

**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 D

	Total Number	Percent
Schools Rated in District	10	100.0
Schools in Priority Status	2	20.0
Schools in Focus Status	3	30.0
Schools in Strategic Status	1	10.0
Schools in Reward Status	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

Achievement

- Proficiencies in Reading, Mathematics, and Science

- 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%).

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	5,471	100	338,550	100
Female	2,699	49	165,208	49
Male	2,772	51	173,342	51
Caucasian	826	15	84,141	25
African-American	96	2	7,051	2
Hispanic	4,515	83	206,859	61
Asian	17	0	4,338	1
American Indian	10	0	35,637	11
Pacific Islander	7	0	524	0
Multiracial	0	0	5	0
ED	5,405	99	242,595	72
SWD	664	12	49,656	15
ELL	1,775	32	50,059	15
Migrant	123	2	354	0
Recently Arrived	947	17	16,910	5

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 2015 represented 654 schools.

School	Overall Grade	School	Overall Grade
Bataan Elementary	F **	Bell Elementary	F ***
Chaparral Elementary	B	Columbus Elementary	B ***
Deming Cesar Chavez Charter	C **	Deming High	D
Deming Intermediate	D *	Memorial Elementary	D
Red Mountain Middle	D	Ruben S Torres Elementary	B **

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 3-11, and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2, in order to be consistent with prior reports.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	26.1	73.9	25.6	74.4		
3	State Prior	51.8	48.2	49.4	50.6		
3	LEA Current	24.0	76.0	16.9	83.1		
3	LEA Prior	45.3	54.7	40.0	60.0		
4	State Current	23.8	76.2	18.8	81.2	42.5	57.5
4	State Prior	43.8	56.2	42.7	57.3	48.3	51.7
4	LEA Current	12.7	87.3	10.2	89.8	28.9	71.1
4	LEA Prior	29.8	70.2	31.9	68.1	38.2	61.8
5	State Current	24.1	75.9	20.8	79.2		
5	State Prior	53.2	46.8	43.7	56.3		
5	LEA Current	21.8	78.3	14.3	85.7		
5	LEA Prior	40.8	59.2	32.4	67.6		
6	State Current	22.0	78.0	18.8	81.2		
6	State Prior	43.3	56.7	37.0	63.0		
6	LEA Current	13.0	87.0	13.2	86.8		
6	LEA Prior	25.2	74.8	20.2	79.8		
7	State Current	21.4	78.6	15.5	84.5	40.0	60.0
7	State Prior	51.5	48.5	39.8	60.2	42.2	57.8
7	LEA Current	13.1	86.9	9.9	90.1	16.1	83.9
7	LEA Prior	41.7	58.3	37.0	63.0	20.4	79.6
8	State Current	22.9	77.1	17.2	82.8		
8	State Prior	58.7	41.3	40.0	60.0		
8	LEA Current	12.9	87.1	9.0	91.0		
8	LEA Prior	47.8	52.2	47.1	52.9		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	24.2	75.8	7.3	92.7		
10	State Current	31.0	69.0	12.4	87.6		
10	State Prior	37.7	62.3	30.4	69.6		
10	LEA Current	19.9	80.1	4.9	95.1		
10	LEA Prior	26.4	73.6	24.0	76.0		
11	State Current	44.4	55.6	10.0	90.0	36.2	63.8
11	State Prior	51.8	48.2	42.8	57.2	41.3	58.7
11	LEA Current	22.1	77.9	1.7	98.3	17.5	82.5
11	LEA Prior	39.5	60.5	34.4	65.6	24.7	75.3

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
All Students	LEA Current	17.9	82.1	10.3	89.7	21.0	79.0
Female	LEA Current	21.0	79.0	10.7	89.3	16.1	83.9
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	LEA Current	14.8	85.2	9.8	90.2	25.5	74.5
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
Caucasian	LEA Current	29.7	70.3	18.9	81.1	38.0	62.0
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
African American	LEA Current	6.8	93.2	2.3	97.7	7.1	92.9
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Hispanic	LEA Current	15.7	84.3	8.7	91.3	18.1	81.9
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
Asian	LEA Current	47.1	52.9	53.3	46.7		
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	LEA Current	17.9	82.1	10.3	89.7	21.0	79.0
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	LEA Current	3.5	96.5	2.2	97.8	8.9	91.1
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	LEA Current	12.2	87.8	4.9	95.1	8.2	91.8
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
Migrant	LEA Current	11.8	88.2	3.7	96.3	8.3	91.7
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q1	LEA Current	0.4	99.6	0.3	99.7	0.3	99.7
Q3	LEA Current	24.4	75.6	13.9	86.1	28.3	71.7
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Bataan Elementary		11.0	89.0	8.8	91.2	29.1	70.9
Bell Elementary		4.0	96.0	5.3	94.7	7.4	92.6
Chaparral Elementary		22.5	77.5	24.1	75.9	35.4	64.6
Columbus Elementary		38.1	61.9	17.0	83.0	20.6	79.4
Deming Cesar Chavez Charter		13.5	86.5	2.7	97.3	5.9	94.1
Deming High		22.6	77.4	5.4	94.6	18.5	81.5
Deming Intermediate		13.0	87.0	13.2	86.8		
Memorial Elementary		17.5	82.5	13.0	87.0	41.1	58.9
Red Mountain Middle		13.1	86.9	9.8	90.2	16.0	84.0
Ruben S Torres Elementary		13.5	86.5	10.6	89.4	26.2	73.8

