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July 18, 2012 (revised August 2, 2012)

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Kevin Force, JD, Senior Research Analyst I  
David Craig, Senior Fiscal Analyst I  
Sarah M. Amador-Guzman, Fiscal Analyst

**RE: STAFF REPORT: A-B-C-D-F SCHOOL GRADING SYSTEM: UPDATE**

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**Introduction**

During the June Legislative Education Study Committee (LESC) interim meeting, the committee received an initial staff report on the A-F school grading system that included a review of the system framework; an overview of the preliminary grades released by the Public Education Department (PED) in January 2012; and financial implications, primarily for public schools rated a D or F for two consecutive years.

The June staff report also included a comparison of the *A-B-C-D-F Schools Rating Act* with the PED rule, *Grading of Public Schools*; however, this item was not presented to the committee because of time constraints.

This staff report for the July 2012 interim meeting includes:

- the comparison of the act with the PED rule (see Attachment 1, Comparison of the *A-B-C-D-F Schools Rating Act* with 6.19.8, NMAC, *Grading of Public Schools* (includes May 31, 2012 amendments));
- a comparison of the preliminary school grades and official school grades to include modifications to the school grading system calculation; and

- an LESC staff overview the school grade calculations;<sup>1</sup> and
- concerns for consideration.

The committee will also hear a presentation from representatives of the Coalition for Excellence in Science and Math Education, relating to the information provided by PED for the calculation of the school grades.

### **Comparison of the Act with the PED Rule**

The final adoption of amendments to the recently adopted rules regarding the *Grading of Public Schools*, 6.19.8 NMAC was reported in the May 31, 2012 issue of the *New Mexico Register*. It contained several changes from the original proposed rule, to include:

- additional definitions;
- changes to original definitions;
- changes to the sections of rule regarding the factors upon which a school's performance shall be based;
- the addition of Value-Added Modeling (VAM) to the indicators, to be weighted in assigning scores to schools; and
- changes to the sections of rule regarding school board and charter school administrations of PED-recommended programs.

Attachment 1 is the matrix that compares the *A-B-C-D-F Schools Rating Act* and the final PED Rule, 6.19.8 NMAC.

### **Comparison of the Preliminary School Grades and Official School Grades**

On January 10, 2012, PED released a report of preliminary school grades for 826 New Mexico schools. These preliminary grades were calculated using student assessment data from school years 2008-2009, 2009-2010, and 2010-2011. A total of 35 schools did not receive a preliminary grade at all; four of the schools are listed as still pending in the preliminary grades report.

On July 9, 2012, PED released the official or final 2012 school grades for 830 schools. The official grades show that 35 percent of the schools received lower scores and 65 percent of the schools either maintained or improved their school grades since the release of preliminary grades in January. The official school grades were calculated using student assessment data from school years 2009-2010, 2010-2011, and 2011-2012. Subsequently an additional 35 schools did not receive an official grade; one school's grade is still pending in the official grades report.

This section of the staff report will provide further details on the following:

- preliminary school grades;
- official school grades;
- modifications to the school grading system calculations; and
- concerns for consideration.

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<sup>1</sup> As reported to the committee during the June interim meeting, LESC staff requested certain information with regard to the school grade calculations and a meeting with PED staff to discuss the methodology used to calculate the school grades, including the contents of the PED-issued technical guide. The LESC staff still remain hopeful that PED staff will be amendable to providing and discussing the requested information.

## Preliminary School Grades

The preliminary school grade calculations resulted in the following grade percentage breakdown:

- 8.0 percent of the schools received an A;
- 22 percent received a B;
- 31 percent received a C;
- 24 percent received a D; and
- 10 percent received an F.

When compared to Adequate Yearly Progress (AYP) standards, schools receiving a letter grade of A, B, or C would be classified as making AYP. Although the AYP and A-F accountability systems are separate and different, PED has estimated that in a comparison of A-F and AYP approximately 400 additional schools could be classified as making AYP under the A-F grading system, considering the previous criteria. A total of 531 schools received a grade of A, B, or C in the preliminary school grades report. A list of preliminary school grades by district is detailed in Attachment 2. The tables below illustrate the statewide school grade breakdown of preliminary grades and official grades reported by PED.

<b>Preliminary School Grades (SY10-11)</b>	
<b>Grade</b>	<b>No. of Schools</b>
A	73
B	191
C	267
D	207
F	88
Pending/Unknown	35
<b>Total</b>	<b>861</b>

<b>Official School Grades (SY11-12)</b>	
<b>Grade</b>	<b>No. of Schools</b>
A	39
B	197
C	275
D	250
F	69
Pending/Unknown	35
<b>Total</b>	<b>865</b>

## Official School Grades

The official school grade calculations resulted in the following percentage breakdown:

- 5.0 percent received an A;
- 23 percent received a B;
- 32 percent received a C;
- 29 percent received a D; and
- 8.0 percent received an F.

Almost 50 percent fewer schools received an official grade of an A when compared to preliminary grades. Additionally, there were also approximately 40 more D schools and 20 fewer F schools reported in the official school grades in comparison to the preliminary grades. A list of official school grades by district is detailed in Attachment 3.

## Modifications to the School Grading System Calculations

According to PED and reported in the *2012 Official School Grades* presentation, some components of the grade calculation have been amended by PED, specifically in the following areas:

- application of the Opportunity to Learn (OTL) survey;
- criteria for bonus points;
- grade calculations for alternative schools; and
- accounting for students in small schools and additional testing grades.

### ***Application of the Opportunity to Learn (OTL) Survey***

A key change from the preliminary grades to the official grades is the development of the OTL survey. The survey consists of 10 questions with variations for elementary, middle, and high school students. Approximately 194,000 students completed the OTL survey, equivalent to the number of students who took the New Mexico Standards-Based Assessment in school year 2011-2012. For the preliminary grades, the OTL component was calculated using only attendance, which accounted for a total of 10 points for elementary/middle schools and eight points for high schools. In the official grades, both attendance and the OTL survey were accounted for, and the survey was worth a total of five points across all grade levels. The questions asked in the OTL surveys are identified in Attachment 4.

### ***Criteria for Bonus Points***

Another component being measured in the official grades is bonus points. A total of five additional bonus points are available to any school that submits additional information demonstrating “exceptional encouragement for involving students and parents in education, i.e., community outreach and mentoring programs.” According to the Secretary-designate of Public Education, approximately 50 percent of schools provided additional information for bonus points. The department reported seeking additional guidance from external organizations with regard to measuring parent engagement; on a national level PED contacted the PTA and at the local level Dr. Peter Winograd with the University of New Mexico-Center for Education Policy Research. A suggestion PED is still considering is the use of truancy trend data to supplement the department’s evaluation of parent engagement for crediting bonus points.

### ***Grade Calculations for Alternative Schools***

PED also modified the calculation for Supplemental Accountability Model (SAM) schools. These are schools that qualify for a modified accountability calculation, defined in rule as schools with a student body in which at least 10 percent of the students are 19 years of age or older or in which 20 percent are non-gifted students who qualify for special education services. In the official school grade calculations, SAM schools are no longer based on the calculations of similar schools. Each school will now be measured as an individual school, which impacts a total of 32 schools in the state: 12 SAM charter schools and 20 SAM traditional schools.

### ***Accounting for Students in Small Schools and Additional Testing Grades***

Furthermore, according to Secretary-designate Skandera, part of the *Elementary and Secondary Education Act* (ESEA) waiver also allows PED to account for all of the students regardless of school size minimums that were previously regulated for small schools under ESEA reporting. In school year 2011-2012 the state also expanded student assessments to an additional grade

level issuing the first 10<sup>th</sup> grade standards-based assessment test statewide. PED also reported that it will be using the college Accuplacer exam as part of the grade calculation for high schools. Additionally, the department plans on distributing the \$3.5 million nonrecurring appropriation designated for D and F schools this year and will begin reviewing the D and F schools budgets to ensure the prioritization of resources toward proven programs.

### **Concerns for Consideration**

As part of the ESEA waiver process, the US Department of Education (USDE) selected a group of peer reviewers who were experts in at least one of the following areas: standards and assessments, accountability, teacher, and principle effectiveness, English language learners, and students with disabilities. For the first round of applications, a group of 22 education experts and six alternates were selected by the USDE for the peer review process. For the second round of applications or resubmissions, the group was expanded to 43 experts and four alternates.

The state of New Mexico received its first evaluation by seven members of the peer review panel on December 2011, focusing on Principle 2, the A-F grading system. The second evaluation was conducted by five members of the expanded peer review panel and was completed in February 2012 with regard to Principle 1, college and career-readiness, and Principle 3, teacher and principal evaluation systems. The first evaluation was a review of the initial submission, while the second evaluation was a review of the revised submission. The evaluations of the peer review panel resulted in the following response:

In the case of Principle 1 [college and career-readiness] and Principle 3 [teacher and principle evaluation], it is too early to tell whether the initial directions described in the SEA's request will result in plans and activities that meet the principles of the waiver request. The early direction for Principle 3 seems promising. For Principle 2, the A-F grading system as designed does NOT meet the flexibility guidelines, nor does it seem likely to improve student achievement or school performance for all sub-groups of New Mexico's students.

Furthermore, "these peer notes do not reflect the peers' views on any materials, clarifications or modifications received from the SEA following the peer review. Although the peer notes inform the USDE Secretary's consideration of each SEA's request, the USDE Secretary makes the final decision whether to grant an SEA's request for ESEA flexibility. For both of these reasons, these peer notes may not align with the determination made by the USDE Secretary." An additional overview of the peer review panels response is available in Attachment 5. A list of all experts selected by the USDE for the ESEA Flexibility Waiver peer review process is outlined in Attachment 6.

### **LESC Staff Overview of the School Grade Calculations**

As reported earlier in this staff report, PED has issued two sets of grades: in January 2012, a set of preliminary grades based on school years 2008-2009, 2009-2010, and 2010-2011 data, and the recently-released (July 2012) official or final school grades using school year 2009-2010, 2010-2011, and 2011-2012 data.

For this staff report, five sources of information available on the PED website were reviewed in order to provide the committee with an overview of how grades are calculated for elementary, middle, and high schools:

- the PED-issued *New Mexico School Grading Technical Guide: Calculation and Business Rules* (see Attachment 11);
- the PED rule, *Grading of Public Schools*;
- two Module PowerPoint presentations designed by PED (see Attachment 12 and Attachment 13); and
- a frequently asked questions (FAQ) document (see Attachment 14).

While PED has reported that some of the components of the official or final grade calculation have been amended in certain areas, LESC staff is uncertain whether the department will issue either an amended or new technical guide in the near future. For purposes of the July LESC staff report, the overview of how grades are calculated is based only on these five sources of information issued by PED before calculation of the preliminary grades.

