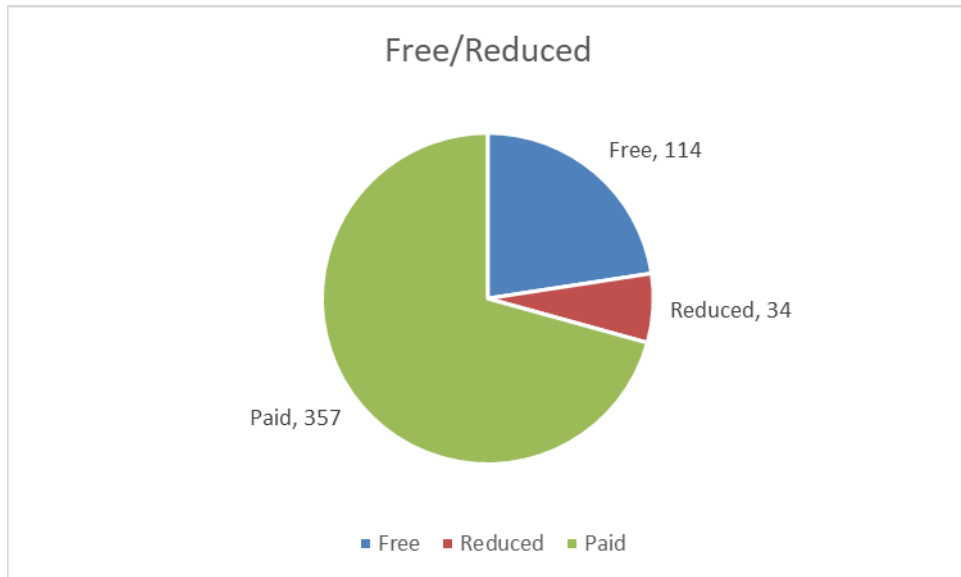
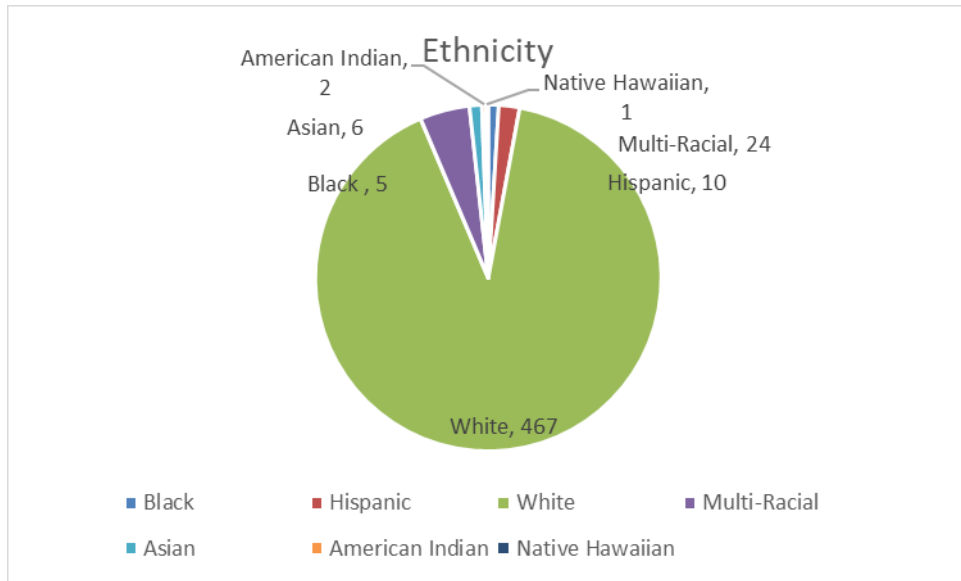
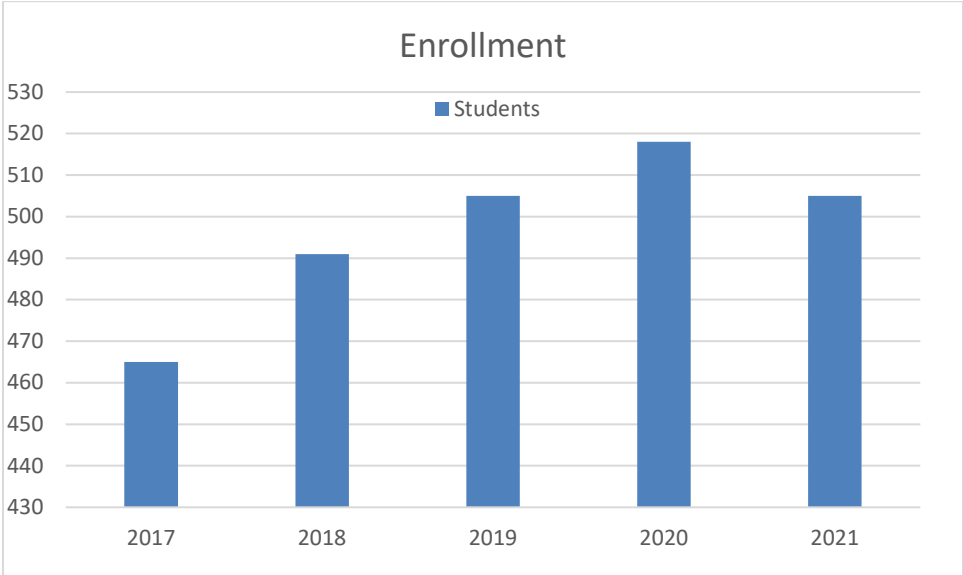
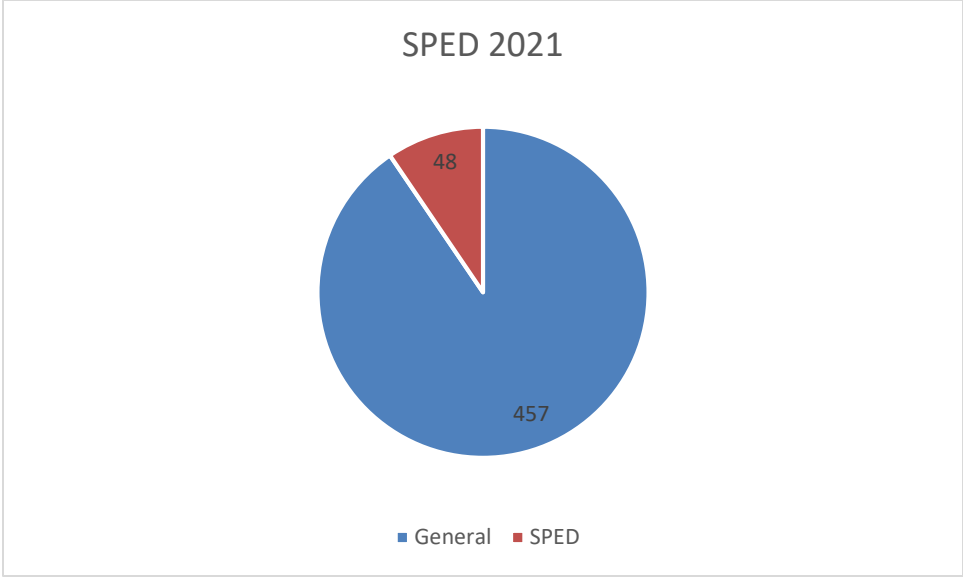


