NMPED Public Education Department

School Grading Report Card 2018 Certified

Final Grade 2018

C

Overall Score 53.56

Central High School

District: Central Consolidated Schools

Grade Range: 9 -12 Code: 67035

C - State benchmark established in 2012

	Possible Points	This School Earned
Current Standing Are students performing on grade level? Did they improve more or less than expected?	30 (8.54)	F
School Improvement Is the school as a whole making academic progress?	10 (4.75)	D
Improvement of Higher-Performing Students Are higher-performing students improving more or less than expected?	10 (3.96)	C
Improvement of Lowest-Performing Students Are the lowest-performing students improving more or less than expected?	10 (5.16)	F
Opportunity to Learn Do students and families believe their school is a good place to attend and learn?	8 (7.12)	B
Graduation Are students graduating high school, and is the graduation rate improving?	17 (10.88)	D
College and Career Readiness Are students participating in college and career readiness opportunities? Are they demonstrating success?	15 (10.40)	B
Bonus Points Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.	+ 2.75	

This School's History

Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-6909 to learn more. For information about other schools in your community, please visit the School Grading web page at http://aae.ped.state.nm.us/SchoolGrading.html.

Final Points

High Schools	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

High schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading	Proficient (%)	39	49	31	67	-	53	-	34	39	9	9
	Points Proficiency	3.87										
	Points Student Growth	3.76										
Math	Proficient (%)	4	3	4	14	-	≤ 10	-	2	4	≤ 5	≤ 5
	Points Proficiency	0.35										
	Points Student Growth	0.57										

Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	*Math*
Growth Index	0.58	-0.74
Points	3.60	1.15

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing	0.43	0.14	0.09	-0.09	-	0.10	-	0.15	0.12	0.20	0.05
Points	3.32										
Lowest-Performing	0.45	-0.03	0.09	-	-	-	-	0.02	0.06	0.17	0.07
Points	3.36										
Math Growth											
Higher-Performing	-1.14	-0.07	0.07	-0.29	-	-0.03	-	0.05	0.01	0.04	0.24
Points	0.64										
Lowest-Performing	-0.36	0.01	-0.15	-	-	-	-	-0.12	-0.09	0.00	-0.39
Points	1.79										

Growth Over Time

Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Average (%)	94	94	94	95	-	93	-	94	94	94	92
Points	2.97										

Surveys

Score (Average)	37.39
Points	4.15
Number of Surveys	1014

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Cohort of 2017 - 4-Year Rates											
Graduation (%)	73	75	71	81	-	56	-	72	74	66	62
Points	5.84										
Cohort of 2016 - 5-Year Rates											
Graduation (%)	79	81	77	83	56	88	-	78	80	74	79
Points	2.37										
Cohort of 2015 - 6-Year Rates											
Graduation (%)	82	84	81	73	-	72	-	85	83	79	86
Points	1.65										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-0.66
Points	1.02

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:

1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry-recognized certification (Career Technical Education)

Points are given separately for students' participation and for their success in achieving targets.

50% or Higher
20% -50%
Below 20%

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	50	47	53	37	-	53	-	53	50	42	48
Participation Points	2.50										
Success (% of Participants)	79	89	72	86	-	75	-	79	80	62	67
Success Points	7.90										
Percentage of School's Cohort of 2017 Participating in Each CCR Opportunity											
AccuPlacer	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
ACT	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
ACT ASPIRE	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
Advanced Placement	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
Career Technical Education	11	7	14	≤ 10	-	≤ 20	-	13	11	≤ 10	11
Compass	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
Dual Credit	44	45	43	37	-	42	-	45	44	39	40
International Baccalaureate	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
PLAN	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
PSAT	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
SAM School Supplemental	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
SAT	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5
SAT Subject Test	≤ 1	≤ 5	≤ 5	≤ 10	-	≤ 20	-	≤ 1	≤ 1	≤ 10	≤ 5

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☐ Student and Parent Engagement
- ☐ Truancy Improvement
- ☑ Extracurricular Activities
- ☑ Using Technology

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	100
Math (%)	98

Additional Information

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2018 (%)	39	49	31	67	-	53	-	34	39	9	9
	2017 (%)	37	48	28	54	-	40	-	35	37	17	14
	2016 (%)	37	51	26	51	-	46	-	34	37	≤ 5	7
Math Proficiency	2018 (%)	4	3	4	14	-	≤ 10	-	2	4	≤ 5	≤ 5
	2017 (%)	6	6	6	12	-	13	-	5	5	≤ 5	≤ 2
	2016 (%)	13	13	13	28	-	≤ 10	-	11	13	≤ 5	≤ 5

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical Assistance for Educators/Technical Guide 2018.pdf. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total shown under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.