As it relates to the information in the current technical guide, therefore, this portion of the staff report includes a summary of the technical guide supplemented by material from the other four sources, including the:

- preface;
- data sources;
- data validation;
- conditioning of data;
- evaluation parameters; and
- school calculations for elementary and middle schools and for high schools.

Finally, this portion of the staff report also includes a section that addresses LESC staff issues relating to school growth, informing instruction with data, and LESC staff questions submitted to PED.

## **Summary of the Technical Guide and Other Sources**

### ***Preface***

According to the technical guide:

- schools are monitored on three factors: current performance, growth, and other academic indicators;
- the preliminary grades had the following constraints: grades were based on school years 2008-2009, 2009-2010, and 2010-2011 data;

- graduation rates are restricted to four- and five-year cohorts (with six-year cohort data to be included as data become available);<sup>2</sup>
- current standing and growth are restricted to math and reading until funding is restored for science and other assessments; and
- the total grade is determined by the amount of points generated out of 100 as indicated in the table below:

Points	Grades
75.0-100.0	A
60.0-74.9	B
50.0-59.9	C
37.5-49.9	D
0.0-37.4	F

Among its other provisions, the technical guide discusses New Mexico’s adoption of the Common Core State Standards and active participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium of states. When the PARCC assessments are implemented (although the underlying framework of school grades calculated on status, growth, and other indicators will remain in place), certain elements of the A-F system may have to change based on certain factors, including new assessments and cut scores and adding additional grades in high school to calculate growth.

***Data Sources***

The technical guide describes attributes for schools, students, and local education agencies (LEAs) as data sources for the calculation of a grade:

***School Attributes***

The school attributes are available in a data set the technical guide calls the school file, which includes information for:

- all public schools in New Mexico with students in grades kindergarten through 12;
- schools that merge, reconfigure, change their name, or that are a program instead of a school; and
- other school classifications including, but not limited to, home schools,<sup>3</sup> state- and locally chartered charter schools, off-site programs,<sup>4</sup> state supported schools,<sup>5</sup> State Improvement Grant (SIG) or Title I schools, and alternative schools.

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<sup>2</sup> However, another section of the technical guide states that six-year cohort data will be included in the school grade calculation beginning in 2012.

<sup>3</sup> Students who take a test at a school they are at only part of the day are attributed to their “home school,” transient program students may be assigned to home school after PED approval.

<sup>4</sup> Correctional facility, treatment center, homebound/hospitalized (counted for LEA rating but excluded from school unless was full academic year).

<sup>5</sup> (e.g., juvenile justice, school for the visually impaired and school for the deaf; NMMI is exempted from rating by statute)

Other school attributes include:

- attendance rates, which are based on 40<sup>th</sup>, 80<sup>th</sup>, and 120<sup>th</sup> data for all subgroups and all K-12 grades;
- graduation rates for schools with grade 9-12 students, which are based on four- and five-year cohort data for the preliminary grades (with six-year to be added as data become available – see footnote 1 on page 1); and
- school ratings using three years of student data (to include the current school year and two prior school years) required for current year calculations.

### ***Student Attributes***

Student attributes include:

- student assessment data for math and reading for grades 3-8, and grades 10-11;
- for missing student files, the technical guide requires the use of the nearest “snapshot”;<sup>6</sup>
- student and parent engagement that the technical guide indicates are data submitted from a dossier submitted to PED by a school district that PED rates using a “formalized consensus model”;
- SAT student-level data supplied by a vendor annually in the summer following testing and that is limited to students that release scores to their high school and other postsecondary institutions;
- ACT, PSAT, and advanced placement (AP) student-level data supplied by a vendor annually in the summer following testing and that is limited to students that release scores to their high school;
- dual credit data supplied through a memorandum of agreement between PED and the Higher Education Department (HED) and that are limited to students who have enrolled and earned credit in public postsecondary institutions governed by HED;<sup>7</sup> and
- career readiness data that are partly determined by course enrollments and grades submitted at 40-, 80- and 120-day snapshots of current and prior years and that use federal Carl Perkins grant funding to classify students as completers.

The student attributes also include Opportunity to Learn survey, with responses to be supplied by a vendor that administers the standards-based assessment. However, the technical guide also states that the survey would not be considered in the calculation of a school grade until the administration of the standards-based assessment at the beginning of 2012.

### ***LEA Attributes***

The technical guide describes LEA attributes as:

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<sup>6</sup> Includes 40<sup>th</sup>, 80<sup>th</sup>, 120<sup>th</sup>, end of year, and assessment data submittal dates.

<sup>7</sup> i.e., New Mexico postsecondary institutions.

- LEA ratings and data from prior years which are required for current year calculations;
- attendance rates calculated similar to public schools that are aggregated from data submissions of the 40<sup>th</sup>, 80<sup>th</sup> and 120<sup>th</sup> days of the school year; and
- graduation rates that are to be provided by the Data Analysis and Planning Unit at PED and that are to include rates and counts by subgroup, school, and LEA based on four- and five-year cohort data. (Six-year cohort data is to be added as data become available – see footnote 1 on page 1).

## **Data Validation**

The technical guide describes a data verification process that focuses on “completeness.” Among its components, this process:

- verifies the use of correct grades, schools, and variations in subgroup membership data;
- uses enrollment data to update any missing subgroup characteristics; and
- requires that graduation and attendance data are complete, and that all the schools and students tested are available in the data file.

## **Conditioning of Data**

The technical guide requires that the conditioning of data on all assessment scores<sup>8</sup> be completed to ensure that test completion, proficiency levels, and scale scores are reconciled.

Among its other provisions, the technical guide requires that:

- grades 3-8 and grades 10-11 are the only grades represented in the data;<sup>9</sup>
- enrollment data is based on a student being enrolled for a full academic year based on certain criteria; and
- prior-year data scale scores align to current scale scores (primarily because before 2011 a different scale was in use).

This section of the technical guide also includes guidance for students in the bottom quartile of a school and for feeder schools:

### ***Students in the Bottom Quartile of a School***

For students that are in the bottom quartile of a school, the manual requires students to be aggregated to the school level to determine the cut score for the 25<sup>th</sup> percentile of the school. According to the manual, this means that a student may be in the bottom quartile in one subject and not the other, but it also appears to indicate that a student that is in the bottom quartile in one school may not be in the bottom quartile in another school. The student’s bottom quartile indicator must be from the first prior year file used in the calculation.

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<sup>8</sup> Valid reading and math tests are used as well as Spanish, English, and Braille administration, and this includes both New Mexico Standards-Based Assessment and NMAPA.

<sup>9</sup> The technical guide states that occasionally, students in other grades are tested because assessments are also used in high school graduation.

## ***Feeder Schools***

The technical guide also describes the process by which feeder schools are rated. “Feeder schools” are schools without tested grades (grades K-2 and grades 9-10) that are evaluated only at a school level and not included in the LEA or state analysis. For these schools:

- participation rates are not calculated;
- attendance is generated the same as for non-feeder schools; and
- performance data are generated whenever possible by test results from the next tested grade (grade 3 for K-2 and grade 11 for grades 9-10); and calculated on the basis of the percentage of students that “feed” into another school. For example, if a feeder school feeds two schools equally, half of its scores would come from one school and half from the other. The technical guide, however, indicates there are some feeder schools without alumnae and without feeder pattern or LEA affiliation (these are typically new schools that add one grade each year but have not reached a tested grade).

## **Evaluation Parameters**

The only item discussed in this section of the technical guide is the rounding of numbers, i.e., figures are not rounded until final rates are determined with the exception of participation and attendance rates, which are not rounded.

## **School Calculations for Elementary and Middle Schools and for High Schools**

Perhaps the most important section of the technical guide, this section provides technical information on how certain indicators are used in the calculation of a school grade.

Among its provisions, the section lists schools to be rated as public schools, local- and state-chartered charter schools, feeder schools, and state-supported schools. It also states that school calculations are not required for students tested in off-site locations and programs (data for these students are rolled up to LEA accountability).

Other provisions describe components/indicators used in a school calculation, including:

- participation;
- attendance;
- graduation;
- current standing;
- school growth;
- student growth;
- highest quartile student growth;
- lowest quartile student growth;
- opportunity to learn; and
- college and career readiness.

Finally, this section includes a page titled, *Point Boundaries for All Indicators*.

As a whole, this section provides school-level point boundaries or ranges for each grade (A, B, C, D, or F) for each indicator (listed on page 15 of the technical guide); however, the point breakdowns for each indicator are identified only in the PED rule and the Module 1 matrices (referenced Attachment 7 and Attachment 9). It is at this point that one must reference information from Attachment 12 and Attachment 13, certain provisions from the PED rule, and the frequently asked questions document (referenced as Attachment 14).

## **Participation**

### ***PED Rule***

According to PED rule, participation rates are to be calculated to ensure that schools and districts test at least 95 percent or more of their students enrolled in tested grades, as well as 95 percent of students in the lowest quartile.

For schools with fewer than 40 students, the rule states that the participation rate is to be averaged across the current and prior two school years.

For those schools that fail to meet the 95 percent threshold for participation, the rule states that the overall grade is to be reduced by one letter grade.

Participation rates are calculated for both elementary and middle schools as well as high schools.

### ***Technical Guide***

In the technical guide, participation rates are to be calculated based on greater than 40 students; however, the calculation must meet the 95 percent or more target for all students and in various subgroups (*the technical guide does not include the lowest quartile students*), namely:

- all students;
- Caucasian/White Non-Hispanic;
- Black Non-Hispanic;
- Hispanic;
- Asian/Pacific Islander;
- Native American;
- ELL (Status 1-3);
- special education, excluding gifted; and
- Free and Reduced Lunch Program, reported as Economically Disadvantaged.

The participation rate is calculated by valid test scores<sup>10</sup> divided by “snapshot.”

For those schools that fail to meet the 95 percent threshold for participation, the technical guide provides options by allowing a school to have its last two participation rates averaged (e.g.,

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<sup>10</sup> Includes children counted for participation purposes but exempted from the English portion of the reading test.

$(98+93)/2= 96$ ), or to have the last three participation rates averaged (e.g.,  $(99+93+93)/3= 95$ ) if it does not meet the 95 percent in the last two years.

## **Elementary and Middle Schools**

According to Module 1 (reproduced in Attachment 12), there are six indicators that contribute to an elementary and middle school grade:

- current standing;
- school growth;
- student growth of the highest performing students;
- student growth of the lowest performing students;
- opportunity to learn; and
- student and parent engagement.

### ***Current Standing***

#### *Technical Guide*

According to the technical guide the current standing indicator comprises two components: proficiency and conditioned status. Conditioned status uses a value-added model and is estimated at the same time as school growth.

The manual further states that:

- “proficiency” refers to the percent of students who are proficient or above in math and reading in the current reporting year; and
- “conditioned status” refers to an adjustment of status that takes the school’s student characteristics into account. The conditioning variables identified for each student include:
  - gender;
  - English language learner;
  - free and reduced lunch;
  - students with disabilities;
  - ethnicity;
  - full academic year; and
  - bottom quartile.