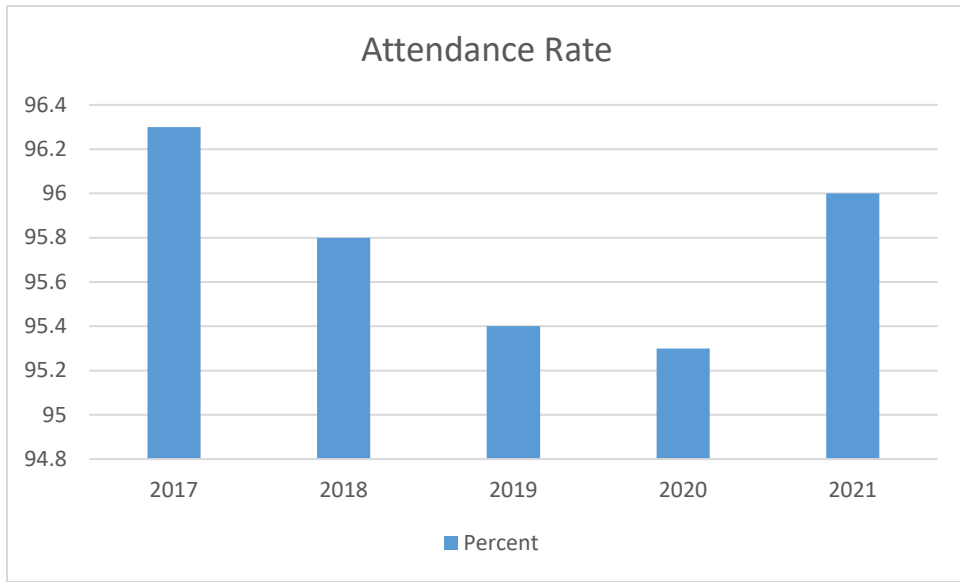
Cultural Competency Data 2020-21



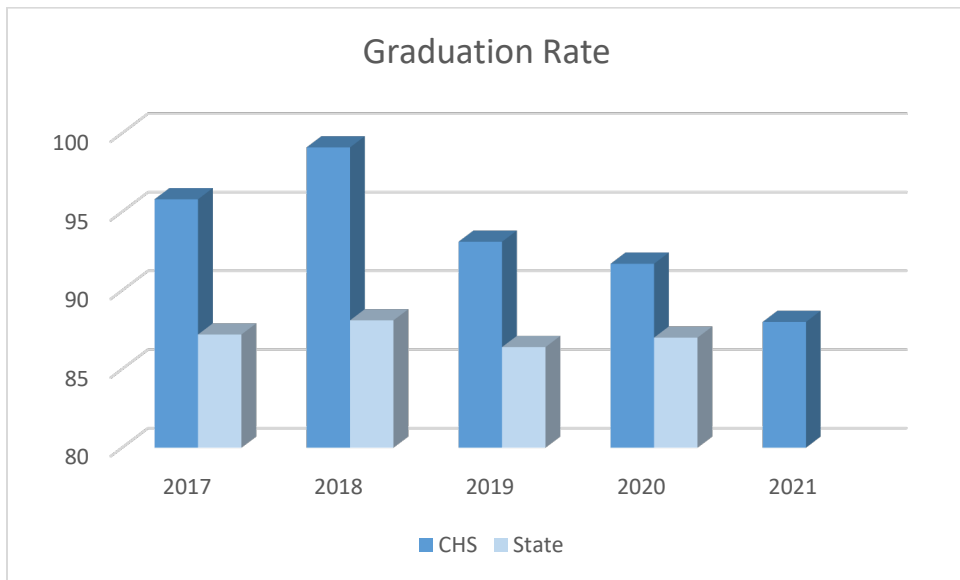


Analysis: Centerville Senior High School’s student population qualifying for free or reduced meals and textbook assistance was 34% in 2018-2019, down 1% from the previous year. For the 2020-21 school year, CHS recorded a free/reduced population of 29%. Therefore, numbers have decreased a bit over the past two years. In terms of special education programs, recent numbers indicate that 10% of