



FOCUS on FACTS

Accreditation Status: Accredited
Adequate Yearly Progress: 21 out of 21

CENTRAL ELEMENTARY SCHOOL

The mission of the Central Elementary School Community is to provide each student with successful learning experiences that promote lifelong enjoyment of learning, positive self-concept, and an appreciation of individual differences.


Central School has a rich history of educating students in Longmont and is nestled in Longmont's historic Thompson Park neighborhood only walking distance to parks, recreation and art centers. The building was the first school in Longmont and was built in 1878. On September 14, 1976, Central School was designated as a Longmont Historic Landmark.

Central School's learning environment is centered around a diverse student population; involved parents and wonderful volunteers; a staff that is passionate about teaching; and an emphasis on literacy, numeracy, and technology. Central School provides students and parents with a strong and well-rounded set of experiences.

Central School was one of nineteen schools in Colorado to receive the John Irwin Distinguished Improvement Award for 2000. In 1999, Central School became a bilingual school to help meet the needs of an increasing second language population in the school district.

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STUDENT
FACTORS
 INFLUENCING ACHIEVEMENT

	Central			District		
	2002	2003	2004	2002	2003	2004
Attendance	94%	95%	95%	94%	95%	94%
Free Lunch	30%	32%	39%	14%	16%	18%
2nd Lang. Support	34%	31%	35%	17%	18%	18%

There are many ways to provide information about a school. The tables in this document provide you with some of that information. Statistics in this report are data from the school years 2001-2002, 2002-2003, and 2003-2004. For more details, please contact your school.

Accreditation is determined by the district based on success in setting and reaching student achievement goals as measured by a variety of assessments. Each school's accreditation status is reviewed annually and reported as accredited, on watch, on probation or unaccredited.

AYP stands for Adequate Yearly Progress. AYP goals are set by the United States Department of Education for reading and math. Goals must be met by the school as a whole and by subgroups of: ethnicity, students with disabilities, economically disadvantaged and second language. AYP is reported as the number of groups who met goals out of the total number of groups in the school. The number of groups may be different for each school.

Colorado Student Assessment Program (CSAP) will measure whether or not students have met Colorado State Standards. Students are expected to score either at the proficient or advanced level to meet the standard. Scores are reported as the percent of students proficient and above. Grade 3 reading assessment is in February and all other assessments are completed in March.

District Assessments measure student performance in literacy. They are administered and scored by classroom teachers in the fall of each school year.

State Literacy Report is a requirement of the 1999 Colorado Basic Literacy Act and reports the percentage of students reading at or above grade level as judged by a body of evidence.



OVERALL STUDENT PERFORMANCE

Grades K-5		Central			District			State			
Assessment	Grade	2002	2003	2004	2002	2003	2004	2002	2003	2004	
Reading	CSAP	3 Eng.	77%	74%	78%	74%	80%	76%	72%	74%	74%
		3 Sp.	44%	†	†	61%	64%	70%	59%	63%	62%
		4 Eng.	58%	63%	57%	62%	62%	65%	61%	63%	63%
		4 Sp.	†	†	†	37%	34%	43%	39%	44%	48%
		5	49%	61%	61%	63%	67%	69%	63%	66%	69%
	District Assessment	2	64%	80%	65%	67%	70%	71%	No state testing		
		3	74%	73%	68%	74%	77%	73%			
		4	65%	62%	65%	67%	66%	69%			
		5	46%	72%	63%	65%	66%	63%			
	State Literacy	K	81%	94%	89%	87%	87%	88%	State does not provide comparison		
		1	88%	68%	76%	80%	78%	76%			
		2	69%	73%	70%	76%	71%	70%			
		3	68%	71%	67%	72%	74%	71%			
Writing	CSAP	3	44%	58%	52%	48%	57%	53%	51%	57%	52%
		4 Eng.	49%	41%	43%	49%	48%	53%	50%	52%	53%
		4 Sp.	†	†	†	47%	28%	32%	40%	38%	39%
		5	32%	37%	50%	51%	53%	56%	51%	53%	55%
Math	CSAP	5	45%	60%	57%	53%	60%	57%	55%	56%	59%

