

Accreditation

This is a process whereby staff, district personnel and the Board of Education undergo a set of preconditions or standards identified by an external source such as AdvancED. AdvancED accreditation provides a national protocol for schools committed to systemic, systematic, and sustainable continuous improvement. The accreditation process invites school staff to collaborate in reviewing the quality of the school's systems and their contributions to teaching and learning. The process supports, enhances, and stimulates growth and improvement throughout the school. During the 2007-2008 school year Pinconning Central Elementary was recommended and approved as a candidate for accreditation. The next step in the accreditation process is for the school to prepare for and host a quality assurance review, which is scheduled for the 2010-2011 school year. During the 2008-2009 school year Pinconning Central Elementary received a grade of "A" according to the state report card and was identified as a high priority school according to the No Child Left Behind Act of 2001 due to the special education subgroup demonstrating 43% proficiency in Math and 40% proficiency in English Language Arts, which are below the required proficiency level in Michigan according to the MEAP test. The school will remain in this improvement stage through the 2009-2010 school year.

Pinconning Central Elementary

During the 2008-2009 school year based on official count day numbers in September Pinconning Central Elementary serviced 365 students in Pre-school through grade six, while the February count showed 371 students being serviced. These students were provided an excellent educational opportunity by 19 Highly Qualified Teachers, as defined by the No Child Left Behind Act (NCLB), 1 Building Principal, Special Education Director and a certified School Social Worker.

Other support staff include: secretaries, Title 1 and Special Education paraprofessionals, library media aide, custodians, playground and meal time personnel as well as a People Assisting Learning (PAL) coordinator.

In addition, the following professional support staff from Bay-Arenac Intermediate School District provided services to students and staff: Physical Therapist, Occupational Therapist, Learning Disabled and Autistic Teacher Consultants, Speech Therapist, School Social Worker and a School Psychologist.

Daily attendance at Pinconning Central Elementary averages 95 %. Students are assigned to this school based upon residence within the geographic boundaries of the Pinconning Area School District as well as those who transfer into our district.

Mission Statement

Pinconning Central Elementary

The mission of Pinconning Central Elementary is to provide a positive learning environment which promotes the growth of each student to his or her fullest potential.

Mission Statement

Pinconning Area Schools

The goal of Pinconning Area Schools is to provide students with knowledge, skills and confidence to be successful. In order to accomplish the mission of Pinconning Area Schools the district has established the following Six Strategic Goals:

- Quality Curriculum
- Quality Extra-Curricular Programs
 - Strong Fiscal Foundation
 - Quality Technology Plan
 - Facilities- K-12
- Appropriate Staffing/Professional Development

Building Goals

Writing. In the 2008-2009 school year 10% more students will improve their narrative writing skills and score proficient, using standard writing rubrics.

Math. In the 2008-2009 school year the number of students scoring proficient will increase 5%.

During the 2008-2009 school year new building goals were established by the School Improvement team. The following goals will be implemented during the 2009-2010 school year:

All students, school wide, will improve their skills in the domain of writing.

All students, school wide, will improve their skills in the domain of mathematics.

All students, school wide will improve their skills in the domain of reading in both informational and narrative text.

Core Curriculum

The curriculum at Pinconning Central Elementary is aligned with the Michigan Department of Education's Grade Level Content Expectations for Reading, Writing, Language Arts, Mathematics, Science, Social Studies, Physical Education and Vocal Music.

The building School Improvement Team along with the district Curriculum Administrator's analyze student achievement to identify the instructional programs delivered to all students to achieve at high performance levels.

Staff Development

Staff development is ongoing process directed toward increased performance of all students. The following workshops, professional learning opportunities and in-services aided in preparing teachers and ancillary staff to develop and implement programs and curriculum to make students life-long learners:

Blood borne Pathogens
Thinking Maps
Write from the Beginning
EducationCity Training
Study Island
Curriculum Development
MEAP Testing
Differentiated Instruction
Junior Achievement
Michigan Health Model
Physical Education Workshops
Paraprofessional Training
Michigan Reading Association Conference
Quill Professional Development Seminar
Michigan Kindergarten Conference
Guided School Improvement
DIBELS Training

Special Events

This year, many successful school-wide activities were well attended. Some of those activities were: Meet and Greet Day, Parent-Teacher Committee Meetings, Parent-Teacher Conferences, Field Trips, Book Fairs, Title 1 Parent Meeting, Spirit Days, Field Day, Jump Rope for Heart, Popcorn Days, School Store, Junior LifeSavers Blood Drive, Accelerated Reading Night, Homecoming Festivities, Dental Bus, Kindergarten Registration Night, Science Night, ACES Day, Scrap Book Night, Used Book Sale, Coke Cap Challenge, March is Reading Month Activities, Food Drive, Battle of the Books, Music Programs, and Famous People Day.

