



OWOSSO PUBLIC SCHOOLS

Ready for the World

School Annual Education Report (AER) Cover Letter

1/24/2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the 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 Principal Bridgit Spielman for assistance.

The AER is available for you to review electronically by [clicking here](#), by visiting the following website www.owosso.k12.mi.us, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has 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.

Some of our district challenges include reading, math, and science scores and socio-economic status of our families. Additionally, the statewide COVID school shutdown posed unique challenges. Key initiatives have been developed with input from key stakeholders including staff, parents, and students to address these concerns. Our Title I staff is diligent about bringing families together and addressing academic concerns. Over the past two years our parent

involvement activities have been very successful. Our student population is diagnostically tested in the areas of reading and math several times during the year and support is given to teachers and students based on those testing results. The combined data report is used to guide instruction with all of our teachers. Teachers are receiving professional development in the area of literacy and inquiry based instruction. All school improvement efforts and training are geared around this type of teaching and learning.

Process for assigning students to the school:

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

Status of the 3-5 year school improvement plan:

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

Access to the Core Curriculum:

Curriculum maps, aligned with Michigan Department of Education (MDE) standards and benchmarks continued to be created and updated for every course in the district. These efforts were supported by an on-going Five Year Plan for Curriculum Renewal process. The plan for district-wide professional development during the 2021-2022 school year was formulated through collaboration with teachers and administration leading to a unified instructional experience for all students.

Aggregate Student Achievement Results:

Owosso Public Schools utilizes local assessments to provide additional diagnostic measures to inform instructional activities. Central Elementary School students are assessed with the Developmental Reading Assessment (DRA), and The Northwest Evaluation Association (NWEA) Map Growth Assessment. Central School uses the data from these assessments, reviewed at least three times per school year, to inform classroom and supplemental instruction. At Central School we pride ourselves in creating readers by third grade. At the end of the 2018-2019 school year 83% of third graders were proficient readers as measured by the DRA.

Parent Teacher Conference:

Central parents attended conferences in the fall. In person conferences have not been universally possible as a result of COVID-19, however teachers connected with families through other means. At Central since 2016 we have had attendance at 96% or above every year at both fall and spring conferences. We consider parent communication a strength of Central Elementary School.

At Central School, the staff is committed to providing rich educational opportunities for each of

the students and families we serve. We have made significant strides in academics and citizenship while improving the overall school environment in terms of safety and orderly operation over the past several years. We look forward to maintaining a strong partnership with our parents and community to continually improve student achievement.

Sincerely,

Bridgit H. Spielman

Central Elementary School 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	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	All Students	2020-21	42.8%	31,066	27.5%	58	33.3%	24	6.9%	5	26.4%	19	37.5%	27	29.2%	21
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2020-21	31.1%	1,693	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2020-21	37.7%	1,393	*	*	*	*	*	*	*	*	*	*	*	*
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
ELA	3rd Grade Content	White	2020-21	48.1%	25,066	28.0%	54	34.3%	23	7.5%	5	26.9%	18	38.8%	26	26.9%	18
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

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	Female	2020-21	45.5%	16,164	28.7%	31	33.3%	11	10%	3	*	8	39.4%	13	27.3%	9
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	Male	2020-21	40.3%	14,902	26.2%	27	33.3%	13	10%	<3	*	*	35.9%	14	30.8%	12
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	Economically Disadvantaged	2020-21	27.6%	10,241	20.3%	30	20.0%	7	10%	<3	*	*	40.0%	14	40.0%	14
ELA	3rd Grade Content	English Learners	2020-21	26.7%	1,627	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11
ELA	3rd Grade Content	Students With Disabilities	2020-21	17.5%	1,578	*	*	*	*	*	*	*	*	*	*	*	*

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	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	All Students	2020-21	44.2%	32,274	27.6%	47	40.0%	20	18.0%	9	22.0%	11	28.0%	14	32.0%	16
ELA	4th Grade Content	Black or African American	2018-19	20.9%	3,961	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2020-21	16.9%	1,429	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2020-21	32.9%	1,848	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2018-19	43.4%	2,046	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2020-21	39.0%	1,373	*	*	*	*	*	*	*	*	*	*	*	*
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

