



# White Pigeon Community Schools

*"Every Student—Every Day"*

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## School Annual Education Report (AER) Cover Letter

December 16, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Central Elementary. 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 Shelly McBride for assistance.

The AER is available for you to review electronically by visiting the following web site [www.wpcschoools.org](http://www.wpcschoools.org), or you may review a copy in the main office at your child's school.

For the 2018-19 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 under-performing student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

Central Elementary has developed a second computer lab that has allowed us to be able to utilize more computer time for students. We believe that testing online has been a real challenge for our students because we do not assess our students on the computer. Now that we have additional lab space, we are able to incorporate online assessing more with our students. We have also had intensive training in reading routines for grades K-2<sup>nd</sup> and intensive writing instruction professional development for all grades K-5<sup>th</sup>. We are in year three of a new reading series that is very rigorous and is aligned to State Standards.

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We believe that our content is good, but feel that we needed to work on our actual instruction in the classroom insuring that our teachers are instructing with best practice techniques. We believe that ensuring that good instructional techniques that are research based in both reading and writing, we will see an increase in our proficiency levels. We have also been selected to be a part of the HIL Project through Western Michigan University. This project is a 2 ½ year project to help increase K-3 reading scores. We have also joined the Reading Now Network (RNN) and are working in combination with the HIL Project to increase our K-3 reading scores for all students.

**State law requires that we also report additional information.**

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

All students that reside in White Pigeon are assigned to attend the Elementary Building. In addition, some schools of choice students attend our school from throughout the county.

## **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The School Improvement Plan for Central Elementary is updated every spring. The content areas of Reading, Writing, Science, Social Studies and Mathematics are addressed. Measurable objectives for improvement have been identified, as well as strategies and action steps for implementation with the vision of increasing student achievement thought out our building. In addition to the core content areas, we have established behavioral goals aligned with our building's MTSS initiative. The full school improvement plan is posted at [www.wpcschoools.org](http://www.wpcschoools.org).

## **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Central Elementary does not have a specialized school.

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#### **4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

Central Elementary curriculum that is used and implemented is Curriculum Crafter. This was developed and is maintained by the Kent County ISD. Curriculum Crafter is completely aligned with Common Core. The curriculum is available to parents upon parent request.

#### **5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Central uses AIMSweb, Star Early Literacy, and Star Math locally as an achievement test. The individual results of these tests are given to parents after each benchmark testing window.

#### **6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

We had 87% of our students represented by parents at parent teacher conferences in the fall of 2018-19.

We had 88% of our students represented by parents at parent teacher conferences in the fall of 2017-18.

While we are proud of all of our achievements at Central Elementary; our staff continues to work to improve student success every day. Thank you for your continued support of our students.

Direct any questions or comments concerning this report to Shelly McBride at 269- 483-7107.

Sincerely,

Shelly McBride  
Principal  
Central Elementary

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# Annual Education Report Central Elementary School (04503)

## 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
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	20.7%	12	20.7%	12	10%	<3	*	*	37.9%	22	41.4%	24
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	22.4%	13	22.4%	13	10.3%	6	12.1%	7	34.5%	20	43.1%	25
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	21.6%	11	21.6%	11	10%	<3	*	*	37.3%	19	41.2%	21
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	26.5%	13	26.5%	13	12.2%	6	14.3%	7	34.7%	17	38.8%	19
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	26.1%	6	26.1%	6	20%	<3	*	*	34.8%	8	39.1%	9

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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
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	25.9%	7	25.9%	7	20%	3	20%	4	33.3%	9	40.7%	11
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	17.1%	6	17.1%	6	10%	<3	*	*	40.0%	14	42.9%	15
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	19.4%	6	19.4%	6	10%	3	10%	3	35.5%	11	45.2%	14
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	17.1%	6	17.1%	6	10%	<3	*	*	34.3%	12	48.6%	17
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	21.4%	9	21.4%	9	*	5	10%	4	35.7%	15	42.9%	18
ELA	3rd Grade Content	English Learners	2018-19	33.3%	3,220	*	*	*	*	*	*	*	*	*	*	*	*
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	*	4	*	10

