

Davison Community Schools

Central Elementary School

Annual Report

2022-23

Posted February 15, 2024

 **Davison Community Schools**

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities



Central Elementary

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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 Principal Melissa Williams for assistance.

The AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,6250,1068,80 or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

The key challenges for the school this year include the ongoing effects from the COVID-19 pandemic. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. The exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers is another great concern.

We have several key initiatives in place to accelerate student achievement including:

- District and school improvement process and plans
- Advisory Curriculum Council (ACC) which uses the Understanding By Design model for the development and revision of all Davison Community Schools curriculum
- Standards Referenced Grading
- The addition of MTSS (Multi-Tiered System of Supports) instructional coaches and teachers in school buildings to provide targeted support to struggling students.
- Data Days to review district and building student achievement and behavior data
- District and building Professional Learning Communities (PLC's) by Grade Level and/or Subject Matter
- District Math Coach
- Elementary Counselors
- Success Coordinators



Central Elementary

- Quality Career and Technical Education (CTE) program
- Advanced Placement (AP) program offering 15 AP courses at Davison High School.
- Positive Behavior Intervention Support (PBIS) and Promoting Positive School Climate (PPSC) initiatives
- Cardinal Code

State law requires that we also report the additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

The District is a “schools of choice” district in that there are no set school building boundaries within the district. Any child living within Davison school boundaries can attend any school within the district at the student’s grade level. Davison Community Schools also participates in the state of Michigan’s 105 and 105c Schools of Choice programs, which provides students living outside district boundaries opportunities to attend Davison.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

The Michigan Department of Education directed all school districts to transition to the new continuous improvement process referred to as the Michigan Integrated Continuous Improvement Process (MICIP) by January 2021.

At Davison Community Schools, we have a District MICIP Team composed of representatives from each school building to include a variety of perspectives and ideas. The team uses district- and building-level data to identify areas of need in order to create a continuous improvement plan using evidence-based strategies and activities. It is the role of the District to support the instruction at the systems level as well as to fund the plan.

The MICIP Team has identified two goals:

- Improve Social Emotional Learning (SEL) capacity by focusing on Multi-Tiered Systems of Support (MTSS) behavior.
- Provide cohesive curriculum, instruction, assessment and intervention.

Both are active goals that are being implemented and monitored in all school buildings and throughout the District.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

All of our school buildings offer a quality education and are unique in their own ways.

- Davison High School: Houses approximately 1,700 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program
- Gates Elementary—Houses first through fourth graders



Central Elementary

- Hill Elementary—Houses Kindergarten through fourth graders
- Siple Elementary—Houses Kindergarten through fourth grades
- Thomson Elementary— Houses Kindergarten students

CORE CURRICULUM:

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. Davison Community Schools, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The district has developed and implemented outcomes for kindergarten through 12th grades which reflect the state Core Curriculum guidelines. The content of these guidelines is based on “ ... an effective program which fosters the development of a well-rounded literate individual.” The district’s Advisory Curriculum Council, an ongoing group made up of board members, teachers, and administrators reviews each of the core areas on a six- to eight-year cycle. Additionally, student achievement is monitored in each of the five core academic areas by standardized achievement tests, teacher developed tests and MEAP test results. For more information or a complete copy of the Michigan Department of Education’s Model Core Curriculum Outcomes please visit this link: <http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

ASSESSMENT INFORMATION:

In addition to the assessment data in this Annual Education Report, listed below are percentages of students at Central Elementary meeting benchmarks or proficiency in a variety of local assessments that are given.

Note:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Composite – benchmark is determined by grade level and time of year. DIBELS was not administered at all elementary grade level this year.
- NWEA: The Northwest Evaluation Association, also known as MAP testing, is an evaluation test to see where a student is academically. The district began using this as an assessment tool in 2018-19.

Please see next page for assessment information.



