School Grade Report Card
2015 Certified

Final Grade

C

Central High

District: Central Consolidated Schools
Grade Range: 09 - 12 Code: 67035

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	F	6.53	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	5.8	F	3.26	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	3.6	D	1.86	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	F	5.13	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	B	6.68	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	12.8	C	12.92	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	B	10.76	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		5.00	5

3-Year Average

66.4

B

Final School Grade

75.0	to <	100.0	A
65.0	to <	75.0	B
50.0	to <	65.0	C
35.0	to <	50.0	D
0.0	to <	35.0	F

Total Points

52.14

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	25.1	34.2	16.7	45.8	50.0	33.3	75.0	21.0	25.3	2.7	2.4
Proficient and Advanced (Pts)	1.26										
Value Added Model (Pts)	2.34										
Math											
Proficient and Advanced (%)	7.8	8.5	7.1	26.4	<2.0	4.2	25.0	5.0	7.8	<2.0	<2.0
Proficient and Advanced (Pts)	0.39										
Value Added Model (Pts)	2.53										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient

School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Value Added Score	-0.610	-0.305
Points Earned	1.35	1.90

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.80	0.01	-0.04	0.01	-0.49	0.18	-0.34	-0.02	-0.01	0.20	-0.27
Highest 75% (Pts)	1.06										
Lowest 25% (VAS)	-0.32	-0.21	-0.10	0.81	0.27	0.01	-	-0.19	-0.15	0.01	-0.16
Lowest 25% (Pts)	1.87										
Math Growth											
Highest 75% (VAS)	-0.99	0.20	0.29	0.36	-0.06	0.38	-0.45	0.22	0.24	0.03	0.08
Highest 75% (Pts)	0.80										
Lowest 25% (VAS)	0.39	0.42	0.06	0.29	0.33	-0.29	-	0.24	0.23	0.18	0.12
Lowest 25% (Pts)	3.26										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Attendance (Average)	93.7	93.1	94.3	95.2	-	92.9	-	93.6	93.7	94.2	93.3
Attendance (Points)	2.96										

Survey (Average)	33.5	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	*Reading*	33.5
Survey (Points)	3.7		*Math*	33.5
Count of Surveys (N)	953		*General*	NA

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: http://ped.state.nm.us/Graduation/index.html.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	77.8	79.7	76.0	93.7	-	76.0	-	74.9	78.1	69.1	76.2
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	6.23										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	74.5	80.3	69.4	67.2	-	83.2	-	74.9	75.2	76.2	74.1
Points Earned	2.2										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	84.7	85.7	83.6	82.2	-	69.2	-	85.8	84.9	68.0	85.3
Points Earned	1.7										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	.38
Points Earned	2.76

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
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, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	64	71	56	87	-	68	-	59	65	49	60
Participation (Pts)	3.19										
Success (% of Participants)	76	76	75	79	-	88	-	74	76	51	76
Success (Pts)	7.57										
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	15.4	11.2	19.6	20.8	-	16.1	-	14.3	15.1	10.6	16.7
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	12.8	15.7	10.0	16.7	-	16.1	-	11.9	12.6	<2.0	12.4
AccuPlacer	7.1	11.9	2.3	5.1	-	8.0	-	7.4	7.2	<2.0	8.5
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	29.3	40.2	18.3	27.9	-	27.7	-	29.6	29.7	33.6	29.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	22.8	21.1	24.5	51.9	-	27.7	-	16.8	23.2	7.8	19.3
Compass	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☑ Student Engagement
- ☑ Parental Engagement
- ☑ Extracurricular Activities
- ☑ Truancy Improvement
- ☑ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	100
Math (%)	100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	15.2		13.0		86.3		99.4		9.3			
	Rank	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**
Current Standing	28	(35)	33	(36)	28	(36)	27	(36)	25	(36)	27	(36)
School Growth	25	(35)	30	(36)	27	(36)	21	(36)	22	(36)	25	(36)
Student Growth, Highest 75%	31	(35)	33	(36)	30	(36)	28	(36)	28	(36)	29	(36)
Student Growth, Lowest 25%	10	(35)	22	(36)	8	(36)	11	(36)	13	(36)	15	(36)
Opportunity to Learn	23	(36)	26	(36)	27	(36)	22	(36)	23	(36)	27	(36)
Graduation	16	(36)	17	(36)	13	(36)	16	(36)	20	(36)	12	(36)
College and Career Readiness	25	(36)	27	(36)	20	(36)	24	(36)	24	(36)	20	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

				Gender		Race / Ethnicity							
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Growth Lowest 25% (Q1)	Reading	.0038	N	N	N	Y	Y	Y	.	N	N	Y	N
	Math	-.0334	Y	Y	Y	Y	Y	N	.	Y	Y	Y	Y
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	Y	Y	N	Y	N	Y	Y	Y	N
	Math	-.0613	N	Y	Y	Y	N	Y	N	Y	Y	Y	N
Proficiency	Reading	33.3%	N	Y	N	Y	Y	Y	Y	N	N	N	N
	Math	17.6%	N	N	N	Y	N	N	Y	N	N	N	N
Graduation	4-Year Cohort	75.6%	Y	Y	Y	Y		Y		N	Y	N	Y

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2015 (%)	25.1	34.2	16.7	45.8	50.0	33.3	75.0	21.0	25.3	2.7	2.4
	2014 (%)	44.2	45.5	42.8	72.2		55.6		38.7	43.9	14.0	
	2013 (%)	49.3	58.0	41.7	63.6		52.6		46.5	49.3	12.5	6.5
Math Proficiency	2015 (%)	7.8	8.5	7.1	26.4	<2.0	4.2	25.0	5.0	7.8	<2.0	<2.0
	2014 (%)	36.1	34.7	37.8	61.1		50.0		31.0	36.2	11.6	3.6
	2013 (%)	34.3	35.5	33.3	47.3		47.4		30.8	34.5	8.3	15.2

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	>98.0	>98.0	>98.0	-	-	-	-	>98.0	>98.0	>98.0	>98.0
Grade 11 to Grade 12 (%)	95.2	>98.0	-	-	-	-	-	94.7	95.2	-	-

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 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 or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.