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	4th Grade Content	White	2020-21	49.4%	25,863	27.9%	43	43.2%	19	18.2%	8	25.0%	11	27.3%	12	29.5%	13
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	Female	2020-21	46.0%	16,315	30.1%	28	39.3%	11	20%	3	*	8	28.6%	8	32.1%	9
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	Male	2020-21	42.6%	15,959	24.7%	19	40.9%	9	*	6	20%	3	27.3%	6	31.8%	7
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	Economically Disadvantaged	2020-21	28.9%	10,613	20%	20	23.8%	5	20%	*	20%	<3	*	5	*	11
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	*	*	*	*	*	*	*	*	*	*	*	*

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	4th Grade Content	Students With Disabilities	2020-21	15.7%	1,431	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2020-21	18.9%	197	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2020-21	43.7%	31,669	27.1%	54	47.8%	32	17.9%	12	29.9%	20	28.4%	19	23.9%	16
ELA	5th Grade Content	Hispanic of Any Race	2018-19	35.7%	3,119	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2020-21	33.4%	1,892	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2018-19	43.5%	2,088	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2020-21	40.7%	1,412	*	*	*	*	*	*	*	*	*	*	*	*
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

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
ELA	5th Grade Content	White	2020-21	48.4%	25,033	27.0%	50	48.4%	30	19.4%	12	29.0%	18	30.6%	19	21.0%	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	Female	2020-21	47.0%	16,718	30.6%	30	51.7%	15	24.1%	7	27.6%	8	27.6%	8	20.7%	6
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	Male	2020-21	40.6%	14,951	23.8%	24	44.7%	17	13.2%	5	31.6%	12	28.9%	11	26.3%	10
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	Economically Disadvantaged	2020-21	28.5%	10,326	20%	20	36.8%	7	20%	<3	*	*	*	4	*	8
ELA	5th Grade Content	Students With Disabilities	2018-19	15.0%	1,885	*	*	*	*	*	*	*	*	*	*	*	*

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	5th Grade Content	Students With Disabilities	2020-21	13.0%	1,138	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2020-21	42.3%	30,590	26.6%	54	32.3%	21	5%	3	*	18	41.5%	27	26.2%	17
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2020-21	28.3%	1,539	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2020-21	36.1%	1,320	*	*	*	*	*	*	*	*	*	*	*	*
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

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	3rd Grade Content	White	2020-21	47.9%	24,910	26.7%	50	32.3%	20	5%	3	*	17	41.9%	26	25.8%	16
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	Female	2020-21	38.9%	13,785	23.3%	24	20.7%	6	20%	<3	20%	*	51.7%	15	27.6%	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	Male	2020-21	45.6%	16,805	30.0%	30	41.7%	15	10%	<3	*	*	33.3%	12	25.0%	9
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	Economically Disadvantaged	2020-21	25.8%	9,511	20%	28	20%	5	20%	<3	20%	*	*	12	*	13
Mathematics	3rd Grade Content	English Learners	2020-21	30.2%	1,859	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	9

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	3rd Grade Content	Students With Disabilities	2020-21	19.1%	1,711	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2020-21	36.5%	26,524	28.2%	48	28.0%	14	10%	5	*	9	44.0%	22	28.0%	14
Mathematics	4th Grade Content	Black or African American	2018-19	15.8%	3,007	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2020-21	9.5%	788	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2020-21	23.9%	1,340	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2018-19	38.1%	1,795	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2020-21	29.4%	1,027	*	*	*	*	*	*	*	*	*	*	*	*

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	White	2020-21	41.5%	21,680	29.7%	46	31.8%	14	11.4%	5	20.5%	9	43.2%	19	25.0%	11
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	Female	2020-21	32.4%	11,434	24.2%	22	25.9%	7	20%	<3	20%	*	33.3%	9	40.7%	11
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	Male	2020-21	40.4%	15,090	32.9%	26	30.4%	7	20%	3	20%	4	*	13	20%	3
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	Economically Disadvantaged	2020-21	20.7%	7,547	22.1%	23	23.8%	5	20%	<3	20%	*	42.9%	9	33.3%	7
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	*	*	*	*	*	*	*	*	*	*	*	*

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	Students With Disabilities	2020-21	13.5%	1,222	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2020-21	13.2%	138	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2020-21	29.6%	21,274	24.2%	50	37.5%	27	11.1%	8	26.4%	19	33.3%	24	29.2%	21
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	22.6%	1,992	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2020-21	17.4%	971	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2018-19	30.7%	1,473	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2020-21	24.7%	846	*	*	*	*	*	*	*	*	*	*	*	*
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

