

**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 Agency 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	5,452	1.6	336,326	100.0
Female	2,673	49.0	164,089	48.8
Male	2,779	51.0	172,237	51.2
Caucasian	731	13.4	81,394	24.2
African American	76	1.4	7,600	2.3
Hispanic	4,611	84.6	206,348	61.4
Asian	16	0.3	4,457	1.3
American Indian	12	0.2	35,884	10.7
ED	5,452	100.0	249,348	74.1
SWD	715	13.1	52,927	15.7
ELL	1,866	34.2	45,669	13.6
Migrant	104	1.9	428	0.1
Recently Arrived	191	3.5	16,801	5.0

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 2017 represented 685 schools.

School	Overall Grade	School	Overall Grade
Bataan Elementary	B **	Bell Elementary	F ***
Chaparral Elementary	D	Columbus Elementary	B ***
Deming Cesar Chavez Charter	F **	Deming High	D
Deming Intermediate	D *	Memorial Elementary	D
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	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	29	71	24	76		
3	LEA Prior	13	87	16	84		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	21	79	12	88	26	74
4	LEA Prior	12	88	17	83	22	78
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	18	82	18	82		
5	LEA Prior	11	89	19	82		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	15	86	16	84		
6	LEA Prior	13	87	14	86		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	18	82	10	90	30	70
7	LEA Prior	11	89	13	87	26	74
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	14	86	17	83		
8	LEA Prior	13	87	11	89		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	9	91	6	94		
9	LEA Prior	15	85	7	93		
10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	16	84	3	97		
10	LEA Prior	21	79	5	95		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
11	LEA Current	28	72	≤ 2	≥ 98	22	78
11	LEA Prior	19	81	≤ 2	≥ 98	26	74

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	37	63	20	80	40	60
All Students	LEA Current	30	70	13	87	26	74
Female	State Current	42	58	20	80	39	61
Female	LEA Current	35	65	13	87	26	74
Male	State Current	32	68	20	80	42	58
Male	LEA Current	25	75	13	87	26	74
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	39	61	18	82	44	56
African American	State Current	34	66	15	85	37	63
African American	LEA Current	28	72	9	91	≤ 20	≥ 80
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	28	72	12	88	23	77
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current	52	48	21	79		
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current	25	75				
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	30	70	13	87	26	74
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	16	84	4	96	14	86
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	24	76	10	90	13	87

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Bataan Elementary		49	51	20	80	31	69
Bell Elementary		30	70	≤ 5	≥ 95	35	65
Chaparral Elementary		39	61	16	84	16	84
Columbus Elementary		51	49	19	81	16	84
Deming Cesar Chavez Charter		≤ 5	≥ 95	≤ 5	≥ 95	≤ 10	≥ 90
Deming High		18	82	4	96	23	77
Deming Intermediate		15	86	16	84		
Memorial Elementary		46	54	17	83	44	56
Red Mountain Middle		17	84	13	87	30	70
Ruben S Torres Elementary		30	70	25	75	25	75

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
\$	%

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.
Number

	Amount \$	Percent %
Capital Outlay	\$13,580,174	18.8
Central Services	\$1,457,637	2.0
Community Services	\$0	0.0
Debt Service	\$3,552,010	4.9
Food Services	\$3,727,819	5.2
General Administration	\$1,433,333	2.0
Instruction	\$30,276,633	41.9
Instruction Support Services	\$1,619,479	2.2
Operations & Maintenance	\$5,982,165	8.3
Other Support Services	\$138	0.0
School Administration	\$3,304,734	4.6
Student Support Services	\$4,925,090	6.8
Student Transportation	\$2,467,732	3.4

Source: PED School Budget and Financial Analysis Bureau

Board Member	of Points
Francine Jacobs	9
John Sweetser	2
Matt Robinson	17
Ronald Wolfe	15
William "Billy" Ruiz	12
William Bayne Anderson	21

Source: NM School Board Association

Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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	71	76	61	71	81	63	67	62	67
LEA Current	71	67		72			73	54	72
Deming Cesar Chavez Charter	23			21			25		
Deming High	78	74		79			79	59	77

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

Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, 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	75	79	68	74	84	71	72	68	73
LEA Current	71	70		72			74	70	73
Deming Cesar Chavez Charter	25			18			30		
Deming High	78	72		79			79	74	77

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

Graduation - 6-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 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	79	83	76	78	91	75	75	72	76
LEA Current	72	72		72			78	65	74
Deming Cesar Chavez Charter	16			16			25		23
Deming High	83	81		83			85	76	80

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

Graduation - 4-Year Cohort of 2016, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2016, 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 Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
Deming Public Schools				

State Current	<2	16	4	15
LEA Current		20.0	3	12.0
Deming Cesar Chavez Charter		38.0		36.0
Deming High		15.0	3	8.0
Deming Secure School (closed)		47.0		

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 2015 (College Going) and 2013 (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
Deming Public Schools	Eligible	264	50		210			253	24	79
Deming Public Schools	Enrolled in state	101	12		88			99		26
Deming Public Schools	Enrolled out of state	18			12			16		
Deming Public Schools	Credits Earned	102	21		78			102		11
Deming Cesar Chavez Charter	Eligible	15			13			13		
Deming Cesar Chavez Charter	Enrolled in state									
Deming Cesar Chavez Charter	Enrolled out of state									
Deming Cesar Chavez Charter	Credits Earned									
Deming High	Eligible	249	48		197			240	23	76
Deming High	Enrolled in state	99	12		86			97		26
Deming High	Enrolled out of state	17			11			15		
Deming High	Credits Earned	100	21		76			100		

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

Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		0.3	0.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	1.8	.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	27	55.6	44.4	0.0
Bell Elementary	14	42.9	57.1	0.0
Chaparral Elementary	29	48.3	48.3	0.0
Columbus Elementary	29	41.4	58.6	0.0
Deming Cesar Chavez Charter	10	50.0	50.0	0.0
Deming High	84	47.6	48.8	0.0
Deming Intermediate	23	65.2	34.8	0.0
Memorial Elementary	28	46.4	53.6	0.0
Red Mountain Middle	53	49.1	49.1	0.0
Ruben S Torres Elementary	27	59.3	40.7	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
Districtwide	1,952	92	89	91	89	87	88	82	93	87	90
	0	No Data Available									
Bataan Elementary	101	87	98	95	92	91	86	79	94	88	89
Bell Elementary	127	95	93	93	89	87	90	82	93	85	95
Chaparral Elementary	310	94	88	91	88	81	85	76	96	86	91
Columbus Elementary	418	94	95	93	92	95	93	83	96	88	81
Deming Cesar Chavez Charter	88	97	91	95	91	88	94	80	93	93	91
Deming High	110	84	60	73	71	88	68	86	79	79	78
Deming Intermediate	153	86	66	85	84	79	87	80	89	80	92
Memorial Elementary	357	91	92	93	91	87	89	89	96	91	95
Red Mountain Middle	175	94	98	89	85	86	83	89	89	84	94
Ruben S Torres Elementary	113	95	98	95	96	89	91	72	93	88	94

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