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Early College High School

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CECHS Quick Overview	
Year Opened	2014
Grades Served	9 - 12
Within District	Carlsbad
FY18 Enrollment	238
Number of Teachers	10
Student/Teacher Ratio	23.8 : 1
Average Class Size	18 - 23

Source: PED and CECHS

Carlsbad Early College High School (CECHS) is located on the New Mexico State University-Carlsbad campus and offers students the opportunity to graduate with a New Mexico High School Diploma of Excellence and up to two years of college credit or an Associate's Degree. Of the New Mexico schools ranked in 2017 among the *U.S. News & World Report's* Best High Schools, CECHS ranked 16th, receiving a bronze medal.

History and Funding. In August 2014, CECHS was created by Carlsbad Municipal Schools to provide ninth through 12th grade students in Carlsbad expanded educational programming by combining dual credit learning opportunities with support services on a college campus site. Although the Public Education Department's early college high school start-up fund was created in FY14, CECHS's application was not funded, as it was a competitive below-the-line initiative. However, CECHS did receive start-up funding of \$100 thousand from the Daniels Fund and The Bridge of Southern New Mexico. CECHS has also received industry contributions and "real world" instructional supports by partnering with local and regional energy partners, local agencies, and local businesses and banking institutions.

CECHS receives size adjustment funding although early college high schools appear to be prohibited by statute from receiving size adjustments. In FY18, CECHS generated \$638,434.12 in size unit funding, although statute specifies, "separate schools established to provide special programs, including but not limited to vocational and alternative education, shall not be classified as public schools for purposes of generating size adjustment program units." See Section 22-8-23 NMSA 1978.

Program Overview. Students at CECHS receive a rigorous college-and-career-ready education with a focus on both academics and career and technical education (CTE) in science, technology, engineering, and mathematics (STEM) fields. Beginning junior year, each student is required to participate in a structured work-based internship for at least three hours per

week. For example, a partnership with the U.S. Forest Service gives students the opportunity to receive specialized training in geographic information system (GIS) for mapping the Carlsbad Caverns National Park. By fostering relationships with local businesses, CECHS students not only have "real world" working and learning opportunities, but CECHS is able to assure alignment of education to meet the future workforce needs of Carlsbad and Southeast New Mexico.

Accountability Information. The class of 2018 will be the first graduating class of CECHS and is on track for a 100 percent high school graduation rate with an Associate's Degree (94 percent) or two-years of college credit (6 percent). The latest available accountability information for the school and the district is below.

Carlsbad Early College High School									
Title I, School Grade Report, and Weighted New Mexico Facility Condition Index									
School Name	Title I	School Grade					School Condition (FY18)		
		FY12	FY13	FY14	FY15	FY16	FY17	wNMCI*	PSFA Rank**
Carlsbad Early College High	N				C	B	A	5.7%	599

*Statewide average wNMCI: 15.27 percent.

Sources: PED and PSFA

**Ranks closer to 1 indicate a higher priority for PSCOC standards-based awards.

2015-2016 Student Demographics			
Carlsbad Early College High School			District
	Students	Percent	Percent
Female	70	58.3%	49.1%
Male	50	41.7%	50.9%
Caucasian	69	57.5%	40.9%
African-American	2	1.7%	2.1%
Hispanic	46	38.3%	55.2%
Asian/Pacific Islander	1	0.8%	1.0%
Native American	2	1.7%	0.8%
Multiracial	0	0.0%	0.0%
English Learners	0	0.0%	6.8%
Students with Disabilities	2	1.7%	15.7%
Free/Reduced Lunch	49	40.8%	59.2%
Immigrant/Migrant	2	1.7%	0.8%

Source: PED

2015-2016 Student Demographics			
Carlsbad Municipal Schools			Statewide
	Students	Percent	Percent
Female	3,257	49.1%	48.9%
Male	3,373	50.9%	51.1%
Caucasian	2,709	40.9%	24.5%
African-American	139	2.1%	2.2%
Hispanic	3,663	55.2%	61.3%
Asian/Pacific Islander	68	1.0%	1.5%
Native American	51	0.8%	10.6%
Multiracial	0	0.0%	0.0%
English Learners	454	6.8%	14.4%
Students with Disabilities	1,043	15.7%	14.8%
Free/Reduced Lunch	3,922	59.2%	71.6%
Immigrant/Migrant	53	0.8%	0.8%

Source: PED