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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
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2018-19	23.4%	489	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2018-19	22.7%	140	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	30.5%	18	30.5%	18	11.9%	7	18.6%	11	33.9%	20	35.6%	21
ELA	4th Grade Content	All Students	2018-19	45.8%	46,892	42.4%	28	42.4%	28	18.2%	12	24.2%	16	27.3%	18	30.3%	20
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	*	*	*	*	*	*	*	*	*	*	*	*

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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
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	32.7%	16	32.7%	16	12.2%	6	20.4%	10	34.7%	17	32.7%	16
ELA	4th Grade Content	White	2018-19	53.4%	35,331	44.1%	26	44.1%	26	18.6%	11	25.4%	15	27.1%	16	28.8%	17
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	27.6%	8	27.6%	8	20%	<3	*	*	41.4%	12	31.0%	9
ELA	4th Grade Content	Female	2018-19	48.8%	24,513	51.9%	14	51.9%	14	29.6%	8	22.2%	6	20%	5	*	8
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	33.3%	10	33.3%	10	20%	5	20%	5	26.7%	8	40.0%	12
ELA	4th Grade Content	Male	2018-19	42.9%	22,379	35.9%	14	35.9%	14	10.3%	4	25.6%	10	33.3%	13	30.8%	12
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	14.6%	6	14.6%	6	10%	<3	10%	*	41.5%	17	43.9%	18
ELA	4th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,865	39.0%	16	39.0%	16	14.6%	6	24.4%	10	29.3%	12	31.7%	13

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ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2018-19	29.1%	2,630	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	8
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2018-19	21.8%	436	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	38.8%	26	38.8%	26	5%	3	*	23	28.4%	19	32.8%	22
ELA	5th Grade Content	All Students	2018-19	46.2%	48,528	29.8%	17	29.8%	17	10%	4	*	13	28.1%	16	42.1%	24



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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
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	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	38.9%	21	38.9%	21	10%	3	*	18	27.8%	15	33.3%	18
ELA	5th Grade Content	White	2018-19	53.3%	36,534	30.6%	15	30.6%	15	10%	3	*	12	26.5%	13	42.9%	21
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	45.2%	14	45.2%	14	10%	<3	*	*	19.4%	6	35.5%	11
ELA	5th Grade Content	Female	2018-19	50.2%	25,866	35.5%	11	35.5%	11	10%	<3	*	*	32.3%	10	32.3%	10
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	33.3%	12	33.3%	12	10%	<3	*	*	36.1%	13	30.6%	11

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ELA	5th Grade Content	Male	2018-19	42.3%	22,662	23.1%	6	23.1%	6	20%	<3	20%	*	23.1%	6	53.8%	14
ELA	5th Grade Content	Economicall y Disadvantaged	2017-18	31.8%	18,816	29.5%	13	29.5%	13	10%	<3	*	*	31.8%	14	38.6%	17
ELA	5th Grade Content	Economicall y Disadvantaged	2018-19	31.6%	17,978	21.1%	8	21.1%	8	10%	<3	*	*	28.9%	11	50.0%	19
ELA	5th Grade Content	English Learners	2018-19	21.9%	1,708	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	5th Grade Content	Foster Care	2018-19	20.8%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	25.9%	15	25.9%	15	10%	3	*	12	37.9%	22	36.2%	21
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	29.3%	17	29.3%	17	10%	4	*	13	29.3%	17	41.4%	24
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	27.5%	14	27.5%	14	10%	<3	*	*	37.3%	19	35.3%	18
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	32.7%	16	32.7%	16	10%	4	*	12	26.5%	13	40.8%	20