Central Elementary

	<u>2022-23</u>	<u>2021-22</u>	
<u>Assessment</u>	<u>Percent Proficient</u>	<u>Percent Proficient</u>	<u>Grade</u>
DIBELS (Reading)	69.7%%	53.5%	1
DIBELS (Reading)	58.3%	50%	2
DIBELS (Reading)	52.6%	NA	3
DIBELS (Reading)	43.7%	NA	4
NWEA (Reading)	59.4%	50.4%	1
NWEA (Reading)	56.7%	57.7%	2
NWEA (Reading)	58.3%	56.1%	3
NWEA (Reading)	52.5%	66.1%	4
NWEA (Math)	64.6%	59.4%	1
NWEA (Math)	56%	55.6%	2
NWEA Math	62%	58.1%	3
NWEA Math	54.3%	65.2%	4

PARENT-TEACHER CONFERENCE INFORMATION:

In the Fall of 2022, Central Elementary had 528 students represented, or 96 percent, at parent teacher conferences. Of those students, 95 percent represented female students and 97 percent represented male students.

Thank you for taking the time to read this Annual Report.

Melissa Williams, Principal

Annual Education Report Central Elementary School (06315)

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	2021-22	41.6%	40,376	53.0%	201	43.5%	57	26.0%	34	17.6%	23	23.7%	31	32.8%	43
ELA	3rd Grade Content	All Students	2022-23	40.9%	40,362	52.2%	200	46.2%	66	30.8%	44	15.4%	22	20.3%	29	33.6%	48
ELA	3rd Grade Content	American Indian or Alaska Native	2021-22	29.9%	154	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Asian	2021-22	61.3%	2,196	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Asian	2022-23	60.9%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2021-22	16.0%	2,861	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2022-23	16.8%	3,077	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2021-22	29.5%	2,495	<=50%	11	<=50%	4	<=50%	*	<=50%	<3	<=50%	4	<=50%	6

Annual Education Report Central Elementary School (06315)

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	Hispanic of Any Race	2022-23	30.9%	2,680	<=50%	13	<=50%	3	<=50%	<3	<=50%	<3	<=50%	<3	>=50%	7
ELA	3rd Grade Content	Two or More Races	2021-22	39.7%	2,105	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2022-23	38.9%	2,245	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2021-22	49.8%	30,533	55.8%	174	49.5%	51	29.1%	30	20.4%	21	23.3%	24	27.2%	28
ELA	3rd Grade Content	White	2022-23	48.5%	29,987	53.3%	163	49.2%	59	33.3%	40	15.8%	19	21.7%	26	29.2%	35
ELA	3rd Grade Content	Female	2021-22	44.4%	21,135	55.1%	103	47.5%	29	31.1%	19	16.4%	10	21.3%	13	31.1%	19
ELA	3rd Grade Content	Female	2022-23	43.1%	20,946	55.4%	103	43.1%	31	30.6%	22	12.5%	9	25.0%	18	31.9%	23
ELA	3rd Grade Content	Male	2021-22	38.9%	19,241	51.0%	98	40.0%	28	21.4%	15	18.6%	13	25.7%	18	34.3%	24
ELA	3rd Grade Content	Male	2022-23	38.7%	19,416	49.2%	97	49.3%	35	31.0%	22	18.3%	13	15.5%	11	35.2%	25

Annual Education Report Central Elementary School (06315)

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	Economically Disadvantaged	2021-22	27.8%	15,778	44.4%	92	37.7%	29	24.7%	19	13.0%	10	26.0%	20	36.4%	28
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	27.6%	15,804	44.0%	88	33.3%	24	19.4%	14	13.9%	10	23.6%	17	43.1%	31
ELA	3rd Grade Content	English Learners	2021-22	26.4%	2,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2022-23	26.1%	2,201	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2021-22	17.5%	2,165	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	*	5	*	6
ELA	3rd Grade Content	Students With Disabilities	2022-23	17.1%	2,263	22.8%	13	<=20%	3	<=20%	<3	<=20%	*	*	5	*	12
ELA	3rd Grade Content	Homeless	2021-22	19.4%	328	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2022-23	16.9%	347	*	*	*	*	*	*	*	*	*	*	*	*