Proficiency is calculated by taking students scoring proficient or above and dividing it by the sum of all students with a proficiency category.<sup>11</sup>

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<sup>11</sup> Proficiency categories are beginning step, nearing proficient, proficient, and advanced proficient. The sum of all students includes all students with an invalidated test because of parental refusal.

## *Module 1*

According to information from one of the five sources used for this staff report (Module 1), the conditional status:

- is designed to serve different populations;
- acknowledges that student performance is influenced by many factors;
- seeks to isolate as much as possible what schools contribute to student scores;
- is estimated by comparing predicted performance of each student to actual score of each student based on state averages and on student background characteristics that schools cannot control.

Finally, Module 1 indicates that an average conditioned status score is zero and, since the school's score cannot be multiplied by the points available, PED instead calculates where the school's score places the school in relation to all the schools in the state. This appears to mirror the technical guide percentile rank methodology discussed below under school growth.

## ***School Growth***

### *Technical Guide*

According to the technical guide, the value-added model for school growth:

- is calculated only for elementary and middle schools in school years 2010-2011 and 2011-2012; and
- individual student background information that is missing is replaced from one of the other years; otherwise mean replacement is used.

Although very technical in nature, the explanation for the school growth calculation appears to describe that:

- the student's score in a subject is viewed as the difference between actual, observed student performance, and the state average of student subgroup characteristics and grade that correspond to the student;
- bottom quartile students are not part of the model for elementary and middle schools; and
- all of the student level differences are combined to the school level and compared to an estimate of expected school growth.

The estimation process (described as empirical Bayesian estimation) is not described more fully in the technical guide.

In order to calculate points for school growth, PED describes a "percentile rank methodology," in which:

- PED determines where a school's growth fell on a normal curve of all schools' growth in the state;<sup>12</sup>
- PED transforms where the school fell on a normal curve into a percentile rank; and
- PED multiplies the percentile rank by the points available for school growth.

### *Module 1*

According to Module 1:

- to determine points for school growth, Module 1 indicates that the estimate is based on tracking the conditional status over time;
- school growth looks to compare third graders in a school in one year to third graders in a school in the next;<sup>13</sup>
- PED makes an adjustment for reliability of the estimate it is using for school growth;
- PED determines where a school's growth estimate would place a school in relation to all schools in the state; and
- PED then multiplies the school's percentile rank by the points possible.

This description of a percentile rank methodology is the same as described for the conditioned status in Module 1. Module 1 indicates that the percentile rank was necessary because one year's worth of growth is scaled at zero and zero cannot be multiplied times the points available.

### ***Student Growth of Lowest and Highest Performing Students***

#### *Technical Guide*

According to the technical guide:

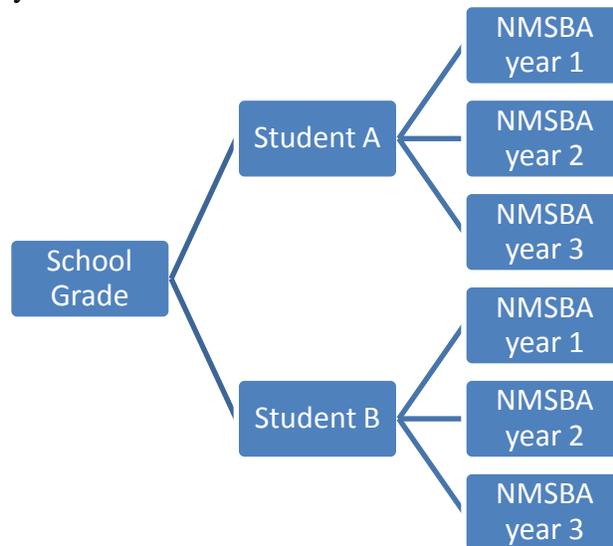
- in school year 2010-2011 individual student growth applies only to elementary and middle schools;
- the student growth section uses three independent variables (in addition to an error value):
  - initial status (percent proficient in the first year);
  - growth per year; and
  - full academic year status;
- all of the student variables were compiled to the school level to represent peer effects; and
- where the data are not available, estimates of performance are used by PED.

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<sup>12</sup> The technical guide indicates this is Student's  $t$  distribution, so it appears that the "percentile" is the cumulative density function of the area under the curve at the  $t$  score on the  $t$  distribution curve.

<sup>13</sup> This is not third graders in one year to fourth graders in the next to fifth graders in the third which is captured under the next two indicators for growth of highest performing and lowest performing students.

The technical guide also describes how data for students are aggregated by test year to student and then student to school. This is represented visually by the chart below and, although the chart shows only two students, the actual number of students would be the school's population in the most current year.



### *Module 1*

According to Module 1, the student growth model:

- does not condition growth the same way as conditioned status or school growth but relies on information in a student's prior score history;
- estimates the average growth over three years for each student;
- estimates school effect is based on school variables and a residual for the unique school effect; and
- the unique school effect is then put on a curve and the percentage rank of the school is multiplied by the points available using the same percentile rank methodology already described above.

### ***Opportunity to Learn***

#### *Technical Guide*

The *Technical Guide* describes opportunity to learn being calculated in two parts:

- attendance rates; and
- the Opportunity to Learn survey, which is:
  - ten questions about opportunities students have to learn materials necessary to be successful on the assessments;
  - elementary students are asked to think about what a teacher taught them; and

- high school students are asked to consider and respond to the opportunities teachers provide.

For the preliminary grades the opportunity to learn survey was not administered; therefore, all points came from the attendance rate.

The technical guide says an attendance rate is:

- calculated for every school graded including feeder and high schools with no excluded grades;
- ineligible students are removed;<sup>14</sup>
- the rate is calculated by dividing the days a student attended on 40<sup>th</sup>, 80<sup>th</sup>, and 120<sup>th</sup> days by the days enrolled during the same snapshots;
- a percentage rate per student is calculated and the sum of percentage rates is divided by number of students; and
- students contribute to rates of more than one school if they are mobile.

### *Module 1*

Module 1 says points are assigned by multiplying the attendance rate divided by the target rate of 95 percent and then multiplied by points available.

### ***Student and Parent Engagement***

#### *PED Rule*

PED rule indicates that five bonus points are available for parental involvement and demonstrated student participation in extracurricular activities. The rule says:

- parental involvement “shall include but not be limited to verifiable innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees pursuant to 22-8-12.3 NMSA 1978 and improvement of communication, all of which shall be verifiable”; and
- extracurricular activities “shall include any single or combination of verifiable student participatory activities that include but are not limited to campus based academic and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association.”

For the preliminary grades, bonus points were not awarded to any school. The technical guide does not discuss calculations for any bonus points for student and parent engagement.

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<sup>14</sup> Includes students who have a ratio of days present/enrolled less than 0 or missing, days present > days enrolled, and/or attendance records for students without a corresponding snapshot record.

## **High Schools**

According to Module 1 (reproduced in Attachment 12), there are seven indicators that contribute to a high school grade:

- current standing;
- school growth of the highest performing students;
- school growth of the lowest performing students;
- graduation rate;
- college and career readiness;
- opportunity to learn; and
- student and parent engagement.

### ***Current Standing***

Current standing is calculated in the same manner as elementary and middle schools described above, with the exception that bottom quartile students are included as a student level characteristic in the value-added model, as indicated in the discussion of the value-added model. Opportunity to learn and bonus points operate in the same manner as discussed in the elementary and middle school summary above.

### ***School Growth of the Highest Performing and Lowest Performing Students***

#### ***Technical Guide***

According to the technical guide, school growth of highest and lowest performing students was computed separately for the highest three quintiles of performers and the bottom quartile of students. Starting in school year 2012-2013, school growth will be estimated in elementary and middle schools and high schools such that there will be only one growth estimate per school.

The technical guide also indicates that the same value added methodology described for school growth of elementary and middle schools is used to calculate the growth of groups of the highest and lowest performing students in high schools.

For the preliminary grades, this data looks at how schools grew the performance of eleventh graders over three years.

### ***Graduation Rate***

#### ***Technical Guide***

According to the technical guide, graduation rates:

- are one-year lagged and generated for a school with any grade 9 through 12;
- for a new high school the district mean is used;
- if the district mean is not available the state mean is used;

- the graduation rate calculation methodology for four- and five-year graduation rates is available in a technical guide titled *4-Year and 5-Year Cohort Graduation Rates: New Mexico's Shared Accountability Model*.<sup>15</sup>

The graduation rate under the new shared accountability model analyzes students entering a school compared to whether they graduate four to five years later.

For mobile students, a school's graduation rate is calculated by the amount of time the school had the student divided by the amount of time the student spent in school with time represented by snapshots (four years represents four snapshots per year).

### *Module 1*

According to Module 1, schools receive points based on three components for graduation:

- the four-year graduation rate;
- the five-year graduation rate; and
- growth in graduation rates over the past three years.

The base for the four-year and five-year graduation rates is 95 percent.

In order to calculate points generated for the graduation rate:

- schools take the rate divided by the target and multiply the sum times the points available; and
- for the growth in high school graduation rates, the percentile rank methodology of the average growth between year one and year two, and year two and year three, is multiplied by the points available.

The table at the end of Module 1 indicates a value added methodology is used to determine the points assigned for the growth in the graduation rate, but the explanation in the body of Module 1 indicates that the average growth over three years is subject to a percentile ranking methodology and multiplied times the five points available.

### ***College and Career Readiness***

#### *PED Rule*

According to PED rule, college readiness means the readiness of New Mexico high school students for success in:

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<sup>15</sup> Available online at:

<http://www.ped.state.nm.us/Graduation/dl11/Graduation%20Technical%20Manual%20V2.0.pdf>

- higher education based on the student’s dual credit;
- ACT;
- PSAT;
- SAT;
- PLAN;
- Accuplacer;
- international baccalaureate;
- AP test scores; or
- other measurements approved by PED.

According to PED rule, career readiness means:

- organized programs offering a sequence of courses, including technical education and applied technology education, which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree which can be applied toward their graduation from high school; and
- to be considered successfully career ready, students must also graduate with a New Mexico diploma of excellence.

### *Technical Guide*

According to the technical guide, the college and career readiness indicator is calculated by a combination of participation and success.

According to the technical guide participation comprises:

- the percentage of tenth to twelfth graders eligible for the indicator that show evidence of a career or college path;
- career paths established through course enrollment leading to an industry-recognized certification; and
- college paths established through a student’s taking a recognized academic precursor to postsecondary education.

According to the technical guide, success:

- is determined by percent of students meeting the following, “most successful,” criteria:
  - scoring a 3 on a core academic area AP exam (grades 11-12)
  - achieving a college readiness benchmark score on the four content areas of the ACT;
  - achieving a college readiness benchmark score on the three content areas of the PSAT; and
  - completing all course requirements for career readiness with a C or better and graduating with a regular diploma in four years; and

- “most successful” means students can make multiple attempts across the multiple indicators and the single most successful indicator will be used.

