

**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	3	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	1	33.3

Source: PED Accountability Bureau

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 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

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

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

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	133	100.0	335,694	100.0
Female	58	43.6	164,149	48.9
Male	75	56.4	171,545	51.1
Caucasian	78	58.6	82,116	24.5
African American	1	0.8	7,302	2.2
Hispanic	52	39.1	205,853	61.3
Asian	2	1.5	4,345	1.3
American Indian	0	0.0	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	97	72.9	240,438	71.6
SWD	30	22.6	49,729	14.8
ELL	2	1.5	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	1	0.8	14,844	4.4

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 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 its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Glenwood Elementary	B	Reserve Elementary	B
Reserve High	B ^		

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 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.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Prior	26	74	26	74		
3	LEA Prior	31	69	23	77		
5	State Prior	24	76	21	79		
5	LEA Prior	36	64	21	79		
6	State Current	24	76	20	80		
6	LEA Current	8	92	15	85		
7	State Prior	21	79	15	85	40	60
7	LEA Prior	31	69	15	85	62	38
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	36	64	29	71		
8	LEA Prior	20	80	20	80		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	40	60	40	60		
9	LEA Prior	33	67	25	75		
10	State Current	32	68	14	87		
10	LEA Current	29	71	36	64		
11	State Prior	44	56			36	64
11	LEA Prior	40	60			70	30

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

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	29	71	34	66	68	32
Female	LEA Current	33	67	48	52	69	31
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	26	74	25	75	67	33
Caucasian	LEA Current	27	73	34	66	75	25
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Hispanic	LEA Current	33	67	35	65	62	38
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	24	76	34	66	63	37
Students w Disabilities	LEA Current	<2	>98	32	68		
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Glenwood Elementary							
Reserve Elementary		18	82	39	61	.	.
Reserve High		37	63	30	70	63	38

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability 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 its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$1,628,748	33.9
Central Services	\$111,970	2.3
Community Services	\$0	0.0
Debt Service	\$197,998	4.1
Food Services	\$109,489	2.3
General Administration	\$129,128	2.7
Instruction	\$1,514,291	31.5
Instructional Support Services	\$80,367	1.7
Operations & Maintenance	\$402,132	8.4
Other Support Services	\$1,196	0.0
School Administration	\$283,264	5.9
Student Support Services	\$158,686	3.3
Student Transportation	\$193,629	4.0

Source: PED School Budget and Financial Analysis Bureau

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
Carl Livingston	6
Jacquelyn Fryar	0
Robert Ricks	7
Sam Nicolds	12
Sharon Armijo	6

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, 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 %
State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
LEA Current	54.3								
Reserve High	54.3								

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, 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
Reserve Public Schools									

	%	%	%	%	%	%	%	%	%
State Current	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	62.8	61.1					56.4		
Reserve High	62.7	60.9					56.1		

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

Source: PED Accountability Bureau

Graduation - 6-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 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 %
State Current	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	90.4						90.0		
Reserve High	90.4						90.0		

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

Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, 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 Cohort Graduation Rate Technical Manual on the PED website:

http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3

LEA Current

Reserve High

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

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (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	12								
LEA Current Enrolled in state									
LEA Current Credits Earned									
Reserve High Eligible	12								
Reserve High Enrolled in state									
Reserve 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	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA
	Low Poverty Schools	2.2

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 %	
Glenwood Elementary	2	50.0	50.0	0.0

Reserve Public Schools

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Reserve Elementary	8	37.5	62.5	0.0
Reserve High	10	30.0	70.0	0.0

* 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
LEA Current	13	100	84	100	92	100	92	76	100	92	84
Glenwood Elementary	0	No Data Available									
Reserve Elementary	9	100	88	100	88	100	100	77	100	100	77
Reserve High	4	100	75	100	100	100	75	75	100	75	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 that 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 2015			
	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero