

**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	40	100.0
Schools in CSI Status	1	2.5
Schools in TSI Status	4	10.0
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	25,049	100.0	335,793	100.0
Female	12,192	48.7	163,876	48.8
Male	12,857	51.3	171,917	51.2
Caucasian	4,876	19.5	80,432	24.0
African American	631	2.5	7,739	2.3
Hispanic	18,963	75.7	206,856	61.6
Asian	244	1.0	4,458	1.3
American Indian	222	0.9	35,655	10.6
Pacific Islander	113	0.5	653	0.2
Multiracial	4	0.0	27	0.0
ED	18,662	74.5	250,974	74.7
SWD	3,825	15.3	54,359	16.2
ELL	3,137	12.5	50,179	14.9
Migrant	188	0.8	538	0.2
Recently Arrived	3,137	12.5	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
Alameda Elementary School	C	Arrowhead Park Medical Academy	B
Booker T. Washington Elementary School	C	Camino Real Middle School	B
Centennial High School	B	Central Elementary School	D
Cesar Chavez Elementary School	A	Columbia Elementary School	B
Conlee Elementary School	F	Desert Hills Elementary School	A
Dona Ana Elementary School	C	Early College High School	A
East Picacho Elementary School	C	Fairacres Elementary School	C
Hermosa Heights Elementary School	D	Highland Elementary School	B
Hillrise Elementary School	C	Jornada Elementary School	B
Las Cruces High School	C	Loma Heights Elementary School	B
Lynn Middle School	D	MacArthur Elementary School	C *
Mayfield High School	D	Mesa Middle School	D
Mesilla Elementary School	D	Mesilla Park Elementary School	B
Mesilla Valley Alternative Middle School	F *	Monte Vista Elementary School	A
Ocate High School	C	Picacho Middle School	C
Rio Grande Preparatory Institute	D **	Sierra Middle School	F
Sonoma Elementary School	C	Sunrise Elementary School	F *
Tombaugh Elementary School	D	University Hills Elementary School	B
Valley View Elementary School	F *	Vista Middle School	C
White Sands Elementary School	A	Zia Middle School	D

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	62	38				
	LEA Prior	61	39				
1	State Current	60	40				
	State Prior	57	43				
	LEA Current	61	39				
	LEA Prior	59	41				
2	State Current	68	32				

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
2	State Prior	66	34				
2	LEA Current	71	29				
2	LEA Prior	66	34				
3	State Current	30	70	32	68		
3	State Prior	27	73	30	70		
3	LEA Current	30	70	30	70		
3	LEA Prior	28	72	28	72		
4	State Current	30	70	26	74	47	53
4	State Prior	26	74	23	77	40	60
4	LEA Current	28	72	25	75	49	51
4	LEA Prior	27	73	25	75	44	56
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	33	67	32	68		
5	LEA Prior	29	71	24	76		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	27	73	16	84		
6	LEA Prior	24	76	18	82		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	30	70	19	81	47	53
7	LEA Prior	28	72	17	83	48	52
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	31	69	19	81		
8	LEA Prior	28	72	18	82		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	25	75	18	82		
9	LEA Prior	27	73	20	80		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	32	68	16	84		
10	LEA Prior	31	69	14	86		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	39	61	13	87	27	73
11	LEA Prior	46	54	9	91	39	61

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	39	61	21	79	40	60
Female	State Current	44	56	21	79	37	63
Female	LEA Current	44	56	21	79	39	61
Male	State Current	34	66	21	79	39	61
Male	LEA Current	34	66	22	78	41	59
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	56	44	36	64	62	38
African American	State Current	36	64	16	84	33	67
African American	LEA Current	37	63	17	83	34	66
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	34	66	17	83	34	66
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current	64	36	52	48	67	33
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	35	65	23	77	42	58
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	35	65	18	82	36	64
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	15	85	8	92	14	86
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	25	75	9	91	17	83

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Alameda Elementary School		43	57	23	77	26	74
Arrowhead Park Medical Academy		68	32	33	67	61	39
Booker T. Washington Elementary School		38	62	17	83	24	76
Camino Real Middle School		42	58	25	75	60	40
Centennial High School		45	55	20	80	41	59
Central Elementary School		47	53	25	75	49	51
Cesar Chavez Elementary School		68	32				
Columbia Elementary School		50	50	24	76	52	48
Conlee Elementary School		38	62	24	76	58	42
Desert Hills Elementary School		64	36	48	52	73	27
Dona Ana Elementary School		44	56	34	66	42	58
Early College High School		67	33	45	55	68	32
East Picacho Elementary School		45	55	26	74	58	42
Fairacres Elementary School		44	56	21	79	44	56
Hermosa Heights Elementary School		49	51	28	72	60	40
Highland Elementary School		56	44	38	62	51	49
Hillrise Elementary School		44	56	35	65	55	45
Jornada Elementary School		54	46	36	64	60	40
Las Cruces High School		31	69	13	87	24	76
Loma Heights Elementary School		40	60	24	76	39	61
Lynn Middle School		23	77	14	86	50	50
MacArthur Elementary School		34	66	20	80	37	63
Mayfield High School		22	78	8	92	21	79
Mesa Middle School		22	78	13	87	32	68
Mesilla Elementary School		42	58	28	72	38	62
Mesilla Park Elementary School		51	49	36	64	42	58
Mesilla Valley Alternative Middle School		9	91	≤ 5	≥ 95	43	57
Monte Vista Elementary School		59	41	37	63	59	41