The technical guide does *not* discuss how the dual credit, PLAN, Accuplacer, international baccalaureate or other measurements approved by the PED discussed above under PED rule impact college readiness calculations.

### Module 1

According to Module 1, the participation is calculated as the number of ninth to twelfth graders in college prep or career courses divided by enrollment and multiplied by points available.

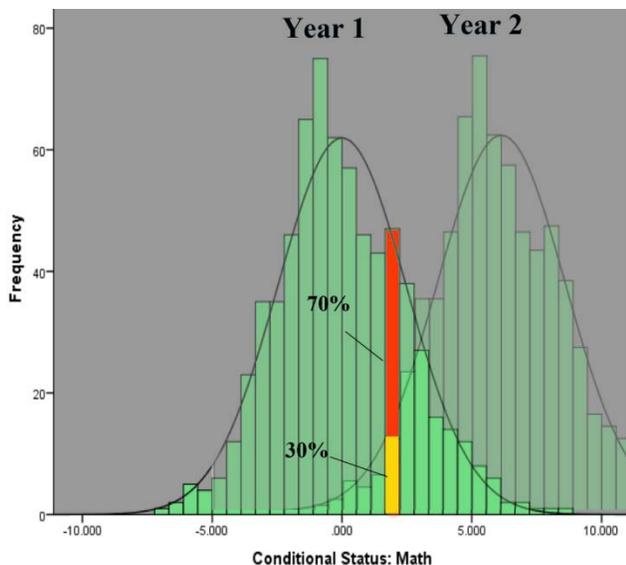
## LESC Staff Concerns

### School Growth

The process of normalizing the growth data and then multiplying times points available (percentile rank methodology) seems to indicate:

- schools are graded on a curve based upon how they perform relative to the state average; and
- the growth points a school generates in a given year are dependent on school growth as compared to the state average for growth.

For example, if a school’s growth remains at the same rate over two years, but the state average for growth increases, the school will generate fewer points for growth despite the school’s maintaining the same level of performance from the prior year.



As a result, the ability to generate points for school growth is dependent upon the ability of the school to outperform the state average; therefore, the performance goal is not fixed. This is illustrated in the graph below where a school could be in the 70<sup>th</sup> percentile one year and receive 7 points for conditional status in one year and then be in the 30<sup>th</sup> percentile and receive 3 points the next if the state average increases.

One analogy that could be made is to the norm-referenced standardized tests that used to be administered in the state. On those tests how a student performed on a test was compared to how all other students performed on the test. Currently, for the aspects of the A-B-C-D-F

rating system that use the percentile rank methodology, schools generate points in the same manner.

Another way to look at this issue is to take a hypothetical example of having all schools meet the AYP goal of 100 percent proficiency of students. In this unlikely situation, if the statistical transformation could still be done, all elementary and middle schools would receive a B. This is because all of the points awarded for growth would be halved because every school would do no better, or worse, than the state average and therefore would have their percentile rank of 50 percent. Also in this scenario, it appears that all elementary schools would have 67.5 points<sup>16</sup> (not counting bonus points), which is a B.

### ***Informing Instruction with the Data***

In reviewing the implementation of the A-F grading system, LESC staff met with external mathematics experts to discuss the contents of the technical guide. Among issues discussed were:

- how to translate the information that the school rating system provides to address targeted interventions; and
- and how to replicate scores without an explanation of the Bayesian estimation process.

It was pointed out, for example, that under the AYP system, subgroups that did not make AYP were easily identified so that interventions could inform instruction.

### ***LESC Staff Questions Submitted to PED***

In reviewing the information in the technical guide and the other source documents used in the development of this staff report, questions arose in a number of areas: questions that were discussed among LESC staff, school and school district staff, and external experts. These discussions led to questions for PED staff about the details in the school grade calculations (see Attachment 15). At this time, PED staff has not responded to the LESC staff questions.

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<sup>16</sup> This calculation does not count the bonus points, which could bring the total to 72.5, which is still a B on the current scale of 75-100 being an A.

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

	<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
<b>Definitions:</b>	"Growth" (§ 2(A))	<p>"Growth" means learning a year's worth of knowledge in one year's time, which is demonstrated by a student's performance on New Mexico standards-based assessments that shows the student:</p> <ul style="list-style-type: none"> <li>• moving from one performance level to a higher performance level;</li> <li>• maintaining a proficient or advanced proficient performance level as provided by department rule; or</li> <li>• remaining in beginning step or nearing proficient performance level but improving a number of scale score points as specified by department rule.</li> </ul>	<p>"Student growth" definition is identical to the definition of "growth" from the statute. (6.19.8.7(V))</p>
	"School options" (§ 2(B))	<p>"School options" means a right to transfer to any public school not rated an F in the state or have children continue their schooling through distance learning offered through the statewide or a local cyber academy.</p>	<p>No change. (6.19.8.7(R))</p>
	<u>"Accuplacer"</u>	<p><b><u>Not included.</u></b></p>	<p><b><u>"Accuplacer" means a standardized test offered by the college board that provides information about academic skills in math English and reading. The assessment is used for community college admissions and for placement in core college courses. (6.19.8.7(B))</u></b></p>
	"ACT"	<p>Not included.</p>	<p>"ACT" means American college testing and is a standardized test offered by ACT, inc. for high school achievement and college admissions in the United States. (6.19.8.7(A))</p>
	"AP"	<p>Not included.</p>	<p>"AP" means advanced placement, which is a curriculum based program sponsored by the College Board that offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college, and for which participating colleges may grant college credit to students who obtained high enough scores on the exams to qualify. (6.19.8.7(C))</p>
	"Career readiness"		<p>"Career readiness" means organized programs offering a sequence of</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Provision	A-B-C-D-F Schools Rating Act	Implementing Rules (6.19.8 NMAC Grading of Public Schools)
Definitions, continued:	Not included	courses, including technical education and applied technology education, which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree which can be applied towards their graduation from high school. To be considered successfully career ready, students must also graduate with a New Mexico diploma of excellence. (6.19.8.7(D))
“Cohort graduation rate”	Not included.	“Cohort graduation rate” means the percentage of students who graduate high school in four years with a New Mexico diploma of excellence. The cohort consists of all first-time ninth graders in the first year, joined by incoming tenth graders in the second year, eleventh graders in the third year, and twelfth graders in the fourth year. The members of the <i>five-year</i> cohort shall be followed by the Public Education Department (PED) for one additional year to form the five-year cohort graduation rate, and two additional years to form the <i>six-year</i> graduation rate. Students are excused from cohort membership if they transfer out, emigrate to another country, or die during that same period. (6.19.8.7(E))
“College readiness”	Not included.	“College readiness” means the readiness of New Mexico high school students for success in higher education based on their dual credit, ACT, PSAT, <b>SAT, PLAN, accuplacer, international baccalaureate or IB</b> , AP test scores <b>or other measurements approved by PED</b> . (6.19.8.7(F))
“Department”	Not included; but see §22-1-2.D.	“Department” means the New Mexico public education department and is identified by the acronym, PED. (6.19.8.7(G))
“Dual Credit”	Not included.	“Dual credit” means a program that allows high school students to enroll in college-level course offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate. (6.19.8.7(H))
“ <u>International baccalaureate</u> ”	<u>Not included.</u>	<u>“International Baccalaureate,” or “IB” means an educational foundation that requires the use of and monitors a standardized curriculum leading to internationally recognized certification.</u> (6.19.8.7(I))
“Opportunity to learn survey”	Not included.	“Opportunity to learn survey” means a brief survey that asks students about their teacher’s predominant instructional practices in the classroom. (6.19.8.7(J))

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Provision	A-B-C-D-F Schools Rating Act	Implementing Rules (6.19.8 NMAC Grading of Public Schools)
Definitions, continued:	Not included.	"Performance level" means a level of performance as indicated by scale scores on the New Mexico standards-based assessments (NMSBA). (6.19.8.7(K))
<u>"PLAN"</u>	<u>Not included.</u>	<u>"PLAN" means a 10<sup>th</sup> grade assessment published by ACT that is designed to guide a student's review of their progress towards college and career readiness.</u> (6.19.8.7(L))
"Proficiency in reading and mathematics"	Not included.	"Proficiency in reading and mathematics" means a student's score of proficient or advanced on the NMSBA. (6.19.8.7(M))
"PSAT" or PSAT/NMSQT	Not included.	PSAT" or "PSAT/NMSQT" means the preliminary SAT/national merit scholarship qualifying test, which is a standardized test offered by the college board for both preliminary and primary selection to determine a student's eligibility and qualification for the national merit scholarship program. (6.19.8.7(N))
"RTI programs"	Not included; but see §22-13-7.F, "response to intervention programs"	<u>"RTI programs framework"</u> means a multi-tiered intervention model that uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a framework for making educational programming and eligibility decisions. The model includes primary, secondary and tertiary levels of intervention based on progress monitoring to determine the student's response or lack of response to the instruction/intervention. (6.19.8.7(O))
"SAT"	Not included.	"SAT" means a standardized test offered by the college board for college admissions in the United States. (6.19.8.7(P))
"School growth"	Not included	"School growth" means growth of an entire school performance over a three year period, as evaluated by value added modeling (VAM). (6.19.8.7(Q))
"Secretary"	Not included; but see §22-1-2.V.	"Secretary" means the secretary of public education of the PED. (6.19.8.7(S))
"Standards-based assessment"	Not included, but referred to in § 4(C).	"Standards-based assessment" means the collection of instruments that assess student academic performance and the students' progress toward meeting the New Mexico content standards with benchmarks and performance standards, and are administered annually in grades three,

