

**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
Schools Rated in District	21	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	2	9.5

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	13,693	100	337,054	100
Female	6,600	48	164,148	49
Male	7,093	52	172,906	51
Caucasian	420	3	84,518	25
African-American	37	0	7,530	2
Hispanic	13,206	96	204,866	61
Asian	18	0	4,489	1
Pacific Islander	0	0	509	0
American Indian	12	0	35,142	10
Multiple Races	0	0	2	0
ED	13,693	100	231,830	69
SWD	1,752	13	48,479	14
ELL	5,134	38	51,895	15
Migrant	57	0	458	0
Recently Arrived	1	0	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
Anthony Elementary	A	Berino Elementary	B
Chaparral Elementary	A ^	Chaparral High	C
Chaparral Middle	B	Desert Trails Elementary	B
Desert View Elementary	A ^	Gadsden Elementary	B
Gadsden High	C	Gadsden Middle	B
La Union Elementary	C	Loma Linda Elementary	B
Mesquite Elementary	C	North Valley Elementary	C
Riverside Elementary	B	Santa Teresa Elementary	B
Santa Teresa High	B	Santa Teresa Middle	A
Sunland Park Elementary	A	Sunrise Elementary	B
Vado Elementary	C		

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
Anthony Elementary													
Reading 61	81.2 ✓			81.1 ✓			81.2 ✓		71.8 ✓	2.5	2.5 ✓	0.25	0.8 ✓
Mathematics 55	83.9 ✓			83.9 ✓			83.9 ✓		74.6 ✓	2.2	3.0 ✓	0.15	-0.4 ✗
Attendance 92	95.2 ✓			95.3 ✓			95.2 ✓	95.4 ✓	94.7 ✓				
Berino Elementary													
Reading 61	54.9 ✗			54.8 ✗			54.9 ✗	25.8 ✗	42.9 ✗	2.5	3.3 ✓	0.25	0.1 ✗
Mathematics 55	52.4 ✗			52.6 ✗			52.4 ✗	22.6 ✗	35.7 ✗	2.2	1.5 ✗	0.15	0.3 ✓
Attendance 92	95.1 ✓			95.1 ✓			95.1 ✓	94.4 ✓	94.8 ✓				
Chaparral Elementary													
Reading 61	72.1 ✓	80.0 ✓		71.5 ✓			72.1 ✓	28.6 ✗	58.6 ✗	2.5	3.8 ✓	0.25	1.5 ✓
Mathematics 55	72.1 ✓	83.3 ✓		71.0 ✓			72.1 ✓	48.2 ✗	59.9 ✓	2.2	3.6 ✓	0.15	1.4 ✓
Attendance 92	94.0 ✓	93.3 ✓		94.1 ✓			94.0 ✓	92.6 ✓	93.8 ✓				
Chaparral High													
Reading 61	38.1 ✗	45.7 ✗		37.7 ✗			38.1 ✗	14.6 ✗	8.5 ✗	2.5	-1.0 ✗	0.25	-0.6 ✗
Mathematics 55	36.2 ✗	51.4 ✗		35.0 ✗			36.2 ✗	10.2 ✗	11.0 ✗	2.2	-0.1 ✗	0.15	-1.1 ✗
Attendance 92	93.3 ✓	92.7 ✓		93.4 ✓			93.3 ✓	90.5 ✗	91.8 ✗				
Graduation 73.7	77.0 ✓	66.3 ✗		77.8 ✓			77.2 ✓	61.9 ✗	76.5 ✓				
Chaparral Middle													
Reading 61	78.0 ✓	86.4 ✓		77.5 ✓			78.0 ✓	48.8 ✗	60.5 ✗	2.5	4.2 ✓	0.25	1.4 ✓
Mathematics 55	60.1 ✓	72.7 ✓		59.4 ✓			60.1 ✓	16.3 ✗	32.6 ✗	2.2	1.7 ✗	0.15	1.1 ✓
Attendance 92	94.2 ✓	95.9 ✓		94.1 ✓			94.2 ✓	89.7 ✗	93.7 ✓				
Desert Trails Elementary													
Reading 61	56.7 ✗	60.0 ✗		55.9 ✗			56.7 ✗	24.4 ✗	49.3 ✗	2.5	3.4 ✓	0.25	0.3 ✓
Mathematics 55	59.5 ✓	50.0 ✗		59.7 ✓			59.5 ✓	13.3 ✗	53.0 ✗	2.2	1.9 ✗	0.15	0.1 ✗
Attendance 92	95.0 ✓	95.3 ✓		95.0 ✓			95.0 ✓	94.7 ✓	95.0 ✓				
Desert View Elementary													
Reading 61	63.7 ✓			63.7 ✓			63.7 ✓	45.9 ✗	63.7 ✓	2.5	4.3 ✓	0.25	0.0 ✗
Mathematics 55	77.9 ✓			77.9 ✓			77.9 ✓	54.1 ✗	82.9 ✓	2.2	3.2 ✓	0.15	0.0 ✗
Attendance 92	94.7 ✓			94.7 ✓			94.7 ✓	91.8 ✗	94.6 ✓				

