



School Annual Education Report (AER)

March 21, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Central Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Mrs. Bridgit Spielman, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.owosso.k12.mi.us or you may review a copy in the principal's office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Central Elementary School has not been given a label for 2017-2018 school year.

Some of our district challenges include reading, math, and science scores and socio-economic status of our families. Key initiatives have been developed with input from key stakeholders including staff, parents, and students to address these concerns. Our Title I staff is diligent about bringing families together and addressing academic concerns. Over the past two years our parent involvement activities have been very successful. Our student population is diagnostically tested in the areas of reading and math several times during the year and support is given to teachers and students based on those testing results. The combined data report is used to guide instruction with all of our teachers. Teachers are receiving professional development in the area of literacy and inquiry based instruction. All school improvement efforts and training are geared around this type of teaching and learning. During the summer of 2017 and the summer of 2018, summer school was offered to those who continued to struggle.

Process for assigning students to the school:

Central Elementary School generally services students who live in the central portion of the Owosso school district. The school also accepts in-district transfers and school of choice students from other districts to the extent enrollment capacity allows.

Status of the 3-5 year school improvement plan:

Owosso Public Schools strives to develop students who can participate and contribute as active, productive members of an ever-changing, technological society. This requires high personal achievement through multiple means and multiple ways of knowing. All Owosso elementary buildings are involved in the implantation of an Inquiry-Based philosophy. This process involves the entire staff in assisting all children to reach specific academic and social goals. The school improvement plan is available upon request.

Access to the Core Curriculum:

Curriculum maps, aligned with Michigan Department of Education (MDE) standards and benchmarks continued to be created and updated for every course in the district. These efforts were supported by an on-going Five Year Plan for Curriculum Renewal process. The plan for district-wide professional development during the 2017-2018 school year was formulated through collaboration with teachers and administration leading to a unified instructional experience for all students.

Aggregate Student Achievement Results:

Owosso Public Schools utilizes local assessments to provide additional diagnostic measures to inform instructional activities. Central Elementary School students are assessed with the Developmental Reading Assessment (DRA), and The Northwest Evaluation Association (NWEA) Map Growth Assessment. Central School uses the data from these assessments, reviewed at least three times per school year, to inform classroom and supplemental instruction. At Central School we pride ourselves in creating readers by third grade. At the end of the 2017-2018 school year 83% of third graders were proficient readers as measured by the DRA.

Parent Teacher Conference:

Central parents attended conferences in both fall and spring. At Central, attendance at fall parent/teacher conferences remained the same at 93% in both 2014 and 2015. We transitioned in Fall of 2016 to Student Level Conferences. Our attendance during fall conferences increased from 93% in 2015 to 96% in 2016 and remained the same in 2017. We have again increased to 97% in Fall of 2018.

At Central School, the staff is committed to providing rich educational opportunities for each of the students and families we serve. We have made significant strides in academics and citizenship while improving the overall school environment in terms of safety and orderly operation over the past several years. We look forward to maintaining a strong partnership with our parents and community to continually improve student achievement.

Sincerely,

Bridgit H. Spielman

Central Elementary Principal

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	35.4%	80	41.7%	25	13.3%	8	28.3%	17	31.7%	19	26.7%	16
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	32.7%	68	42.1%	24	14.0%	8	28.1%	16	36.8%	21	21.1%	12
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	35.4%	73	40.0%	22	12.7%	7	27.3%	15	34.5%	19	25.5%	14
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	32.6%	59	45.1%	23	13.7%	7	31.4%	16	35.3%	18	19.6%	10

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	39.7%	46	42.4%	14	15.2%	5	27.3%	9	27.3%	9	30.3%	10
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	33.0%	34	44.4%	12	20%	4	*	8	*	11	20%	4
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	30.9%	34	40.7%	11	20%	3	*	8	37.0%	10	22.2%	6
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	32.4%	34	40.0%	12	20%	4	*	8	33.3%	10	26.7%	8
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	27.2%	37	34.8%	8	20%	<3	*	*	21.7%	5	43.5%	10
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	26.3%	36	34.8%	8	20%	3	*	5	34.8%	8	30.4%	7
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	33.9%	77	41.0%	32	10.3%	8	30.8%	24	28.2%	22	30.8%	24
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	34.4%	76	35.4%	23	15.4%	10	20.0%	13	20.0%	13	44.6%	29
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	48.4%	46	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	34.1%	71	41.9%	31	10.8%	8	31.1%	23	27.0%	20	31.1%	23
ELA	4th Grade Content	White	2017-18	52.5%	35,934	34.0%	69	35.0%	21	15.0%	9	20.0%	12	21.7%	13	43.3%	26
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	46.3%	50	56.8%	21	10%	3	*	18	18.9%	7	24.3%	9