Student Achievement

Our school and school district offers a variety of methods to measure student achievement and report student progress. Report cards were distributed approximately every twelve weeks with mid-term reports half way through each marking period. Teacher observations, district-wide use of standardized tests, as well as teacher-made test are examples of other assessment measures utilized by Pinconning Central Elementary to measure student achievement and progress.

One way of assessing student achievement is by examining test scores from the Michigan Educational Assessment Program (MEAP). (See Tables at end of report for MEAP data) These scores are used as an indicator of student academic progress resulting from the education they have received at Pinconning Central Elementary.

Pinconning Central Elementary Staff

The following people were instrumental in the academic and social progression of students at Pinconning Central Elementary during the 2008-2009 school year, because of their devotion to the students at Pinconning Central Elementary our school is successful.

Kim Antcliffe, Rick Bair, Noreen Ballor, Judy Baranek, Lori Bateson, Tina Bauer, Kathy Bernethy, Sue Bishop, Michelle Bleshenski, Sherri Boettcher, Rose Bourassa, Lorena Bowman, Linda Byrne, John Cardinal, Jeff Davis, Joan Dillard, Deb Ferguson, Vickie Fischer, Tina Fryzel, Gregg Gage, Paula Hopkins, Dawn Jezowski, Ranel LaPan, Jim Langendefter, Brian Lewis, Pam Lucynski, Sharon Milliman, Tammy Mortensen, MaryLou Pashak, Lynnette Rash, Emily Ramsay, Deb Ransdell, PeriAnn Raushi, Kathleen Resmer, Karen Rifenbark, Denise Rivard, Lindsay Ross, Gayle Sanak, John Sanford, Deb Schott, Kris Seidel, Jane Steward, Carol Sweet, Judy Szeszulski, Tina Tobolski, Amy Urbaniak, Amy Vallad, Jean Vanhorn, Sue Wackerle, Tabitha Witte.

MEAP SCORES

3rd Grade ELA 2008 Central Elementary

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	93%	93.9%	83.2%	20.9%	72.1%	4.7%	2.3%
Am Ind/AK Native	2008-2009	100%	100%	79.4%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	73.9%	0%	100%	0%	0%
White	2008-2009	92.7%	93.7%	87.5%	22%	70.7%	4.9%	2.4%
EDD	2008-2009	91.7%	92.2%	74%	8.3%	83.3%	8.3%	0%
Male	2008-2009	90.5%	92.2%	80.8%	23.8%	66.7%	4.8%	4.8%
Female	2008-2009	95.5%	95.7%	85.7%	18.2%	77.3%	4.5%	0%
SWD	2008-2009	93%	93.9%	83.2%	20.9%	72.1%	4.7%	2.3%

4th Grade ELA 2008 Central Elementary

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	88.6%	83.5%	76.7%	13.6%	75%	11.4%	0%
Am Ind/AK Native	2008-2009	100%	100%	73.7%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	63.5%	0%	100%	0%	0%
White	2008-2009	87.5%	83.5%	83%	15%	72.5%	12.5%	0%
EDD	2008-2009	90.5%	84.8%	64.1%	9.5%	81%	9.5%	0%
Male	2008-2009	90.9%	83%	74.1%	18.2%	72.7%	9.1%	0%
Female	2008-2009	86.4%	84%	79.4%	9.1%	77.3%	13.6%	0%
SWD	2008-2009	88.6%	83.5%	76.7%	13.6%	75%	11.4%	0%

5th Grade ELA 2008 Central Elementary

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	84.6%	84.9%	78.3%	15.4%	69.2%	15.4%	0%
Black	2008-2009	100%	100%	57.9%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	65.8%	50%	50%	0%	0%
White	2008-2009	83.3%	84.1%	84.3%	13.9%	69.4%	16.7%	0%
EDD	2008-2009	82.1%	82.7%	65.6%	14.3%	67.9%	17.9%	0%
Male	2008-2009	87.5%	81.1%	75.7%	6.2%	81.2%	12.5%	0%
Female	2008-2009	82.6%	87.8%	81%	21.7%	60.9%	17.4%	0%
SWD	2008-2009	84.6%	84.9%	78.3%	15.4%	69.2%	15.4%	0%