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Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	30.4%	7	30.4%	7	20%	<3	*	*	30.4%	7	39.1%	9
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	22.2%	6	22.2%	6	20%	3	20%	3	40.7%	11	37.0%	10
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	22.9%	8	22.9%	8	10%	3	*	5	42.9%	15	34.3%	12
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	35.5%	11	35.5%	11	10%	<3	*	*	19.4%	6	45.2%	14
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	20.0%	7	20.0%	7	10%	<3	*	*	45.7%	16	34.3%	12
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	28.6%	12	28.6%	12	10%	<3	*	*	23.8%	10	47.6%	20
Mathematics	3rd Grade Content	English Learners	2018-19	41.3%	4,076	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2018-19	22.4%	469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2018-19	24.5%	152	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	32.2%	19	32.2%	19	13.6%	8	18.6%	11	30.5%	18	37.3%	22
Mathematics	4th Grade Content	All Students	2018-19	41.8%	42,898	36.4%	24	36.4%	24	7.6%	5	28.8%	19	51.5%	34	12.1%	8
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	*	*	*	*	*	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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	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	34.7%	17	34.7%	17	12.2%	6	22.4%	11	28.6%	14	36.7%	18
Mathematics	4th Grade Content	White	2018-19	49.6%	32,851	39.0%	23	39.0%	23	10%	5	*	18	50.8%	30	10.2%	6
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	27.6%	8	27.6%	8	20%	<3	*	*	34.5%	10	37.9%	11
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	25.9%	7	25.9%	7	20%	<3	*	*	*	16	20%	4
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	36.7%	11	36.7%	11	20%	6	20%	5	26.7%	8	36.7%	11
Mathematics	4th Grade Content	Male	2018-19	44.5%	23,280	43.6%	17	43.6%	17	10.3%	4	33.3%	13	46.2%	18	10.3%	4
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	17.1%	7	17.1%	7	10%	<3	*	*	36.6%	15	46.3%	19

# Annual Education Report Central Elementary School (04503)

## 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	Economically Disadvantaged	2018-19	27.0%	15,316	29.3%	12	29.3%	12	10%	<3	*	*	58.5%	24	12.2%	5
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2018-19	29.9%	2,776	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	5
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2018-19	17.5%	352	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	34.3%	23	34.3%	23	10.4%	7	23.9%	16	35.8%	24	29.9%	20

# Annual Education Report Central Elementary School (04503)

## 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	5th Grade Content	All Students	2018-19	34.8%	36,649	21.1%	12	21.1%	12	10%	4	*	8	31.6%	18	47.4%	27
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	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2018-19	30.7%	1,473	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	37.0%	20	37.0%	20	13.0%	7	24.1%	13	33.3%	18	29.6%	16
Mathematics	5th Grade Content	White	2018-19	41.6%	28,567	22.4%	11	22.4%	11	10%	3	*	8	30.6%	15	46.9%	23
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	38.7%	12	38.7%	12	12.9%	4	25.8%	8	32.3%	10	29.0%	9
Mathematics	5th Grade Content	Female	2018-19	31.7%	16,346	19.4%	6	19.4%	6	10%	<3	*	*	38.7%	12	41.9%	13



# Annual Education Report Central Elementary School (04503)

## 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	5th Grade Content	Male	2017-18	37.1%	20,657	30.6%	11	30.6%	11	10%	3	*	8	38.9%	14	30.6%	11
Mathematics	5th Grade Content	Male	2018-19	37.8%	20,303	23.1%	6	23.1%	6	20%	<3	20%	*	23.1%	6	53.8%	14
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	22.7%	10	22.7%	10	10%	<3	*	*	40.9%	18	36.4%	16
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	20.2%	11,502	13.2%	5	13.2%	5	10%	<3	*	*	31.6%	12	55.3%	21
Mathematics	5th Grade Content	English Learners	2018-19	18.1%	1,448	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Foster Care	2018-19	11.1%	57	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	6.0%	4	6.0%	4	5%	<3	5%	<3	65.7%	44	28.4%	19
Social Studies	5th Grade Content	All Students	2018-19	17.4%	18,265	10%	4	10%	4	10%	<3	10%	*	*	29	*	23
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	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
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	10%	4	10%	4	10%	<3	10%	<3	*	36	*	14

