NEW MEXICO PUBLIC EDUCATION DEPARTMENT

School District Report Card 2017-2018

Questa Independent Schools

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	5	100.0
Schools in CSI Status	0	0.0
Schools in TSI Status	1	20.0
Schools in MRI 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, 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

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

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	377	100.0	335,793	100.0
Female	190	50.4	163,876	48.8
Male	187	49.6	171,917	51.2
Caucasian	59	15.6	80,432	24.0
African American	6	1.6	7,739	2.3
Hispanic	306	81.2	206,856	61.6
Asian	0	0.0	4,458	1.3
American Indian	5	1.3	35,655	10.6
Pacific Islander	1	0.3	653	0.2
Multiracial	0	0.0	27	0.0
ED	374	99.2	250,974	74.7
SWD	69	18.3	54,359	16.2
ELL	26	6.9	50,179	14.9
Migrant	0	0.0	538	0.2
Recently Arrived	26	6.9	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
Alta Vista Elementary School	F	Alta Vista Intermediate	F *
Questa High School	B	Questa Jr High School	F
Rio Costilla Southwest Learning Academy	B		

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.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
KN	State Current	62	38				
KN	State Prior	60	40				
KN	LEA Current	77	23				
KN	LEA Prior	≥ 90	≤ 10				
1	State Current	60	40				
1	State Prior	57	43				
1	LEA Current	55	45				
1	LEA Prior	64	36				
2	State Current	68	32				
2	State Prior	66	34				
2	LEA Current	63	37				
2	LEA Prior	77	23				
3	State Current	30	70	32	68		
3	State Prior	27	73	30	70		
3	LEA Current	18	82	15	85		
3	LEA Prior	18	82	≤ 10	≥ 90		
4	State Current	30	70	26	74	47	53
4	State Prior	26	74	23	77	40	60
4	LEA Current	28	72	19	81	34	66
4	LEA Prior	24	76	≤ 10	≥ 90	41	59
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	24	76	≤ 10	≥ 90		

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
5	LEA Prior	≤ 20	≥ 80	≤ 20	≥ 80		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	≤ 10	≥ 90	≤ 10	≥ 90		
6	LEA Prior	11	89	≤ 10	≥ 90		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	11	89	≤ 10	≥ 90	41	59
7	LEA Prior	18	82	23	77	50	50
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	38	62	≤ 20	≥ 80		
8	LEA Prior	≤ 10	≥ 90	≤ 10	≥ 90		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	11	89	11	89		
9	LEA Prior	28	72	11	89		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	41	59	44	56		
10	LEA Prior	14	86	≤ 10	≥ 90		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	32	68	≤ 20	≥ 80	19	81
11	LEA Prior	41	59	26	74	48	52

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	33	67	14	86	30	70
Female	State Current	44	56	21	79	37	63
Female	LEA Current	38	62	15	85	27	73
Male	State Current	34	66	21	79	39	61
Male	LEA Current	28	72	13	87	33	67
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	33	67	24	76	41	59
African American	State Current	36	64	16	84	33	67
African American	LEA Current						
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	32	68	11	89	28	72
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current						
American Indian	State Current	29	71	12	88	21	79

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
American Indian	LEA Current						
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	33	67	14	86	30	70
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	23	77	7	93	≤ 20	≥ 80
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	≤ 10	≥ 90	≤ 10	≥ 90		

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Alta Vista Elementary School	45	55	≤ 10	≥ 90		
Alta Vista Intermediate	12	88	5	95	29	71
Questa High School	28	72	23	77	19	81
Questa Jr High School	23	77	≤ 5	≥ 95	41	59
Rio Costilla Southwest Learning Academy	74	26	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	$762,405	10.7
Central Services	$304,133	4.3
Community Services	$0	0.0
Debt Service	$721,439	10.1
Food Services	$236,047	3.3
General Administration	$373,344	5.2
Instruction	$2,607,909	36.5
Instructional Support Services	$126,294	1.8
Operations & Maintenance	$748,301	10.5
Other Support Services	$0	0.0
School Administration	$445,712	6.2
Student Support Services	$558,815	7.8
Student Transportation	$267,351	3.7

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
Daryl Ortega	Yes
Ellis Garcia	Yes
Jose Lovato	Yes
Matthew Ortega	Yes
Tammy Jaramillo	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	76			75			76	62	47
Questa High School	76			75			76	62	47

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 Afr Amer

	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	88	89		94		16	88	45	77
Questa High School	88	89		94		16	88	45	77

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	85	97		84			85	80	44
Questa High School	85	97		84			85	80	44

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	Status Unknown	Exit Out	Still Enrolled
	Completed coursework but did not pass exit exam %	Dropped out or whereabouts unknown %	Exited with intent to get GED or vocational credential %	Continued high school enrollment past 4th year %
State Current	<2	15	4	10
LEA Current	<2	21	5	<2
Questa High School	<2	21	5	<2

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	5.9
	Low Poverty Schools	2.2	NA

NA= Not applicable; LEA did not have schools that qualified as high or low poverty.

Professsional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Alta Vista Elementary	10	70.0	30.0	28.6
Alta Vista Intermediate	7	57.1	42.9	50.0
Questa High	16	56.3	43.8	0.0
Questa Jr High	13	61.5	38.5	0.0
Rio Costilla SW Learning Academy	6	50.0	50.0	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