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		
Gadsden Elementary													
Reading 61	54.1 *			53.6 *			54.1 *	15.8 *	28.2 *	2.5	2.3 *	0.25	-0.7 *
Mathematics 55	57.0 ✓			56.6 ✓			57.0 ✓	26.3 *	37.6 *	2.2	1.5 *	0.15	-0.7 *
Attendance 92	94.7 ✓			94.6 ✓			94.7 ✓	94.8 ✓	94.8 ✓				
Gadsden High													
Reading 61	33.6 *			33.1 *			33.6 *	4.2 *	5.5 *	2.5	-1.5 *	0.25	-1.4 *
Mathematics 55	30.0 *			29.4 *			30.0 *	4.2 *	4.9 *	2.2	-1.8 *	0.15	-2.0 *
Attendance 92	91.7 *	93.6 ✓		91.7 *			91.7 *	89.8 *	91.0 *				
Graduation 73.7	77.2 ✓			77.0 ✓			78.7 ✓	60.9 *	75.5 ✓				
Gadsden Middle													
Reading 61	79.6 ✓			79.4 ✓			79.6 ✓	48.7 *	54.3 *	2.5	3.6 ✓	0.25	1.5 ✓
Mathematics 55	54.2 *			53.7 *			54.2 *	15.8 *	19.8 *	2.2	1.3 *	0.15	0.7 ✓
Attendance 92	94.7 ✓			94.7 ✓			94.7 ✓	93.1 ✓	94.3 ✓				
La Union Elementary													
Reading 61	58.0 *	65.0 ✓		56.4 *			58.0 *	33.3 *	36.4 *	2.5	2.7 ✓	0.25	-0.7 *
Mathematics 55	43.2 *	70.0 ✓		38.6 *			43.2 *	9.5 *	15.2 *	2.2	-0.6 *	0.15	-2.0 *
Attendance 92	94.9 ✓	96.7 ✓		94.7 ✓			94.9 ✓	92.3 ✓	93.2 ✓				
LEA Current													
Reading 61	59.5 *	72.0 ✓	80.0 ✓	59.0 *			59.5 *	27.5 *	43.5 *	2.5	2.1 *	0.25	0.1 *
Mathematics 55	55.8 ✓	70.8 ✓	75.0 ✓	55.2 ✓			55.8 ✓	22.7 *	39.9 *	2.2	0.9 *	0.15	-0.3 *
Attendance 92	94.4 ✓	94.8 ✓	94.7 ✓	94.4 ✓	93.7 ✓	93.0 ✓	94.4 ✓	92.4 ✓	94.1 ✓				
Graduation 73.7	79.0 ✓	66.9 *		79.5 ✓			79.8 ✓	62.2 *	78.7 ✓				
Loma Linda Elementary													
Reading 61	56.2 *			56.1 *			56.2 *	20.0 *	37.2 *	2.5	3.2 ✓	0.25	0.2 *
Mathematics 55	56.1 ✓			56.0 ✓			56.1 ✓	13.3 *	38.7 *	2.2	0.9 *	0.15	-0.7 *
Attendance 92	95.9 ✓			95.9 ✓			95.9 ✓	94.9 ✓	96.0 ✓				
Mesquite Elementary													
Reading 61	41.7 *			41.7 *			41.7 *	4.5 *	23.5 *	2.5	3.0 ✓	0.25	-0.2 *
Mathematics 55	52.1 *			52.1 *			52.1 *	9.1 *	36.6 *	2.2	1.8 *	0.15	0.9 ✓
Attendance 92	94.6 ✓			94.6 ✓			94.6 ✓	94.4 ✓	94.6 ✓				
North Valley Elementary													
Reading 61	40.0 *			37.9 *			40.0 *	14.0 *	23.6 *	2.5	0.9 *	0.25	-1.6 *
Mathematics 55	60.0 ✓			58.4 ✓			60.0 ✓	23.3 *	36.4 *	2.2	1.4 *	0.15	-1.2 *
Attendance 92	95.2 ✓	96.1 ✓		95.1 ✓			95.2 ✓	94.3 ✓	95.0 ✓				
Riverside Elementary													
Reading 61	55.0 *			55.1 *			55.0 *	7.9 *	49.0 *	2.5	3.0 ✓	0.25	0.6 ✓
Mathematics 55	63.9 ✓			64.0 ✓			63.9 ✓	10.5 *	55.5 ✓	2.2	1.7 *	0.15	1.1 ✓
Attendance 92	95.2 ✓			95.2 ✓			95.2 ✓	93.9 ✓	94.7 ✓				
Santa Teresa Elementary													
Reading 61	64.1 ✓	84.4 ✓		62.4 ✓			64.1 ✓	27.5 *	34.0 *	2.5	2.3 *	0.25	-0.9 *
Mathematics 55	67.3 ✓	84.4 ✓		65.7 ✓			67.3 ✓	25.5 *	45.3 *	2.2	0.9 *	0.15	-1.3 *
Attendance 92	95.3 ✓	95.9 ✓		95.2 ✓			95.3 ✓	94.1 ✓	95.2 ✓				
Santa Teresa High													
Reading 61	40.8 *			39.2 *			40.8 *	14.7 *	7.7 *	2.5	-1.5 *	0.25	-2.2 *
Mathematics 55	37.4 *			35.8 *			37.4 *	14.7 *	7.8 *	2.2	-1.5 *	0.15	-2.1 *
Attendance 92	95.2 ✓	97.1 ✓		95.1 ✓			95.2 ✓	94.1 ✓	94.5 ✓				
Graduation 73.7	89.1 ✓			89.2 ✓			89.2 ✓	77.7 ✓	89.0 ✓				
Santa Teresa Middle													
Reading 61	93.3 ✓			93.2 ✓			93.3 ✓	67.3 ✓	80.7 ✓	2.5	5.2 ✓	0.25	3.0 ✓
Mathematics 55	77.9 ✓			77.3 ✓			77.9 ✓	38.9 *	48.7 *	2.2	2.8 ✓	0.15	1.4 ✓
Attendance 92	94.9 ✓	94.8 ✓		94.9 ✓			94.9 ✓	92.6 ✓	93.8 ✓				
Sunland Park Elementary													
Reading 61	62.8 ✓			62.8 ✓			62.8 ✓		50.0 *	2.5	3.1 ✓	0.25	0.1 *
Mathematics 55	64.4 ✓			64.4 ✓			64.4 ✓		60.5 ✓	2.2	2.6 ✓	0.15	-0.6 *
Attendance 92	95.6 ✓			95.7 ✓			95.6 ✓	93.8 ✓	95.9 ✓				
Sunrise Elementary													
Reading 61	51.9 *			51.4 *			51.9 *	30.0 *	33.3 *	2.5	1.1 *	0.25	-0.3 *
Mathematics 55	62.2 ✓			61.4 ✓			62.2 ✓	33.3 *	50.0 *	2.2	1.4 *	0.15	-0.3 *
Attendance 92	95.8 ✓	97.8 ✓		95.7 ✓			95.7 ✓	94.8 ✓	95.3 ✓				