the current population is receiving services. Centerville Senior High School continues to show little or no diversity in its ethnic student population. Since the 2016-17 school year, our enrollment has increased significantly from 465 students to 518 students at the end of the 2019-20 school year. However, CHS did see a bit of a drop in enrollment in the 2020-21 school year in (10) students.

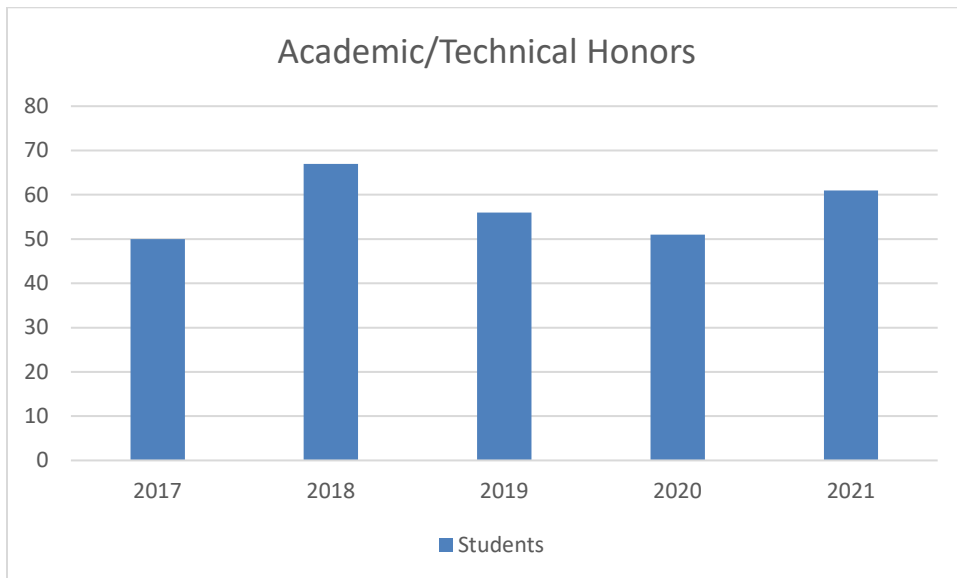
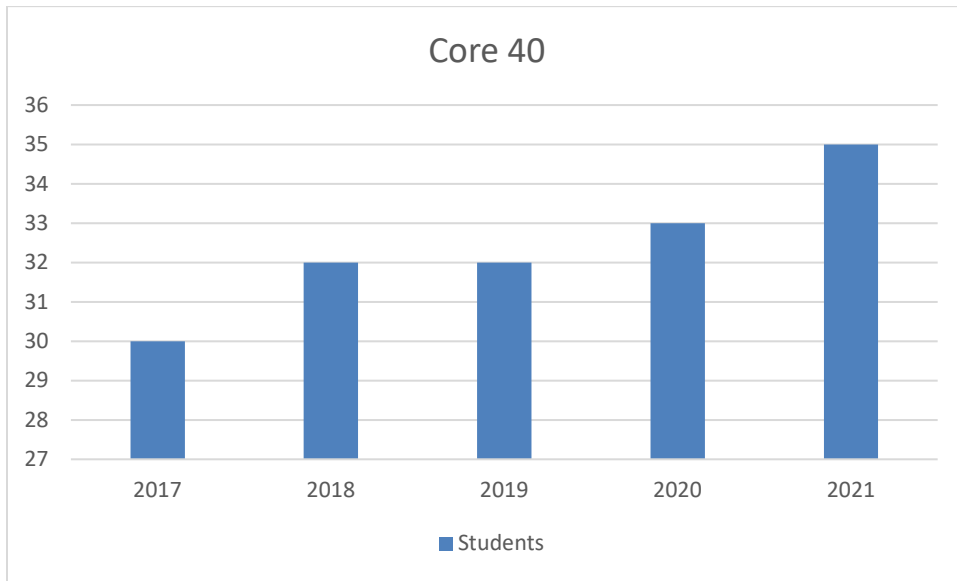
Presentation of School Data



