

**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 C

	Total Number	Percent
Schools Rated in District	21	100.0
Schools in CSI Status	1	4.8
Schools in TSI Status	2	9.5
Schools in MRI Status	0	0.0

Source: PED Accountability Bureau

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

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

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, and teacher qualifications. This report is compiled for 89 districts that include traditional public schools, 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

Actual Expenditures

Teacher Credentials

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	10,394	100.0	335,793	100.0
Female	5,071	48.8	163,876	48.8
Male	5,323	51.2	171,917	51.2
Caucasian	2,715	26.1	80,432	24.0
African American	237	2.3	7,739	2.3
Hispanic	7,321	70.4	206,856	61.6
Asian	76	0.7	4,458	1.3
American Indian	38	0.4	35,655	10.6
Pacific Islander	7	0.1	653	0.2
Multiracial	0	0.0	27	0.0
ED	9,429	90.7	250,974	74.7
SWD	1,756	16.9	54,359	16.2
ELL	1,053	10.1	50,179	14.9
Migrant	28	0.3	538	0.2
Recently Arrived	1,053	10.1	50,178	14.9

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Designation

In addition to earning a letter grade, a school may also earn one of three designations that signify the level of required school support and improvement activities:

- *** More Rigorous Interventions (MRI): To be identified as in need of More Rigorous Interventions (MRI), schools have earned 5 or 6 "F" grades in a row and are the four most struggling schools in the State.
- ** Comprehensive Support and Improvement (CSI): To be identified as in need of Comprehensive Support and Improvement (CSI), the school is in the lowest-performing five percent of Title I schools or is a high school where at least one-third of the students are not graduating on time.
- * Targeted Support and Improvement (TSI): To be identified as in need of Targeted Support and Improvement (TSI), one or more subgroups of students (for example, race/ethnicity) are performing significantly lower than the rest of the student population.

A school's designation, if applicable, is noted next to its overall letter grade.

School	Overall Grade	School	Overall Grade
Berrendo Elementary School	C	Berrendo Middle School	B
Del Norte Elementary School	B	Early College High School	C
East Grand Plains Elementary School	B	El Capitan Elementary School	A
Goddard High School	C	Mesa Middle School	D
Military Heights Elementary School	A	Missouri Ave Elementary School	F
Monterrey Elementary School	D	Mountain View Middle School	B
Nancy Lopez Elementary School	D *	Pecos Elementary School	B
Roswell High School	D	Sidney Gutierrez Middle School	A
Sierra Middle School	F *	Sunset Elementary School	D
University High School	D **	Valley View Elementary School	B
Washington Avenue Elementary School	C		

Achievement - Proficiency Summaries by Grade

This table shows the school- and LEA-level results of statewide assessments administered during the 2017-2018 school year. These assessments include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the New Mexico Alternate Performance Assessment (NMAPA), the Standards Based Assessment (SBA) in Science and Spanish Reading, and the Istation assessment of early literacy skills. In order to protect student privacy, some results have been left blank or reported as a percentage range.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
KN	State Current	62	38				
	State Prior	60	40				
	LEA Current	64	36				
	LEA Prior	60	40				
1	State Current	60	40				
	State Prior	57	43				
	LEA Current	59	41				
	LEA Prior	60	40				
2	State Current	68	32				
	State Prior	66	34				
	LEA Current	66	34				
	LEA Prior	62	38				
3	State Current	30	70	32	68		
	State Prior	27	73	30	70		
	LEA Current	33	67	40	60		
	LEA Prior	29	71	37	63		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
4	State Current	30	70	26	74	47	53
4	State Prior	26	74	23	77	40	60
4	LEA Current	30	70	30	70	52	48
4	LEA Prior	28	72	31	69	46	54
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	36	64	32	68		
5	LEA Prior	32	68	30	70		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	25	75	20	80		
6	LEA Prior	21	79	18	82		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	24	76	22	78	47	53
7	LEA Prior	18	82	18	82	48	52
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	24	76	28	72		
8	LEA Prior	25	75	27	73		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	27	73	15	85		
9	LEA Prior	27	73	12	88		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	29	71	14	86		
10	LEA Prior	27	73	12	88		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	38	62	4	96	27	73
11	LEA Prior	38	62	7	93	28	72

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	39	61	21	79	38	62
All Students	LEA Current	38	62	23	77	42	58
Female	State Current	44	56	21	79	37	63
Female	LEA Current	43	57	25	75	42	58
Male	State Current	34	66	21	79	39	61
Male	LEA Current	32	68	22	78	42	58

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	47	53	33	67	57	43
African American	State Current	36	64	16	84	33	67
African American	LEA Current	34	66	22	78	39	61
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	34	66	19	81	36	64
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current	71	29	56	44	62	38
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	38	62	37	63	58	42
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	37	63	24	76	43	57
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	14	86	9	91	16	84
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	23	77	8	92	12	88