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Provision	A-B-C-D-F Schools Rating Act	Implementing Rules (6.19.8 NMAC Grading of Public Schools)
		four, five, six, seven, eight, ten and eleven. (6.19.8.7(T))
"Status"	Not included.	"Status" means a single year measurement of a school. (6.19.8.7(U))
<u>"Supplemental Accountability Model"</u>	Not included.	<u>"Supplemental Accountability Model, or "SAM" refers to any schools that qualify for a modified accountability calculation. To be eligible as a SAM school, the school must serve a student population where 10% or more of the students are 19 or older, or where 20% or more of non-gifted students qualify for special education services. Additionally, the school, when established, must have the primary mission to address the needs of students who are at risk of educational failure as indicated by poor grades, truancy, disruptive behavior, eligibility for special education services or other factors associated with temporary or permanent withdrawal from school. (6.19.8.7(W))</u>
"VAM" or "value added model"	Not included.	"VAM" or "value added model" means estimating conditional school growth and conditional end status, where "conditional" refers to taking student background characteristics into account and "end status" refers to the school status in the current grading year. (6.19.8.7(X))
Rating Certain Schools:	Beginning with 2011-2012 school year, schools subject to annual rating by PED, according to the Act. (§3)	PED shall grade all public schools annually by assigning a letter grade of A, B, C, D or F to each school. (6.19.8.8(A))
Annual Ratings:	All public schools graded annually by PED. (§4(A))	Annually assign letter grade; assessments of all students, including disabled and English language learners to be included in consideration of the school's grade. (6.19.8.8(A))
Letter Grades:	PED shall assign letter grade of A-F, according to department rules, after input from superintendents council. (§4(B))	Annually assign letter grade; assessments of all students, including disabled and English language learners to be included in consideration of the school's grade. (6.19.8.8(A))
Ratings Based on Standards-based Tests:	Elementary & Middle Schools: <ul style="list-style-type: none"> <li>• student proficiency, including achievement on the New Mexico standards-based assessments;</li> <li>• student growth in reading and mathematics; and</li> <li>• growth of the lowest twenty-fifth</li> </ul>	Elem. And middle schools shall be graded based on: <ol style="list-style-type: none"> <li>1. student performance, including NMSBA;</li> <li>2. student growth based on NMSBA;</li> <li>3. student growth in lowest 25<sup>th</sup> % based on NMSBA;</li> <li>4. school growth based on NMSBA;</li> <li>5. school attendance; and</li> <li>6. results of the opportunity to learn survey. (6.19.8.8(B))</li> </ol>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
<p>Ratings Based on Standards-based Tests, continued:</p>	<p>percentile of students in the public school in reading and mathematics. (§§ 4(B)(1)(a)-(c))</p> <p>Consideration of grades for high schools shall include, <i>at minimum</i>:</p> <ul style="list-style-type: none"> <li>• student proficiency, including achievement on the New Mexico standards-based assessments;</li> <li>• student growth in reading and mathematics;</li> <li>• growth of the lowest twenty-fifth percentile of students in the high school in reading and mathematics; and</li> <li>• additional academic indicators such as high school graduation rates, growth in high school graduation rates, advanced placement and international baccalaureate courses, dual enrollment courses and SAT and ACT scores. (§§ 4(B)(2)(a)-(d))</li> </ul>	<p>High schools shall be graded based on:</p> <ol style="list-style-type: none"> <li>1. student performance, including NMSBA;</li> <li>2. student growth in achievement based on NMSBA;</li> <li>3. student growth of lowest 25<sup>th</sup> % in public school based on the NMSBA;</li> <li>4. school growth based on the NMSBA;</li> <li>5. 4-year and 5-year cohort grad rate, and beginning with the school year 2012-2013, a 6-year cohort grad rate;</li> <li>6. school growth in 4-year cohort grad rate;</li> <li>7. college-readiness (ie: ACT, PSAT, dual credit, <b>SAT, PLAN, accuplacer</b>, <b>international baccalaureate or IB</b>, or AP scores) or career-readiness (pre-apprenticeship programs and cooperative education programs);</li> <li>8. school attendance; and</li> <li>9. results of an opportunity to learn survey. (6.19.8.8(C))</li> </ol>
<p>Publication of Grading Data:</p>	<p>Not included.</p>	<p>PED shall annually publish disaggregated school grading data on its website. (6.19.8.8(D))</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
<p>Right to School Choice, Responsibility for Costs:</p>	<p>In addition to any rights a parent may have pursuant to federal law, the parent of a student enrolled in a public school rated F for two of the last four years has the right to transfer the student in the same grade to any public school in the state not rated F or the right to have the student continue schooling by means of distance learning offered through the statewide or a local cyber academy.</p> <p>The school district or charter school in which the student is enrolled is responsible for the cost of distance learning. (§ 4(D))</p>	<p>Parent of a student enrolled in an “F”-rated school for two of the last four years shall have a right to either:</p> <ol style="list-style-type: none"> <li>1. transfer the student in the same grade to any public school in the state, not rated “F”; or</li> <li>2. continue the student’s schooling by distance learning through the statewide cyber academy or distance learning offered by any NM district or charter school, provided it is paid for by the “F”-rated school in which the student was enrolled. (6.19.8.8(E))</li> </ol>
<p>Standards-based Tests:</p>	<p>The New Mexico standards-based assessments used for rating a school are those administered annually to students in grades three, four, five, six, seven, eight, <i>nine</i> and eleven. (§ 4(C))</p>	<p>“Standards-based assessment” means the collection of instruments that assess student academic performance and the students’ progress toward meeting the New Mexico content standards with benchmarks and performance standards, and are administered annually in grades three, four, five, six, seven, eight, <i>ten</i> and eleven. (6.19.8.7(T) (definitions))</p>
<p>Additional Remedy:</p>	<p>The school options available under the Act are in addition to any remedies provided for in the Assessment and Accountability Act for students in schools in need of improvement, or any other interventions prescribed by the federal <i>No Child Left Behind Act of 2001</i>. (§ 4(F))</p>	<p>The available school options, which shall be available to students with a disability and students who are English language learners, shall be in addition to any remedies provided for in the <i>Assessment and Accountability Act</i> for students in schools in need of improvement or any other interventions prescribed by the federal <i>No Child Left Behind Act of 2001</i>. (6.19.8.8(G))</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
Transfer of Students:	Enrollment  Not included.	<p>The transfer of any student under the Act, shall conducted according to open enrollment provisions, provided that:</p> <ul style="list-style-type: none"> <li>• no school district or charter school shall adopt enrollment policies that exclude the enrollment of a student from a school rated F for two of the last four school years;</li> <li>• students seeking to enroll in a charter school must participate in that school's lottery unless the school has not exceeded its enrollment limit; and</li> <li>• enrollment procedures set forth in Section 22-8B-4.1 NMSA 1978 shall apply. (6.19.8.8(F))</li> </ul>
Transportation	Not included.	<ol style="list-style-type: none"> <li>1. A school district shall not be responsible for the transportation cost or transportation of a student who transfers school in another New Mexico school district.</li> <li>2. A school district shall, however, be responsible for the transportation and transportation cost of a student who transfers to another school within the same district even where that school is outside of the student's attendance zone. (6.19.8.8(F))</li> </ol>
Determination of a School's Grade	Elementary & Middle Schools  Not included.	<p>The indicators shall be weighted by assigning up to a maximum of 100 points:</p> <ol style="list-style-type: none"> <li>1. 40 points for student performance, including achievement on the NMSBA, of which 25 points shall be based on status proficiency and 15 points shall be based on VAM;</li> <li>2. 20 points for student growth based on NMSBA;</li> <li>3. 20 points for student growth of the lowest 25<sup>th</sup> % of students in the public school based on NMSBA;</li> <li>4. 10 points for school growth based on NMSBA;</li> <li>5. 5 points for school attendance;</li> <li>6. 5 points for results of an opportunity to learn survey; and</li> <li>7. in addition to the 100 points described above, an elementary or middle school may be assigned a total of 5 percent bonus points for either demonstrated parental involvement or demonstrated student</li> </ol>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
Elementary & Middle Schools, continued:		<p>participation in extracurricular activities, where:</p> <ol style="list-style-type: none"> <li>parental involvement shall include but not be limited to innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees, and improvement of communication, all of which shall be verifiable; and</li> <li>extracurricular activities shall include any single or combination of student participatory activities that include but are not limited to campus based academic activities and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico Activities Association, all of which shall be verifiable. (6.19.8.9(A))</li> </ol>
Determination of a School's Grade, continued:	Not included	<p>After totaling the points of each indicator, the following grade shall be assigned:</p> <ol style="list-style-type: none"> <li>"A" for 75 points or higher;</li> <li>"B" for 60 to less than 75 points;</li> <li>"C" for 50 to less than 60 points;</li> <li>"D" for 37.5 to less than 50 points; and</li> <li>"F" for less than 37.5 points. (6.19.8.9 (B))</li> </ol> <p>The indicators shall be weighted by assigning up to a maximum of 100 points:</p> <ol style="list-style-type: none"> <li>30 points for student performance, including achievement on the NMSBA, of which 20 points shall be based on status proficiency and 10 points on VAM;</li> <li>10 points for student growth based on NMSBA;</li> <li>10 points for student growth of the lowest 25<sup>th</sup> % of students in the high school based on NMSBA;</li> <li>10 points for school growth based on NMSBA;</li> <li>8 points for the 4-year cohort graduation rate <b>but schools that don't have members of any cohort are exempt from the graduation component for that year; the exempted school's grade will be</b></li> </ol>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Provision	A-B-C-D-F Schools Rating Act	Implementing Rules (6.19.8 NMAC Grading of Public Schools)
<p>Determination of a School's Grade, continued:</p>	<p>High Schools, continued:</p>	<p><u>points adjusted to the remaining grading components, with its overall</u></p> <p>6. 5 points for school growth in the 4-year cohort graduation rate; <u>but schools that don't have members of any cohort are exempt from the graduation component for that year; the exempted school's grade will be comprised of the remaining grading components, with its overall points adjusted to the standardized scale;</u></p> <p>7. 4 points for the 5- and 6-year cohort graduation rate; <u>but schools that don't have members of any cohort are exempt from the graduation component for that year; the exempted school's grade will be comprised of the remaining grading components, with its overall points adjusted to the standardized scale;</u></p> <p>8. 5 points for student participation in college- or career-readiness;</p> <p>9. 10 points for student success in college- or career-readiness;</p> <p>10. 3 points for school attendance;</p> <p>11. 5 points for the results of an opportunity to learn survey;</p> <p>12. in addition to the 100 points described above, a high school may be assigned a total of 5 bonus points for either demonstrated parental involvement or demonstrated student participation in extracurricular activities where:</p> <p>a. parental involvement shall include but not be limited to verifiable innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees, and improvement of communication, all of which shall be verifiable; and</p> <p>b. extracurricular activities shall include any single or combination of verifiable student participatory activities that include but are not limited to campus based academic activities and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association. (6.19.8.9 (C))</p> <p>After totaling the percentage scores and corresponding points of each indicator, the following grade shall be assigned:</p> <p>1. "A" for 75 points or higher;</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Provision	A-B-C-D-F Schools Rating Act	Implementing Rules (6.19.8 NMAC Grading of Public Schools)
		<p>2. "B" for 65 to less than 75 points; 3. "C" for 50 to less than 65 points; 4. "D" for 35 to less than 50 points; and 5. "F" for less than 35 points. (6.19.8.9 (E))</p>
<p>Determination of a School's Grade, continued:</p> <p><u>Supplemental Accountability Model</u> (High Schools)</p>	<p align="center"><u>Not included.</u></p>	<p><u>A school will qualify as a supplemental accountability model, or "SAM" when they serve a higher proportion of returning dropouts or students with disabilities. Using modifications for graduation, career &amp; college readiness, and bonus points, SAMs must meet all other indicators for high schools, except that:</u></p> <ol style="list-style-type: none"> <li><u>1. graduation cohort assignments will be made at the time the student enters the SAM school, based on the student's grade at entry; career &amp; college readiness participation and success may be demonstrated by meeting benchmark scores on career readiness assessments approved by PED; and</u></li> <li><u>2. bonus points can include evidence that the school is meeting goals specialized for the non-traditional student population. (6.19.8.9 (D))</u></li> </ol>
	<p><u>Participation Rate</u> (High Schools)</p>	<p><u>To determine the participation rate, schools and districts must test 95% or more of students enrolled in tested grades, as well as 95% of those students in the lowest quartile. If either all students test or all in the lowest quartile are fewer than 40 students, participation will be averaged across the current and 2 prior years for that group. A school or district's failure to meet 95% in either group will result in their overall grade being reduced by one letter grade. (6.19.8.9 (F))</u></p>
<p>Limited Exception:</p>	<p align="center">Not included.</p>	<p>Despite the grading of public schools as established by this rule, any school that meets adequate yearly progress pursuant to the federal No Child Left Behind Act of 2001 during the 2011-2012 school year shall not be assigned a grade lower than a C. This consideration shall not be available in subsequent school years. (6.19.8.9 (F))</p>
<p>Prioritization of District Resources:</p>	<p>The department shall ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated D or F toward proven programs</p>	<p>As part of the annual budget approval process pursuant to Section 22-8-11 NMSA 1978, on or before July 1 of each year, the department shall ensure that a local school board or governing body of a charter school is prioritizing</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
	<p>and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. (§§ 4(E), 5(A)(3), 6(B), which are a section of the <i>A-B-C-D-F School Ratings Act</i> and two sections of the <i>Public School Finance Act</i>.</p>	<p>resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive school years. (6.19.8.10(A))</p>
<p>Determining Prioritization of Resources:</p>	<p>Not included.</p>	<p>To determine the prioritization of resources of a public school rated D or F, the department shall examine any combination of: (6.19.8.10(B))</p> <ol style="list-style-type: none"> <li>1. a school's core curricula in reading and mathematics;</li> <li>2. a school's intervention curricula in reading and mathematics;</li> <li>3. a school's current professional development activities for licensed staff including any efforts or plans to align that professional development to the school's deficiencies in reading and mathematics;</li> <li>4. its educational plan for student success;</li> <li>5. the licensure and documented skill set of the school's teachers and administrators;</li> <li>6. any short cycle assessments administered by the school in reading or mathematics;</li> <li>7. any learning software used by the school to teach reading or mathematics;</li> <li>8. any district or PED data related to student proficiency in reading or mathematics, high school graduation rates, advanced placement courses, growth in high school graduation rates, and ACT, PSAT, <b>SAT, PLAN, accuplacer, international baccalaureate or IB,</b> or AP scores; and</li> <li>9. specific expenditures by the school related to teaching and assessing student proficiency in reading or mathematics; <b>intervention under the state's framework;</b> alignment of curriculum, instruction and professional development to common core; alignment to cultural based education principles; and parental involvement. (6.19.8.10(B))</li> </ol>
		<p>The department shall recommend additional proven programs and</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

