



School Annual Education Report (AER)

January 15th, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 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 2018-19 school year, schools were identified using new 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. 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 2018-2019 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 Inquiry Based Instruction and Guided Reading. All school improvement efforts and training are geared around the inquiry model type of teaching and learning. During the summer of 2019, 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 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 the 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 2018-2019 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 two local assessments to provide additional diagnostic measures to inform instructional activities. Central's students took the NWEA Assessment in the area of mathematics and reading and baseline data was collected. 68% of 1st graders met their growth target in reading and 78% met their growth target in math.. The school's fourth grade average for achieving benchmark status according to the DRA Assessment was level 34 in the fall of 2018 and the same students were at a level 49, significantly above benchmark, in the fall 2019.

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 and our conference attendance has increased steadily since the transition. Our attendance during fall conferences increased from 93% in 2015 to 98% in 2019.

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 in reaching new heights as a school and district.

Sincerely,

Bridgit H. Spielman

Central Elementary Principal

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	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	All Students	2018-19	45.1%	45,457	31.4%	72	29.9%	23	10.4%	8	19.5%	15	31.2%	24	39.0%	30
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
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
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	32.7%	67	30.4%	21	11.6%	8	18.8%	13	34.8%	24	34.8%	24

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student 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	2017-18	47.4%	23,793	33.0%	34	44.4%	12	20%	4	*	8	*	11	20%	4
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	34.3%	37	26.7%	8	20%	3	20%	5	30.0%	9	43.3%	13
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	Male	2018-19	42.0%	21,581	28.9%	35	31.9%	15	10.6%	5	21.3%	10	31.9%	15	36.2%	17
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	Economically Disadvantaged	2018-19	31.3%	17,711	24.2%	37	21.9%	7	10%	3	*	4	25.0%	8	53.1%	17
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11

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M-STEP Grades 3-11

Subject	Grade	Student 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	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	All Students	2018-19	45.8%	46,892	24.5%	52	26.7%	16	10%	3	*	13	21.7%	13	51.7%	31
ELA	4th Grade Content	Black or African American	2018-19	20.9%	3,961	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2018-19	43.4%	2,046	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2018-19	53.4%	35,331	24.7%	44	28.3%	15	10%	<3	*	*	20.8%	11	50.9%	27

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student 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	Female	2018-19	48.8%	24,513	27.9%	29	34.5%	10	20%	<3	*	*	20%	5	*	14
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	Male	2018-19	42.9%	22,379	21.3%	23	19.4%	6	10%	<3	*	*	25.8%	8	54.8%	17
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	Economically Disadvantaged	2018-19	31.6%	17,865	23.2%	32	30.8%	8	20%	<3	*	*	20%	5	*	13
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	8
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student 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	All Students	2018-19	46.2%	48,528	28.9%	70	29.7%	19	5%	3	*	16	20.3%	13	50.0%	32
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2018-19	35.7%	3,119	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	54.9%	50	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2018-19	43.5%	2,088	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2018-19	53.3%	36,534	30.9%	67	30.5%	18	10%	<3	*	*	20.3%	12	49.2%	29

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Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student 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	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	Female	2018-19	50.2%	25,866	32.6%	43	30.6%	11	10%	<3	*	*	19.4%	7	50.0%	18
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	Male	2018-19	42.3%	22,662	24.5%	27	28.6%	8	20%	<3	*	*	21.4%	6	50.0%	14
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	Economically Disadvantaged	2018-19	31.6%	17,978	20.6%	34	23.5%	8	10%	<3	*	*	14.7%	5	61.8%	21
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2018-19	15.0%	1,885	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student 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	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2018-19	46.7%	47,210	41.5%	95	46.8%	36	15.6%	12	31.2%	24	27.3%	21	26.0%	20
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
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

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M-STEP Grades 3-11

Subject	Grade	Student 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	White	2018-19	54.8%	35,297	43.4%	89	50.7%	35	17.4%	12	33.3%	23	26.1%	18	23.2%	16
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	Female	2018-19	44.3%	21,930	32.4%	35	33.3%	10	20%	3	*	7	36.7%	11	30.0%	9
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	Male	2018-19	49.1%	25,280	49.6%	60	55.3%	26	19.1%	9	36.2%	17	21.3%	10	23.4%	11
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	Economically Disadvantaged	2018-19	32.6%	18,495	33.3%	51	34.4%	11	15.6%	5	18.8%	6	28.1%	9	37.5%	12
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's 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	Students With Disabilities	2018-19	20.9%	2,504	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	9
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	All Students	2018-19	41.8%	42,898	32.7%	70	32.8%	20	5%	3	*	17	42.6%	26	24.6%	15
Mathematics	4th Grade Content	Black or African American	2018-19	15.8%	3,007	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2018-19	38.1%	1,795	*	*	*	*	*	*	*	*	*	*	*	*
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