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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	Foster Care	2022-23	16.1%	72	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Military Connected	2021-22	51.4%	199	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2021-22	43.4%	42,079	57.4%	201	47.4%	54	28.1%	32	19.3%	22	21.9%	25	30.7%	35
ELA	4th Grade Content	All Students	2022-23	44.3%	43,415	56.6%	218	51.1%	69	28.9%	39	22.2%	30	22.2%	30	26.7%	36
ELA	4th Grade Content	American Indian or Alaska Native	2022-23	34.6%	179	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2022-23	66.2%	2,402	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2021-22	16.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2022-23	19.8%	3,521	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Hispanic of Any Race	2021-22	32.6%	2,756	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2022-23	33.3%	2,882	48.3%	14	37.5%	6	<=20%	3	<=20%	3	31.3%	5	31.3%	5
ELA	4th Grade Content	Two or More Races	2021-22	41.4%	2,133	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2022-23	41.0%	2,223	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2021-22	51.3%	31,695	58.6%	170	46.9%	45	27.1%	26	19.8%	19	22.9%	22	30.2%	29
ELA	4th Grade Content	White	2022-23	52.0%	32,175	58.4%	181	55.3%	57	33.0%	34	22.3%	23	21.4%	22	23.3%	24
ELA	4th Grade Content	Female	2021-22	45.5%	21,560	56.0%	94	41.7%	25	25.0%	15	16.7%	10	25.0%	15	33.3%	20
ELA	4th Grade Content	Female	2022-23	46.6%	22,418	58.8%	110	51.5%	34	24.2%	16	27.3%	18	25.8%	17	22.7%	15
ELA	4th Grade Content	Male	2021-22	41.4%	20,519	58.8%	107	53.7%	29	31.5%	17	22.2%	12	18.5%	10	27.8%	15

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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
ELA	4th Grade Content	Male	2022-23	42.2%	20,997	54.5%	108	50.7%	35	33.3%	23	17.4%	12	18.8%	13	30.4%	21
ELA	4th Grade Content	Economically Disadvantaged	2021-22	28.9%	16,041	47.8%	87	33.8%	22	20.0%	13	13.8%	9	24.6%	16	41.5%	27
ELA	4th Grade Content	Economically Disadvantaged	2022-23	30.3%	16,964	47.2%	101	44.4%	36	24.7%	20	19.8%	16	23.5%	19	32.1%	26
ELA	4th Grade Content	English Learners	2021-22	27.9%	2,373	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2022-23	27.3%	2,274	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2021-22	17.1%	2,117	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	7
ELA	4th Grade Content	Students With Disabilities	2022-23	18.0%	2,420	<=20%	*	<=20%	<3	<=20%	<3	<=20%	<3	*	6	*	11
ELA	4th Grade Content	Homeless	2021-22	18.9%	294	*	*	*	*	*	*	*	*	*	*	*	*

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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
ELA	4th Grade Content	Homeless	2022-23	19.5%	372	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2021-22	18.3%	72	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Military Connected	2022-23	51.4%	207	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	41.5%	40,445	58.3%	221	53.4%	70	19.8%	26	33.6%	44	20.6%	27	26.0%	34
Mathematics	3rd Grade Content	All Students	2022-23	42.9%	42,519	57.3%	220	51.7%	74	30.1%	43	21.7%	31	24.5%	35	23.8%	34
Mathematics	3rd Grade Content	American Indian or Alaska Native	2021-22	32.0%	165	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Asian	2021-22	70.0%	2,567	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Asian	2022-23	69.0%	2,535	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2021-22	13.5%	2,415	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Black or African American	2022-23	15.7%	2,882	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2021-22	28.2%	2,401	>=50%	15	<=50%	7	<=50%	<3	<=50%	*	<=50%	3	<=50%	4
Mathematics	3rd Grade Content	Hispanic of Any Race	2022-23	30.7%	2,705	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	5	*	4
Mathematics	3rd Grade Content	Two or More Races	2021-22	38.3%	2,033	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2022-23	38.0%	2,193	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2021-22	50.2%	30,835	60.1%	187	55.3%	57	23.3%	24	32.0%	33	21.4%	22	23.3%	24
Mathematics	3rd Grade Content	White	2022-23	51.6%	31,991	60.8%	186	55.0%	66	32.5%	39	22.5%	27	23.3%	28	21.7%	26
Mathematics	3rd Grade Content	Female	2021-22	38.2%	18,249	59.0%	111	55.7%	34	14.8%	9	41.0%	25	21.3%	13	23.0%	14
Mathematics	3rd Grade Content	Female	2022-23	39.0%	19,044	54.0%	101	44.4%	32	23.6%	17	20.8%	15	27.8%	20	27.8%	20