<b>Provision</b>	<b>A-B-C-D-F Schools Rating Act</b>	<b>Implementing Rules (6.19.8 NMAC Grading of Public Schools)</b>
PED-recommended Programs:	Not included.	<p>methods to local school boards and charter school governing bodies that are linked to improved student achievement.</p> <p>Each local school board and charter school governing body shall carefully consider the implementation of one or more recommended program or method until their failing school earns a grade of "C" or better for two consecutive school years. If after two consecutive school years, a school continues to earn a grade of "F," the local school board or charter school governing authority shall implement new proven programs or methods that will result in increased student success. (6.19.8.10(C))</p>
District-identified Programs, Exception:	Not included.	<p>A local school board or charter school governing authority choosing not to implement PED-recommended proven programs or methods must demonstrate with student achievement data and in writing to the department that they have already identified and implemented a proven program or method linked to improved student achievement in reading and mathematics. (6.19.8.10(D))</p>
Small School Considerations:	Not included.	<p>To calculate the school grade of a school with an enrollment of fewer than <del>25-30</del> students <u>in the assessed grades</u>, the department shall where possible <del>apply an alternate proficiency calculation that accumulates student proficiencies based on one or two immediately preceding years until a minimum group size is met. Once the minimum group size is met, the assessment data shall be used in grading that school, mitigate the impact of school size by using multiple years of data and consider the reliability of school estimates in calculation.</del> (6.19.8.11(A))</p>
Non-Assessment Considerations:	Not included.	<p>Schools such as kindergarten through grade two schools or ninth grade that are comprised of grades that are not included in the administration of standards-based assessment, shall be assigned the assessment data using a reconstituted student group of alumnae from that school in their first tested grade. If no alumnae exist, the school's feeder pattern will be used to assign a grade from the receiving school. If no feeder pattern exists, the school will be assigned the grade from the parent district. (6.19.8.11(B))</p>

**Comparison of the A-B-C-D-F Schools Rating Act with  
6.19.8 NMAC, Grading of Public Schools (includes May 31, 2012 amendments)**

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ABQ SCHOOL OF EXCELLENCE	ABQ SCHOOL OF EXCELLENCE	C
ABQ SIGN LANGUAGE ACADEMY	ABQ SIGN LANGUAGE ACADEMY	F
ACADEMY OF TRADES AND TECH	ACADEMY OF TRADES AND TECH	F
ACE LEADERSHIP HIGH SCHOOL	ACE LEADERSHIP HIGH SCHOOL	Pending
ALAMOGORDO PUBLIC SCHOOLS	ACADEMY DEL SOL ALT.	C
ALAMOGORDO PUBLIC SCHOOLS	ALAMOGORDO HIGH	B
ALAMOGORDO PUBLIC SCHOOLS	BUENA VISTA ELEMENTARY	A
ALAMOGORDO PUBLIC SCHOOLS	CHAPARRAL MIDDLE	C
ALAMOGORDO PUBLIC SCHOOLS	HEIGHTS ELEMENTARY	F
ALAMOGORDO PUBLIC SCHOOLS	HIGH ROLLS MTN ELEMENTARY	C
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN INTERMEDIATE	C
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN MIDDLE	B
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN PRIMARY	C
ALAMOGORDO PUBLIC SCHOOLS	LA LUZ ELEMENTARY	C
ALAMOGORDO PUBLIC SCHOOLS	MOUNTAIN VIEW MIDDLE	D
ALAMOGORDO PUBLIC SCHOOLS	NORTH ELEMENTARY	D
ALAMOGORDO PUBLIC SCHOOLS	OREGON ELEMENTARY	B
ALAMOGORDO PUBLIC SCHOOLS	SACRAMENTO ELEMENTARY	F
ALAMOGORDO PUBLIC SCHOOLS	SIERRA ELEMENTARY	B
ALAMOGORDO PUBLIC SCHOOLS	YUCCA ELEMENTARY	C
ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	A
ALBUQUERQUE PUBLIC SCHOOLS	A. MONTOYA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ACOMA ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	ADOBE ACRES ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ALAMEDA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ALAMOSA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE EVENING	D
ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	ALICE KING COMMUNITY SCHOOL	A
ALBUQUERQUE PUBLIC SCHOOLS	ALVARADO ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	APACHE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ARMJO ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	ARROYO DEL OSO ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ATRISCO ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ATRISCO HERITAGE ACADEMY HS	C
ALBUQUERQUE PUBLIC SCHOOLS	BANDELIER ELEMENTARY	B

**Preliminary School Grades (SY2010-11)**

District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	BARCELONA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	BATAAN CHARTER SCHOOL	C
ALBUQUERQUE PUBLIC SCHOOLS	BEL-AIR ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	BELLEHAVEN ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CAREER ACADEMIC & TECHNICAL ACADEMY	C
ALBUQUERQUE PUBLIC SCHOOLS	CAREER ENRICHMENT	?
ALBUQUERQUE PUBLIC SCHOOLS	CARLOS REY ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CHAMIZA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	CHELWOOD ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	CHRISTINE DUNCANS HERITAGE ACADEMY	F
ALBUQUERQUE PUBLIC SCHOOLS	CIBOLA HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	CLEVELAND MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	COCHITI ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	COLLET PARK ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	COMANCHE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	CONTINUATION SCHOOL	?
ALBUQUERQUE PUBLIC SCHOOLS	CORONADO ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CORRALES ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	CORRALES INTERNATIONAL	B
ALBUQUERQUE PUBLIC SCHOOLS	DEL NORTE HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	DENNIS CHAVEZ ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DESERT RIDGE MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	DIGITAL ARTS AND TECHNOLOGY	C
ALBUQUERQUE PUBLIC SCHOOLS	DOLORES GONZALES ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	DOUBLE EAGLE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DOUGLAS MACARTHUR ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DURANES ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	EARLY COLLEGE ACADEMY	A
ALBUQUERQUE PUBLIC SCHOOLS	EAST SAN JOSE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	EDMUND G ROSS ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	EDWARD GONZALES ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	EISENHOWER MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	EL CAMINO REAL ACADEMY	F
ALBUQUERQUE PUBLIC SCHOOLS	ELDORADO HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	EMERSON ELEMENTARY	F

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	ERNIE PYLE MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	EUBANK ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	EUGENE FIELD ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	FREEDOM HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	GARFIELD MIDDLE	F
ALBUQUERQUE PUBLIC SCHOOLS	GEORGIA O'KEEFE ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	GORDON BERNELL CHARTER	F
ALBUQUERQUE PUBLIC SCHOOLS	GOV BENT ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	GRANT MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	GRIEGOS ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	HARRISON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	HAWTHORNE ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	HAYES MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	HELEN CORDERO PRIMARY	D
ALBUQUERQUE PUBLIC SCHOOLS	HIGHLAND HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	HODGIN ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	HOOVER MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	HUBERT H HUMPHREY ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	INEZ ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	JACKSON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	JAMES MONROE MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	JEFFERSON MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	JIMMY CARTER MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	JOHN ADAMS MIDDLE	F
ALBUQUERQUE PUBLIC SCHOOLS	JOHN BAKER ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	KENNEDY MIDDLE	F
ALBUQUERQUE PUBLIC SCHOOLS	KIRTLAND ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	KIT CARSON ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	L.B. JOHNSON MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	LA ACADEMIA DE ESPERANZA	D
ALBUQUERQUE PUBLIC SCHOOLS	LA ACADEMIA DE LENGUA Y CULTURA	F
ALBUQUERQUE PUBLIC SCHOOLS	LA CUEVA HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	LA LUZ ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	LA MESA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	LA RESOLANA LEADERSHIP	D
ALBUQUERQUE PUBLIC SCHOOLS	LA VALAND ELEMENTARY	F