6th Grade ELA 2008 Central Elementary

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	95.3%	90.7%	79.6%	11.6%	83.7%	4.7%	0%
Hispanic	2008-2009	100%	100%	67.7%	0%	100%	0%	0%
White	2008-2009	95.2%	90.4%	85%	11.9%	83.3%	4.8%	0%
EDD	2008-2009	90.9%	88.1%	67.5%	13.6%	77.3%	9.1%	0%
Male	2008-2009	100%	86.7%	76.8%	5.9%	94.1%	0%	0%
Female	2008-2009	92.3%	93.7%	82.6%	15.4%	76.9%	7.7%	0%
SWD	2008-2009	95.3%	90.7%	79.6%	11.6%	83.7%	4.7%	0%

Central Elementary 3rd Grade Math 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	97.7%	97.9%	91.2%	67.4%	30.2%	2.3%	0%
Am Ind/AK Native	2008-2009	100%	100%	92.4%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	86.8%	100%	0%	0%	0%
White	2008-2009	97.6%	97.9%	94.9%	68.3%	29.3%	2.4%	0%
EDD	2008-2009	95.8%	98%	85.6%	54.2%	41.7%	4.2%	0%
Male	2008-2009	100%	98%	91.6%	66.7%	33.3%	0%	0%
Female	2008-2009	95.5%	97.9%	90.9%	68.2%	27.3%	4.5%	0%
SWD	2008-2009	100%	100%	79.6%	71.4%	28.6%	0%	0%

Central Elementary 4th Grade Math 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	97.7%	92.8%	87.8%	79.5%	18.2%	2.3%	0%
Am Ind/AK Native	2008-2009	100%	100%	87%	100%	0%	0%	0%
Hispanic	2008-2009	100%	100%	80.9%	50%	50%	0%	0%
White	2008-2009	97.5%	93.4%	92%	80%	17.5%	2.5%	0%
EDD	2008-2009	100%	93.5%	80.4%	90.5%	9.5%	0%	0%
Male	2008-2009	95.5%	91.5%	87.8%	90.9%	4.5%	4.5%	0%
Female	2008-2009	100%	94%	87.9%	68.2%	31.8%	0%	0%
SWD	2008-2009	100%	87.5%	68.1%	33.3%	66.7%	0%	0%

Central Elementary 5th Grade Math 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	85.4%	83%	76.8%	63.4%	22%	12.2%	2.4%
Black	2008-2009	100%	100%	55.1%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	66.1%	50%	50%	0%	0%
White	2008-2009	84.2%	82.1%	83%	65.8%	18.4%	13.2%	2.6%
EDD	2008-2009	83.3%	79.6%	64.4%	56.7%	26.7%	13.3%	3.3%
Male	2008-2009	83.3%	76.9%	77.7%	66.7%	16.7%	16.7%	0%
Female	2008-2009	87%	87.8%	75.7%	60.9%	26.1%	8.7%	4.3%
SWD	2008-2009	42.9%	26.7%	46.9%	14.3%	28.6%	42.9%	14.3%

Central Elementary 6th Grade Math 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	97.7%	89.9%	79.9%	75%	22.7%	2.3%	0%
Hispanic	2008-2009	100%	100%	71.3%	100%	0%	0%	0%
White	2008-2009	97.7%	89.5%	85.1%	74.4%	23.3%	2.3%	0%
EDD	2008-2009	100%	93.2%	68.9%	59.1%	40.9%	0%	0%
Male	2008-2009	100%	91.1%	78.9%	82.4%	17.6%	0%	0%
Female	2008-2009	96.3%	89.1%	80.9%	70.4%	25.9%	3.7%	0%
SWD	2008-2009	100%	57.1%	45.5%	100%	0%	0%	0%

Central Elementary Reading 3rd Grade 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	93%	93.9%	86.4%	58.1%	34.9%	4.7%	2.3%
Am Ind/AK Native	2008-2009	100%	100%	84.6%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	79%	100%	0%	0%	0%
White	2008-2009	92.7%	93.7%	89.9%	58.5%	34.1%	4.9%	2.4%
EDD	2008-2009	91.7%	92.2%	79.1%	45.8%	45.8%	8.3%	0%
Male	2008-2009	90.5%	92.2%	84.6%	61.9%	28.6%	4.8%	4.8%
Female	2008-2009	95.5%	95.7%	88.2%	54.5%	40.9%	4.5%	0%
SWD	2008-2009	85.7%	84.6%	63.4%	28.6%	57.1%	0%	14.3%

