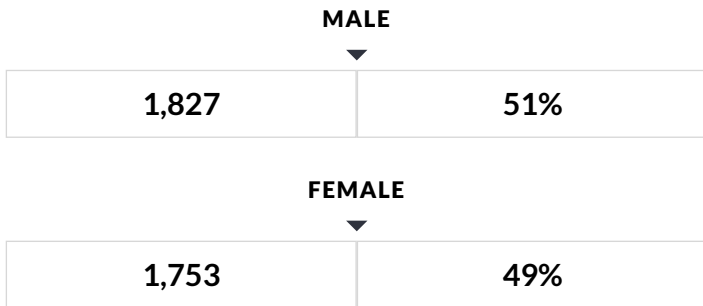


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2019 - 20 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

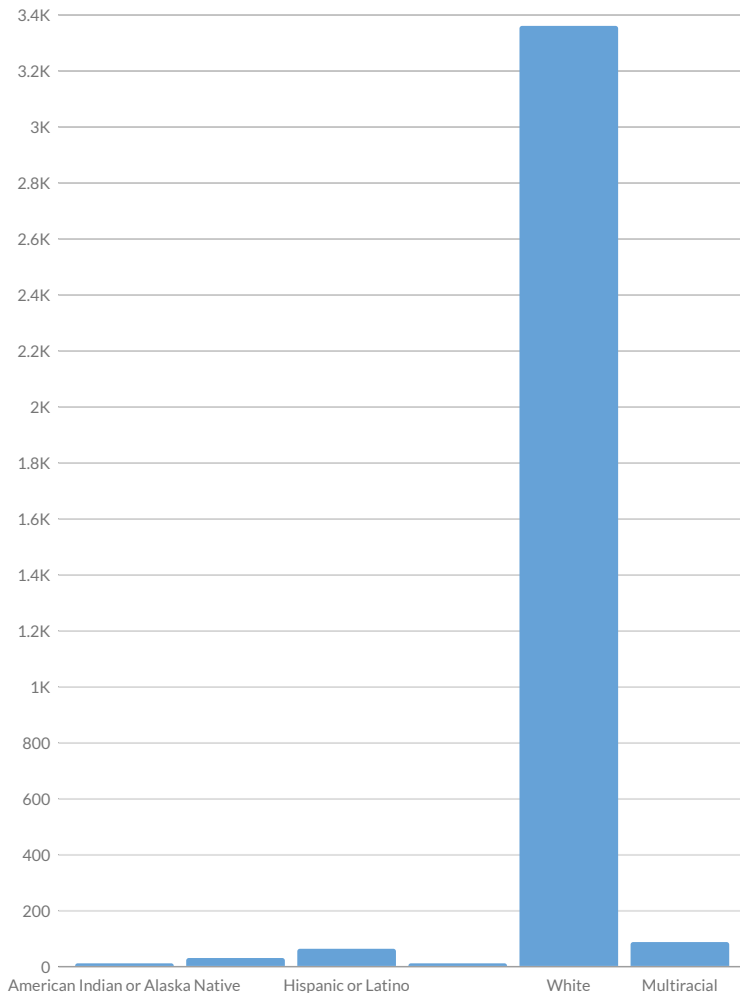
CENTRAL SQUARE CSD ENROLLMENT (2019 - 20)

K-12 Enrollment: 3,580

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



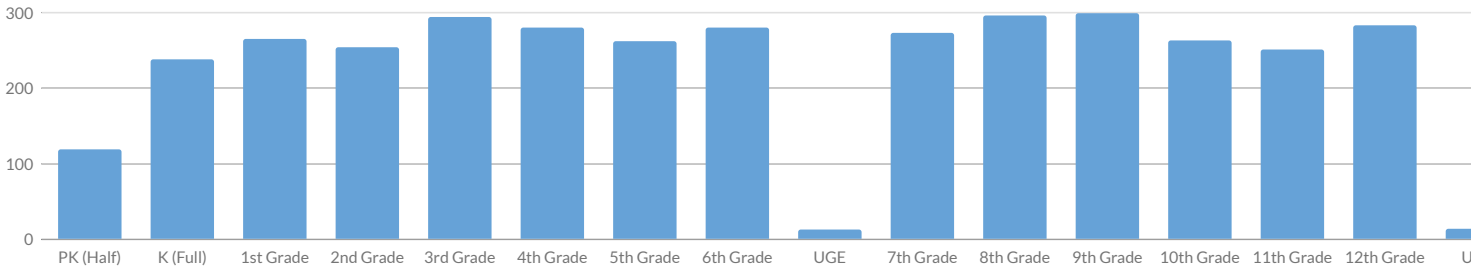
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	505	14%	1,717	48%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	37	1%	—	—
				PARENT IN ARMED FORCES	
				26	1%

ENROLLMENT BY GRADE



PRE-K (HALF DAY)		K (FULL DAY)		1ST GRADE		2ND GRADE	
120	3%	239	6%	266	7%	255	7%
3RD GRADE		4TH GRADE		5TH GRADE		6TH GRADE	
295	8%	281	8%	263	7%	281	8%
UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE		9TH GRADE	
14	0%	274	7%	297	8%	300	8%
10TH GRADE		11TH GRADE		12TH GRADE		UNGRADED SECONDARY	
264	7%	252	7%	284	8%	15	0%

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CENTRAL SQUARE CSD - NEW YORK STATE REPORT CARD [2019 - 20]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

TARGET DISTRICT

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Comprehensive Support and Improvement
American Indian or Alaska Native	Good Standing: Potential Target District
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing: Potential Target District
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Targeted Support and Improvement

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	359	83.8%
	5-Year	305	87.5%
	6-Year	301	89%
American Indian or Alaska Native	4-Year	4	—
	5-Year	4	—
	6-Year	8	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	7	—
	5-Year	8	—
	6-Year	6	—
Black or African American	4-Year	6	—
	5-Year	4	—
	6-Year	8	—
Hispanic or Latino	4-Year	8	—
	5-Year	4	—
	6-Year	4	—
Multiracial	4-Year	5	—
	5-Year	3	—
	6-Year	0	—
White	4-Year	343	84.8%
	5-Year	292	87.7%
	6-Year	291	89%
English Language Learners	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Students with Disabilities	4-Year	52	57.7%
	5-Year	52	75%
	6-Year	34	70.6%
Economically Disadvantaged	4-Year	150	69.3%
	5-Year	132	77.3%
	6-Year	112	75%

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	268	25	9%	8	1	13%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH- POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW- POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	287	0	0%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parents not in Armed Forces	302	263	87%	126	42%	132	44%	5	2%	0	0%	15	5%	1	0%	23	8%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	297	260	88%	126	42%	129	43%	5	2%	0	0%	15	5%	1	0%	21	7%
Homeless	5	3	60%	0	0%	3	60%	0	0%	0	0%	0	0%	0	0%	2	40%
Not in Foster Care	302	263	87%	126	42%	132	44%	5	2%	0	0%	15	5%	1	0%	23	8%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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