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	4th Grade Content	White	2018-19	49.6%	32,851	36.7%	66	37.0%	20	10%	3	*	17	40.7%	22	22.2%	12
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
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	24.0%	25	31.0%	9	20%	<3	*	*	44.8%	13	24.1%	7
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	Male	2018-19	44.5%	23,280	40.9%	45	34.4%	11	10%	<3	*	*	40.6%	13	25.0%	8
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	Economically Disadvantaged	2018-19	27.0%	15,316	25.9%	36	20%	5	20%	<3	20%	*	*	12	*	10
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	50%	7	50%	4	50%	<3	50%	*	50%	<3	50%	6

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	*	*	*	*	*	*	*	*	*	*	*	*
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
Mathematics	5th Grade Content	All Students	2018-19	34.8%	36,649	25.0%	61	31.3%	20	7.8%	5	23.4%	15	35.9%	23	32.8%	21
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	22.6%	1,992	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	34.8%	32	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2018-19	30.7%	1,473	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	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	White	2018-19	41.6%	28,567	27.1%	59	32.2%	19	10%	5	*	14	35.6%	21	32.2%	19
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
Mathematics	5th Grade Content	Female	2018-19	31.7%	16,346	21.8%	29	25.0%	9	10%	3	*	6	44.4%	16	30.6%	11
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	Male	2018-19	37.8%	20,303	28.8%	32	39.3%	11	20%	<3	*	*	25.0%	7	35.7%	10
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	Economically Disadvantaged	2018-19	20.2%	11,502	15.6%	26	20.6%	7	10%	<3	*	*	38.2%	13	41.2%	14
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2018-19	17.4%	18,265	6.5%	16	14.1%	9	5%	<3	*	*	62.5%	40	23.4%	15
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	8.8%	776	*	*	*	*	*	*	*	*	*	*	*	*
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	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	Two or More Races	2018-19	14.6%	698	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2018-19	21.5%	14,719	10%	15	13.6%	8	10%	<3	*	*	*	37	*	14
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	Female	2018-19	15.3%	7,868	10%	8	11.1%	4	10%	<3	*	*	*	24	*	8
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	Male	2018-19	19.4%	10,397	20%	8	20%	5	20%	<3	20%	*	*	16	*	7
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	Economically Disadvantaged	2018-19	8.1%	4,614	10%	*	10%	*	10%	<3	10%	<3	*	19	*	13

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student 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	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*

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	Student 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	2017-18	63.9%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	66.7%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	55.1%	*	*	*	*	*
ELA	3rd Grade Content	Male	2017-18	61.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2017-18	55.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*
ELA	4th Grade Content	All Students	2018-19	76.0%	*	*	*	*	*
ELA	4th Grade Content	White	2018-19	77.7%	*	*	*	*	*
ELA	4th Grade Content	Male	2018-19	74.8%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2018-19	77.8%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	52.1%	*	*	*	*	*

Annual Education Report Central School (00611)

MI -Access Functional Independence

Subject	Grade	Student 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	Female	2017-18	45.0%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*

Annual Education Report Central School (00611)

MI -Access Supported Independence

Subject	Grade	Student 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	Student 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	Student 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	2018-19	202	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2018-19	<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)	Hispanic of Any Race	2018-19	<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)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	189	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	182	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	95	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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)	Female	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2018-19	107	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	93	<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 Economically Disadvantaged	2018-19	109	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	202	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	202	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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	2018-19	29	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	26	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	173	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	178	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	201	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	202	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	204	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	202	<10	*	*	*	*	*	*	*
ELA	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	Student 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)	All Students	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2018-19	202	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	<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)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	189	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	182	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	95	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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)	Male	2018-19	107	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	93	<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 Economically Disadvantaged	2018-19	109	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	202	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	204	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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)	Not Migrant	2018-19	202	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	29	<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)	Students Without Disabilities	2018-19	173	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	201	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	202	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	204	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	202	<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	Student 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)	All Students	2018-19	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2018-19	<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)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	77	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2018-19	59	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2018-19	36	<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)	Male	2018-19	28	<10	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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)	Economically Disadvantaged	2018-19	34	<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 Economically Disadvantaged	2018-19	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2018-19	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2018-19	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