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	38.5%	45	35.1%	13	16.2%	6	18.9%	7	18.9%	7	45.9%	17
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	22.7%	27	26.8%	11	12.2%	5	14.6%	6	36.6%	15	36.6%	15
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	29.8%	31	35.7%	10	20%	4	*	6	21.4%	6	42.9%	12
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	24.8%	32	34.5%	10	20%	<3	*	*	20%	5	*	14
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	27.7%	38	27.6%	8	20%	<3	*	*	20%	5	*	16
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	8
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	47.1%	107	44.8%	26	10%	4	*	22	27.6%	16	27.6%	16

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	33.6%	80	30.9%	25	8.6%	7	22.2%	18	21.0%	17	48.1%	39
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	54.9%	50	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	47.8%	96	44.2%	23	10%	4	*	19	28.8%	15	26.9%	14
ELA	5th Grade Content	White	2017-18	53.8%	38,604	32.9%	72	29.9%	23	9.1%	7	20.8%	16	20.8%	16	49.4%	38
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	51.8%	59	41.9%	13	10%	<3	*	*	32.3%	10	25.8%	8

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ELA	5th Grade Content	Female	2017-18	50.7%	27,038	39.7%	46	39.5%	15	10.5%	4	28.9%	11	26.3%	10	34.2%	13
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	42.5%	48	48.1%	13	20%	<3	*	*	22.2%	6	29.6%	8
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	27.9%	34	23.3%	10	10%	3	*	7	16.3%	7	60.5%	26
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	40.0%	52	39.3%	11	20%	<3	*	*	35.7%	10	25.0%	7
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	27.0%	41	21.9%	7	10%	<3	*	*	21.9%	7	56.3%	18
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	44.2%	100	46.7%	28	11.7%	7	35.0%	21	31.7%	19	21.7%	13

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M-STEP Grades 3-11

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Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	37.3%	78	49.1%	28	15.8%	9	33.3%	19	29.8%	17	21.1%	12
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	45.4%	94	49.1%	27	10.9%	6	38.2%	21	32.7%	18	18.2%	10
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	38.1%	69	52.9%	27	17.6%	9	35.3%	18	31.4%	16	15.7%	8
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	37.1%	43	39.4%	13	10%	<3	*	*	39.4%	13	21.2%	7

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	31.4%	32	44.4%	12	20%	5	*	7	*	11	20%	4
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	51.8%	57	55.6%	15	20%	5	*	10	22.2%	6	22.2%	6
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	43.0%	46	53.3%	16	20%	4	*	12	20%	6	*	8
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	31.6%	43	26.1%	6	20%	<3	*	*	47.8%	11	26.1%	6
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	30.7%	42	39.1%	9	20%	<3	*	*	30.4%	7	30.4%	7
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	37.9%	86	43.6%	34	7.7%	6	35.9%	28	46.2%	36	10.3%	8

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M-STEP Grades 3-11

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Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	40.1%	89	50.8%	33	16.9%	11	33.8%	22	26.2%	17	23.1%	15
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	49.0%	47	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	38.5%	80	45.9%	34	8.1%	6	37.8%	28	44.6%	33	9.5%	7
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	40.7%	83	51.7%	31	16.7%	10	35.0%	21	26.7%	16	21.7%	13
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	38.0%	41	37.8%	14	10%	<3	*	*	51.4%	19	10.8%	4
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	36.4%	43	45.9%	17	10.8%	4	35.1%	13	32.4%	12	21.6%	8

Annual Education Report Central School (00611)

M-STEP Grades 3-11

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Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	37.8%	45	48.8%	20	10%	4	*	16	*	17	10%	4
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	44.2%	46	57.1%	16	25.0%	7	32.1%	9	20%	5	*	7
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	26.4%	34	31.0%	9	20%	<3	*	*	*	15	20%	5
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	31.2%	43	44.8%	13	20%	<3	*	*	20.7%	6	34.5%	10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	50%	7	50%	4	50%	<3	50%	*	50%	<3	50%	6
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	35.6%	80	31.0%	18	10%	5	*	13	37.9%	22	31.0%	18
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	24.9%	59	21.3%	17	8.8%	7	12.5%	10	46.3%	37	32.5%	26