Analysis: The attendance rate is always an area that we watch and strive to improve. With an average rate hovering around 95%, CHS tends to remain above the state average. At the conclusion of the 2020-21 school year, our average was 96%. The past few school years, the assistant principal has focused on the attendance rate, especially students attending the Whitewater Technical Career Center. As a result, the high school attendance rate has been above 95% for the last five years.



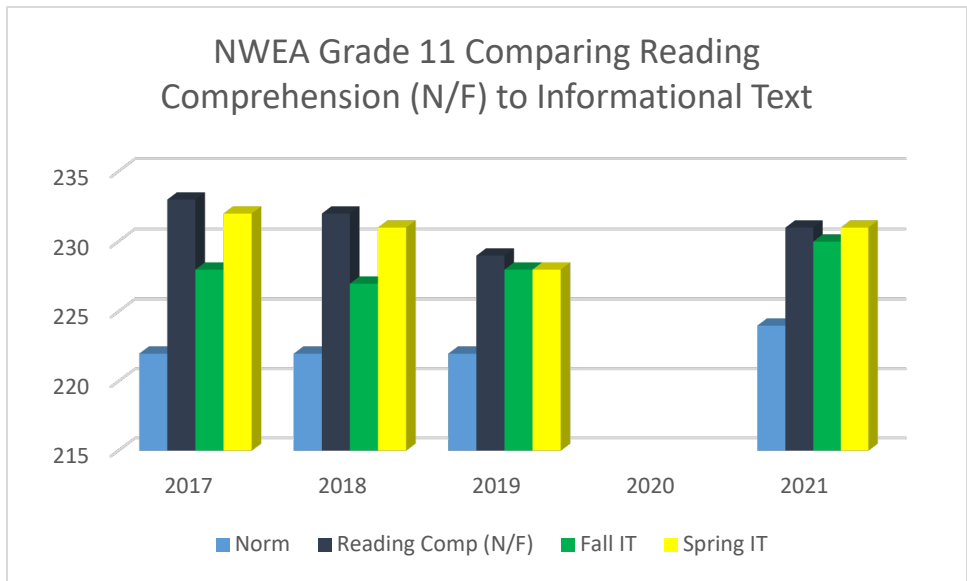
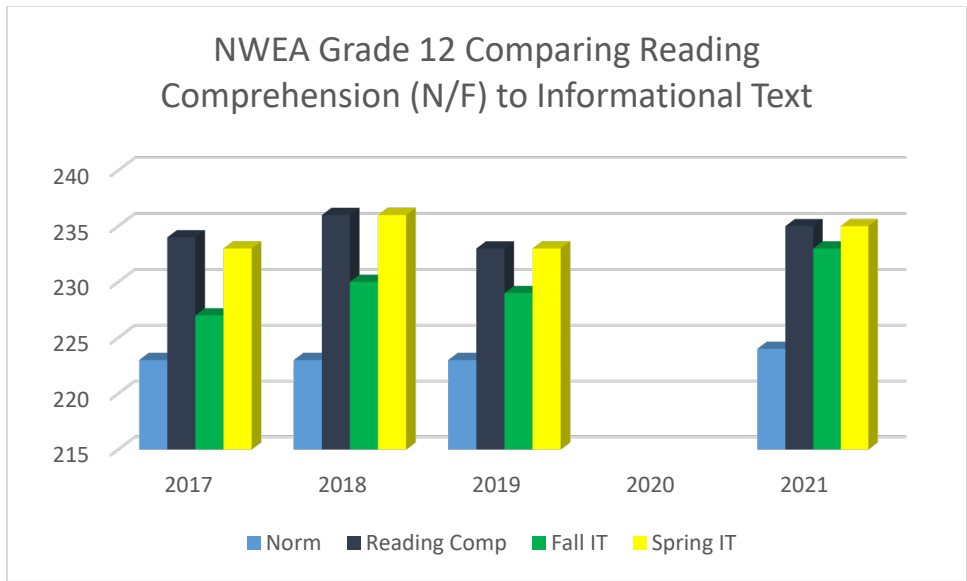
Analysis: Since the implementation of the new formula to calculate the graduation rate, Centerville Senior High School has been consistently above the state average, ranging from approximately 88% to 99%. For the 2021 school year, the graduation rate for the state has not been calculated as Indiana schools have until October 1st of the next school year to submit graduates for the previous cohort. The rate of 88% is a low estimate as to how CHS performed last school year. Based on information from the most recent audit, we are waiting on several students to be calculated into that average.