Central Elementary Reading 4th Grade 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	93.2%	93.8%	82.7%	38.6%	54.5%	6.8%	0%
Am Ind/AK Native	2008-2009	100%	100%	81.7%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	72.6%	0%	100%	0%	0%
White	2008-2009	92.5%	93.4%	87.9%	42.5%	50%	7.5%	0%
EDD	2008-2009	95.2%	93.5%	72.7%	38.1%	57.1%	4.8%	0%
Male	2008-2009	95.5%	93.6%	80.8%	50%	45.5%	4.5%	0%
Female	2008-2009	90.9%	94%	84.6%	27.3%	63.6%	9.1%	0%
SWD	2008-2009	66.7%	75%	54.7%	33.3%	33.3%	33.3%	0%

Central Elementary Reading 5th Grade 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	84.6%	84.9%	81.4%	41%	43.6%	15.4%	0%
Black	2008-2009	0%	0%	63.4%	0%	0%	100%	0%
Hispanic	2008-2009	100%	100%	70.6%	50%	50%	0%	0%
White	2008-2009	86.1%	85.4%	86.8%	41.7%	44.4%	13.9%	0%
EDD	2008-2009	82.1%	82.7%	70.3%	35.7%	46.4%	17.9%	0%
Male	2008-2009	87.5%	81.1%	79.7%	50%	37.5%	12.5%	0%
Female	2008-2009	82.6%	87.8%	83.2%	34.8%	47.8%	17.4%	0%
SWD	2008-2009	40%	30.8%	49.2%	20%	20%	60%	0%

Central Elementary Reading 6th Grade 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	95.5%	92.7%	80.5%	40.9%	54.5%	2.3%	2.3%
Hispanic	2008-2009	100%	100%	68.7%	100%	0%	0%	0%
White	2008-2009	95.3%	92.4%	85.6%	39.5%	55.8%	2.3%	2.3%
EDD	2008-2009	90.9%	91.5%	69.1%	27.3%	63.6%	4.5%	4.5%
Male	2008-2009	100%	88.9%	78.2%	47.1%	52.9%	0%	0%
Female	2008-2009	92.6%	95.3%	82.9%	37%	55.6%	3.7%	3.7%
SWD	2008-2009	100%	57.1%	44.7%	100%	0%	0%	0%

Central Elementary 5th Grade Science 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	87.2%	89.3%	83.1%	48.7%	38.5%	10.3%	2.6%
Black	2008-2009	100%	100%	61.8%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	72.7%	50%	50%	0%	0%
White	2008-2009	86.1%	88.8%	89.4%	50%	36.1%	11.1%	2.8%
EDD	2008-2009	85.7%	86.3%	72.2%	35.7%	50%	10.7%	3.6%
Male	2008-2009	93.8%	88.9%	82.9%	62.5%	31.2%	6.2%	0%
Female	2008-2009	82.6%	89.6%	83.3%	39.1%	43.5%	13%	4.3%
SWD	2008-2009	40%	45.5%	63.6%	40%	0%	40%	20%

Central Elementary 6th Grade Social Studies 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	90.9%	84.4%	73.6%	61.4%	29.5%	6.8%	2.3%
Hispanic	2008-2009	100%	100%	59%	100%	0%	0%	0%
White	2008-2009	90.7%	83.8%	81.1%	60.5%	30.2%	7%	2.3%
EDD	2008-2009	90.9%	84.7%	58.7%	50%	40.9%	4.5%	4.5%
Male	2008-2009	94.1%	86.7%	73.7%	76.5%	17.6%	5.9%	0%
Female	2008-2009	88.9%	82.8%	73.4%	51.9%	37%	7.4%	3.7%
SWD	2008-2009	100%	57.1%	40%	0%	100%	0%	0%

Central Elementary 3rd Grade Writing 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	69.8%	70.4%	61.1%	0%	69.8%	30.2%	0%
Am Ind/AK Native	2008-2009	100%	100%	54%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	47.3%	0%	100%	0%	0%
White	2008-2009	68.3%	69.5%	66.6%	0%	68.3%	31.7%	0%
EDD	2008-2009	66.7%	66.7%	47.9%	0%	66.7%	33.3%	0%
Male	2008-2009	61.9%	64.7%	56.1%	0%	61.9%	38.1%	0%
Female	2008-2009	77.3%	76.6%	66.2%	0%	77.3%	22.7%	0%
SWD	2008-2009	28.6%	38.5%	30.8%	0%	28.6%	71.4%	0%

Central Elementary 4th Grade Writing 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	63.6%	50.5%	44.4%	0%	63.6%	36.4%	0%
Am Ind/AK Native	2008-2009	100%	100%	36.2%	0%	100%	0%	0%
Hispanic	2008-2009	50%	50%	31.3%	0%	50%	50%	0%
White	2008-2009	62.5%	50.5%	49.9%	0%	62.5%	37.5%	0%
EDD	2008-2009	76.2%	56.5%	30.4%	0%	76.2%	23.8%	0%
Male	2008-2009	68.2%	42.6%	38.6%	0%	68.2%	31.8%	0%
Female	2008-2009	59.1%	58%	50.3%	0%	59.1%	40.9%	0%
SWD	2008-2009	33.3%	12.5%	17.5%	0%	33.3%	66.7%	0%

