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
Schools Rated in District	5	100.0
Schools in Priority Status	1	20.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
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	271	100	338,550	100
Female	130	48	165,208	49
Male	141	52	173,342	51
Caucasian	34	13	84,141	25
African-American	0	0	7,051	2
Hispanic	145	54	206,859	61
Asian	6	2	4,338	1
American Indian	86	32	35,637	11
Pacific Islander	0	0	524	0
Multiracial	0	0	5	0
ED	263	97	242,595	72
SWD	31	11	49,656	15
ELL	93	34	50,059	15
Migrant	0	0	354	0
Recently Arrived	44	16	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
Coronado High	D	Coronado Middle	F
Gallina Elementary	A	Lindrith Area Heritage Charter	B
Lybrook Elementary	D ***		

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 Proficient (%)	Reading Not Proficient (%)	Mathematics Proficient (%)	Mathematics Not Proficient (%)	Science Proficient (%)	Science 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	12.0	88.0	20.0	80.0		
3	LEA Prior	40.9	59.1	40.9	59.1		
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	26.1	73.9	17.4	82.6	47.8	52.2
4	LEA Prior	33.3	66.7	22.2	77.8	33.3	66.7
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	15.8	84.2	5.6	94.4		
5	LEA Prior	36.4	63.6	18.2	81.8		
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	21.7	78.3	9.5	90.5		
6	LEA Prior	44.8	55.2	20.7	79.3		
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	3.6	96.4	3.6	96.4	7.1	92.9
7	LEA Prior	40.9	59.1	22.7	77.3	27.3	72.7
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	20.8	79.2	4.2	95.8		
8	LEA Prior	46.4	53.6	35.7	64.3		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	16.7	83.3	5.6	94.4		
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	20.0	80.0	6.7	93.3		
10	LEA Prior	28.6	71.4	7.1	92.9		
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	13.3	86.7	6.7	93.3	21.4	78.6
11	LEA Prior	46.7	53.3	13.3	86.7	33.3	66.7

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	16.3	83.7	7.5	92.5	24.6	75.4
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Female	LEA Current	18.1	81.9	7.6	92.4	21.9	78.1
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Male	LEA Current	14.6	85.4	7.4	92.6	27.3	72.7
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
Caucasian	LEA Current	25.9	74.1	18.5	81.5	60.0	40.0
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Hispanic	LEA Current	18.5	81.5	5.6	94.4	27.0	73.0
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
American Indian	LEA Current	4.0	96.0	6.4	93.6	6.3	93.8
Economically Disadvantaged	LEA Current	15.5	84.5	6.1	93.9	18.6	81.4
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	LEA Current	9.5	90.5	4.8	95.2		
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
English Language Learners	LEA Current	8.8	91.2	5.3	94.7	13.0	87.0
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	2.1	97.9	2.2	97.8	11.1	88.9
Q3	LEA Current	21.8	78.2	9.9	90.1	29.8	70.2
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 (%)
Coronado High	16.7	83.3	2.1	97.9	21.4	78.6
Coronado Middle	18.2	81.8	4.5	95.5	5.9	94.1
Gallina Elementary	27.6	72.4	10.3	89.7	54.5	45.5
Lindrith Area Heritage Charter	27.3	72.7	27.3	72.7		
Lybrook Elementary	4.2	95.8	6.5	93.5	5.6	94.4

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	$996,248	15.4
Central Services	$408,369	6.3
Community Services		
Debt Service	$473,138	7.3
Food Services	$196,581	3.0
General Administration	$297,209	4.6
Instruction	$2,175,860	33.6
Instruction Support Services	$79,186	1.2
Operations & Maintenance	$619,552	9.6
Other Support Services		
School Administration	$320,153	5.0

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
Angela Corrales (Salaz)	0
Antonette Serrano	24
Billy Cordova	5
Emilia Vigil	34
Gerri Shipley	1
Mark Valdez	0
Michelle Jaramillo	1
Pearl Trujillo	26

	Amount $	Percent %
Student Support Services	$420,644	6.5
Student Transportation	$479,271	7.4

Source: The PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
Randy Cordova	6

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	86.6			88.6			91.5		
Coronado High	86.6			88.6			91.5		

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	75.4			82.3			75.2		76.7
Coronado High	75.4			82.3			75.2		76.7

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	69.0			67.3			70.6		71.1
Coronado High	69.0			67.3			70.6		71.1

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	0.0	7.1	7.1	0.0
Coronado High	0.0	7.1	7.1	0.0

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

Coronado High	Eligible	14	13	14
Coronado High	Enrolled, In-State	12	12	12
Coronado High	Credits Earned			

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

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	14.8
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.6	.0
	Low Poverty Schools	2.2	.0

NA= Not applicable; LEA did not have schools that qualified as high or low poverty

Professsional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Coronado High	11	36.4	63.6	0
Coronado Middle	10	50	50	0
Gallina Elementary	6	100	0	0
Lindrith Area Heritage Charter	3	33.3	66.7	0
Lybrook Elementary	7	28.6	71.4	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	159	87	83	89	93	94	81	69	89	88	94
Coronado High	3	100	100	66	100	100	0	66	100	66	66
Coronado Middle	26	79	95	84	83	100	65	76	62	95	100
Gallina Elementary	43	82	58	85	94	89	86	46	100	83	92
Lindrith Area Heritage Charter	14	85	64	100	100	92	58	50	92	85	92
Lybrook Elementary	73	94	96	93	93	96	93	86	90	91	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