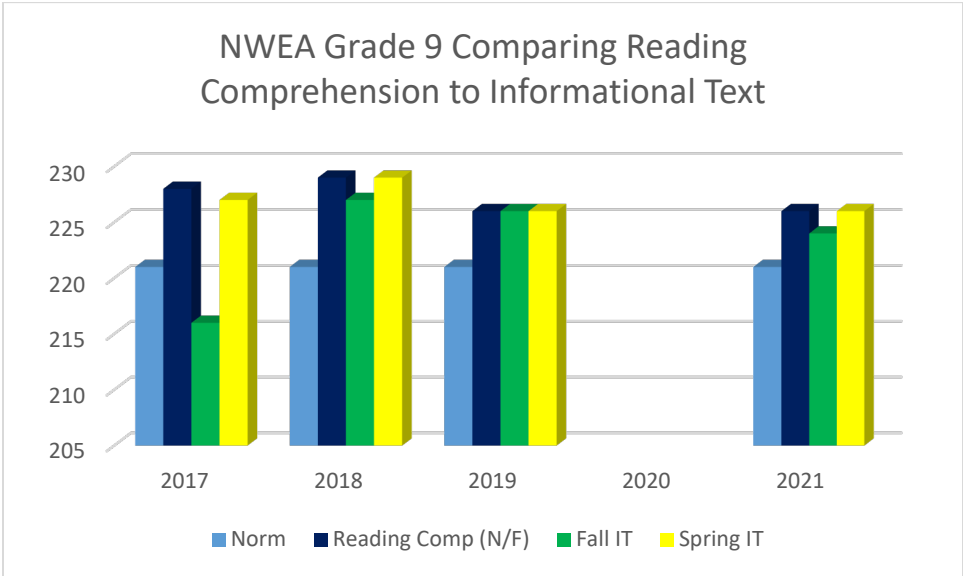
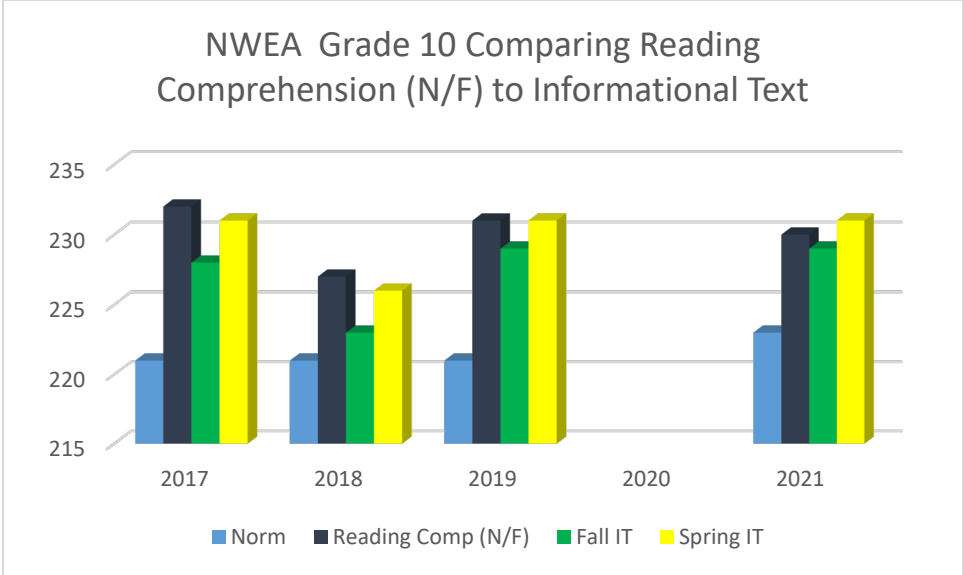


Analysis: From 2017 - 2021, Centerville Senior High School has had at least 80% of its students receive a Core 40 or Honors diploma. From 2014 to 2018, the percentage of students receiving an Academic Honors Diploma varied from 35% to 67%. The 2019-20 school year we saw 67% of our seniors graduate with an Academic Honors/Technical Honors Diploma and 33% of our seniors graduated with a Core 40.

In the 2020-21 school year, 50% of our seniors graduated with an Academic Honors/Technical Honors diploma and 32% graduated with a Core 40. The average number of seniors graduating with a Core 40 is 33. The average number of students graduating with a Academic/Technical Honors diploma is 57. Our goal is to continue this trend over the next four years.

