

**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 B**

	Total Number	Percent
<b>Schools Rated in District</b>	10	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>	2	20.0
<b>Schools in Reward Status</b>	2	20.0

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 NMCA-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	2,841	100	338,550	100
Female	1,356	48	165,208	49
Male	1,485	52	173,342	51
Caucasian	624	22	84,141	25
African-American	16	1	7,051	2
Hispanic	1,960	69	206,859	61
Asian	25	1	4,338	1
American Indian	213	8	35,637	11
Pacific Islander	3	0	524	0
Multiracial	0	0	5	0
ED	2,419	85	242,595	72
SWD	451	16	49,656	15
ELL	248	9	50,059	15
Migrant	0	0	354	0
Recently Arrived	136	5	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
Anansi Charter	A	Arroyo Del Norte Elementary	A
Chrysalis Alternative	D ^	Enos Garcia Elementary	C *
Ranchos De Taos Elementary	C *	Taos Cyber Magnet	A ^
Taos High	A	Taos Middle	F
Taos Municipal Charter	A	Vista Grande High Charter	C

## 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	29.4	70.6	21.4	78.6		
3	LEA Prior	38.7	61.3	30.2	69.8		
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	30.6	69.4	13.6	86.4	44.0	56.0
4	LEA Prior	34.2	65.8	31.3	68.8	42.5	57.5
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	26.7	73.3	15.9	84.1		
5	LEA Prior	46.7	53.3	32.5	67.5		
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	22.3	77.7	15.3	84.7		
6	LEA Prior	30.3	69.7	31.2	68.8		
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	19.4	80.6	13.1	86.9	29.5	70.5
7	LEA Prior	48.4	51.6	30.5	69.5	36.8	63.2
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	20.1	79.9	16.9	83.1		
8	LEA Prior	59.0	41.0	30.6	69.4		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	31.5	68.5	13.3	86.7		
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	37.4	62.6	9.4	90.6		
10	LEA Prior	33.9	66.1	24.9	75.1		
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	53.8	46.2	4.7	95.3	37.8	62.2
11	LEA Prior	47.3	52.7	35.3	64.7	38.5	61.5

## 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	30.2	69.8	14.2	85.8	37.4	62.6
Female	LEA Current	35.2	64.8	14.3	85.7	37.4	62.6
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	LEA Current	25.5	74.5	14.1	85.9	37.4	62.6
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	LEA Current	50.7	49.3	27.1	72.9	58.3	41.7
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
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	23.2	76.8	9.7	90.3	31.1	68.9
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
Asian	LEA Current	72.7	27.3	59.1	40.9		
American Indian	LEA Current	23.4	76.6	9.3	90.7	33.3	66.7
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	LEA Current	24.3	75.7	10.9	89.1	33.0	67.0
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	LEA Current	12.4	87.6	10.1	89.9	11.0	89.0
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	LEA Current	10.3	89.7	4.2	95.8	6.5	93.5
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
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	4.1	95.9	2.0	98.0	1.9	98.1
Q3	LEA Current	40.1	59.9	18.9	81.1	50.5	49.5
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 (%)
Anansi Charter		75.3	24.7	54.5	45.5	90.0	10.0
Arroyo Del Norte Elementary		31.0	69.0	11.3	88.7	56.0	44.0
Chrysalis Alternative		5.9	94.1	5.9	94.1		
Enos Garcia Elementary		18.9	81.1	8.0	92.0	23.8	76.2
Ranchos De Taos Elementary		22.5	77.5	13.2	86.8	43.6	56.4
Taos Cyber Magnet		57.1	42.9	7.7	92.3		
Taos High		43.9	56.1	10.3	89.7	42.7	57.3
Taos Middle		11.8	88.2	7.1	92.9	21.8	78.2
Taos Municipal Charter		53.3	46.7	46.7	53.3	69.2	30.8
Vista Grande High Charter		14.8	85.2	5.7	94.3	10.0	90.0

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	\$9,734,962	22.7
Central Services	\$850,973	2.0
Community Services		
Debt Service	\$3,458,205	8.1
Food Services	\$1,627,164	3.8