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	5th Grade Content	White	2020-21	33.8%	17,393	23.6%	46	38.8%	26	10.4%	7	28.4%	19	34.3%	23	26.9%	18
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	Female	2020-21	25.2%	8,880	14.7%	15	19.4%	6	10%	<3	*	*	48.4%	15	32.3%	10
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	Male	2020-21	33.8%	12,394	33.3%	35	51.2%	21	14.6%	6	36.6%	15	22.0%	9	26.8%	11
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	Economically Disadvantaged	2020-21	15.5%	5,557	20%	20	27.8%	5	20%	<3	*	*	*	6	*	7
Mathematics	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	*	*	*	*	*	*	*	*	*	*	*	*

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	5th Grade Content	Students With Disabilities	2020-21	8.4%	728	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	All Students	2020-21	28.5%	20,119	19.3%	40	32.4%	24	5%	<3	*	*	51.4%	38	16.2%	12
Science	5th Grade Content	Hispanic of Any Race	2020-21	17.5%	958	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Two or More Races	2020-21	25.5%	858	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	White	2020-21	32.5%	16,483	20.0%	39	34.8%	24	5%	<3	*	*	49.3%	34	15.9%	11
Science	5th Grade Content	Female	2020-21	27.5%	9,500	17.2%	17	32.3%	10	10%	<3	*	*	51.6%	16	16.1%	5
Science	5th Grade Content	Male	2020-21	29.6%	10,619	21.3%	23	32.6%	14	10%	<3	*	*	51.2%	22	16.3%	7
Science	5th Grade Content	Economically Disadvantaged	2020-21	16.5%	5,761	20%	15	31.6%	6	20%	<3	*	*	*	8	*	5

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
Science	5th Grade Content	Students With Disabilities	2020-21	8.8%	748	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2020-21	15.6%	11,119	11.2%	23	18.6%	13	5%	<3	*	*	57.1%	40	24.3%	17
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	8.8%	776	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2020-21	8.9%	489	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2018-19	14.6%	698	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2020-21	13.6%	462	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2020-21	18.0%	9,158	10.9%	21	20.0%	13	5%	<3	*	*	58.5%	38	21.5%	14

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	Female	2018-19	15.3%	7,868	10%	8	11.1%	4	10%	<3	*	*	*	24	*	8
Social Studies	5th Grade Content	Female	2020-21	13.4%	4,686	10%	9	18.2%	6	10%	<3	*	*	*	17	*	10
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	Male	2020-21	17.8%	6,433	13.9%	14	18.9%	7	10%	<3	*	*	62.2%	23	18.9%	7
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	8.1%	4,614	10%	*	10%	*	10%	<3	10%	<3	*	19	*	13
Social Studies	5th Grade Content	Economically Disadvantaged	2020-21	7.0%	2,478	20%	10	20%	4	20%	<3	20%	*	*	9	*	9
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2020-21	4.2%	357	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student 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	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central School (00611)

PSAT

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
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No Data to Display

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 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	2020-21	190	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2020-21	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2020-21	174	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2020-21	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2020-21	100	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2020-21	75	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2020-21	115	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2020-21	189	<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	2020-21	190	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2020-21	22	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2020-21	168	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2020-21	189	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2020-21	190	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2020-21	190	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2020-21	187	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2020-21	173	<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	2020-21	87	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2020-21	100	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2020-21	69	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2020-21	118	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2020-21	186	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2020-21	187	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2020-21	21	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2020-21	166	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2020-21	186	<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 Foster Care	2020-21	187	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2020-21	187	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2020-21	74	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2020-21	69	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2020-21	31	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2020-21	43	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2020-21	19	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2020-21	55	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2020-21	74	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2020-21	74	<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
Science	All Grades (Combined)	Students With Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2020-21	67	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2020-21	74	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2020-21	74	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2020-21	74	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2020-21	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2020-21	65	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2020-21	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2020-21	37	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2020-21	22	<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)	Not Economically Disadvantaged	2020-21	48	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2020-21	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2020-21	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2020-21	62	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2020-21	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2020-21	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2020-21	70	<10	*	*	*	*	*	*	*

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)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	84.12%

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

** More information regarding the Michigan School Index System can be found at the following link:

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)	20.55	1.40	6.8%	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)	20.55	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)	20.55	0.00	0.0%	N/A	N/A	N/A	N/A

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
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	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 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
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	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
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
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	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	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 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
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	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.

Annual Education Report Central School (00611)

Sec. 1003 School Improvement Fund

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