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	LEW WALLACE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	LONGFELLOW ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	LOS PADILLAS ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	LOS PUENTES CHARTER	F
ALBUQUERQUE PUBLIC SCHOOLS	LOS RANCHOS ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	LOWELL ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MADISON MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	MANZANO HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	MANZANO MESA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MARIE M HUGHES ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	MARK TWAIN ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MARYANN BINFORD ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MATHESON PARK ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MC COLLUM ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	MC KINLEY MIDDLE	F
ALBUQUERQUE PUBLIC SCHOOLS	MISSION AVENUE ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MITCHELL ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	MONTE VISTA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MONTESSORI OF THE RIO GRANDE	D
ALBUQUERQUE PUBLIC SCHOOLS	MONTEZUMA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	A
ALBUQUERQUE PUBLIC SCHOOLS	MOUNTAIN VIEW ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	NATIVE AMERICAN COMM ACADEMY	B
ALBUQUERQUE PUBLIC SCHOOLS	NAVAJO ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	NEW FUTURES SCHOOL	C
ALBUQUERQUE PUBLIC SCHOOLS	NEX GEN ACADEMY	Pending
ALBUQUERQUE PUBLIC SCHOOLS	NORTH STAR ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	NUESTROS VALORES CHARTER	D
ALBUQUERQUE PUBLIC SCHOOLS	ONATE ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	OSUNA ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	PAINTED SKY ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	PAJARITO ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	PETROGLYPH ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	POLK MIDDLE	F
ALBUQUERQUE PUBLIC SCHOOLS	PUBLIC ACADEMY FOR PERFORMING ARTS	B
ALBUQUERQUE PUBLIC SCHOOLS	RALPH J BUNCHE ACADEMY	D

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	REGINALD CHAVEZ ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	RIO GRANDE HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	ROBERT F. KENNEDY CHARTER	F
ALBUQUERQUE PUBLIC SCHOOLS	ROOSEVELT MIDDLE	A
ALBUQUERQUE PUBLIC SCHOOLS	RUDOLFO ANAYA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	S. Y. JACKSON ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	SAN ANTONITO ELEMENTARY	A
ALBUQUERQUE PUBLIC SCHOOLS	SANDIA BASE ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	SANDIA HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	SCHOOL FOR INTEGRATE	F
ALBUQUERQUE PUBLIC SCHOOLS	SCHOOL ON WHEELS	F
ALBUQUERQUE PUBLIC SCHOOLS	SEVEN-BAR ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SIERRA ALTERNATIVE	D
ALBUQUERQUE PUBLIC SCHOOLS	SIERRA VISTA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	SOMBRA DEL MONTE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	SOUTH VALLEY ACADEMY	B
ALBUQUERQUE PUBLIC SCHOOLS	SUNSET VIEW ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SUSIE R. MARMON ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	TAFT MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	TAYLOR MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	THE ALB TALENT DEVELOPMENT CHARTER	D
ALBUQUERQUE PUBLIC SCHOOLS	THE FAMILY SCHOOL	A
ALBUQUERQUE PUBLIC SCHOOLS	THE LEARNING COMMUNITY	F
ALBUQUERQUE PUBLIC SCHOOLS	TERRA ANTIGUA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	TOMASITA ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	TONY HILLERMAN MIDDLE SCHOOL	F
ALBUQUERQUE PUBLIC SCHOOLS	TRUMAN MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	TWENTY-FIRST CENTURY	C
ALBUQUERQUE PUBLIC SCHOOLS	VALLE VISTA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	VALLEY HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	VAN BUREN MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	VENTANA RANCH ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	VISION QUEST ALT MIDDLE	?
ALBUQUERQUE PUBLIC SCHOOLS	VOLCANO VISTA HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	WASHINGTON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	WEST MESA HIGH	C

**Preliminary School Grades (SY2010-11)**

District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	WHERRY ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	WHITTIER ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	WILSON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	ZIA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	ZUNI ELEMENTARY	B
ALDO LEOPOLD CHARTER	ALDO LEOPOLD CHARTER	C
ALMA D'ARTE CHARTER	ALMA D'ARTE CHARTER	D
AMY BIEHL CHARTER HIGH SCHOOL	AMY BIEHL CHARTER HIGH SCHOOL	C
ANIMAS PUBLIC SCHOOLS	ANIMAS ELEMENTARY	B
ANIMAS PUBLIC SCHOOLS	ANIMAS HIGH	C
ANIMAS PUBLIC SCHOOLS	ANIMAS MIDDLE	B
ARTESIA PUBLIC SCHOOLS	ARTESIA HIGH	D
ARTESIA PUBLIC SCHOOLS	ARTESIA PARK JUNIOR HIGH	C
ARTESIA PUBLIC SCHOOLS	ARTESIA ZIA INTERMEDIATE	C
ARTESIA PUBLIC SCHOOLS	CENTRAL ELEMENTARY	A
ARTESIA PUBLIC SCHOOLS	GRAND HTS.EARLY CHILD	C
ARTESIA PUBLIC SCHOOLS	HERMOSA ELEMENTARY	C
ARTESIA PUBLIC SCHOOLS	PENASCO ELEMENTARY	A
ARTESIA PUBLIC SCHOOLS	ROSELAWN ELEMENTARY	C
ARTESIA PUBLIC SCHOOLS	YESO ELEMENTARY	C
ARTESIA PUBLIC SCHOOLS	YUCCA ELEMENTARY	B
AZTEC MUNICIPAL SCHOOLS	AZTEC HIGH	C
AZTEC MUNICIPAL SCHOOLS	C.V. KOOGLER MIDDLE	C
AZTEC MUNICIPAL SCHOOLS	LYDIA RIPPEY ELEMENTARY	C
AZTEC MUNICIPAL SCHOOLS	MCCOY AVENUE ELEMENTARY	D
AZTEC MUNICIPAL SCHOOLS	MOSAIC ACADEMY CHARTER	D
AZTEC MUNICIPAL SCHOOLS	PARK AVENUE ELEMENTARY	D
AZTEC MUNICIPAL SCHOOLS	VISTA NUEVA HIGH	D
BELÉN CONSOLIDATED SCHOOLS	BELÉN HIGH	C
BELÉN CONSOLIDATED SCHOOLS	BELÉN INFINITY HIGH	F
BELÉN CONSOLIDATED SCHOOLS	BELÉN MIDDLE	C
BELÉN CONSOLIDATED SCHOOLS	CENTRAL ELEMENTARY	D
BELÉN CONSOLIDATED SCHOOLS	DENNIS CHAVEZ ELEMENTARY	C
BELÉN CONSOLIDATED SCHOOLS	GIL SANCHEZ ELEMENTARY	B
BELÉN CONSOLIDATED SCHOOLS	JARAMILLO ELEMENTARY	B
BELÉN CONSOLIDATED SCHOOLS	LA MERCED ELEMENTARY	C

**Preliminary School Grades (SY2010-11)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
BELEN CONSOLIDATED SCHOOLS	LA PROMESA ELEMENTARY	B
BELEN CONSOLIDATED SCHOOLS	RIO GRANDE ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	THE FAMILY SCHOOL	A
BERNALILLO PUBLIC SCHOOLS	ALGODONES ELEMENTARY	C
BERNALILLO PUBLIC SCHOOLS	BERNALILLO HIGH	C
BERNALILLO PUBLIC SCHOOLS	BERNALILLO MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	COCHITI ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	COCHITI MIDDLE	B
BERNALILLO PUBLIC SCHOOLS	PLACITAS ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	ROOSEVELT PRIMARY	C
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO ELEMENTARY	C
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	W.D. CARROLL ELEMENTARY	D
BLOOMFIELD SCHOOLS	BLANCO ELEMENTARY	D
BLOOMFIELD SCHOOLS	BLOOMFIELD EARLY CHILDHOOD CENTER	C
BLOOMFIELD SCHOOLS	BLOOMFIELD HIGH	B
BLOOMFIELD SCHOOLS	CENTRAL PRIMARY	D
BLOOMFIELD SCHOOLS	CHARLIE Y. BROWN ALT	F
BLOOMFIELD SCHOOLS	MESA ALTA JR HIGH	C
BLOOMFIELD SCHOOLS	NAABA ANI ELEMENTARY	C
CAPTAN MUNICIPAL SCHOOLS	CAPTAN ELEMENTARY	C
CAPTAN MUNICIPAL SCHOOLS	CAPTAN HIGH	C
CAPTAN MUNICIPAL SCHOOLS	CAPTAN MIDDLE	D
CARLSBAD MUNICIPAL SCHOOLS	ALTA VISTA MIDDLE	F
CARLSBAD MUNICIPAL SCHOOLS	CARLSBAD HIGH	D
CARLSBAD MUNICIPAL SCHOOLS	CRAFT ELEMENTARY	C
CARLSBAD MUNICIPAL SCHOOLS	DR. EMMITT SMITH	?
CARLSBAD MUNICIPAL SCHOOLS	ECE CENTER	D
CARLSBAD MUNICIPAL SCHOOLS	HILLCREST ELEMENTARY	D
CARLSBAD MUNICIPAL SCHOOLS	JEFFERSON MONTESSORI	C
CARLSBAD MUNICIPAL SCHOOLS	JOE STANLEY SMITH ELEMENTARY	D
CARLSBAD MUNICIPAL SCHOOLS	MONTERREY ELEMENTARY	C
CARLSBAD MUNICIPAL SCHOOLS	P.R. LEYVA MIDDLE	B
CARLSBAD MUNICIPAL SCHOOLS	PATE ELEMENTARY	F
CARLSBAD MUNICIPAL SCHOOLS	PUCKETT ELEMENTARY	B
CARLSBAD MUNICIPAL SCHOOLS	RIVERSIDE ELEMENTARY	B