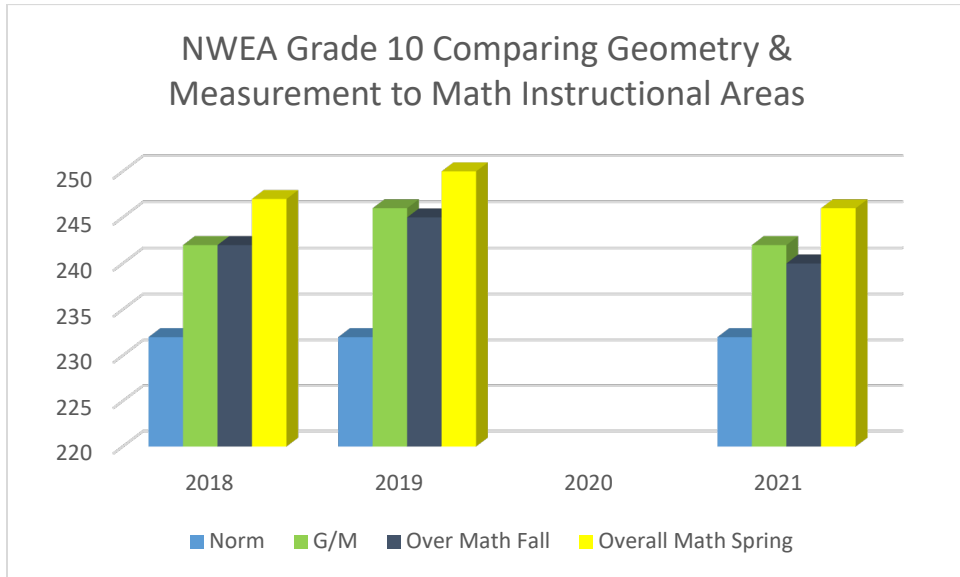
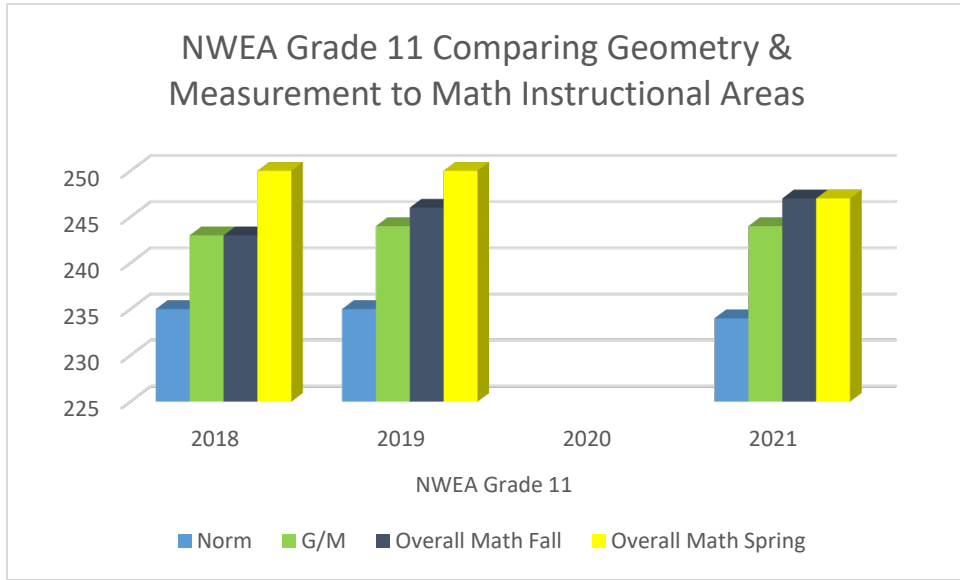
Presentation of NWEA Average Reading RIT Scores

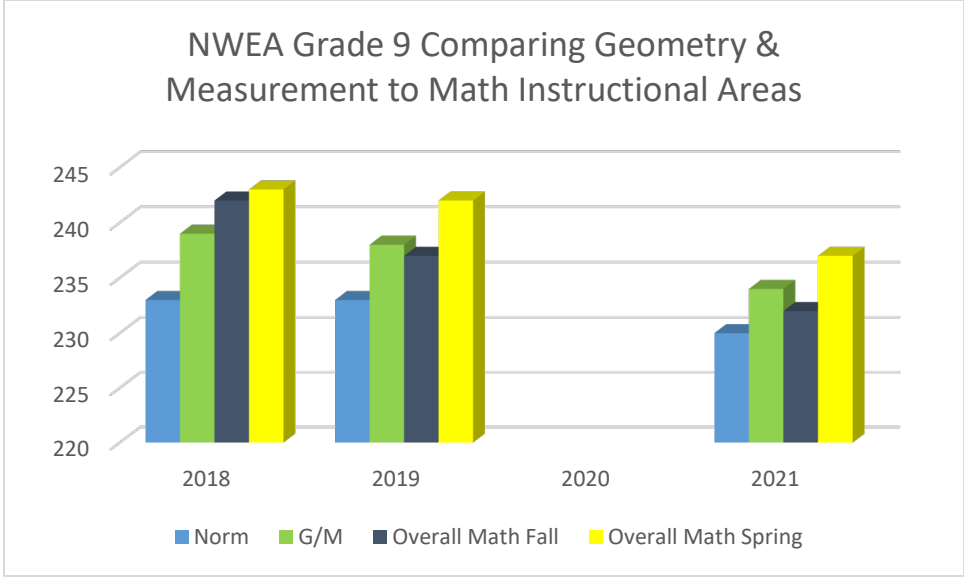




Analysis: Centerville Senior High school began using NWEA measures of academic progress (MAP) in the fall of 2007. Since this time, students have performed at or above grade level on the NWEA reading test. Grades 10-12 from 2017-2021 have shown growth from Fall to Spring. The school year of 2019-20 was impacted by school closures due to COVID-19. In all years from 2017-2021 the informational text subtest has indicated a growth at or above the total reading comprehension subtest. Students are not only increasing as expected, but many are scoring higher than their expected level. With a focus on informational text instruction and CLOSE reading strategies, we have met our corporation goal. As a school, we will continue to implement this goal as our strategies are working.

