

**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 F**

	Total Number	Percent
<b>Schools Rated in District</b>	1	100.0

**Schools in Priority Status****Schools in Focus Status****Schools in Strategic Status****Schools in Reward Status**

Source: PED Assessment and Accountability Division

**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, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

**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 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**

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

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	49	100	338,550	100
Female	19	39	165,208	49
Male	30	61	173,342	51
Caucasian	3	6	84,141	25
African-American	15	31	7,051	2
Hispanic	31	63	206,859	61
Asian	0	0	4,338	1
American Indian	0	0	35,637	11
Pacific Islander	0	0	524	0
Multiracial	0	0	5	0
ED	49	100	242,595	72
SWD	7	14	49,656	15
ELL	2	4	50,059	15
Migrant	0	0	354	0
Recently Arrived	2	4	16,910	5

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 and 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 their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2015 represented 654 schools.

School	Overall Grade	School	Overall Grade
William W and Josephine Dorn Charter	F		

## 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 our 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, in order to be consistent with prior reports.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Prior	51.8	48.2	49.4	50.6		
3	LEA Prior	20.0	80.0	30.0	70.0		
4	State Current	23.8	76.2	18.8	81.2	42.5	57.5
4	LEA Current	25.0	75.0	8.3	91.7	16.7	83.3

## Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	26.3	73.7	5.3	94.7	16.7	83.3
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Male	LEA Current	18.2	81.8	9.1	90.9		
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	LEA Current	23.1	76.9	7.7	92.3	20.0	80.0
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Economically Disadvantaged	LEA Current	26.3	73.7	5.3	94.7	16.7	83.3
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q3	LEA Current	41.7	58.3	8.3	91.7		
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

## Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
William W and Josephine Dorn Charter	25.0	75.0	5.0	95.0	16.7	83.3

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis 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 their locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$27,378	4.5
Central Services	\$87,373	14.4
Community Services		
Debt Service		
Food Services	\$48,387	8.0
General Administration	\$13,994	2.3
Instruction	\$220,577	36.4
Instruction Support Services	\$1,421	0.2
Operations & Maintenance	\$65,200	10.8
Other Support Services		
School Administration	\$130,109	21.5
Student Support Services	\$12,009	2.0
Student Transportation		

Source: The PED School Budget and Financial Analysis Bureau

## 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.

Board Member	Number of Points
Barbara Dodge	5
Dr. Kiran Kitar	5
Esperanza Dodge	5
Moneka Stevens Cordova	5
Preston Sanchez	3

Source: NM School Board Association

## Teacher Credentials

	Statewide %	LEA %
Teachers with Emergency or Provisional Credentials	.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.6
	Low Poverty Schools	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	
William W and Josephine Dorn Charter	4	25	75	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	41	95	90	95	95	100	95	82	95	95	97
William W and Josephine Dorn Charter	41	95	90	95	95	100	95	82	95	95	97

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 which 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	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

\* NAEP does not accommodate students with severe disabilities

Participation in NAEP is not mandatory

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	2	29	34	36

\* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

# Rounds to zero

Blanks indicate too few students to report