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Male	2021-22	44.7%	22,196	57.6%	110	51.4%	36	24.3%	17	27.1%	19	20.0%	14	28.6%	20
Mathematics	3rd Grade Content	Male	2022-23	46.6%	23,475	60.4%	119	59.2%	42	36.6%	26	22.5%	16	21.1%	15	19.7%	14
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	27.1%	15,436	50.2%	104	46.8%	36	18.2%	14	28.6%	22	20.8%	16	32.5%	25
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	28.6%	16,431	44.8%	90	33.3%	24	20.8%	15	12.5%	9	36.1%	26	30.6%	22
Mathematics	3rd Grade Content	English Learners	2021-22	32.6%	2,828	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2022-23	33.5%	2,945	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2021-22	19.3%	2,405	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	8
Mathematics	3rd Grade Content	Students With Disabilities	2022-23	20.0%	2,651	<=20%	11	25.0%	5	<=20%	<3	<=20%	*	*	8	*	7

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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
Mathematics	3rd Grade Content	Homeless	2021-22	18.0%	306	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2022-23	17.3%	358	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2022-23	16.8%	75	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Military Connected	2021-22	46.2%	178	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2021-22	36.7%	35,587	58.5%	204	50.4%	57	16.8%	19	33.6%	38	33.6%	38	15.9%	18
Mathematics	4th Grade Content	All Students	2022-23	38.6%	37,873	57.4%	221	47.4%	64	19.3%	26	28.1%	38	31.9%	43	20.7%	28
Mathematics	4th Grade Content	American Indian or Alaska Native	2022-23	31.2%	163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2022-23	65.4%	2,420	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2021-22	9.2%	1,595	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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	Black or African American	2022-23	11.9%	2,108	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2021-22	24.4%	2,068	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2022-23	26.3%	2,309	55.2%	16	37.5%	6	<=20%	<3	*	*	37.5%	6	25.0%	4
Mathematics	4th Grade Content	Two or More Races	2021-22	31.6%	1,626	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2022-23	33.6%	1,821	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2021-22	44.9%	27,724	58.5%	169	48.4%	46	16.8%	16	31.6%	30	34.7%	33	16.8%	16
Mathematics	4th Grade Content	White	2022-23	46.9%	29,028	60.0%	186	51.5%	53	21.4%	22	30.1%	31	31.1%	32	17.5%	18
Mathematics	4th Grade Content	Female	2021-22	33.0%	15,678	52.1%	87	44.1%	26	10.2%	6	33.9%	20	35.6%	21	20.3%	12
Mathematics	4th Grade Content	Female	2022-23	34.5%	16,629	52.9%	99	37.9%	25	12.1%	8	25.8%	17	40.9%	27	21.2%	14

Annual Education Report Central Elementary School (06315)

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
Mathematics	4th Grade Content	Male	2021-22	40.1%	19,909	64.3%	117	57.4%	31	24.1%	13	33.3%	18	31.5%	17	11.1%	6
Mathematics	4th Grade Content	Male	2022-23	42.5%	21,244	61.6%	122	56.5%	39	26.1%	18	30.4%	21	23.2%	16	20.3%	14
Mathematics	4th Grade Content	Economically Disadvantaged	2021-22	21.7%	12,046	47.0%	85	31.3%	20	12.5%	8	18.8%	12	45.3%	29	23.4%	15
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	24.3%	13,641	46.3%	99	40.7%	33	16.0%	13	24.7%	20	33.3%	27	25.9%	21
Mathematics	4th Grade Content	English Learners	2021-22	24.6%	2,146	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2022-23	26.0%	2,256	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2021-22	14.7%	1,811	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	7
Mathematics	4th Grade Content	Students With Disabilities	2022-23	15.6%	2,099	25.6%	*	<=20%	<3	<=20%	<3	<=20%	<3	*	9	*	8

Annual Education Report Central Elementary School (06315)

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
Mathematics	4th Grade Content	Homeless	2021-22	12.5%	194	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2022-23	13.0%	249	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2021-22	13.8%	54	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Military Connected	2022-23	45.0%	182	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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 Elementary School (06315)