# Annual Education Report Central Elementary School (04503)

## 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
Social Studies	5th Grade Content	White	2018-19	21.5%	14,719	10%	3	10%	3	10%	<3	10%	*	*	25	*	20
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	<3	10%	*	10%	<3	10%	<3	*	18	*	12
Social Studies	5th Grade Content	Female	2018-19	15.3%	7,868	20%	<3	20%	*	20%	<3	20%	<3	*	16	*	12
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	3	10%	3	10%	<3	10%	<3	*	26	*	7
Social Studies	5th Grade Content	Male	2018-19	19.4%	10,397	20%	<3	20%	*	20%	<3	20%	<3	*	13	*	11
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	10%	<3	10%	*	10%	<3	10%	<3	*	28	*	15
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	8.1%	4,614	10%	<3	10%	*	10%	<3	10%	<3	*	18	*	18
Social Studies	5th Grade Content	English Learners	2018-19	4.3%	344	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

## 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
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

## 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 Elementary School (04503)

## 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
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No Data to Display

# Annual Education Report Central Elementary School (04503)

## 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
ELA	3rd Grade Content	All Students	2018-19	82.8%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2018-19	64.9%	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	89.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	63.2%	*	*	*	*	*
ELA	3rd Grade Content	White	2018-19	83.6%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2018-19	66.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2018-19	82.7%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2018-19	66.5%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	82.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	64.3%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	77.9%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	73.3%	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	76.3%	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	73.1%	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

## 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
ELA	5th Grade Content	Female	2017-18	82.5%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	76.1%	*	*	*	*	*



## Annual Education Report Central Elementary School (04503)

## 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 Elementary School (04503)

## 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	183	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2017-18	185	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2018-19	15	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	17	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	13	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	158	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	155	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	85	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	84	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2018-19	98	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	101	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	123	<10	*	*	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

### 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)	Economically Disadvantaged	2017-18	120	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2018-19	60	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	65	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2018-19	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	173	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	184	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	183	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	185	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	38	<10	*	*	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

### 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)	Students With Disabilities	2017-18	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	145	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	160	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2018-19	17	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	166	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	174	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	181	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	181	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	183	<10	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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 Military Connected	2017-18	185	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2018-19	183	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	185	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	15	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	17	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	13	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	158	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	155	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	85	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	84	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2018-19	98	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	101	<10	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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)	Economically Disadvantaged	2018-19	123	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	120	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2018-19	60	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	65	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2018-19	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	173	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	184	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	183	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	185	<10	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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)	Students With Disabilities	2018-19	38	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2018-19	145	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	160	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2018-19	17	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	166	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	174	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	181	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	181	<10	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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 Military Connected	2018-19	183	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	185	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2018-19	56	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	67	<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)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2018-19	48	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	54	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2018-19	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	31	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2018-19	26	<10	*	*	*	*	*	*	*



## Annual Education Report Central Elementary School (04503)

### 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)	Male	2017-18	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2018-19	37	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	44	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2018-19	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	23	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2018-19	52	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2018-19	56	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	67	<10	*	*	*	*	*	*	*

# Annual Education Report Central Elementary School (04503)

## 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	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2018-19	44	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	59	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2018-19	51	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2018-19	56	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2018-19	56	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	67	<10	*	*	*	*	*	*	*

## Annual Education Report Central Elementary School (04503)

### 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%	100.0%	0.0%	N/A	100.0%	0.0%	32.77%
All Students	Mathematics	98.9%	1.1%	39.95%	99.8%	0.2%	N/A	100.0%	0.0%	30.51%
All Students	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	100.0%	0.0%	N/A	100.0%	0.0%	7.14%
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	N/A	N/A	N/A	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%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	Mathematics	98.0%	2.0%	14.94%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	Science	96.7%	3.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Any Race	ELA	98.7%	1.3%	38.01%	100.0%	0.0%	N/A	100.0%	0.0%	21.43%

## Annual Education Report Central Elementary School (04503)

### 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	100.0%	0.0%	14.29%
Hispanic of Any Race	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	100.0%	0.0%	N/A	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	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%	22.22%
Two or More Races	Mathematics	98.7%	1.3%	35.98%	100.0%	0.0%	N/A	100.0%	0.0%	22.22%
Two or More Races	Science	97.9%	2.1%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.9%	2.1%	27.34%	<10	<10	<10	<10	<10	<10
White	ELA	99.0%	1.0%	56.44%	100.0%	0.0%	N/A	100.0%	0.0%	34.42%
White	Mathematics	99.1%	0.9%	46.59%	99.7%	0.3%	N/A	100.0%	0.0%	32.47%
White	Science	98.4%	1.6%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.4%	1.6%	36.71%	100.0%	0.0%	N/A	100.0%	0.0%	6.25%
Female	ELA	98.9%	1.1%	53.92%	100.0%	0.0%	N/A	100.0%	0.0%	37.80%

