

**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	11	100.0
Schools in CSI Status	1	9.1
Schools in TSI Status	1	9.1
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.

	LEA		State	
	Number	%	Number	%
All Students	5,415	100.0	335,793	100.0
Female	2,658	49.1	163,876	48.8
Male	2,757	50.9	171,917	51.2
Caucasian	675	12.5	80,432	24.0
African American	67	1.2	7,739	2.3
Hispanic	4,637	85.6	206,856	61.6
Asian	16	0.3	4,458	1.3
American Indian	12	0.2	35,655	10.6
Pacific Islander	8	0.1	653	0.2
Multiracial	0	0.0	27	0.0
ED	5,415	100.0	250,974	74.7
SWD	774	14.3	54,359	16.2
ELL	1,946	35.9	50,179	14.9
Migrant	109	2.0	538	0.2
Recently Arrived	1,946	35.9	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
Bataan Elementary School	B	Bell Elementary School	D *
Chaparral Elementary School	D	Columbus Elementary School	C
Deming Cesar Chavez Charter	C **	Deming High School	C
Deming Intermediate	D	Memorial Elementary School	D
Mimbres Valley Alternative School	C	Red Mountain Middle School	D
Ruben S. Torres Elementary 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	67	33				
	LEA Prior	63	37				
1	State Current	60	40				
	State Prior	57	43				
	LEA Current	59	41				
	LEA Prior	61	39				
2	State Current	68	32				
	State Prior	66	34				
	LEA Current	71	29				
	LEA Prior	64	36				
3	State Current	30	70	32	68		
	State Prior	27	73	30	70		
	LEA Current	29	71	20	80		
	LEA Prior	29	71	24	76		
4	State Current	30	70	26	74	47	53
	State Prior	26	74	23	77	40	60
	LEA Current	25	75	18	82	39	61
	LEA Prior	21	79	12	88	26	74

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	18	82	17	83		
5	LEA Prior	18	82	18	82		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	19	81	21	79		
6	LEA Prior	15	85	16	84		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	12	88	20	80	20	80
7	LEA Prior	18	82	10	90	30	70
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	19	81	19	81		
8	LEA Prior	14	86	17	83		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	18	82	14	86		
9	LEA Prior	9	91	6	94		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	21	79	10	90		
10	LEA Prior	16	84	3	97		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	31	69	≤ 2	≥ 98	15	85
11	LEA Prior	28	72	≤ 2	≥ 98	22	78

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	31	69	15	85	24	76
Female	State Current	44	56	21	79	37	63
Female	LEA Current	35	65	15	85	22	78
Male	State Current	34	66	21	79	39	61
Male	LEA Current	28	72	15	85	26	74
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	40	60	24	76	40	60
African American	State Current	36	64	16	84	33	67
African American	LEA Current	19	81	≤ 5	≥ 95	25	75
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	30	70	14	86	22	78

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current	67	33	50	50		
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	30	70				
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	31	69	15	85	24	76
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	15	85	5	95	3	97
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	26	74	8	92	13	87

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Bataan Elementary School		47	53	20	80	38	62
Bell Elementary School		34	66	9	91	32	68
Chaparral Elementary School		45	55	13	87	54	46
Columbus Elementary School		54	46	19	81	31	69
Deming Cesar Chavez Charter		9	91	≤ 2	≥ 98	5	95
Deming High School		23	77	9	91	17	83
Deming Intermediate		19	81	21	79		
Memorial Elementary School		41	59	25	75	46	54
Mimbres Valley Alternative School		≤ 5	≥ 95	≤ 5	≥ 95	7	93
Red Mountain Middle School		16	84	19	81	20	80
Ruben S. Torres Elementary School		33	67	17	83	33	67

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	\$11,168,793	16.4
Central Services	\$1,471,986	2.2
Community Services	\$0	0.0
Debt Service	\$3,310,416	4.9
Food Services	\$3,802,579	5.6
General Administration	\$1,559,885	2.3
Instruction	\$28,832,208	42.3
Instructional Support Services	\$1,505,729	2.2
Operations & Maintenance	\$6,122,800	9.0
Other Support Services	\$0	0.0
School Administration	\$3,179,819	4.7
Student Support Services	\$5,113,376	7.5
Student Transportation	\$2,060,937	3.0

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/accountability/district-report-cards for specific requirements.	
Board Member	Met Requirement
Matt Robinson	Yes
Patricia McSherry	Yes
Sophia Cruz	Yes
William "Billy" Ruiz	Yes
William Bayne Anderson	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 %
Deming Public Schools									

State Current	71	76	68	71	85	61	66	62	68
LEA Current	67	64		68			68	43	70
Deming Cesar Chavez Charter	24	48		20			24	18	29
Deming High School	71	66	47	73	77		72	48	73

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	74	69		75			75	59	74
Deming Cesar Chavez Charter	35	38	94	32			36	51	18
Deming High School	80	74	31	81			81	62	79

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	71	70		72			74	70	74
Deming Cesar Chavez Charter	24	55		18			29	51	26
Deming High School	78	72	60	80			79	74	78

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	22	8	10
Deming Cesar Chavez Charter	<2	49	9	18
Deming High School	<2	17	6	8

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	0.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	2.6	3.0
	Low Poverty Schools	2.2	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	28	57.1	42.9	0.0
Bell Elementary	16	43.8	56.3	7.7
Chaparral Elementary	25	44.0	56.0	2.8
Columbus Elementary	27	29.6	66.7	1.8

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Deming Cesar Chavez	8	50.0	37.5	0.0
Deming High	82	48.8	50.0	1.9
Deming Intermediate	23	60.9	39.1	6.6
Memorial Elementary	26	50.0	50.0	0.0
Mimbres Valley Alternative School	6	33.3	50.0	
Red Mountain Middle	47	51.1	48.9	7.6
Ruben S Torres Elementary	28	57.1	42.9	1.2

* 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