

**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	23	100.0
Schools in CSI Status	0	0.0
Schools in TSI Status	0	0.0
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.

	LEA		State	
	Number	%	Number	%
All Students	13,657	100.0	335,793	100.0
Female	6,564	48.1	163,876	48.8
Male	7,093	51.9	171,917	51.2
Caucasian	377	2.8	80,432	24.0
African American	74	0.5	7,739	2.3
Hispanic	13,186	96.6	206,856	61.6
Asian	6	0.0	4,458	1.3
American Indian	14	0.1	35,655	10.6
Pacific Islander	0	0.0	653	0.2
Multiracial	0	0.0	27	0.0
ED	13,657	100.0	250,974	74.7
SWD	2,053	15.0	54,359	16.2
ELL	4,996	36.6	50,179	14.9
Migrant	72	0.5	538	0.2
Recently Arrived	4,996	36.6	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 Early College High School	C	Anthony Elementary School	A
Berino Elementary School	B	Chaparral Elementary School	C
Chaparral High School	D	Chaparral Middle School	C
Desert Trail Elementary School	C	Desert View Elementary School	A
Gadsden Elementary School	B	Gadsden High School	D
Gadsden Middle School	B	La Union Elementary School	B
Loma Linda Elementary School	D	Mesquite Elementary School	A
North Valley Elementary School	A	Riverside Elementary School	B
Santa Teresa Elementary School	B	Santa Teresa High School	C
Santa Teresa Middle School	A	Sunland Park Elementary School	C
Sunrise Elementary School	D	Vado Elementary School	F
Yucca Heights 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			
KN	State Prior	60	40			
KN	LEA Current	59	41			
KN	LEA Prior	58	42			
1	State Current	60	40			
1	State Prior	57	43			
1	LEA Current	63	37			
1	LEA Prior	63	37			
2	State Current	68	32			
2	State Prior	66	34			
2	LEA Current	70	30			
2	LEA Prior	64	36			
3	State Current	30	70	32	68	
3	State Prior	27	73	30	70	
3	LEA Current	43	57	38	62	
3	LEA Prior	42	58	41	59	

		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	36	64	31	69	43	57
4	LEA Prior	30	70	27	73	37	63
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	33	67	35	65		
5	LEA Prior	37	63	31	69		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	40	60	31	69		
6	LEA Prior	36	64	32	68		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	42	58	31	69	42	58
7	LEA Prior	31	69	21	79	37	63
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	35	65	29	71		
8	LEA Prior	34	66	30	70		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	19	81	12	88		
9	LEA Prior	16	84	15	85		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	25	75	16	84		
10	LEA Prior	29	71	11	89		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	45	55	11	89	18	82
11	LEA Prior	41	59	6	94	26	74

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	42	58	25	75	32	68
Female	State Current	44	56	21	79	37	63
Female	LEA Current	48	52	26	74	31	69

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Male	State Current	34	66	21	79	39	61
Male	LEA Current	36	64	24	76	32	68
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	57	43	37	63	51	49
African American	State Current	36	64	16	84	33	67
African American	LEA Current	49	51	23	77	58	42
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	41	59	25	75	31	69
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current						
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	54	46	33	67		
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	42	58	25	75	32	68
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	18	82	9	91	12	88
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	33	67	15	85	16	84

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Alta Vista Early College High School		64	36	32	68	55	45
Anthony Elementary School		67	33	53	47	61	39
Berino Elementary School		51	49	32	68	46	54
Chaparral Elementary School		43	57	31	69	51	49
Chaparral High School		23	77	7	93	12	88
Chaparral Middle School		29	71	26	74	41	59
Desert Trail Elementary School		42	58	28	72	33	67
Desert View Elementary School		51	49	68	32	63	37
Gadsden Elementary School		57	43	35	65	45	55
Gadsden High School		24	76	10	90	17	83
Gadsden Middle School		37	63	31	69	46	54
La Union Elementary School		49	51	36	64	28	72
Loma Linda Elementary School		47	53	34	66	42	58
Mesquite Elementary School		56	44	47	53	73	27
North Valley Elementary School		48	52	34	66	40	60
Riverside Elementary School		50	50	26	74	37	63
Santa Teresa Elementary School		58	42	36	64	49	51
Santa Teresa High School		36	64	14	86	21	79
Santa Teresa Middle School		49	51	33	67	37	63
Sunland Park Elementary School		45	55	24	76	30	70
Sunrise Elementary School		43	57	18	82	34	66
Vado Elementary School		37	63	20	80	37	63
Yucca Heights Elementary School		42	58	25	75	27	73

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

Source: PED Accountability Bureau

Actual Expenditures			School Board Training	
<p>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.</p>				
	Amount \$	Percent %		
Capital Outlay	\$17,659,809	11.1		

	Amount \$	Percent %
Central Services	\$2,512,860	1.6
Community Services	\$12,461	0.0
Debt Service	\$11,773,547	7.4
Food Services	\$9,572,119	6.0
General Administration	\$925,245	0.6
Instruction	\$74,712,354	47.0
Instructional Support Services	\$5,171,071	3.3
Operations & Maintenance	\$12,071,932	7.6
Other Support Services	\$0	0.0
School Administration	\$6,577,187	4.1
Student Support Services	\$12,285,561	7.7
Student Transportation	\$5,584,269	3.5

Source: PED School Budget and Financial Analysis Bureau

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
Daniel Castillo	Yes
Daniel Estupinan	Yes
Jennifer Viramontes	Yes
Laura Salazar-Flores	Yes
Maria Saenz	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	82	71	53	82			82	80	82
Chaparral High School	77	70		77			77	84	76
Gadsden High School	88	79		88			89	90	88
Santa Teresa High School	81	88	89	81			81	77	80

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	91	92		91		59	91	79	91
Chaparral High School	91	95		91			91	89	91
Gadsden High School	92			92			92	83	93
Santa Teresa High School	92			92			92	71	90

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	90	81	58	90			90	81	90
Chaparral High School	89	90		89			89	81	89
Gadsden High School	91	75		91			91	87	91
Santa Teresa High School	92			92			92	≥98	91

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	7	2	13
Chaparral High School	<2	4	3	16
Gadsden High School	<2	3	<2	9
Santa Teresa High School	<2	5	3	12

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	3.5	
	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 %	
Alta Vista Early College High School	20	45.0	55.0	0.0
Anthony Elementary	26	61.5	38.5	5.8
Berino Elementary	35	65.7	34.3	5.0
Chaparral Elementary	37	64.9	35.1	6.1
Chaparral High	68	57.4	42.6	2.7
Chaparral Middle	41	43.9	56.1	2.5
Desert Trail Elementary	33	75.8	24.2	4.0
Desert View Elementary	34	64.7	35.3	3.6
Gadsden Elementary	33	60.6	39.4	3.8
Gadsden High	90	61.1	37.8	2.3
Gadsden Middle	58	56.9	43.1	4.3
La Union Elementary	23	73.9	26.1	9.1
Loma Linda Elementary	26	65.4	34.6	10.8
Mesquite Elementary	23	52.2	47.8	0.0
North Valley Elementary	25	68.0	32.0	0.0
Riverside Elementary	43	69.8	30.2	4.9
Santa Teresa Elementary	37	62.2	37.8	3.6
Santa Teresa High	82	62.2	36.6	1.3
Santa Teresa Middle	45	57.8	42.2	1.7
Sunland Park Elementary	24	54.2	45.8	5.1
Sunrise Elementary	28	60.7	39.3	5.1
Vado Elementary	30	53.3	46.7	2.4
Yucca Heights Elementary	37	73.0	27.0	8.5
* 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