Central Elementary 5th Grade Writing 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	77.5%	72.4%	63.3%	0%	77.5%	20%	2.5%
Black	2008-2009	100%	100%	43.2%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	49%	0%	100%	0%	0%
White	2008-2009	75.7%	71.1%	69.4%	0%	75.7%	21.6%	2.7%
EDD	2008-2009	75.9%	69.8%	48.8%	0%	75.9%	20.7%	3.4%
Male	2008-2009	76.5%	68.4%	58.1%	0%	76.5%	23.5%	0%
Female	2008-2009	78.3%	75.5%	68.8%	0%	78.3%	17.4%	4.3%
SWD	2008-2009	33.3%	28.6%	25.9%	0%	33.3%	66.7%	0%

Central Elementary 6th Grade Writing 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	88.4%	84.3%	75.6%	0%	88.4%	11.6%	0%
Hispanic	2008-2009	100%	100%	63.9%	0%	100%	0%	0%
White	2008-2009	88.1%	84.6%	81%	0%	88.1%	11.9%	0%
EDD	2008-2009	90.9%	84.7%	63.5%	0%	90.9%	9.1%	0%
Male	2008-2009	82.4%	75.6%	71.1%	0%	82.4%	17.6%	0%
Female	2008-2009	92.3%	90.5%	80.3%	0%	92.3%	7.7%	0%
SWD	2008-2009	100%	42.9%	37.1%	0%	100%	0%	0%

Central Elementary 5th Grade Science 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	87.2%	89.3%	83.1%	48.7%	38.5%	10.3%	2.6%
Black	2008-2009	100%	100%	61.8%	0%	100%	0%	0%
Hispanic	2008-2009	100%	100%	72.7%	50%	50%	0%	0%
White	2008-2009	86.1%	88.8%	89.4%	50%	36.1%	11.1%	2.8%
EDD	2008-2009	85.7%	86.3%	72.2%	35.7%	50%	10.7%	3.6%
Male	2008-2009	93.8%	88.9%	82.9%	62.5%	31.2%	6.2%	0%
Female	2008-2009	82.6%	89.6%	83.3%	39.1%	43.5%	13%	4.3%
SWD	2008-2009	40%	45.5%	63.6%	40%	0%	40%	20%

Central Elementary 6th Grade Social Studies 2008 - 2009

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2008-2009	90.9%	84.4%	73.6%	61.4%	29.5%	6.8%	2.3%
Hispanic	2008-2009	100%	100%	59%	100%	0%	0%	0%
White	2008-2009	90.7%	83.8%	81.1%	60.5%	30.2%	7%	2.3%
EDD	2008-2009	90.9%	84.7%	58.7%	50%	40.9%	4.5%	4.5%
Male	2008-2009	94.1%	86.7%	73.7%	76.5%	17.6%	5.9%	0%
Female	2008-2009	88.9%	82.8%	73.4%	51.9%	37%	7.4%	3.7%
SWD	2008-2009	100%	57.1%	40%	0%	100%	0%	0%

School Report Data:

School Report Card - Grades Tested 3 - 7

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2008- 2009	Adjusted Score 2008- 2009	Ed Yes! Grade 2008- 2009	
Student Achievement	View Details			
English Language Arts	85.4	90.4	A	
Mathematics	95.8	98.2	A	
Science	-	-		
Social Studies	-	-		
Achievement Subtotal	90.6	94.3	A	
Indicators of School Performance		100	A	
Preliminary Grade		96	A	
AYP Status (Adequate Yearly Progress)		Met AYP		View Details
Composite Grade		A		

School Report Card - AYP Status - Grades Tested 3 - 7

AYP Status (Adequate Yearly Progress) is a measure defined in the federal No Child Left Behind Act (NCLB) to hold schools and districts responsible for student achievement in English language arts and mathematics based on state assessment results. AYP must be met for participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. Click on View Details to see how AYP goals were evaluated for each topic.

Student Group	AYP English Language Arts 2008-2009	AYP Math 2008-2009
	View Details	View Details
All Students	Yes	Yes
Ethnicity		
Black or African American	-	-
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	-	-
White	Yes	Yes
Multiracial	-	-
Limited English Proficient	-	-
Students with Disabilities	-	-
Economically Disadvantaged	Yes	Yes