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	Q1	Q3	
Vado Elementary														
Reading	61	58.1 *		57.7 *			58.1 *	23.3 *	44.9 *	2.5	3.2 ✓	0.25	0.3 ✓	
Mathematics	55	44.2 *		44.3 *			44.2 *	20.7 *	26.0 *	2.2	0.5 *	0.15	-0.7 *	
Attendance	92	95.7 ✓		95.6 ✓			95.7 ✓	95.1 ✓	95.3 ✓					

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.

		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
Grade	Level	4	3	2	1	4	3	2	1	4	3	2	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	9	51	21	19	9	59	24	8				
3	LEA Prior	4	50	24	22	6	53	31	10				
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	6	33	46	15	15	41	31	13	2	42	37	19
4	LEA Prior	5	33	46	15	12	39	33	16	3	43	35	19
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	7	43	38	12	12	37	35	16				
5	LEA Prior	4	38	43	15	7	38	39	16				
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	9	39	38	14	6	45	34	15				
6	LEA Prior	7	40	40	14	8	46	33	13				
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	4	50	35	12	7	43	35	15	7	30	38	25
7	LEA Prior	4	49	34	13	7	43	33	18	6	26	41	26
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	9	55	25	11	8	42	36	14				
8	LEA Prior	4	54	30	12	4	44	41	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	4	27	46	24	5	23	55	17				
10	LEA Prior	5	30	44	20	4	25	53	18				
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	7	36	40	17	9	32	48	12	2	29	46	23
11	LEA Prior	9	41	37	13	7	38	44	11	<2	27	47	25

