

**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 A

	Total Number	Percent
Schools Rated in District	3	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	1	33.3

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, 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

Amer Indian: American Indian

Cauc: Caucasian

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

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	167	100.0	335,694	100.0
Female	84	50.3	164,149	48.9
Male	83	49.7	171,545	51.1
Caucasian	111	66.5	82,116	24.5
African American	0	0.0	7,302	2.2
Hispanic	53	31.7	205,853	61.3
Asian	2	1.2	4,345	1.3
American Indian	0	0.0	35,543	10.6
Pacific Islander	1	0.6	535	0.2
Multiracial	0	0.0	12	0.0
ED	111	66.5	240,438	71.6
SWD	45	26.9	49,729	14.8
ELL	10	6.0	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	2	1.2	14,844	4.4

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 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 its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Animas Elementary	B	Animas High	A ^
Animas Middle	A		

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 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.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	LEA Current	18	82	46	55		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	50	50	30	70	60	40
4	LEA Prior	60	40	70	30	80	20
5	State Prior	24	76	21	79		
5	LEA Prior	45	55	9	91		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	36	64	36	64		
6	LEA Prior	36	64	9	91		
7	State Current	23	77	18	82	45	55
7	LEA Current	23	77	15	85	54	46
8	State Prior	23	77	17	83		
8	LEA Prior	40	60	17	83		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	57	43	43	57		
9	LEA Prior	8	92	8	92		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	31	69	15	85		
10	LEA Prior	56	44	29	71		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56			36	64
11	LEA Current	80	20	33	67	60	40
11	LEA Prior	60	40			50	50

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	28	72	20	80	43	57

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	44	56	32	68	58	42
Female	LEA Current	56	44	39	61	50	50
Female	State Current	34	66	20	80	41	59
Male	LEA Current	32	68	25	75	65	35
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	49	51	42	58	68	32
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	33	67	13	87	42	58
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	38	62	32	68	45	55
Students w Disabilities	LEA Current	5	95	15	85		
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Animas Elementary		33	67	38	62	60	40
Animas High		47	53	27	73	57	43
Animas Middle		43	57	39	61	.	.

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability 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 its locally authorized charter schools.		
	Amount	Percent
	\$	%
Capital Outlay	\$108,957	3.5
Central Services	\$83,961	2.7
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$94,284	3.0
General Administration	\$162,768	5.2
Instruction	\$1,432,361	46.2
Instructional Support Services	\$6,400	0.2
Operations & Maintenance	\$515,367	16.6
Other Support Services	\$0	0.0
School Administration	\$190,754	6.1
Student Support Services	\$181,920	5.9
Student Transportation	\$326,148	10.5

Source: 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
Jared Fralie	8
Levi Klump	10
Mike Pompeo	2
William Hurt	27
William Swift	6

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015									
These figures represent students who were expected to graduate on time by August 1, 2015, 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
	%	%	%	%	%	%	%	%	%
Animas Public Schools									

State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
LEA Current	>98.0								
Animas High	>98.0								

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

Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, 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	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	82.6	95.9							
Animas High	82.6	95.9							

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

Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, 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	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	94.1	89.0					>98.0		
Animas High	94.1	89.0					>98.0		

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

Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, 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:

http://ped.state.nm.us/ped/Graduation_guides.html.

	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	29	6	3

LEA Current

Animas High

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

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible Students earning a regular high school diploma.

Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

	All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	10							
LEA Current	Enrolled in state								
LEA Current	Credits Earned	10							
Animas High	Eligible	10							
Animas High	Enrolled in state								
Animas High	Credits Earned	10							

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

Source: National Student Clearinghouse

Teacher Credentials

Statewide %	LEA %
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Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	NA	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 %	
Animas Elementary	7	0.0	57.1	0.0
Animas High	9	33.3	66.7	0.0
Animas Middle	5	40.0	60.0	0.0
* 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
LEA Current	107	99	91	95	95	95	92	88	92	91	94
Animas Elementary	81	98	90	95	93	95	91	86	96	91	93
Animas High	16	100	93	93	100	100	93	100	75	87	93
Animas Middle	10	100	100	100	100	90	100	90	88	100	100

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 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 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero