



CENTENNIAL MIDDLE SCHOOL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Centennial Middle 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 Brian Toth for assistance.

The AER is available for you to review electronically by visiting the following web site [CMS AER](#) or you may review a copy in the main office at CMS.

For the 2020-21 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement 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.

Centennial Middle School has not been given one of these labels.

As we have also described in our School Improvement Report, the key challenge for Centennial Middle School is narrowing achievement gaps with our special education subgroup. Key initiatives that are being undertaken to accelerate student achievement and narrow gaps are the implementation of the workshop model in language arts and mathematics to allow for more targeted and differentiated instructional support as well as the use of Visible Thinking Routines with students to help them strengthen and articulate their cognitive processing.

Aggregate student achievement results on the MSTEP (Michigan Student Test of Educational Process) can be accessed via the website link referenced above or in the hardcopy of the report available in the Centennial Middle School main office. State law requires that we also report the following additional information.

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Student Assignment

All students within the South Lyon Community Schools are assigned to schools based upon residency within the geographic boundaries determined by the district. At the middle school level, students whose academic programming needs qualify them for special education services provided by our district's Cognitively Impaired and Emotional Impaired programs attend Centennial Middle School regardless of geographic residency; students whose

academic needs qualify them for the academically talented program attend Millennium Middle School regardless of geographic residency. There is currently very limited intra-district school of choice for middle school students.

School Improvement Plan Status

The Cognia (formerly NCA/AdvancED) accreditation process is firmly embedded in the Centennial Middle School (CMS) continuous School Improvement Process. This process provides a solid framework for increasing student achievement at CMS. Centennial Middle School was recommended for accreditation in February of 2015.

Beginning with the 2019-20 school year, South Lyon Community Schools began the process of transitioning from individual building accreditation to systems (district-level) accreditation. The CMS staff will continue to monitor progress on our school improvement goals by gathering and analyzing student achievement data. As appropriate, we will add or modify instructional strategies. In addition, we will be engaged in professional development activities to prepare for the expectations of the state standards as well as to continue developing our Culture of Thinking at Centennial Middle School.

Core Curriculum

The Michigan K-12 Academic Standards serve as the basis for South Lyon Community Schools' curriculum. To guide continuous improvement, the district's curriculum coordinators in collaboration with teachers serving on the Subject Area Committees engage in an on-going process to ensure alignment with the Michigan Standards in ELA, Mathematics, Science and Social Studies. For a copy of our curriculum or for more information, you may contact our district department of Curriculum, Instruction, Technology, and Assessment (CITA).

Parent-Teacher Conference Attendance

Centennial continues to have a high level of parent involvement. There was a high attendance rate in 2018-19 as 464 (49%) parents attended Curriculum Night and 525 (55%) attended Parent Teacher Conferences. Our numbers in 2019-20 were 428 (48%) parents attended Curriculum Night and 502 (56%) for Parent Teacher Conferences. At Centennial Middle School we are very proud of the hard work and achievement of our students, the dedication of our outstanding staff, and the continuing support of our parents and community.

Sincerely,

Brian Toth
Principal
Centennial Middle School

Annual Education Report Centennial Middle School (07497)

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 Centennial Middle School (07497)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Centennial Middle School (07497)	0	25	34	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Centennial Middle School (07497)	51.22	3.20	6.3%	N/A	N/A	3.20	6.3%

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
Centennial Middle School (07497)	3.50	0.50	14.3%	N/A	N/A	0.50	14.3%

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
Centennial Middle School (07497)	51.22	0.00	0.0%	N/A	N/A	0.00	0.0%

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
Centennial Middle School (07497)	51.22	1.40	2.7%	N/A	N/A	1.40	2.7%

Annual Education Report Centennial Middle School (07497)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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

Annual Education Report Centennial Middle School (07497)

NAEP Grade 8 Math

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

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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

Annual Education Report Centennial Middle School (07497)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Centennial Middle School (07497)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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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 Centennial Middle School (07497)

Sec. 1003 School Improvement Fund

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