## 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
David Chavez	26
James Sanborn	11
Jason Silva	21

	Amount \$	Percent %
General Administration	\$992,955	2.3
Instruction	\$17,170,099	40.0
Instruction Support Services	\$235,801	0.5
Operations & Maintenance	\$2,849,588	6.6
Other Support Services	\$49,155	0.1
School Administration	\$1,955,239	4.6
Student Support Services	\$2,868,147	6.7
Student Transportation	\$1,100,521	2.6

Source: The PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
Mark Flores	6
Naomi Gallegos	3
Whitney Goler	12
Zach Cordova	1

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	71.1	71.5		71.0		66.2	63.4	64.2	55.2
Chrysalis Alternative	53.8						54.6		
Taos Cyber Magnet	64.0								
Taos High	75.7	76.7		75.4		73.4	68.1	68.3	51.3
Vista Grande High Charter	42.7	42.0		36.6			38.8	38.1	

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	81.0	85.2		79.6		81.3	76.9	87.0	74.7
Chrysalis Alternative	92.5								
Taos Cyber Magnet	98.0						97.5		
Taos High	81.0	83.0		81.5		78.6	76.0	85.8	71.6
Vista Grande High Charter	69.8	80.8		50.0			72.7	91.2	

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	77.0	87.4		75.3		67.0	76.8	83.2	64.2
Chrysalis Alternative	66.1			67.6			66.1		
Taos Cyber Magnet	27.6								
Taos High	79.4	90.1		77.3		69.5	79.5	82.4	67.9
Vista Grande High Charter	71.0	84.8		61.7		70.8	67.8	93.6	59.3

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](http://ped.state.nm.us/ped/Graduation_guides.html)

Certificate	Status Unknown	Exit Out	Still Enrolled
Completed coursework but did not pass exit exam	Dropped out or whereabouts unknown	Exit with intent to get GED or vocational credential	Continuing high school enrollment past 4th year

	%	%	%	%
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.0	18.4	11.5	3.6
Chrysalis Alternative	0.0	53.8	0.0	0.0
Taos Cyber Magnet	0.0	60.0	0.0	0.0
Taos High	0.0	14.5	10.3	2.5
Vista Grande High Charter	0.0	24.4	22.2	11.1

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
Chrysalis Alternative	Eligible									
Chrysalis Alternative	Enrolled, In-State									
Chrysalis Alternative	Credits Earned									
Taos Cyber Magnet	Eligible									
Taos Cyber Magnet	Enrolled, In-State									
Taos Cyber Magnet	Enrolled, Out-of-State									
Taos Cyber Magnet	Credits Earned									
Taos High	Eligible	112	22		78		10	68	12	
Taos High	Enrolled, In-State	73	14		51			43		
Taos High	Enrolled, Out-of-State									
Taos High	Credits Earned	83	12		65			83		
Vista Grande High Charter	Eligible	13								
Vista Grande High Charter	Enrolled, In-State									
Vista Grande High Charter	Enrolled, Out-of-State									
Vista Grande High Charter	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	.5
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.6	2.3
	Low Poverty Schools	2.2	.0

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	
Anansi Charter	13	30.8	30.8	0
Arroyo Del Norte Elementary	15	46.7	53.3	0
Chrysalis Alternative	4	50	50	0
Enos Garcia Elementary	42	71.4	28.6	0
Ranchos De Taos Elementary	30	63.3	36.7	0
Taos Cyber Magnet	2	50	50	0
Taos High	47	44.7	51.1	1.8
Taos Middle	31	71	29	6.3
Taos Municipal Charter	14	42.9	57.1	0
Vista Grande High Charter	9	44.4	55.6	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	543	97	94	95	95	95	94	83	93	94	96
Anansi Charter	24	100	100	100	100	100	100	91	100	100	100
Arroyo Del Norte Elementary	118	99	95	93	98	99	89	64	90	94	96
Chrysalis Alternative	0	No Data Available									
Enos Garcia Elementary	8	75	62	100	100	75	75	62	87	100	100
Ranchos De Taos Elementary	273	98	97	97	98	93	98	86	97	96	96
Taos Cyber Magnet	10	100	100	100	100	100	100	90	100	100	100
Taos High	23	90	78	63	38	81	76	85	50	44	91
Taos Middle	82	97	87	96	96	100	94	93	93	100	95
Taos Municipal Charter	0	No Data Available									
Vista Grande High Charter	5	100	100	100	100	100	100	100	100	100	100

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