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 (06315)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2021-22	39.5%	>=50%	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	34.4%	<=50%	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2021-22	39.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2021-22	38.6%	*	*	*	*	*
ELA	3rd Grade Content	White	2021-22	42.2%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2021-22	36.8%	*	*	*	*	*
ELA	3rd Grade Content	Female	2021-22	39.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2021-22	28.4%	*	*	*	*	*
ELA	3rd Grade Content	Male	2021-22	39.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2021-22	37.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2021-22	39.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	35.2%	*	*	*	*	*
ELA	4th Grade Content	All Students	2021-22	57.3%	*	*	*	*	*
ELA	4th Grade Content	All Students	2022-23	59.3%	>=50%	*	*	*	*

Annual Education Report Central Elementary School (06315)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	All Students	2021-22	39.1%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2022-23	44.0%	<=50%	*	*	*	*
ELA	4th Grade Content	Two or More Races	2021-22	64.7%	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2022-23	66.0%	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2021-22	41.7%	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2022-23	47.5%	*	*	*	*	*
ELA	4th Grade Content	White	2022-23	60.3%	*	*	*	*	*
Mathematics	4th Grade Content	White	2022-23	47.4%	*	*	*	*	*
ELA	4th Grade Content	Female	2021-22	60.1%	*	*	*	*	*
ELA	4th Grade Content	Female	2022-23	59.6%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2021-22	36.0%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2022-23	38.9%	*	*	*	*	*
ELA	4th Grade Content	Male	2022-23	59.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2022-23	46.6%	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

MI-Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Economically Disadvantaged	2021-22	59.8%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2022-23	62.3%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2021-22	40.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	46.1%	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

MI -Access Supported Independence

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

Annual Education Report Central Elementary School (06315)

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 (06315)

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	2021-22	251	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2022-23	282	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2022-23	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2022-23	27	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2021-22	23	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2022-23	14	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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)	Two or More Races	2021-22	15	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2021-22	203	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2022-23	226	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2021-22	124	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2022-23	139	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2022-23	143	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2021-22	127	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2021-22	146	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2022-23	155	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2022-23	127	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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 Economically Disadvantaged	2021-22	105	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2021-22	247	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2022-23	277	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2021-22	251	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2022-23	282	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2021-22	29	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2022-23	41	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2022-23	241	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2021-22	222	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2021-22	249	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2022-23	279	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2022-23	281	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2021-22	250	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2022-23	281	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2021-22	250	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2021-22	251	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	All Students	2022-23	282	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2022-23	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2022-23	27	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2021-22	23	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2022-23	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2021-22	15	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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)	White	2021-22	203	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2022-23	226	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2021-22	124	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2022-23	139	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2022-23	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2021-22	127	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2022-23	155	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2021-22	146	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2022-23	127	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2021-22	105	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2021-22	247	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2022-23	277	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2021-22	251	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2022-23	282	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2021-22	29	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2022-23	41	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2022-23	241	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2021-22	222	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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 Homeless	2021-22	249	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2022-23	279	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2021-22	250	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2022-23	281	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2022-23	281	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2021-22	250	<10	*	*	*	*	*	*	*

Annual Education Report Central Elementary School (06315)

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 (06315)
Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	69.16%	N/A	83.33%

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

** Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

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 (06315)	27.32	0.12	0.4%	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 (06315)	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 (06315)	27.32	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 (06315)	27.32	0.12	0.4%	N/A	N/A	N/A	N/A

Annual Education Report Central Elementary School (06315)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	‡	‡	‡	‡	‡
White	60	18	41	33	8
Black or African American	22	63	29	7	‡
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	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) 2022 Mathematics Achievement.

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

Annual Education Report Central Elementary School (06315)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ 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) 2022 Mathematics Achievement.

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

Annual Education Report Central Elementary School (06315)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

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), 2022 Reading Assessment.

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

Annual Education Report Central Elementary School (06315)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	‡	‡	‡	‡	‡
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	‡
Not English Language Learner	94	30	40	26	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), 2022 Reading Assessment.

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Annual Education Report Central Elementary School (06315)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	80.7	4.04	95.0	2.55
		83.5	3.27	94	2.37
8	Math	86.9	1.98	95.0	2.21
		89.3	2.33	95.7	1.91

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 Elementary School (06315)
Sec. 1003 School Improvement Fund

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