Achievement - Proficiency Summaries by Subgroup

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		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	7	42	36	15	9	41	37	14	4	34	40	23
Female	LEA	8	45	35	12	8	43	37	13	3	32	43	22
Male	LEA	6	39	37	19	10	39	37	15	4	35	37	24
Caucasian	LEA	14	51	28	8	20	48	22	10	13	57	23	8
African American	LEA	10	60	20	10	10	35	40	15	<2	60	20	20
Hispanic	LEA	7	41	36	16	9	40	37	14	3	33	41	23
Asian	LEA	20	80	<2	<2	30	60	10	<2				
American Indian	LEA					<2	40	30	30				
Economically Disadvantaged	LEA	7	42	36	15	9	41	37	14	4	34	40	23
Students w Disabilities	LEA	4	10	30	56	3	13	35	48	2	12	31	55
English Language Learners, Current	LEA	3	24	39	33	5	27	41	28	<2	15	38	46
Migrant	LEA	<2	38	38	25	8	32	47	13	4	32	28	36
Q1	LEA	<2	10	42	47	<2	6	51	43	<2	<2	16	84
Q3	LEA	9	53	34	4	12	53	32	3	5	46	49	<2

Achievement - Proficiency Summaries by School

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		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
Anthony Elementary		16	52	25	7	23	56	17	4	4	55	25	16
Berino Elementary		8	37	41	14	7	41	37	14	3	38	43	16
Chaparral Elementary		8	41	35	16	13	39	35	13	3	34	47	17
Chaparral High		6	32	43	19	7	29	49	14	<2	26	46	27
Chaparral Middle		4	47	36	12	7	41	36	16	5	27	41	27
Desert Trails Elementary		5	43	39	14	8	48	30	14	3	36	42	20
Desert View Elementary		10	41	36	13	14	51	30	5	3	41	37	20
Gadsden Elementary		9	41	33	17	10	44	32	14	3	42	35	21
Gadsden High		5	29	43	23	6	24	53	17	<2	29	47	23
Gadsden Middle		5	51	31	13	7	39	38	15	8	31	38	23
La Union Elementary		7	42	37	14	6	38	38	19	<2	41	30	30
Loma Linda Elementary		5	39	40	16	10	44	29	17	<2	23	40	38
Mesquite Elementary		4	31	42	24	7	37	34	22	<2	35	35	30
North Valley Elementary		7	32	44	17	9	48	27	16	<2	46	39	15
Riverside Elementary		5	37	36	21	12	44	28	16	<2	43	37	20
Santa Teresa Elementary		11	48	28	13	13	51	24	13	7	53	27	13
Santa Teresa High		7	34	42	18	7	31	51	12	3	31	44	22
Santa Teresa Middle		11	60	22	7	9	50	32	10	7	33	35	25
Sunland Park Elementary		10	45	33	12	6	47	40	6	<2	44	43	13
Sunrise Elementary		7	44	37	12	11	49	30	10	4	60	25	12
Vado Elementary		7	43	36	14	3	40	41	16	3	34	34	29

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	\$22,537,697	13.8
Central Services	\$2,345,886	1.4
Community Services	\$193,297	0.1

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
Craig Ford	11

	Amount \$	Percent %
Debt Service	\$12,494,721	7.7
Food Services	\$7,771,040	4.8
General Administration	\$1,035,440	0.6
Instruction	\$76,100,819	46.6
Instruction Support Services	\$5,928,605	3.6
Operations & Maintenance	\$11,480,393	7.0
Other Support Services	\$133,439	0.1
School Administration	\$6,433,069	3.9
Student Support Services	\$11,471,373	7.0
Student Transportation	\$5,244,618	3.2

Source: The PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
Daniel Castillo	27
Gloria Irigoyen	35
Jennifer Viramontes	40
Maria Saez	20

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	84.6	77.9		84.8			85.2	72.6	84.0
Anthony Charter	59.6			59.6			57.8		56.8
Chaparral High	85.1	91.3		84.5			85.5	79.8	84.7
Desert Pride Academy (closed)	35.5			36.5			36.6	71.1	37.6
Gadsden High	85.0	87.7		85.0			85.6	72.5	83.4
Santa Teresa High	91.6			91.6			91.9	81.9	90.6