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

Subject	Grade	Student 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	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2018-19	55	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	72	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2018-19	63	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2018-19	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	81	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2018-19	64	<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	98.8%	1.2%	49.69%	99.1%	0.9%	N/A	100.0%	0.0%	29.23%
All Students	Mathematics	98.9%	1.1%	39.95%	99.1%	0.9%	N/A	100.0%	0.0%	37.95%
All Students	Science	98.1%	1.9%	N/A	98.5%	1.5%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	98.6%	1.4%	N/A	100.0%	0.0%	14.29%
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	<10	<10	<10	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	14.94%	<10	<10	<10	<10	<10	<10
Black or African American	Science	96.7%	3.3%	N/A	<10	<10	<10	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	100.0%	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%	26.94%	100.0%	0.0%	N/A	<10	<10	<10
Hispanic of Any Race	Science	98.0%	2.0%	N/A	95.2%	4.8%	N/A	<10	<10	<10
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	95.2%	4.8%	N/A	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	100.0%	0.0%	N/A	100.0%	0.0%	10.00%
Two or More Races	Mathematics	98.7%	1.3%	35.98%	100.0%	0.0%	N/A	100.0%	0.0%	10.00%
Two or More Races	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Social Studies	97.9%	2.1%	27.34%	100.0%	0.0%	N/A	<10	<10	<10
White	ELA	99.0%	1.0%	56.44%	99.1%	0.9%	N/A	100.0%	0.0%	30.68%
White	Mathematics	99.1%	0.9%	46.59%	99.1%	0.9%	N/A	100.0%	0.0%	40.91%
White	Science	98.4%	1.6%	N/A	98.5%	1.5%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.4%	1.6%	36.71%	98.6%	1.4%	N/A	100.0%	0.0%	13.79%
Female	ELA	98.9%	1.1%	53.92%	99.3%	0.7%	N/A	100.0%	0.0%	30.11%

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	99.0%	1.0%	38.19%	99.4%	0.6%	N/A	100.0%	0.0%	30.11%
Female	Science	98.3%	1.7%	N/A	98.9%	1.1%	N/A	100.0%	0.0%	N/A
Female	Social Studies	98.2%	1.8%	28.84%	99.2%	0.8%	N/A	100.0%	0.0%	11.11%
Male	ELA	98.7%	1.3%	45.63%	98.9%	1.1%	N/A	100.0%	0.0%	28.43%
Male	Mathematics	98.7%	1.3%	41.64%	98.9%	1.1%	N/A	100.0%	0.0%	45.10%
Male	Science	97.9%	2.1%	N/A	98.0%	2.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.9%	2.1%	33.54%	98.0%	2.0%	N/A	100.0%	0.0%	18.52%
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	98.7%	1.3%	N/A	100.0%	0.0%	26.14%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	98.8%	1.2%	N/A	100.0%	0.0%	25.00%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	97.9%	2.1%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	98.1%	1.9%	N/A	100.0%	0.0%	8.82%
English Learners	ELA	98.8%	1.2%	23.86%	<10	<10	<10	N/A	N/A	N/A
English Learners	Mathematics	99.1%	0.9%	22.89%	<10	<10	<10	N/A	N/A	N/A
English Learners	Science	98.2%	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	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	97.5%	2.5%	24.82%	98.1%	1.9%	N/A	100.0%	0.0%	10.71%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	98.4%	1.6%	N/A	100.0%	0.0%	3.57%
Students With Disabilities	Science	95.3%	4.7%	N/A	96.1%	3.9%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	97.1%	2.9%	N/A	<10	<10	<10
Homeless	ELA	96.3%	3.7%	28.30%	87.5%	12.5%	N/A	<10	<10	<10
Homeless	Mathematics	96.5%	3.5%	18.28%	91.7%	8.3%	N/A	<10	<10	<10
Homeless	Science	94.1%	5.9%	N/A	83.3%	16.7%	N/A	<10	<10	<10
Homeless	Social Studies	94.1%	5.9%	13.17%	83.3%	16.7%	N/A	<10	<10	<10
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	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 (2019)	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	80.30%	N/A	87.50%

* 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 (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	29.23%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	26.14%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	10.71%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	10.00%	52.64%	55.59%	60.00%
White	ELA	56.05%	30.68%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	37.95%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	25.00%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	3.57%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	10.00%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	40.91%	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	60.31	39.58	0.00	0.00	84.23	100.00	0.00	56.64	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	17	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)	19.42	3.40	17.5%	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	0.00	0.0%	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)	19.42	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)	19.42	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	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Central School (00611)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

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	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.