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	\$4,480,084	7.1
Central Services	\$1,265,329	2.0
Community Services		
Debt Service	\$3,188,282	5.1

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
Dr. Andrew Hernandez	0
Francine Jacobs	17

	Amount \$	Percent %
Food Services	\$3,598,579	5.7
General Administration	\$1,447,582	2.3
Instruction	\$30,821,249	49.1
Instruction Support Services	\$1,438,288	2.3
Operations & Maintenance	\$6,754,805	10.8
Other Support Services	\$40,737	0.1
School Administration	\$2,775,604	4.4
Student Support Services	\$4,735,039	7.5
Student Transportation	\$2,276,045	3.6

Source: The PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
John Sweetser	35
Matt Robinson	24
Ron Wolfe	35
Ruben Torres	2
William Bayne Anderson	33

Source: NM School Board Association

Graduation - 4 Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014 and graduated on time. 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 %
Statewide	69.3	75.7	64.3	67.6	85.4	61.7	63.0	57.4	64.5
Districtwide	65.0	66.5		64.6			71.6	46.9	65.0
Deming Cesar Chavez Charter	6.6	3.3		6.6			11.1		9.9
Deming High	74.3	73.8		74.3			77.3	55.8	71.1

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

Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013 and either graduated on time, or required one additional year. 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 %
Statewide	71.4	78.3	69.1	69.1	87.4	65.4	66.1	61.6	66.7
Districtwide	67.4	74.1		65.9			68.5	69.7	66.0
Deming Cesar Chavez Charter	21.2	20.4		21.7			20.9	36.7	35.6
Deming High	76.8	82.8		75.4			77.7	75.5	71.9

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

Source: PED Data Planning and Analysis Bureau

Graduation - 6 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 up to two additional years. 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 %
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
Districtwide	69.1	76.6		67.7			69.6	71.8	64.0
Deming Cesar Chavez Charter	29.8	40.7		28.2			29.4		26.7
Deming High	76.9	82.6		75.8			77.5	77.1	72.1

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

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2014 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.2	32.6	1.4	9.0
Deming Cesar Chavez Charter	1.0	68.3	2.0	18.8

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Statewide	0.2	21.9	6.2	9.5
Deming High	0.0	22.2	1.4	6.7

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 2013 (College Going) and 2011 (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
Deming Cesar Chavez Charter	Eligible	21			19			20		
Deming Cesar Chavez Charter	Enrolled, In-State									
Deming Cesar Chavez Charter	Enrolled, Out-of-State									
Deming Cesar Chavez Charter	Credits Earned									
Deming High	Eligible	288	52		230			286	23	43
Deming High	Enrolled, In-State	130	31		96			130		10
Deming High	Enrolled, Out-of-State	14			10			14		
Deming High	Credits Earned	95	17		76			95		

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	3.6	.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	
Bataan Elementary	31	58.1	41.9	0
Bell Elementary	15	60	40	0
Chaparral Elementary	25	48	52	0
Columbus Elementary	29	51.7	48.3	0
Deming Cesar Chavez Charter	8	37.5	62.5	0
Deming High	85	48.2	49.4	0
Deming Intermediate	24	62.5	37.5	0
Memorial Elementary	32	53.1	46.9	0
Red Mountain Middle	49	46.9	53.1	0
Ruben S Torres Elementary	30	53.3	46.7	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	2,544	96	86	96	96	88	96	94	96	97	91
Bataan Elementary	249	98	99	98	99	98	100	98	99	98	96
Bell Elementary	106	95	96	93	93	98	96	96	99	98	91
Chaparral Elementary	404	98	97	99	99	97	98	97	99	100	98
Columbus Elementary	389	99	98	97	97	99	97	96	97	98	91
Deming Cesar Chavez Charter	20	93	94	92	86	100	83	66	100	92	94
Deming High	312	94	59	92	92	90	91	95	90	91	91
Deming Intermediate	375	91	54	94	90	42	94	81	93	95	74
Memorial Elementary	387	98	97	98	96	93	95	96	98	97	93
Red Mountain Middle	181	97	99	98	97	98	97	97	97	97	94
Ruben S Torres Elementary	154	100	99	100	100	100	97	97	99	98	95

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	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

* NAEP does not accommodate students with severe disabilities
Participation in NAEP is not mandatory

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	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