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	86.4	78.8		86.8			86.7	76.7	86.0
Anthony Charter	93.3			93.3			93.3		93.1
Chaparral High	87.5	88.3		87.4			87.7	76.7	86.7
Desert Pride Academy (closed)	56.2			58.4			56.6	59.6	57.0
Gadsden High	88.2	95.5		88.1			88.4	82.6	87.8
Residential Training Center	14.2	5.0		17.8			14.2	13.6	15.2
Santa Teresa High	91.8			91.9			91.9	83.8	90.5

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

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 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 %
State Current	<2.0	20.8	7.3	8.0
LEA Current		11.7	4.7	9.9
Santa Teresa High		5.8		4.5
Gadsden High		11.0	3.1	11.0
Desert Pride Academy (closed)		34.5		
Chaparral High		10.0	4.1	10.0

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
LEA Current	Eligible	930	29		894			929	92	200
LEA Current	Enrolled, In-State	631	19		607			630	42	94
LEA Current	Enrolled, Out-of-State	564	18		542			563	41	88
LEA Current	Credits Earned	407	13		394			405	25	49
Chaparral High	Eligible	205	17		186			205	20	51
Chaparral High	Enrolled, In-State	136	11		123			136	12	21
Chaparral High	Enrolled, Out-of-State	120	10		109			120	12	21
Chaparral High	Credits Earned	75			69			75		11
Desert Pride Academy	Credits Earned	25			24			25		
Gadsden High	Eligible	394			385			394	50	85
Gadsden High	Enrolled, In-State	266			260			266	24	42
Gadsden High	Enrolled, Out-of-State	250			244			250	24	41
Gadsden High	Credits Earned	181			178			181	15	18
Santa Teresa High	Eligible	329			321			329	22	64
Santa Teresa High	Enrolled, In-State	227			222			227		31
Santa Teresa High	Enrolled, Out-of-State	192			187			192		26
Santa Teresa High	Credits Earned	124			122			124		16

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	
Anthony Elementary	32	65.6	34.4	0
Berino Elementary	35	65.7	34.3	0
Chaparral Elementary	51	70.6	29.4	0
Chaparral High	72	54.2	45.8	0
Chaparral Middle	40	60	40	0
Desert Trails Elementary	53	56.6	43.4	0
Desert View Elementary	38	68.4	31.6	0
Gadsden Elementary	34	70.6	29.4	0
Gadsden High	101	63.4	35.6	0
Gadsden Middle	60	76.7	23.3	0
La Union Elementary	24	54.2	45.8	0
Loma Linda Elementary	34	58.8	41.2	0
Mesquite Elementary	29	65.5	31	0
North Valley Elementary	31	54.8	45.2	0
Riverside Elementary	44	75	22.7	0
Santa Teresa Elementary	38	65.8	34.2	0
Santa Teresa High	83	49.4	50.6	0
Santa Teresa Middle	47	55.3	44.7	0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Sunland Park Elementary	28	75	25	0
Sunrise Elementary	36	66.7	33.3	0
Vado Elementary	35	54.3	45.7	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	7,641	91	90	92	90	91	92	85	94	92	91
Anthony Elementary	323	97	100	98	95	95	97	83	95	95	98
Berino Elementary	206	93	99	96	91	92	91	82	96	92	93
Chaparral Elementary	535	94	86	91	90	91	94	83	97	93	91
Chaparral High	284	90	93	90	87	84	86	87	93	88	93
Chaparral Middle	397	90	91	96	89	89	96	91	94	96	92
Desert Trails Elementary	764	95	95	95	93	94	96	87	95	96	90
Desert View Elementary	458	85	90	99	99	99	99	95	98	98	97
Gadsden Elementary	271	70	79	79	78	80	78	68	69	67	70
Gadsden High	441	84	83	89	77	82	84	86	86	84	93
Gadsden Middle	251	91	88	92	90	92	89	91	92	92	87
La Union Elementary	110	95	87	91	92	85	96	73	97	87	96
Loma Linda Elementary	314	89	92	94	93	91	95	86	94	95	95
Mesquite Elementary	301	87	94	85	95	92	94	90	98	92	88
North Valley Elementary	284	96	100	97	96	93	97	85	98	96	93
Riverside Elementary	312	94	90	91	92	89	96	89	97	93	94
Santa Teresa Elementary	287	97	94	96	86	93	98	66	97	95	92
Santa Teresa High	659	91	86	89	81	87	86	86	89	89	93
Santa Teresa Middle	288	85	83	87	86	84	87	85	87	86	87
Sunland Park Elementary	337	85	66	84	87	95	88	68	96	81	79
Sunrise Elementary	476	93	99	98	97	97	97	91	99	97	92
Vado Elementary	395	99	96	97	94	93	91	85	96	95	91

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