Eng. = English only

Sp. = Spanish

† = Data not available, number tested fewer than 16

CSAP DISAGREGATED INFORMATION - Percentage of Students Proficient and Above

Reading-Grade	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Reading-Grade	Female	77%	79%	81%	77%	84%	80%
	Male	77%	71%	74%	72%	76%	72%
	Amer. Indian/Alsk. Native	†	†	†	60%	59%	†
	Asian /Pacific Islander	†	†	†	75%	80%	77%
	Black (not Hispanic)	†	†	†	45%	68%	85%
	Hispanic	†	†	†	49%	60%	58%
	White	83%	85%	82%	81%	85%	80%
	Disability	na	†	†	26%	38%	36%
	Free/Reduced Lunch	na	†	56%	na	58%	57%

Writing-Grade 3	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Writing-Grade 3	Female	49%	68%	52%	52%	66%	58%
	Male	38%	50%	52%	44%	48%	48%
	Amer. Indian/Alsk. Native	†	†	†	40%	36%	†
	Asian /Pacific Islander	†	†	†	51%	53%	46%
	Black (not Hispanic)	†	†	†	27%	37%	58%
	Hispanic	17%	†	†	19%	37%	31%
	White	55%	70%	56%	60%	62%	58%
	Disability	na	†	†	13%	19%	20%
	Free/Reduced Lunch	na	†	†	na	36%	32%

Reading-Grade 4	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Reading-Grade 4	Female	63%	61%	60%	65%	66%	71%
	Male	55%	66%	55%	60%	59%	59%
	Amer. Indian/Alsk. Native	†	†	†	33%	58%	61%
	Asian /Pacific Islander	†	†	†	70%	66%	64%
	Black (not Hispanic)	†	†	†	42%	44%	57%
	Hispanic	29%	29%	29%	26%	36%	36%
	White	71%	74%	71%	74%	72%	75%
	Disability	na	†	†	25%	18%	18%
	Free/Reduced Lunch	na	33%	46%	na	36%	37%

Writing-Grade 4	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Writing-Grade 4	Female	59%	47%	52%	57%	56%	62%
	Male	39%	34%	35%	42%	41%	44%
	Amer. Indian/Alsk. Native	†	†	†	39%	37%	43%
	Asian /Pacific Islander	†	†	†	60%	56%	49%
	Black (not Hispanic)	†	†	†	32%	24%	38%
	Hispanic	10%	12%	12%	19%	24%	25%
	White	69%	49%	58%	58%	58%	63%
	Disability	na	†	†	16%	12%	15%
	Free/Reduced Lunch	na	10%	27%	na	22%	26%

Reading-Grade 5	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Reading-Grade 5	Female	44%	66%	62%	63%	70%	74%
	Male	54%	58%	60%	63%	64%	64%
	Amer. Indian/Alsk. Native	†	†	†	†	†	68%
	Asian /Pacific Islander	†	†	†	62%	70%	73%
	Black (not Hispanic)	†	†	†	†	67%	60%
	Hispanic	21%	35%	17%	29%	32%	40%
	White	67%	77%	80%	76%	80%	81%
	Disability	na	†	†	15%	24%	31%
	Free/Reduced Lunch	na	31%	21%	na	34%	43%

Writing-Grade 5	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Writing-Grade 5	Female	38%	56%	57%	56%	62%	64%
	Male	27%	21%	43%	46%	45%	49%
	Amer. Indian/Alsk. Native	†	†	†	†	†	47%
	Asian /Pacific Islander	†	†	†	60%	64%	69%
	Black (not Hispanic)	†	†	†	†	48%	40%
	Hispanic	11%	19%	17%	22%	21%	29%
	White	47%	50%	65%	62%	64%	67%
	Disability	na	†	†	07%	12%	17%
	Free/Reduced Lunch	na	08%	17%	na	22%	28%

Math-Grade 5	Category	Central			District		
		2002	2003	2004	2002	2003	2004
Math-Grade 5	Female	38%	59%	51%	51%	60%	55%
	Male	51%	60%	63%	55%	59%	59%
	Amer. Indian/Alsk. Native	†	†	†	†	†	42%
	Asian /Pacific Islander	†	†	†	53%	66%	71%
	Black (not Hispanic)	†	†	†	†	57%	40%
	Hispanic	17%	38%	22%	22%	30%	31%
	White	64%	74%	74%	66%	71%	68%
	Disability	na	†	†	15%	18%	21%
	Free/Reduced Lunch	na	35%	13%	na	30%	31%

† = Data not available, number tested fewer than 16