

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

**District Grade C**

	Total Number	Percent
<b>Schools Rated in District</b>	3	100.0
<b>Schools in Priority Status</b>	0	0.0
<b>Schools in Focus Status</b>	0	0.0
<b>Schools in Strategic Status</b>	1	33.3
<b>Schools in Reward Status</b>	0	0.0

Source: PED Assessment and Accountability Division

**What are school grades?**

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

**What are School District Report Cards?**

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

**What is contained in this report?**

This report provides a concise summary of the LEA and its schools:

## LEA Demographic Profile

## Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Attendance

Growth for Q1 and Q3 Subgroups

## Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

**Definitions and Abbreviations**

**LEA** Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

**Subgroups**

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

**High/Low Poverty Schools** Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

**SGTs** School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

**Recently Arrived** These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

**Student Demographics**

	LEA		State	
	Number	%	Number	%
All Students	620	100	337,054	100
Female	329	53	164,148	49
Male	291	47	172,906	51
Caucasian	151	24	84,518	25
African-American	0	0	7,530	2
Hispanic	462	75	204,866	61
Asian	5	1	4,489	1
Pacific Islander	0	0	509	0
American Indian	2	0	35,142	10
Multiple Races	0	0	2	0
ED	620	100	231,830	69
SWD	75	12	48,479	14
ELL	96	16	51,895	15
Migrant	0	0	458	0
Recently Arrived	28	5	19,389	6

Source: LEA 120th day submission to the PED

## Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

\*\*\* Priority Status (5% of schools that are lowest performing)

\*\* Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)

\* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Loving Elementary	F *	Loving High	B
Loving Middle	D		

## Accountability - School Growth Targets (SGTs)

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. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
<b>LEA Current</b>													
Reading 61	42.5 *	41.7 *		42.3 *			42.5 *	17.9 *	18.8 *	2.5	0.2 *	0.25	-0.8 *
Mathematics 55	33.2 *	39.3 *		30.7 *			33.2 *	17.9 *	20.3 *	2.2	0.4 *	0.15	-0.6 *
Attendance 92	94.5 ✓	94.0 ✓		94.6 ✓			94.5 ✓	93.7 ✓	93.5 ✓				
Graduation 73.7	89.8 ✓			89.1 ✓			89.7 ✓		86.8 ✓				
<b>Loving Elementary</b>													
Reading 61	44.1 *	37.5 *		45.3 *			44.1 *		16.7 *	2.5	1.2 *	0.25	-0.8 *
Mathematics 55	29.7 *	25.0 *		30.2 *			29.7 *		16.7 *	2.2	-1.0 *	0.15	-2.5 *
Attendance 92	94.9 ✓	95.0 ✓		94.8 ✓			94.9 ✓	93.7 ✓	94.5 ✓				
<b>Loving High</b>													
Reading 61	36.5 *	33.3 *		37.3 *			36.5 *			2.5	-2.2 *	0.25	-1.2 *
Mathematics 55	25.0 *	47.6 *		18.7 *			25.0 *			2.2	0.0 *	0.15	-0.1 *
Attendance 92	93.7 ✓	91.9 *		94.1 ✓			93.7 ✓	92.2 ✓	92.3 ✓				
Graduation 73.7	89.8 ✓			89.1 ✓			89.7 ✓		86.8 ✓				
<b>Loving Middle</b>													
Reading 61	45.3 *	48.7 *		43.4 *			45.3 *		25.0 *	2.5	0.8 *	0.25	-0.4 *
Mathematics 55	41.2 *	43.6 *		39.6 *			41.2 *		29.2 *	2.2	1.5 *	0.15	0.4 ✓
Attendance 92	94.8 ✓	94.2 ✓		95.1 ✓			94.8 ✓	95.8 ✓	92.6 ✓				

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

## Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

Grade		Reading				Mathematics				Science			
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	<2	46	29	26	<2	34	46	20				
3	LEA Prior	<2	38	21	42	<2	38	35	27				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	<2	35	33	31	2	19	42	38	<2	29	38	33

		Reading				Mathematics				Science			
Grade		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
4	LEA Prior	3	21	58	18	3	27	39	30	<2	33	48	18
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	4	43	32	21	4	36	32	29				
5	LEA Prior	<2	28	57	15	<2	17	41	41				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	2	26	44	28	<2	16	50	34				
6	LEA Prior	7	32	42	19	2	18	44	37				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	5	40	38	16	4	33	49	15	4	35	38	24
7	LEA Prior	5	36	52	7	5	29	40	26	5	21	43	31
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	2	56	30	12	<2	30	53	16				
8	LEA Prior	<2	60	28	11	<2	34	55	11				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	2	33	41	24	<2	22	69	9				
10	LEA Prior	5	29	52	14	2	19	60	19				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	10	29	57	5	5	24	57	14	2	19	62	17
11	LEA Prior	12	52	29	7	2	26	64	7	2	24	55	19

