

**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 | 1 | 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 | 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

- 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 | 304 | 100 | 337,054 | 100 |
| Female | 152 | 50 | 164,148 | 49 |
| Male | 152 | 50 | 172,906 | 51 |
| Caucasian | 113 | 37 | 84,518 | 25 |
| African-American | 21 | 7 | 7,530 | 2 |
| Hispanic | 150 | 49 | 204,866 | 61 |
| Asian | 12 | 4 | 4,489 | 1 |
| Pacific Islander | 1 | 0 | 509 | 0 |
| American Indian | 7 | 2 | 35,142 | 10 |
| Multiple Races | 0 | 0 | 2 | 0 |
| ED | 164 | 54 | 231,830 | 69 |
| SWD | 31 | 10 | 48,479 | 14 |
| ELL | 40 | 13 | 51,895 | 15 |
| Migrant | 0 | 0 | 458 | 0 |
| Recently Arrived | 12 | 4 | 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 |
|--|---------------|--------|---------------|
| International School at Mesa Del Sol Charter | D | | |

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 | | | |
| International School at Mesa Del Sol Charter | | | | | | | | | | | | | | |
| Reading 61 | 50.0 * | 60.3 * | | 39.0 * | | | 41.0 * | 20.8 * | 43.3 * | 2.5 | 0.4 * | 0.25 | -1.2 * | |
| Mathematics 55 | 44.2 * | 63.0 ✓ | | 31.4 * | | | 35.9 * | 8.3 * | 26.7 * | 2.2 | -0.2 * | 0.15 | -1.6 * | |
| Attendance 92 | 93.8 ✓ | 93.4 ✓ | 95.7 ✓ | 93.9 ✓ | 94.9 ✓ | 91.3 * | 93.6 ✓ | 93.5 ✓ | 94.6 ✓ | | | | | |
| LEA Current | | | | | | | | | | | | | | |
| Reading 61 | 50.0 * | 60.3 * | | 39.0 * | | | 41.0 * | 20.8 * | 43.3 * | | | | | |
| Mathematics 55 | 44.2 * | 63.0 ✓ | | 31.4 * | | | 35.9 * | 8.3 * | 26.7 * | | | | | |
| Attendance 92 | 93.8 ✓ | 93.4 ✓ | 95.7 ✓ | 93.9 ✓ | 94.9 ✓ | 91.3 * | 93.6 ✓ | 93.5 ✓ | 94.6 ✓ | | | | | |

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.

| Grade | | 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 |
| 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 | 13 | 54 | 13 | 21 | 10 | 56 | 23 | 10 | | | | |
| 3 | LEA Prior | 5 | 42 | 30 | 23 | 5 | 28 | 49 | 18 | | | | |
| 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 | 4 | 24 | 46 | 26 | 4 | 31 | 44 | 20 | 4 | 41 | 31 | 24 |
| 4 | LEA Prior | 9 | 37 | 40 | 14 | 14 | 23 | 40 | 23 | 11 | 49 | 26 | 14 |
| 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 | 3 | 42 | 33 | 21 | 12 | 27 | 33 | 27 | | | | |
| 5 | LEA Prior | 15 | 65 | 20 | <2 | 30 | 35 | 30 | 5 | | | | |
| 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 | 8 | 35 | 46 | 12 | 8 | 27 | 50 | 15 | | | | |

| | | Reading | | | | Mathematics | | | | Science | | | |
|-------|---------------|-----------------------|---------|---------|---------|-----------------------|---------|---------|---------|-----------------------|---------|---------|---------|
| | | Proficiency Level (%) | | | | Proficiency Level (%) | | | | Proficiency Level (%) | | | |
| Grade | | Level 4 | Level 3 | Level 2 | Level 1 | Level 4 | Level 3 | Level 2 | Level 1 | Level 4 | Level 3 | Level 2 | Level 1 |
| 6 | LEA Prior | 3 | 55 | 34 | 7 | 7 | 28 | 48 | 17 | | | | |
| 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 | 3 | 50 | 37 | 10 | 3 | 30 | 33 | 33 | 7 | 37 | 43 | 13 |
| 7 | LEA Prior | 4 | 48 | 48 | <2 | 8 | 35 | 38 | 19 | 8 | 50 | 31 | 12 |
| 8 | State Current | 7 | 51 | 29 | 13 | 5 | 35 | 43 | 17 | | | | |
| 8 | LEA Current | 8 | 50 | 42 | <2 | 13 | 38 | 33 | 17 | | | | |

Achievement - Proficiency Summaries by School

| | | Reading | | | | Mathematics | | | | Science | | | |
|--|--|-----------------------|---------|---------|---------|-----------------------|---------|---------|---------|-----------------------|---------|---------|---------|
| | | Proficiency Level (%) | | | | Proficiency Level (%) | | | | Proficiency Level (%) | | | |
| Grade | | Level 4 | Level 3 | Level 2 | Level 1 | Level 4 | Level 3 | Level 2 | Level 1 | Level 4 | Level 3 | Level 2 | Level 1 |
| International School at Mesa Del Sol Charter | | 6 | 41 | 36 | 17 | 8 | 35 | 36 | 20 | 5 | 39 | 36 | 20 |

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

Teacher Credentials

| | Statewide % | LEA % | |
|--|---|--|--|
| Teachers with Emergency or Provisional Credentials | .3 | .0 | |
| Core Classes Not Taught by Highly Qualified Teachers | High Poverty Schools 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* Bachelor's Advanced | Core Classes Not Taught by Highly Qualified Teachers |
| International School at Mesa Del Sol Charter | 23 | 52.2 47.8 | 3.7 |
| * 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 | 149 | 95 | 67 | 93 | 92 | 86 | 81 | 38 | 95 | 92 | 90 |
| International School at Mesa Del Sol Charter | 149 | 95 | 67 | 93 | 92 | 86 | 81 | 38 | 95 | 92 | 90 |

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