

Centreville Public Schools Annual Education Report Cover Letter School Year 2024-25

February 15, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Centreville Public Schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Chad Brady, Superintendent, for assistance.

The district AER is available for you to review electronically by visiting the following website: <https://bit.ly/4sDzrlC>, or you may review a copy in the main office at your child's school. Each school will also be communicating its own AER to parents.

These reports contain the following information:

School Accountability Data

- Includes information on schools' performance on various measures, such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales.
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students

National Assessment of Educational Progress (NAEP) Data

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table below listing our schools. For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Centreville Elementary School	Not Identified for Improvement	N/A
Centreville Jr/Sr High School	Not Identified for Improvement	N/A

Our district is committed to advancing the academic growth of all our students. We are confident that the work we are doing in the following areas will be of great benefit to student outcomes. Our efforts include:

- Continuously reviewing and monitoring our student data to guide the decision-making process.
- Continuation of the goals outlined in the district's Strategic Plan.
- Continue to advance the use of literacy instructional practices.

- Review and assessment of math instruction and curriculum.
- A professional development plan rooted in the principles of a Professional Learning Community (PLC) that is focused on student learning, student data, and student success.
- Continuation of curriculum mapping and vertical alignment within content departments and grade levels.
- Review of the fidelity of Standards-Based Grading practices, implementation, and progress.
- Developing accelerated learning opportunities.
- Assessing our use of instructional time to ensure resources are appropriately allocated.

The road forward is both promising and exciting. As the landscape of public education continues to shift, it is our responsibility to respond to the challenges and changes in a way that ensures academic success. Centreville Public Schools is committed to being innovative and responsive to the needs of our 900 students.

Chad Brady
Superintendent