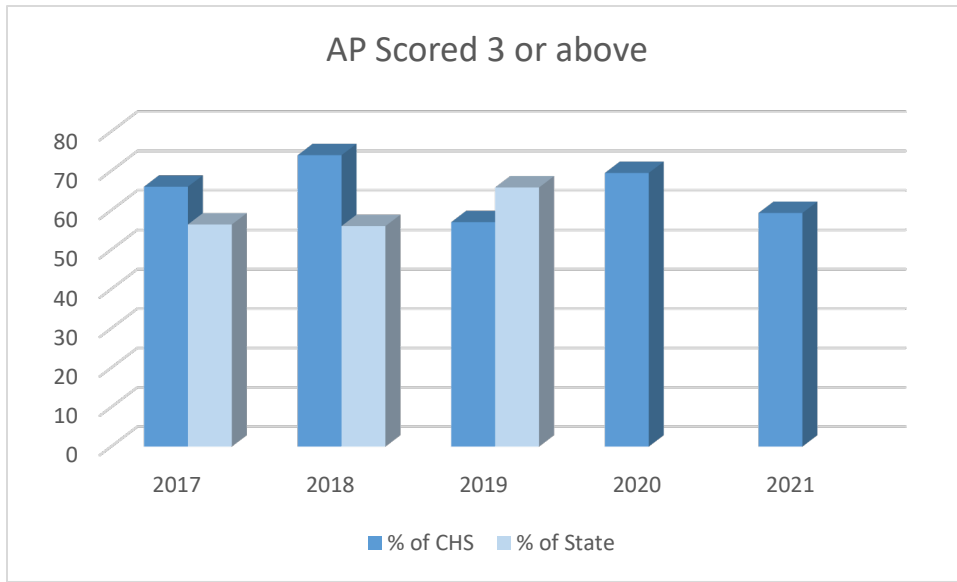
Presentation of NWEA Average Math Instructional Areas RIT Scores





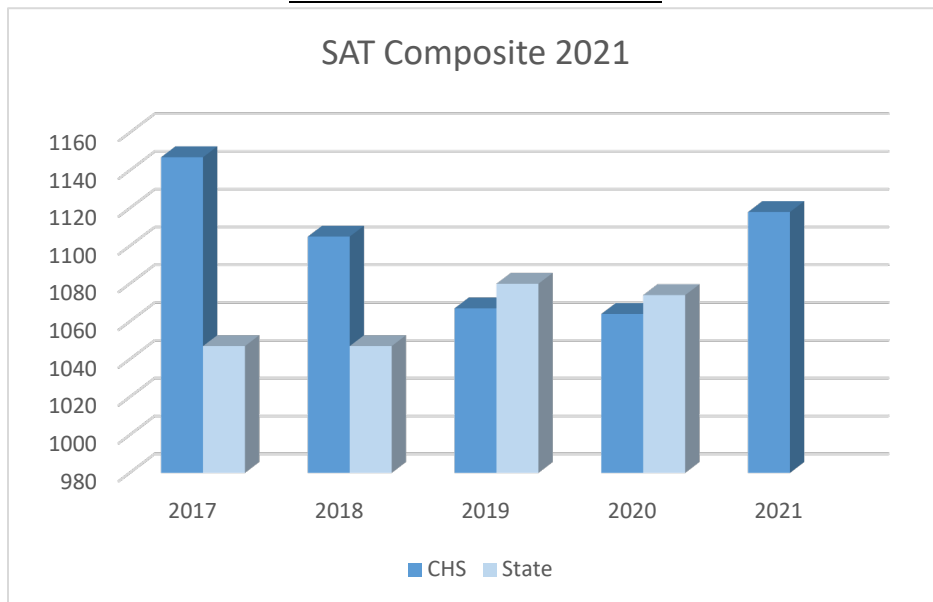
Analysis: When comparing subset areas in NWEA results, the data committee determined that Geometry and Measurement should be the subset goal area with the lowest scores. From the data for Grade 9, 10, and 11, it is clear that this subset area is below the yearly spring results for the years 2018 through 2021; with the exception of the spring 2020 results, as we did not have any comparative data due to this school year being impacted from COVID-19. Our school improvement plan will include an updated math goal in hopes that we see an increase in comprehension in the areas of Geometry & Measurement.

