

School District Report Card Format

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

LEAs, locally chartered, and state chartered charter schools are required by statute to publish a report card annually. This format and guidance is provided for those entities that may wish to use a Word document to publish their own version, either to substitute or to supplement the report published by the PED.

Where the placeholder [Name] is noted, substitute the name of the LEA or the Charter School; [School1] and [School2] refer to names of schools within the LEA. Charter Schools must publish a report that is separate from the LEA report, or that clearly distinguishes their data as separate from the LEA in which the school resides. The report must be titled **School District Report Card** and should be labeled for the year of the data, for example: **Sunset Bluffs School District Report Card, School Year 2016-2017**. Confidentiality requires that when reporting student achievement data, cells with fewer than 10 students must be suppressed (masked). PED has already masked the achievement data found on the District Report Card.

Table 1: School Grading Summary		
Schools	Total Number	Percent
Schools Rated in District	X	%
Schools in Priority Status	X	%
Schools in Focus Status	X	%
Schools in Strategic Status	X	%
Schools in Reward Status	X	%

Source: PED Accountability Bureau

Table 2: Student Demographics				
	[Name]		Statewide	
	N	%	N	%
All Students	XX	100%	XXX	100%
Female	XX	XX	XXX	XX
Male	XX	XX	XXX	XX
Caucasian	XX	XX	XXX	XX
African American	XX	XX	XXX	XX
Hispanic	XX	XX	XXX	XX
Asian	XX	XX	XXX	XX
American Indian	XX	XX	XXX	XX
ED	XX	XX	XXX	XX
SWD	XX	XX	XXX	XX
ELL	XX	XX	XXX	XX
Migrant	XX	XX	XXX	XX
Recently Arrived	XX	XX	XXX	XX

Source: LEA 120th day submission to the NM Public Education Department (PED)

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	X	X	X	X		
3	State Prior	X	X	X	X		
3	LEA Current	X	X	X	X		
3	LEA Prior	X	X	X	X		
4	State Current	X	X	X	X	X	X
4	State Prior	X	X	X	X	X	X
4	LEA Current	X	X	X	X	X	X
4	LEA Prior	X	X	X	X	X	X
5	State Current	X	X	X	X		
5	State Prior	X	X	X	X		
5	LEA Current	X	X	X	X		
5	LEA Prior	X	X	X	X		
6	State Current	X	X	X	X		
6	State Prior	X	X	X	X		
6	LEA Current	X	X	X	X		
6	LEA Prior	X	X	X	X		
7	State Current	X	X	X	X	X	X
7	State Prior	X	X	X	X	X	X
7	LEA Current	X	X	X	X	X	X
7	LEA Prior	X	X	X	X	X	X
8	State Current	X	X	X	X		
8	State Prior	X	X	X	X		
8	LEA Current	X	X	X	X		
8	LEA Prior	X	X	X	X		
9	State Current	X	X	X	X		
9	State Prior	X	X	X	X		
9	LEA Current	X	X	X	X		
9	LEA Prior	X	X	X	X		
10	State Current	X	X	X	X		
10	State Prior	X	X	X	X		
10	LEA Current	X	X	X	X		
10	LEA Prior	X	X	X	X		
11	State Current	X	X	X	X	X	X
11	State Prior	X	X	X	X	X	X
11	LEA Current	X	X	X	X	X	X
11	LEA Prior	X	X	X	X	X	X

Source: PED Assessment and Accountability; All students tested
Blanks or missing rows indicate too few students to report ($N < 10$).

Table 4: Achievement - Proficiencies Summaries by Subgroup

	Academic Indicator	All Students %	Caucasian %	African American %	Hispanic %	Asian	American Indian %	Econ Disadv %	SWD %	ELL %	Migrant %	Recently Arrived %
[Name]	Reading Proficiency	XX										
[School1]	Reading Proficiency	XX	XX	XX								
[School2]	Reading Proficiency	XX	XX	XX						XX		
[Name]	Math Proficiency	XX	XX	XX								
[School1]	Math Proficiency	XX	XX	XX						XX		
[School2]	Math Proficiency	XX	XX	XX						XX		
[Name]	Science Proficiency	XX	XX	XX								
[School1]	Science Proficiency	XX	XX	XX						XX		
[School2]	Science Proficiency	XX	XX	XX						XX		
[School2]	Math Participation	XX	XX	XX						XX		
[school 3]	Math Participation	XX	XX	XX								

Source: PED Accountability Bureau

Note: % of students scoring Proficient or Above. Blanks indicate too few students to report ($N < 10$).

Table 5: Budgeted Expenditures		
	Amount (\$)	%
Capital Outlay	XX	XX
Central Services	XX	XX
Community Services	XX	XX
Debt Service	XX	XX
Food Services	XX	XX
General Administration	XX	XX
Instruction	XX	XX
Instructional Support Services	XX	XX
Operations & Maintenance	XX	XX
Other Support Services	XX	XX
School Administration	XX	XX
Student Support Services	XX	XX
Student Transportation	XX	XX

Source: PED Budget Office; general fund operational expenditures only

Table 6: School Board Training	
Board Member	Number of Points*
John Smith	XX
Sarah Jones	XX
Tom Chavez	XX
Ben Begay	XX
Marilyn Johnson	XX

Source: New Mexico School Board Association

*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.

