

**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>	11	100.0
<b>Schools in Priority Status</b>	1	9.1
<b>Schools in Focus Status</b>	0	0.0
<b>Schools in Strategic Status</b>	0	0.0
<b>Schools in Reward Status</b>	2	18.2

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	3,748	100	338,550	100
Female	1,833	49	165,208	49
Male	1,915	51	173,342	51
Caucasian	545	15	84,141	25
African-American	22	1	7,051	2
Hispanic	1,433	38	206,859	61
Asian	17	1	4,338	1
American Indian	1,727	46	35,637	11
Pacific Islander	4	0	524	0
Multiracial	0	0	5	0
ED	3,748	100	242,595	72
SWD	559	15	49,656	15
ELL	511	14	50,059	15
Migrant	0	0	354	0
Recently Arrived	190	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
Bluewater Elementary	B ^	Cubero Elementary	C
Grants High	C ^	Laguna Acoma High	C
Laguna Acoma Middle	F	Los Alamitos Middle	F
Mesa View Elementary	B	Milan Elementary	C
Mount Taylor Elementary	D	San Rafael Elementary	D ***
Seboyeta Elementary	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	13.7	86.3	12.9	87.1		
3	LEA Prior	50.0	50.0	36.2	63.8		
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	20.5	79.5	17.6	82.4	41.7	58.3
4	LEA Prior	48.4	51.6	43.0	57.0	47.8	52.2
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	18.7	81.3	13.9	86.1		
5	LEA Prior	46.2	53.8	34.5	65.5		
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	19.1	80.9	15.2	84.8		
6	LEA Prior	43.8	56.2	40.2	59.8		
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	11.7	88.3	8.3	91.7	28.0	72.0
7	LEA Prior	59.4	40.6	36.5	63.5	44.7	55.3
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	15.7	84.3	13.0	87.0		
8	LEA Prior	54.4	45.6	31.7	68.3		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	16.5	83.5	9.5	90.5		
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	22.3	77.7	7.4	92.6		
10	LEA Prior	26.6	73.4	18.8	81.2		
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	33.3	66.7	10.2	89.8	27.5	72.5

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
11	LEA Prior	41.9	58.1	38.0	62.0	34.0	66.0

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	19.4	80.6	11.9	88.1	32.3	67.7
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
Female	LEA Current	23.2	76.8	12.4	87.6	30.7	69.3
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	LEA Current	15.6	84.4	11.4	88.6	33.8	66.2
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	LEA Current	36.8	63.2	22.9	77.1	50.8	49.2
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
African American	LEA Current	30.8	69.2	23.1	76.9		
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	LEA Current	20.6	79.4	12.8	87.2	40.1	59.9
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Asian	LEA Current	26.7	73.3	33.3	66.7		
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
American Indian	LEA Current	12.5	87.5	7.1	92.9	19.5	80.5
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	LEA Current	19.4	80.6	11.9	88.1	32.3	67.7
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	LEA Current	2.0	98.0	3.3	96.7	10.3	89.7
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	LEA Current	4.3	95.7	3.5	96.5	7.5	92.5
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	LEA Current	0.6	99.4	0.3	99.7	1.0	99.0
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q3	LEA Current	26.8	73.2	16.0	84.0	43.5	56.5
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 (%)
Bluewater Elementary		36.2	63.8	55.2	44.8	80.0	20.0
Cubero Elementary		11.9	88.1	10.1	89.9	19.6	80.4
Grants High		27.7	72.3	10.8	89.2	31.3	68.8
Laguna Acoma High		15.4	84.6	4.1	95.9	17.4	82.6
Laguna Acoma Middle		3.5	96.5	4.7	95.3	20.9	79.1
Los Alamitos Middle		15.8	84.2	12.2	87.8	29.4	70.6
Mesa View Elementary		13.5	86.5	16.9	83.1	47.6	52.4
Milan Elementary		23.5	76.5	11.9	88.1	72.5	27.5
Mount Taylor Elementary		14.2	85.8	10.0	90.0	28.9	71.1
San Rafael Elementary		17.9	82.1	3.4	96.6		
Seboyeta Elementary		27.0	73.0	21.6	78.4	18.2	81.8