Achievement - Proficiency Summaries by Subgroup														
		Reading				Mathematics				Science				
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
All Students	LEA	3	38	39	21	2	26	51	21	2	28	45	25	
Female	LEA	4	40	41	15	<2	27	55	17	3	23	52	22	
Male	LEA	2	35	36	27	2	25	47	26	<2	34	37	28	
Caucasian	LEA	4	38	46	12	<2	35	45	20	<2	38	46	16	
Hispanic	LEA	3	37	36	24	2	23	53	22	3	24	45	28	
Asian	LEA													
American Indian	LEA													
Economically Disadvantaged	LEA	3	38	39	21	2	26	51	21	2	28	45	25	
Students w Disabilities	LEA	8	8	26	59	8	8	31	54	12	12	18	59	
English Language Learners, Current	LEA	4	13	26	57	4	12	45	39	6	9	26	59	
Q1	LEA	<2	6	36	58	<2	2	40	58	<2	<2	15	85	
Q3	LEA	4	52	40	4	2	35	55	8	3	39	56	3	

Achievement - Proficiency Summaries by School														
		Reading				Mathematics				Science				
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
Loving Municipal Schools														

	Level 2=Nearing Proficient Level 1=Beginning Step				Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Loving Elementary	<2	41	32	27	2	28	41	30	<2	29	38	33				
Loving High	5	31	48	16	2	23	64	11	2	19	62	17				
Loving Middle	3	40	38	19	<2	26	51	22	4	35	38	24				

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

### Budgeted Expenditures

Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes their locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$982,817	11.2
Central Services	\$109,592	1.2
Community Services		
Debt Service	\$1,254,988	14.3
Food Services	\$491,344	5.6
General Administration	\$270,469	3.1
Instruction	\$3,607,466	41.0
Instruction Support Services	\$291,410	3.3
Operations & Maintenance	\$767,063	8.7
Other Support Services	\$3,099	0.0
School Administration	\$440,097	5.0
Student Support Services	\$469,168	5.3
Student Transportation	\$103,626	1.2

Source: The PED School Budget and Financial Analysis Bureau

### School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Francisco Chacon	32
Lynn Ballard	29
Rey Armendarez	2
Rick Fuentes	22
Vickie Connally	14

Source: NM School Board Association

### Graduation - 5 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8
LEA Current	89.2	93.7		87.6			88.4		79.3
Loving High	89.2	93.7		87.6			88.4		79.3

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

### Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	93.6			94.5			>98.0		85.5
Loving High	93.6			94.5			>98.0		85.5

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

### College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

**Eligible** Students earning a regular high school diploma.

**Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

**Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

	All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Loving Municipal Schools									

LEA Current	Eligible	32	26	32
LEA Current	Enrolled, In-State	21	17	21
LEA Current	Enrolled, Out-of-State	20	17	20
LEA Current	Credits Earned	17	15	17
Loving High	Eligible	32	26	32
Loving High	Enrolled, In-State	21	17	21
Loving High	Enrolled, Out-of-State	20	17	20
Loving High	Credits Earned	17	15	17

Blanks indicate too few students to report (N<10) Source: National Student Clearinghouse

Teacher Credentials		Statewide %	LEA %		
Teachers with Emergency or Provisional Credentials		.3	.0		
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	.5	.0		
	Low Poverty Schools	NA	NA		
NA= Not applicable; LEA did not have schools that qualified as high or low poverty					
Professional Qualifications		Number of Teachers	Highest Degree*	Core Classes Not Taught by Highly Qualified Teachers	
			Bachelor's	Advanced	
Loving Elementary		20	50	50	0
Loving High		16	50	50	0
Loving Middle		12	66.7	33.3	0
* Does not include Below Bachelors					
Blank=no data available, or not applicable		Source: LEA 120th day submission to PED			

Parent Survey on the Quality of Education											
Q1 My child is safe at school.											
Q2 My child's school building is in good repair and has sufficient space to support quality education.											
Q3 My child's school holds high expectations for academic achievement.											
Q4 School personnel encourage me to participate in my child's education.											
Q5 The school offers adequate access to up-to-date computers and technologies.											
Q6 School staff maintain consistent discipline, which is conducive to learning.											
Q7 My child has an adequate choice of school-sponsored extracurricular activities.											
Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.											
Q9 The school staff employ various instructional methods and strategies to meet my child's needs.											
Q10 My child takes responsibility for his or her learning.											
	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	228	94	98	92	93	97	90	84	91	92	92
Loving Elementary	83	95	98	96	96	99	94	83	95	94	96
Loving High	94	95	100	94	92	97	91	88	91	95	92
Loving Middle	51	92	96	82	90	96	80	80	84	84	86

Source: PED anonymous survey collected from parents annually

### National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation			
	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87
* NAEP does not accommodate students with severe disabilities Participation in NAEP is not mandatory			

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	2	29	34	36

\* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

# Rounds to zero

Blanks indicate too few students to report