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Berrendo Elementary School		45	55	43	57	45	55
Berrendo Middle School		32	68	33	67	62	38
Del Norte Elementary School		51	49	47	53	74	26
Early College High School		53	47	14	86	59	41
East Grand Plains Elementary School		45	55	37	63	68	32
El Capitan Elementary School		50	50	36	64	65	35
Goddard High School		35	65	17	83	31	69
Mesa Middle School		18	82	14	86	29	71
Military Heights Elementary School		55	45	41	59	61	39
Missouri Ave Elementary School		37	63	20	80	31	69
Monterrey Elementary School		46	54	23	77	40	60
Mountain View Middle School		19	81	20	80	36	64
Nancy Lopez Elementary School		37	63	15	85	26	74
Pecos Elementary School		46	54	30	70	33	67
Roswell High School		24	76	4	96	24	76
Sidney Gutierrez Middle School		81	19	84	16	≥ 90	≤ 10
Sierra Middle School		19	81	17	83	49	51
Sunset Elementary School		36	64	25	75	35	65
University High School		6	94	≤ 2	≥ 98	9	91
Valley View Elementary School		60	40	45	55	71	29
Washington Avenue Elementary School		44	56	31	69	47	53

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

Source: PED Accountability Bureau

Actual 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	\$7,524,738	7.2
Central Services	\$2,966,099	2.8
Community Services	\$0	0.0
Debt Service	\$5,901,824	5.6
Food Services	\$6,880,983	6.5

School Board Training
School district board members must complete a total of five hours of training annually. The annual training requirement varies for new and continuing state-authorized charter board members, and it must include training in specific topics. Please visit https://webnew.ped.state.nm.us/bureaus/ac-countability/district-report-cards for specific requirements.
Met

	Amount \$	Percent %
General Administration	\$1,983,489	1.9
Instruction	\$50,723,282	48.3
Instructional Support Services	\$1,445,317	1.4
Operations & Maintenance	\$9,899,538	9.4
Other Support Services	\$8,651	0.0
School Administration	\$5,124,221	4.9
Student Support Services	\$9,894,270	9.4
Student Transportation	\$2,738,098	2.6

Source: PED School Budget and Financial Analysis Bureau

Board Member	Requirement
Alan Gedde	Yes
James Edwards	Yes
Kathleen Pittman	Yes
Mona Kirk	Yes
Ruben Sanchez	Yes

Source: NM School Board Association and PED Options for Parents and Families Division

Graduation - 4-Year Cohort of 2017

These figures represent students who were expected to graduate on time by August 1, 2017, 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	68	71	85	61	66	62	68
LEA Current	66	67	59	66			64	64	65
Goddard High School	65	71	39	61		60	55	58	50
Roswell High School	69	61	67	71			70	72	74
University High School	33	49		27			34	36	31

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

Graduation - 5-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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	76	80	68	75	87	69	73	70	73
LEA Current	72	74	77	71			70	60	75
Goddard High School	80	82	90	77			75	73	84
Roswell High School	70	68	74	71			71	58	73
University High School	42	34	61	46			45	42	68

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

Graduation - 6-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 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	77	81	72	76	86	73	74	71	75
LEA Current	73	73	85	72			71	60	74
Goddard High School	78	82	50	75			71	68	73
Roswell High School	74	69	96	74		50	75	65	77
University High School	34	22		39			35	24	47

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

Graduation - 4-Year Cohort of 2017, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2017, 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:

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.

	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 %
State Current	<2	15	4	10

	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 %
State Current	<2	15	4	10
LEA Current	<2	14	4	22
Goddard High School	<2	11	2	25
Roswell High School	<2	13	5	18
University High School	<2	36	10	26

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

Teacher Credentials				
		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		0.8	0.7	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	2.6	0.0	
	Low Poverty Schools	2.2	0.0	
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 %	
Berrendo Elementary	24	54.2	45.8	0.0
Berrendo Middle	34	70.6	29.4	0.0
Del Norte Elementary	31	77.4	16.1	0.0
E Grand Plains Elementary	19	63.2	36.8	0.0
Early College High School	9	88.9	11.1	0.0
El Capitan Elementary	24	87.5	8.3	0.0
Goddard High	58	67.2	31.0	0.0
Mesa Middle	29	75.9	20.7	0.0
Military Hgts Elementary	26	80.8	15.4	0.0
Missouri Ave Elementary	22	59.1	22.7	0.0
Monterrey Elementary	29	79.3	20.7	0.0
Mountain View Middle	30	76.7	23.3	0.0
Nancy Lopez Elementary	21	81.0	14.3	0.0
Pecos Elementary	24	79.2	20.8	0.0
Roswell High	59	67.8	28.8	0.0
Sidney Gutierrez Middle	4	50.0	25.0	0.0
Sierra Middle	35	60.0	31.4	0.0
Sunset Elementary	21	71.4	23.8	0.0
University High	9	55.6	33.3	0.0
Valley View Elementary	28	75.0	17.9	0.0
Washington Ave Elementary	25	68.0	28.0	0.0
* Does not include Below Bachelors Blank=no data available or not applicable Source: LEA 120th-day submission to PED				

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			
	Reading %	Math %	Science %
4th Grade ELL	95	95	95
4th Grade SWD*	91	92	93
8th Grade ELL	91	93	96
8th Grade SWD*	90	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	5	19	29	46	4	23	42	31	#	24	40	37
Nation	9	27	31	33	8	32	39	21	1	36	39	25

8th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	2	22	41	34	5	16	37	43	1	20	35	45
Nation	4	31	41	25	10	24	36	31	2	31	34	33

Rounds to zero