

**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	10	100.0
Schools in Priority Status	2	20.0
Schools in Focus Status	3	30.0
Schools in Strategic Status	1	10.0
Schools in Reward Status	0	0.0

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	5,504	100.0	335,694	100.0
Female	2,709	49.2	164,149	48.9
Male	2,795	50.8	171,545	51.1
Caucasian	785	14.3	82,116	24.5
African American	99	1.8	7,302	2.2
Hispanic	4,586	83.3	205,853	61.3
Asian	21	0.4	4,345	1.3
American Indian	10	0.2	35,543	10.6
Pacific Islander	3	0.1	535	0.2
Multiracial	0	0.0	12	0.0
ED	5,504	100.0	240,438	71.6
SWD	684	12.4	49,729	14.8
ELL	1,804	32.8	48,275	14.4
Migrant	135	2.5	329	0.1
Recently Arrived	130	2.4	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
Bataan Elementary	C **	Bell Elementary	D ***
Chaparral Elementary	C	Columbus Elementary	C ***
Deming Cesar Chavez Charter	D **	Deming High	D
Deming Intermediate	F *	Memorial Elementary	F
Red Mountain Middle	D	Ruben S Torres 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 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 Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	22	78	16	84		
3	LEA Prior	24	76	17	83		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	16	84	17	84	22	78
4	LEA Prior	13	87	10	90	29	71
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	13	88	19	82		
5	LEA Prior	22	78	14	86		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	14	87	14	86		
6	LEA Prior	13	87	13	87		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	12	88	13	87	26	74
7	LEA Prior	13	87	10	90	16	84
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	13	87	12	88		
8	LEA Prior	13	87	9	91		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	15	85	7	94		
9	LEA Prior	24	76	7	93		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	20	80	5	95		
10	LEA Prior	20	80	5	95		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
11	LEA Current	18	82	<2	>98	26	74
11	LEA Prior	22	78	<2	>98	17	83

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	16	84	12	88	24	76
Female	LEA Current	20	80	13	87	23	77
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	12	88	11	89	26	74
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	27	73	20	80	44	56
African American	State Current	24	76	15	85	38	62
African American	LEA Current	6	94	6	94	14	86
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	14	86	10	90	21	79
Asian	State Current	55	45	48	52	65	35
Asian	LEA Current	40	60	46	54		
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	LEA Current	16	84	12	88	24	76
Economically Disadvantaged	State Current	21	79	15	85	34	66
Students w Disabilities	State Current	7	93	7	93	16	84
Students w Disabilities	LEA Current	13	87	10	90	18	82
English Language Learners	LEA Current	11	89	7	93	7	93
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 (%)
Bataan Elementary		15	85	18	82	18	82
Bell Elementary		10	90	8	92	9	91
Chaparral Elementary		14	86	18	82	35	65
Columbus Elementary		27	73	22	78	13	88
Deming Cesar Chavez Charter		9	91	<2	>98	17	83
Deming High		18	82	5	95	26	74
Deming Intermediate		13	87	14	86	.	.
Memorial Elementary		16	84	14	86	37	63
Red Mountain Middle		13	87	13	87	26	74
Ruben S Torres Elementary		12	88	16	84	20	80

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	\$2,719,725	4.4

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

	Amount \$	Percent %
Central Services	\$1,345,030	2.2
Community Services	\$0	0.0
Debt Service	\$3,148,480	5.1
Food Services	\$3,595,822	5.9
General Administration	\$1,299,596	2.1
Instruction	\$31,406,509	51.3
Instructional Support Services	\$1,708,770	2.8
Operations & Maintenance	\$5,845,107	9.5
Other Support Services	\$17,827	0.0
School Administration	\$3,113,269	5.1
Student Support Services	\$4,728,615	7.7
Student Transportation	\$2,342,772	3.8

Source: PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
Francine Jacobs	9
John Sweetser	29
Matt Robinson	10
Ron Wolfe	28
William Bayne Anderson	15

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	66.3	61.7		67.5			68.7	61.2	67
Deming Cesar Chavez Charter	17.3	35.1		13.4			21.1		9
Deming High	72.8	64.9		75			73.8	66.6	71.4
Deming Secure School	4.8			6.1			5.4		<2.0

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 %
State Current	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	66.6	67.8		66.2			73.3	49.4	66.8
Deming Cesar Chavez Charter	6.6	3.3		6.7			11.2		9.9
Deming High	75.9	75.2		76.1			79.1	58.1	73.0

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	67.4	74.1		65.9			68.5	69.7	66.0
Deming Cesar Chavez Charter	21.2	20.4		21.7			20.9	36.7	35.6
Deming High	76.8	82.8		75.4			77.7	75.5	71.9
Deming Secure School	6.0			5.1			6.8		11.1
Homebound	90.3								

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	Status Unknown Dropped out or whereabouts	Exit Out Exited with intent to get GED or	Still Enrolled Continued high school enrollment
Deming Public Schools				

	pass exit exam %	unknown %	vocational credential %	past 4th year %
State Current	<2	29	6	3
LEA Current		35	3	4
Deming Cesar Chavez Charter		77		
Deming High		25		5
Deming Secure School		77		

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	302	53		245			301	21	41
LEA Current	Enrolled in state	119	19		98			119		
LEA Current	Enrolled out of state	19			12			19		
LEA Current	Credits Earned	94	23		70			94		10
Deming Cesar Chavez Charter	Eligible	10								
Deming Cesar Chavez Charter	Enrolled out of state									
Deming High	Eligible	292	52		236			292	21	40
Deming High	Enrolled in state	119	19		98			119		
Deming High	Enrolled out of state	17			11			17		
Deming High	Credits Earned	94	23		70			94		10

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	3.4	.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 %	
Bataan Elementary	31	58.1	41.9	0.0
Bell Elementary	15	60.0	40.0	0.0
Chaparral Elementary	25	48.0	52.0	0.0
Columbus Elementary	29	51.7	48.3	0.0
Deming Cesar Chavez Charter	8	37.5	62.5	0.0
Deming High	85	48.2	49.4	0.0
Deming Intermediate	24	62.5	37.5	0.0
Memorial Elementary	32	53.1	46.9	0.0
Red Mountain Middle	49	46.9	53.1	0.0
Ruben S Torres Elementary	30	53.3	46.7	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	1,966	88	86	92	91	87	89	86	94	90	92
Bataan Elementary	174	95	91	91	96	90	86	89	95	91	94
Bell Elementary	69	92	89	94	97	86	95	86	100	95	94
Chaparral Elementary	358	89	89	93	91	80	84	79	91	89	91
Columbus Elementary	267	91	96	92	94	94	95	89	98	91	88
Deming Cesar Chavez Charter	63	88	85	92	84	84	90	73	90	90	90
Deming High	10	80	45	70	100	100	60	80	90	50	80
Deming Intermediate	371	79	60	90	85	85	89	85	93	88	91
Memorial Elementary	328	89	92	90	92	83	87	89	96	91	94
Red Mountain Middle	102	87	96	93	92	94	93	92	92	93	93
Ruben S Torres Elementary	184	93	98	92	90	95	89	92	95	91	92

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