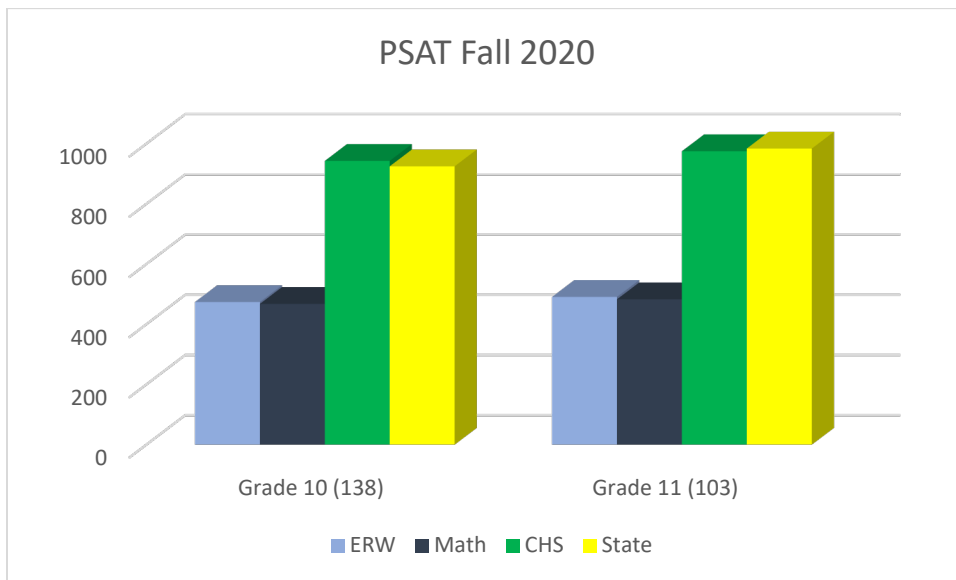
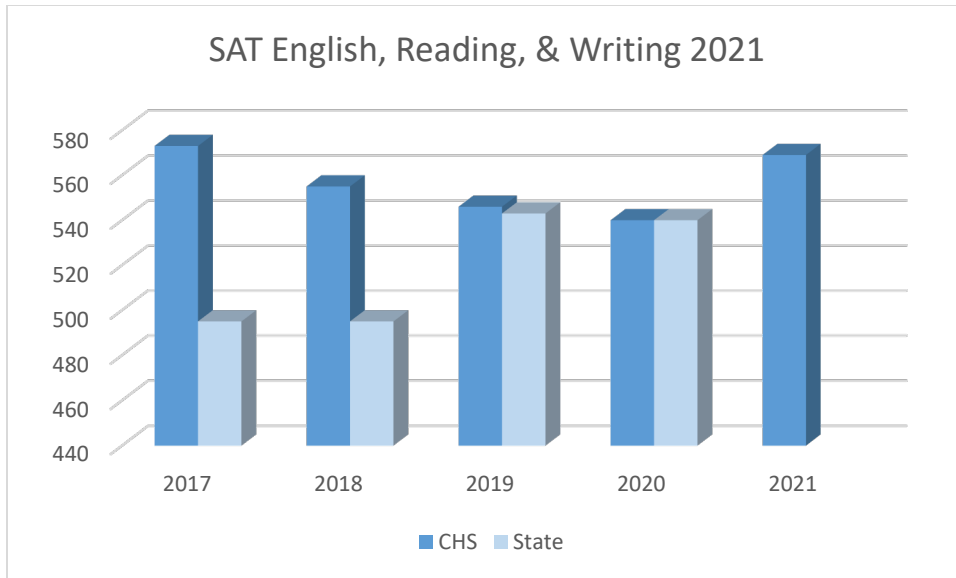
Presentation of Advanced Placement Data



Analysis: Centerville Senior High School offers various advance placement (AP) courses, including Calculus, Chemistry, Biology, Spanish, Art, and English. These scores reflect the percentage of students that scored a 3 or higher on the Advanced Placement exam out of how many took the assessment. In the past five years, CHS had between 57% to 74% of students taking the AP exam score a 3 or above. For the 2020-21 school year, there were 59 AP students and 35 of them scored a 3 or higher. For 2019-20, there were 59 AP students and 41 scored a 3 or higher. Due to the impact of COVID-19, College Board has announced that they will no longer post global scores. Therefore, the graph does not show comparative scores for 2020 or 2021 school years.

SAT and PSAT Assessment Data





Analysis: With regard to the SAT, composite scores reflect CHS scores exceed the state average for the 2016-17 & 2017-18 school years, but fall below the average during the 2018-19 & 2019-20 school years. 2020-21 scores cannot be compared to averages, as College Board no longer posts global scores. Regarding SAT English, Reading & Writing scores (ERW), CHS scores for the past (5) years have met or exceeded the state average. PSAT scores for the fall of 2020 reflect that sophomores exceeded the state average with regard to composite scores. However, the juniors for that same school year fell just below the state average composite score for PSAT.