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Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	34.8%	32	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	37.0%	74	32.7%	17	10%	5	*	12	34.6%	18	32.7%	17
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	24.2%	53	22.4%	17	9.2%	7	13.2%	10	46.1%	35	31.6%	24
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	29.5%	33	22.6%	7	10%	<3	*	*	38.7%	12	38.7%	12
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	26.1%	30	16.2%	6	10%	<3	*	*	51.4%	19	32.4%	12

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Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	41.6%	47	40.7%	11	20%	3	*	8	37.0%	10	22.2%	6
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	23.8%	29	25.6%	11	14.0%	6	11.6%	5	41.9%	18	32.6%	14
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	31.3%	40	28.6%	8	20%	<3	*	*	32.1%	9	39.3%	11
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	17.9%	27	16.1%	5	10%	<3	*	*	41.9%	13	41.9%	13
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	7	5%	3	5%	<3	5%	<3	*	27	*	47
Science	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	12.5%	12	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	5%	6	5%	3	5%	<3	5%	<3	*	27	*	43
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	*	10%	<3	10%	<3	10%	<3	*	12	*	24
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	4	10%	3	10%	<3	10%	<3	*	15	*	23
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	20%	*	20%	*	20%	<3	20%	<3	*	10	*	17
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	14.0%	32	22.0%	13	10%	<3	*	*	57.6%	34	20.3%	12
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	7.5%	18	6.2%	5	5%	<3	5%	*	70.4%	57	23.5%	19
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	18.5%	17	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	13.3%	27	20.8%	11	10%	<3	*	*	62.3%	33	17.0%	9
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	7.2%	16	6.5%	5	5%	<3	*	*	70.1%	54	23.4%	18
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10.5%	12	12.9%	4	10%	<3	10%	*	61.3%	19	25.8%	8
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	*	10%	*	10%	<3	10%	<3	*	29	*	7
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	20%	20	32.1%	9	20%	<3	*	*	*	15	20%	4

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	11	10%	3	10%	<3	10%	<3	*	28	*	12
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	20%	15	20.7%	6	20%	<3	*	*	*	20	20%	3
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	10%	*	10%	*	10%	<3	10%	<3	*	21	*	9
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report Central School (00611)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	50%	*	*	*	*
ELA	3rd Grade Content	All Students	2017-18	63.9%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	50%	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	73.9%	50%	*	*	*	*
ELA	3rd Grade Content	White	2017-18	66.7%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	63.8%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	55.1%	*	*	*	*	*
ELA	3rd Grade Content	Female	2016-17	70.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2016-17	60.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2017-18	61.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	60.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2017-18	55.2%	*	*	*	*	*

Annual Education Report Central School (00611)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	82.7%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	68.3%	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	54.4%	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	84.2%	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	71.7%	*	*	*	*	*
Science	4th Grade Content	White	2016-17	59.1%	*	*	*	*	*
ELA	4th Grade Content	Male	2016-17	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2016-17	69.6%	*	*	*	*	*
Science	4th Grade Content	Male	2016-17	54.6%	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	81.8%	*	*	*	*	*

Annual Education Report Central School (00611)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	All Students	2016-17	57.4%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	38.5%	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	83.6%	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	62.0%	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	52.1%	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	42.5%	*	*	*	*	*
ELA	5th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2016-17	53.9%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2016-17	37.5%	*	*	*	*	*
ELA	5th Grade Content	Male	2016-17	80.4%	*	*	*	*	*
Social Studies	5th Grade Content	Male	2016-17	39.0%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	*	*	*	*	*

Annual Education Report Central School (00611)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	*	*	*	*	*

Annual Education Report Central School (00611)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Central School (00611)