## Annual Education Report Central Elementary School (04503)

### 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%	100.0%	0.0%	N/A	100.0%	0.0%	23.17%
Female	Science	98.3%	1.7%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	98.2%	1.8%	28.84%	100.0%	0.0%	N/A	100.0%	0.0%	6.67%
Male	ELA	98.7%	1.3%	45.63%	100.0%	0.0%	N/A	100.0%	0.0%	28.42%
Male	Mathematics	98.7%	1.3%	41.64%	99.5%	0.5%	N/A	100.0%	0.0%	36.84%
Male	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.9%	2.1%	33.54%	100.0%	0.0%	N/A	100.0%	0.0%	7.69%
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	100.0%	0.0%	N/A	100.0%	0.0%	28.21%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	99.6%	0.4%	N/A	100.0%	0.0%	25.64%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	100.0%	0.0%	N/A	100.0%	0.0%	2.70%
English Learners	ELA	98.8%	1.2%	23.86%	100.0%	0.0%	N/A	100.0%	0.0%	11.11%
English Learners	Mathematics	99.1%	0.9%	22.89%	100.0%	0.0%	N/A	100.0%	0.0%	11.11%
English Learners	Science	98.2%	1.8%	N/A	<10	<10	<10	<10	<10	<10
English Learners	Social Studies	98.3%	1.7%	6.54%	<10	<10	<10	<10	<10	<10
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 Elementary School (04503)

### 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%	100.0%	0.0%	N/A	100.0%	0.0%	5.26%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	100.0%	0.0%	N/A	100.0%	0.0%	10.53%
Students With Disabilities	Science	95.3%	4.7%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	ELA	96.3%	3.7%	28.30%	100.0%	0.0%	N/A	100.0%	0.0%	35.29%
Homeless	Mathematics	96.5%	3.5%	18.28%	100.0%	0.0%	N/A	100.0%	0.0%	17.65%
Homeless	Science	94.1%	5.9%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	94.1%	5.9%	13.17%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	0.00%
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	0.00%
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 Elementary School (04503)

## 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 Elementary School (04503)

### Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	<10	52.12%	54.98%	59.26%



## Annual Education Report Central Elementary School (04503)

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	87.30%

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

## Annual Education Report Central Elementary School (04503)

### 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%	32.77%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	28.21%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	<10	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	5.26%	37.15%	46.29%	60.00%
Hispanic of Any Race	ELA	36.15%	21.43%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	34.42%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	30.51%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	25.64%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	<10	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	10.53%	29.78%	36.89%	47.55%
Hispanic of Any Race	Mathematics	23.63%	14.29%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	32.47%	45.55%	46.35%	47.55%

## Annual Education Report Central Elementary School (04503)

### 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 Elementary School	47.04	70.46	0.00	0.00	88.67	100.00	0.00	65.84	N/A	N/A

## Annual Education Report Central Elementary School (04503)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Central Elementary School (04503)	0	15	7	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 Elementary School (04503)	22.00	5.00	22.7%	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 Elementary School (04503)	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 Elementary School (04503)	22.00	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 Elementary School (04503)	22.00	0.00	0.0%	N/A	N/A	N/A	N/A

## Annual Education Report Central Elementary School (04503)

## 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 Elementary School (04503)

## 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	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ 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 Elementary School (04503)

## 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 Elementary School (04503)

## 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	5	33	67	35	8
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# 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 Elementary School (04503)

## 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	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	†	†	†	†	†
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
Asian/Native Hawaiian or Pacific Islander	†	†	†	†	†
Asian/Native Hawaiian or Pacific Islander	†	†	†	†	†
Asian/Native Hawaiian or Pacific Islander	†	†	†	†	†
Asian/Native Hawaiian or Pacific Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					
Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	3
Not ELL					

# Rounds to zero

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## Annual Education Report Central Elementary School (04503)

### NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 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.*