Table 7: High School Graduation

School Name	Graduation Indicator	All Students %	Caucasian %	African American %	Hispanic %	Asian Pacific Islander %	American Indian/ Alaska Native %	ED %	SWD %	ELL %
Statewide	4-Year*	XX	XX		XX		XX	XX	XX	XX
[Name]	4-Year*	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School1]	4-Year*	XX	XX		XX		XX	XX	XX	XX
[School2]	4-Year*	XX	XX	XX	XX	XX	XX	XX	XX	XX
[Name]	5-Year**	XX	XX		XX		XX	XX	XX	XX
Statewide	5-Year**	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School1]	5-Year**	XX	XX		XX		XX	XX	XX	XX
[School2]	5-Year**	XX	XX	XX	XX	XX	XX	XX	XX	XX
[Name]	6-Year***	XX	XX		XX		XX	XX	XX	XX
Statewide	6-Year***	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School1]	6-Year***	XX	XX		XX		XX	XX	XX	XX
[School2]	6-Year***	XX	XX	XX	XX	XX	XX	XX	XX	XX

Source: PED Assessment and Accountability

* 4-Year graduates, Class of 2016; all students ever enrolled including part time

** 5-Year graduates, Class of 2016; all students ever enrolled including part time

*** 6-Year graduates, Class of 2016; all students ever enrolled including part time

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

Table 8: Status of Non-Graduates

School Name	Certificate %	Status Unknown %	Exit Out %	Still Enrolled %
State Current	XX	XX	XX	XX
[Name] Current	XX	XX	XX	XX
[School1]	XX		XX	
[School2]	XX	XX		XX

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

		All Students N	Caucasian N	African American N	Hispanic N	Asian N	American Indian N	ED N	SWD N	ELL N
[NAME]	Enrolled	XX	XX							
[School1]	Enrolled	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School2]	Enrolled	XX	XX	XX	XX	XX	XX	XX	XX	XX
[NAME]	Enrolled in state public institution	XX	XX							
[School1]	Enrolled in state public institution	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School2]	Enrolled in state public institution	XX	XX	XX	XX	XX	XX	XX	XX	XX
[NAME]	Credit earned	XX	XX							
[School1]	Credit earned	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School2]	Credit earned	XX	XX	XX	XX	XX	XX	XX	XX	XX

Source: Higher Education Department

Criteria: First-time freshman, who enrolled in college within 16 months of receiving a regular diploma, earned at least 1 year's worth of college credits toward a degree within 2 years of enrollment. Blanks indicate too few students to report (N<10).

Table 10: Teacher Credentials		
	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
[Name]	XX	XX
Statewide	XX	XX
In High Poverty Schools*	XX	XX
In Low Poverty Schools**	XX	XX
[School 1]	NA	XX
[School 2]	NA	XX
[School 3]	NA	XX

Source: LEA 120th day submission to PED

NA = Not applicable.

*High Poverty: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

**Low Poverty: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).

Table 11: Teacher Professional Qualifications				
	Number of Teachers	Highest Degree		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelors %	Advanced Degrees %	
[Name]	XX	XX	XX	XX
Statewide	XX	XX	XX	XX
[School1]	XX	XX	XX	XX
[School2]	XX	XX	XX	XX

Source: LEA 120th day submission to PED

Blank = no data available or not applicable

Table 12: Parent Survey on Quality of Education

<ol style="list-style-type: none"> 1. My child is safe at School. 2. My child's School building is in good repair and has sufficient space to support quality education. 3. My child's School holds high expectations for academic achievement. 4. School personnel encourage me to participate in my child's education. 5. The School offers adequate access to up-to-date computers and technologies. 6. School staff maintains consistent discipline, which is conducive to learning. 7. My child has an adequate choice of School-sponsored extracurricular activities. 8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress. 9. The School staff employs various instructional methods and strategies to meet my child's needs. 10. My child takes responsibility for his or her learning. 											
Agree and Strongly Agree (% of Respondents)											
	Survey Count	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
[Name]	XXXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School1]	XXXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School2]	XXXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
[School3]	XXXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX

Source: NMPED anonymous survey collected from parents annually

Table 13: National Assessment of Educational Progress (NAEP) Statewide Results												
	Reading (2015)				Math (2015)				Science (2015)			
4 th Grade	Advanced (%)	Proficient (%)	Basic (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic (%)	Below Basic (%)
Statewide	X	XX	XX	XX	X	XX	XX	XX	X	XX	XX	XX
Nation	X	XX	XX	XX	X	XX	XX	XX	X	XX	XX	XX
8 th Grade												
Statewide	X	XX	XX	XX	X	XX	XX	XX	XX	XX	XX	XX
Nation	X	XX	XX	XX	X	XX	XX	XX	XX	XX	XX	XX

Source: <http://nationsreportcard.gov/>
 # Rounds to zero

Table 14: Statewide Participation in the National Assessment of Educational Progress (NAEP) 2015			
	Reading (%)	Math (%)	Science (%)
4 th Grade ELL	XX	XX	XX
4 th Grade SWD**	XX	XX	XX
8 th Grade ELL	XX	XX	XX
8 th Grade SWD**	XX	XX	XX

Source: <http://nationsreportcard.gov/>
 * NAEP does not accommodate students with severe disabilities