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Ocate High School	26	74	11	89	24	76
Picacho Middle School	22	78	15	85	37	63
Rio Grande Preparatory Institute	4	96	≤ 10	≥ 90	7	93
Sierra Middle School	26	74	20	80	48	52
Sonoma Elementary School	50	50	35	65	51	49
Sunrise Elementary School	14	86	14	86	23	77
Tombaugh Elementary School	46	54	24	76	55	45
University Hills Elementary School	44	56	34	66	62	38
Valley View Elementary School	35	65	10	90	29	71
Vista Middle School	36	64	21	79	49	51
White Sands Elementary School	56	44	56	44	59	41
Zia Middle School	29	71	15	85	58	42

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	\$29,890,621	11.1
Central Services	\$5,467,641	2.0
Community Services	\$71,505	0.0
Debt Service	\$13,317,468	5.0
Food Services	\$13,355,226	5.0
General Administration	\$3,050,372	1.1
Instruction	\$129,482,816	48.2
Instructional Support Services	\$9,974,148	3.7
Operations & Maintenance	\$21,847,239	8.1
Other Support Services	\$2,181	0.0
School Administration	\$11,373,874	4.2
Student Support Services	\$24,427,796	9.1
Student Transportation	\$6,323,043	2.4

Source: PED School Budget and Financial Analysis Bureau

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.

Board Member	Met Requirement
Edward Frank	Yes
Maria Flores	Yes
Maury Castro	Yes
Ray Jaramillo	Yes
Terrie Dallman	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	86	91	87	84	98	69	78	75	81
Centennial High School	87	94	93	84		89	76	72	85
Early College High School	95	94		94			85	74	95
Las Cruces High School	88	92	77	87		65	82	80	84
Mayfield High School	87	95	85	85	77	59	79	78	79
Ocate High School	86	87	90	85		70	79	73	80
Rio Grande Preparatory Institute	70	84	80	66			68	73	54

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 %
Las Cruces Public Schools									

	%	%	%	%	%	%	%	%	%
State Current	76	80	68	75	87	69	73	70	73
LEA Current	84	89	82	83	96	75	77	72	82
Centennial High School	87	94	87	85		88	77	72	82
Early College High School				95					97
Las Cruces High School	83	85	61	82		55	76	71	80
Mayfield High School	82	87	76	81	22	69	73	68	78
Ocate High School	90	93	89	89		82	86	80	90
Rio Grande Preparatory Institute	64	74	71	60		86	62	62	48

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	81	86	73	80	93	61	73	74	77
Centennial High School	81	86	94	79		75	77	77	83
Early College High School		≥98					93		≥98
Las Cruces High School	80	87	69	77	95	71	69	70	71
Mayfield High School	84	92	72	83	75	24	76	82	75
Ocate High School	84	85	69	84		93	75	79	85
Rio Grande Preparatory Institute	53	49	58	53			49	50	61

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
LEA Current	<2	14	2	7
Centennial High School	<2	12	<2	5
Early College High School	<2	4	<2	2
Las Cruces High School	<2	12	<2	6
Mayfield High School	<2	11	2	7
Ocate High School	<2	11	3	5

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	1.1	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	2.6	2.9
	Low Poverty Schools	2.2	1.7

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 %	
Alameda Elementary	28	64.3	35.7	0.0
Arrowhead Park medical Academy	9	11.1	77.8	40.0
Booker T Washington	24	62.5	37.5	0.0
Camino Real Middle	51	41.2	58.8	0.6

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Centennial High School	83	38.6	61.4	0.3
Central Elementary	19	57.9	42.1	0.0
Cesar Chavez Elementary	39	79.5	20.5	1.0
Columbia Elementary	30	63.3	36.7	0.0
Conlee Elementary	37	64.9	35.1	0.0
Desert Hills Elementary	40	62.5	37.5	9.8
Dona Ana Elementary	27	59.3	40.7	14.8
Early College High School	22	18.2	77.3	4.4
East Picacho Elementary	33	60.6	39.4	0.9
Fairacres Elementary	31	54.8	45.2	1.8
Hermosa Hgts Elementary	35	51.4	48.6	0.0
Highland Elementary	48	50.0	50.0	0.0
Hillrise Elementary	41	63.4	36.6	3.8
Jornada Elementary	33	57.6	42.4	0.0
Las Cruces High	96	37.5	61.5	2.1
Loma Heights Elementary	31	58.1	41.9	0.0
Lynn Middle	41	39.0	61.0	7.8
Mac Arthur Elementary	33	54.5	45.5	0.0
Mayfield High	85	50.6	47.1	0.8
Mesa Middle	39	61.5	38.5	6.5
Mesilla Elementary	22	68.2	27.3	12.5
Mesilla Park Elementary	34	41.2	58.8	3.7
Mesilla Valley Alternative Middle School	8	37.5	62.5	0.0
Monte Vista Elementary	37	45.9	51.4	0.0
Ocate High	88	44.3	55.7	1.7
Picacho Middle	44	59.1	40.9	2.6
Rio Grande Preparatory Institute	16	31.3	68.8	5.0
Sierra Middle	53	56.6	43.4	8.9
Sonoma Elementary	42	52.4	45.2	0.7
Sunrise Elementary	27	59.3	40.7	0.0
Tombaugh Elementary	46	43.5	56.5	0.0
University Hills Elementary	27	55.6	44.4	1.4
Valley View Elementary	32	53.1	46.9	0.0
Vista Middle	42	50.0	50.0	1.2
White Sands Elementary	22	45.5	54.5	0.0
Zia Middle	47	48.9	48.9	3.3

* 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