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Central School (00611)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	189	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	85	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	204	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Migrant	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	26	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	178	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	189	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Female	2017-18	102	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	102	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	85	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	119	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	26	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	178	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	204	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	All Students	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	77	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	38	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	32	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	49	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	81	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	72	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	81	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	98.9%	0.0%	N/A	99.5%	0.0%	35.68%
All Students	Mathematics	98.8%	1.2%	38.72%	99.2%	0.8%	N/A	100.0%	0.0%	40.00%
All Students	Science	97.8%	2.2%	N/A	98.6%	1.4%	N/A	98.8%	1.2%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	98.7%	1.3%	N/A	100.0%	0.0%	6.25%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	<10	<10	<10	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	13.99%	<10	<10	<10	<10	<10	<10
Black or African American	Science	96.1%	3.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	98.6%	0.0%	N/A	<10	<10	<10

Annual Education Report Central School (00611)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	98.6%	1.4%	N/A	<10	<10	<10
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	<10	<10	<10	<10	<10	<10
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	100.0%	0.0%	N/A	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	98.8%	0.0%	N/A	99.5%	0.0%	35.68%
White	Mathematics	99.0%	1.0%	45.19%	99.2%	0.8%	N/A	100.0%	0.0%	41.40%
White	Science	98.2%	1.8%	N/A	98.5%	1.5%	N/A	98.7%	1.3%	N/A
White	Social Studies	98.1%	1.9%	38.15%	98.6%	1.4%	N/A	100.0%	0.0%	6.58%
Female	ELA	98.8%	0.1%	51.36%	98.9%	0.0%	N/A	100.0%	0.0%	39.39%

Annual Education Report Central School (00611)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	99.1%	0.9%	N/A	100.0%	0.0%	36.36%
Female	Science	98.0%	2.0%	N/A	98.4%	1.6%	N/A	97.4%	2.6%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	98.6%	1.4%	N/A	100.0%	0.0%	5.41%
Male	ELA	98.6%	0.1%	43.47%	98.9%	0.0%	N/A	99.0%	0.0%	32.00%
Male	Mathematics	98.7%	1.3%	40.26%	99.2%	0.8%	N/A	100.0%	0.0%	43.56%
Male	Science	97.7%	2.3%	N/A	98.8%	1.2%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.9%	1.1%	N/A	100.0%	0.0%	6.98%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	98.8%	0.0%	N/A	98.8%	0.0%	27.16%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.3%	0.7%	N/A	100.0%	0.0%	35.37%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	98.5%	1.5%	N/A	96.9%	3.1%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	98.8%	1.2%	N/A	100.0%	0.0%	6.45%
English Learners	ELA	98.4%	1.8%	23.27%	<10	<10	<10	N/A	N/A	N/A
English Learners	Mathematics	98.9%	1.1%	23.08%	<10	<10	<10	N/A	N/A	N/A
English Learners	Science	98.1%	1.9%	N/A	<10	<10	<10	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	<10	<10	<10	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Central School (00611)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	97.9%	0.0%	N/A	96.2%	0.0%	12.00%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	23.08%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	ELA	95.9%	0.3%	25.16%	95.8%	0.0%	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.2%	3.8%	17.34%	95.8%	4.2%	N/A	N/A	N/A	N/A
Homeless	Science	93.2%	6.8%	N/A	91.7%	8.3%	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	91.7%	8.3%	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	N/A	N/A	N/A
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	N/A	N/A	N/A
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Central School (00611)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Central School (00611)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Central School (00611)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	89.78%

* All data based on students enrolled for a full academic year.

Annual Education Report Central School (00611)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	35.68%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	27.16%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	12.00%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Native Hawaiian or Other Pacific Islander	ELA	53.54%	<10	56.41%	57.85%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	35.68%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	40.00%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	35.37%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	23.08%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Native Hawaiian or Other Pacific Islander	Mathematics	41.85%	<10	44.38%	45.65%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	41.40%	45.55%	46.35%	47.55%

Annual Education Report Central School (00611)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Central School	68.30	55.84	N/A	N/A	81.36	100.00	N/A	66.05	N/A	N/A

Annual Education Report Central School (00611)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Central School (00611)	0	9	18	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Central School (00611)	19.54	4.00	20.5%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Central School (00611)	1.00	1.00	100.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Central School (00611)	19.54	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Central School (00611)	19.54	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Central School (00611)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Central School (00611)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability					
SD	11	59	28	11	2
Not SD	89	21	40	30	8
Student is an English Language Learner					
ELL	8	41	40	16	2
Not ELL	92	24	39	29	8

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report Central School (00611)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report Central School (00611)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

Annual Education Report Central School (00611)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
Two or More Races	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

Annual Education Report Central School (00611)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9