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

<b>Budgeted Expenditures</b>	<b>School Board Training</b>

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	\$2,537,116	5.8
Central Services	\$628,329	1.4
Community Services		
Debt Service	\$2,720,374	6.2
Food Services	\$2,111,759	4.8
General Administration	\$1,377,092	3.1
Instruction	\$21,346,641	48.7
Instruction Support Services	\$394,519	0.9
Operations & Maintenance	\$4,761,540	10.9
Other Support Services	\$58,457	0.1
School Administration	\$1,397,398	3.2
Student Support Services	\$4,751,157	10.8
Student Transportation	\$1,792,691	4.1

Source: The PED School Budget and Financial Analysis Bureau

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
Dion Sandoval	9
Emily Hunt-Dailey	15
Guy Archambeau	11
Joel Stewart	8
Richard Jones	7
William Estevan	12

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	69.8	66.3		67.9		71.2	66.5	61.7	62.4
Grants High	65.7	66.3		67.3		60.9	59.5	51.6	56.9
Laguna Acoma High	83.5					84.1	84.0	85.9	77.6

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	71.9	74.6		67.8		74.1	67.8	63.3	66.5
Grants High	66.8	75.2		68.3		60.4	61.0	58.4	55.7
Laguna Acoma High	85.1					87.0	85.3	71.6	>98.0

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	74.9	73.7		77.4		72.9	73.6	52.3	67.8
Grants High	73.9	72.6		77.2		69.9	71.9	46.6	66.2
Laguna Acoma High	79.1					78.1	80.1	64.7	76.4

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 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	15.0	11.8	6.6
Grants High	0.0	15.1	14.7	6.9
Laguna Acoma High	0.0	11.9	3.6	6.0

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
Grants High	Eligible	138	29		62		42	87		
Grants High	Enrolled, In-State	81	18		42		18	49		
Grants High	Enrolled, Out-of-State									
Grants High	Credits Earned	74	19		37		16	48		
Laguna Acoma High	Eligible	74					71	53		
Laguna Acoma High	Enrolled, In-State	38					35	25		
Laguna Acoma High	Enrolled, Out-of-State									
Laguna Acoma High	Credits Earned	20					18	15		

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	5.7
	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	
Bluewater Elementary	11	90.9	9.1	0
Cubero Elementary	20	65	35	11.6
Grants High	61	67.2	31.1	8.1
Laguna Acoma High	22	63.6	31.8	15.1
Laguna Acoma Middle	10	60	30	4.2
Los Alamitos Middle	32	68.8	28.1	1.7
Mesa View Elementary	35	57.1	42.9	5
Milan Elementary	32	87.5	12.5	4.2
Mount Taylor Elementary	33	78.8	21.2	0
San Rafael Elementary	8	87.5	12.5	0
Seboyeta Elementary	8	62.5	37.5	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	1,324	96	87	95	93	91	90	72	96	94	96
Bluewater Elementary	77	97	65	97	88	76	87	64	94	90	95
Cubero Elementary	153	99	98	98	98	98	97	75	99	99	94
Grants High	209	97	96	92	88	88	86	94	87	91	95
Laguna Acoma High	3	100	100	100	100	100	100	66	100	100	66
Laguna Acoma Middle	0	No Data Available									
Los Alamos Middle	0	No Data Available									
Mesa View Elementary	316	94	77	93	95	91	88	70	96	93	93
Milan Elementary	238	99	96	99	99	97	98	73	99	100	99
Mount Taylor Elementary	232	92	82	91	89	87	84	56	96	91	96
San Rafael Elementary	42	97	90	94	84	89	84	66	97	89	100
Seboyeta Elementary	53	100	92	100	100	98	96	68	98	100	98

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