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
CARLSBAD MUNICIPAL SCHOOLS	SUNSET ELEMENTARY	B
CARRIZO MUNICIPAL SCHOOLS	CARRIZO ELEMENTARY	C
CARRIZO MUNICIPAL SCHOOLS	CARRIZO HIGH	C
CARRIZO MUNICIPAL SCHOOLS	CARRIZO MIDDLE	C
CENTRAL CONSOLIDATED SCHOOLS	CAREER PREP ALTERNATIVE	D
CENTRAL CONSOLIDATED SCHOOLS	CENTRAL HIGH	D
CENTRAL CONSOLIDATED SCHOOLS	EVA B STOKELY ELEMENTARY	C
CENTRAL CONSOLIDATED SCHOOLS	GRACE B. WILSON ELEMENTARY	A
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND ELEMENTARY	A
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND MIDDLE	B
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND PRE-K EARLY	?
CENTRAL CONSOLIDATED SCHOOLS	MESA ELEMENTARY	D
CENTRAL CONSOLIDATED SCHOOLS	NASCHITTI ELEMENTARY	C
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB ELEMENTARY	A
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB HIGH	D
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB MIDDLE	C
CENTRAL CONSOLIDATED SCHOOLS	NIZHONI ELEMENTARY	D
CENTRAL CONSOLIDATED SCHOOLS	OJO AMARILLO ELEMENTARY	F
CENTRAL CONSOLIDATED SCHOOLS	RUTH N BOND ELEMENTARY	C
CENTRAL CONSOLIDATED SCHOOLS	SHIPROCK HIGH	D
CENTRAL CONSOLIDATED SCHOOLS	TSE'BIT'AI MIDDLE	B
CESAR CHAVEZ COMMUNITY SCHOOL	CESAR CHAVEZ COMMUNITY SCHOOL	D
CHAMA VALLEY INDEP. SCHOOLS	CHAMA ELEMENTARY	C
CHAMA VALLEY INDEP. SCHOOLS	CHAMA MIDDLE	A
CHAMA VALLEY INDEP. SCHOOLS	ESCALANTE MID/HIGH	B
CHAMA VALLEY INDEP. SCHOOLS	TIERRA AMARILLA ELEMENTARY	B
CHILDRENS PSYC	CHILDRENS PSYCHIATRY	?
CIEN AGUAS INTERNAL SCHOOL	CIEN AGUAS INTERNATIONAL	C
CIMARRON MUNICIPAL SCHOOLS	CIMARRON ELEMENTARY	C
CIMARRON MUNICIPAL SCHOOLS	CIMARRON HIGH	B
CIMARRON MUNICIPAL SCHOOLS	CIMARRON MIDDLE	D
CIMARRON MUNICIPAL SCHOOLS	EAGLE NEST ELEMENTARY	B
CIMARRON MUNICIPAL SCHOOLS	EAGLE NEST MIDDLE	B
CIMARRON MUNICIPAL SCHOOLS	MORENO VALLEY HIGH	C
CLAYTON MUNICIPAL SCHOOLS	ALVIS ELEMENTARY	B
CLAYTON MUNICIPAL SCHOOLS	CLAYTON HIGH	C

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
CLAYTON MUNICIPAL SCHOOLS	CLAYTON JUNIOR HIGH	C
CLAYTON MUNICIPAL SCHOOLS	KISER ELEMENTARY	B
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT ELEMENTARY	C
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT HIGH	B
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT MIDDLE	B
CLOVIS MUNICIPAL SCHOOLS	ARTS ACADEMY AT BELLA VISTA	D
CLOVIS MUNICIPAL SCHOOLS	BARRY ELEMENTARY	C
CLOVIS MUNICIPAL SCHOOLS	CAMEO ELEMENTARY	C
CLOVIS MUNICIPAL SCHOOLS	CLOVIS HIGH	C
CLOVIS MUNICIPAL SCHOOLS	CLOVIS HS FRESHMAN ACADEMY	C
CLOVIS MUNICIPAL SCHOOLS	HIGHLAND ELEMENTARY	C
CLOVIS MUNICIPAL SCHOOLS	JAMES BICKLEY ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	LA CASITA ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	LINCOLN JACKSON ARTS	?
CLOVIS MUNICIPAL SCHOOLS	LOCKWOOD ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	LOS NINOS	?
CLOVIS MUNICIPAL SCHOOLS	MARSHALL MIDDLE	B
CLOVIS MUNICIPAL SCHOOLS	MESA ELEMENTARY	A
CLOVIS MUNICIPAL SCHOOLS	PARKVIEW ELEMENTARY	F
CLOVIS MUNICIPAL SCHOOLS	RANCHVALE ELEMENTARY	A
CLOVIS MUNICIPAL SCHOOLS	SANDIA ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	YUCCA MIDDLE	D
CLOVIS MUNICIPAL SCHOOLS	ZIA ELEMENTARY	B
COBRE CONSOLIDATED SCHOOLS	BAYARD ELEMENTARY	C
COBRE CONSOLIDATED SCHOOLS	CENTRAL ELEMENTARY	C
COBRE CONSOLIDATED SCHOOLS	COBRE HIGH	C
COBRE CONSOLIDATED SCHOOLS	HURLEY ELEMENTARY	A
COBRE CONSOLIDATED SCHOOLS	SAN LORENZO ELEMENTARY	C
COBRE CONSOLIDATED SCHOOLS	SNELL MIDDLE	C
CORONA MUNICIPAL SCHOOLS	CORONA ELEMENTARY	B
CORONA MUNICIPAL SCHOOLS	CORONA HIGH	C
COTTONWOOD CLASSICAL PREP	COTTONWOOD CLASSICAL PREP	A
CREATIVE ED PREP #1	CREATIVE ED PREP #1	C
CUBA INDEPENDENT SCHOOLS	CUBA ELEMENTARY	C
CUBA INDEPENDENT SCHOOLS	CUBA HIGH	F
CUBA INDEPENDENT SCHOOLS	CUBA MIDDLE	A

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
DEMING PUBLIC SCHOOLS	BATAAN ELEMENTARY	F
DEMING PUBLIC SCHOOLS	BELL ELEMENTARY	D
DEMING PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	D
DEMING PUBLIC SCHOOLS	COLUMBUS ELEMENTARY	D
DEMING PUBLIC SCHOOLS	DEMING CESAR CHAVEZ	F
DEMING PUBLIC SCHOOLS	DEMING HIGH	C
DEMING PUBLIC SCHOOLS	DEMING INTERMEDIATE	D
DEMING PUBLIC SCHOOLS	MEMORIAL ELEMENTARY	B
DEMING PUBLIC SCHOOLS	MY LITTLE SCHOOL	?
DEMING PUBLIC SCHOOLS	RED MOUNTAIN MIDDLE	D
DEMING PUBLIC SCHOOLS	RUBEN S. TORRES ELEMENTARY	F
DES MOINES MUNICIPAL SCHOOLS	DES MOINES ELEMENTARY	A
DES MOINES MUNICIPAL SCHOOLS	DES MOINES HIGH	B
DEXTER CONSOLIDATED SCHOOLS	DEXTER ELEMENTARY	D
DEXTER CONSOLIDATED SCHOOLS	DEXTER HIGH	B
DEXTER CONSOLIDATED SCHOOLS	DEXTER MIDDLE	F
DORA MUNICIPAL SCHOOLS	DORA ELEMENTARY	B
DORA MUNICIPAL SCHOOLS	DORA HIGH	C
DULCE INDEPENDENT SCHOOLS	DULCE ELEMENTARY	D
DULCE INDEPENDENT SCHOOLS	DULCE HIGH	B
DULCE INDEPENDENT SCHOOLS	DULCE MIDDLE	D
EAST MTN HIGH SCHOOL	EAST MTN HIGH SCHOOL	B
ELIDA MUNICIPAL SCHOOLS	ELIDA ELEMENTARY	B
ELIDA MUNICIPAL SCHOOLS	ELIDA HIGH	C
ESPANOLA PUBLIC SCHOOLS	ABIQUIU ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	ALCALDE ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	CARINOS DE LOS NINOS	D
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	F
ESPANOLA PUBLIC SCHOOLS	CHIMAYO ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	DIXON ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	C
ESPANOLA PUBLIC SCHOOLS	EUTIMIO SALAZAR ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	HERNANDEZ ELEMENTARY	F
ESPANOLA PUBLIC SCHOOLS	JAMES RODRIGUEZ ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	LOS NINOS ELEMENTARY	D
ESPANOLA PUBLIC SCHOOLS	MOUNTAIN VIEW ELEMENTARY	C

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ESPANOLA PUBLIC SCHOOLS	SAN JUAN ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	TONY QUINTANA ELEMENTARY	F
ESPANOLA PUBLIC SCHOOLS	VELARDE ELEMENTARY	B
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA HIGH	D
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA MIDDLE	C
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA VALLEY LEARNING	F
ESTANCIA MUNICIPAL SCHOOLS	LOWER ELEMENTARY	C
ESTANCIA MUNICIPAL SCHOOLS	UPPER ELEMENTARY	C
ESTANCIA MUNICIPAL SCHOOLS	VAN STONE ELEMENTARY	C
EUNICE MUNICIPAL SCHOOLS	CATON MIDDLE	D
EUNICE MUNICIPAL SCHOOLS	EUNICE HIGH	D
EUNICE MUNICIPAL SCHOOLS	METTIE JORDAN ELEMENTARY	F
FARMINGTON MUNICIPAL SCHOOLS	ANIMAS ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	APACHE ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	BLUFFVIEW ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	COUNTRY CLUB ELEMENTARY	B
FARMINGTON MUNICIPAL SCHOOLS	ESPERANZA ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	FARMINGTON HIGH	C
FARMINGTON MUNICIPAL SCHOOLS	FARMINGTON PRESCHOOL	?
FARMINGTON MUNICIPAL SCHOOLS	HEIGHTS MIDDLE SCHOOL	C
FARMINGTON MUNICIPAL SCHOOLS	HERMOSA MIDDLE SCHOOL	D
FARMINGTON MUNICIPAL SCHOOLS	LADERA DEL NORTE ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	MCCORMICK ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	MCKINLEY ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	MESA VERDE ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	MESA VIEW MIDDLE SCHOOL	D
FARMINGTON MUNICIPAL SCHOOLS	NORTHEAST ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	PIEDRA VISTA HIGH	B
FARMINGTON MUNICIPAL SCHOOLS	ROCINANTE HIGH	D
FARMINGTON MUNICIPAL SCHOOLS	TIBBETS MIDDLE SCHOOL	D
FLOYD MUNICIPAL SCHOOLS	FLOYD ELEMENTARY	B
FLOYD MUNICIPAL SCHOOLS	FLOYD HIGH	C
FLOYD MUNICIPAL SCHOOLS	FLOYD MIDDLE	D
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER ELEMENTARY	C
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER HIGH	A
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER MIDDLE	B

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
GADSDEN INDEPENDENT SCHOOLS	ANTHONY CHARTER SCHOOL	B
GADSDEN INDEPENDENT SCHOOLS	ANTHONY ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	BERINO ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL HIGH	A
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL MIDDLE	D
GADSDEN INDEPENDENT SCHOOLS	DESERT TRAILS ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	DESERT VIEW ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	GADSDEN ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	GADSDEN HIGH	C
GADSDEN INDEPENDENT SCHOOLS	GADSDEN MIDDLE	C
GADSDEN INDEPENDENT SCHOOLS	LA UNION ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	LOMA LINDA ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	MESQUITE ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	NORTH VALLEY ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	RIVERSIDE ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA HIGH	B
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA MIDDLE	A
GADSDEN INDEPENDENT SCHOOLS	SUNLAND PARK ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	SUNRISE ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	VADO ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	CHEE DODGE ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	CHIEF MANUELITO MIDDLE	D
GALLUP-MCKINLEY CTY SCHOOLS	CHURCH ROCK ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT MIDDLE	C
GALLUP-MCKINLEY CTY SCHOOLS	DAVID SKEET ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	EDUCATION DEV CENTER	?
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP CENTRAL ALTERNATIVE	D
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP HIGH	D
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP MIDDLE	C
GALLUP-MCKINLEY CTY SCHOOLS	INDIAN HILLS ELEMENTARY	B
GALLUP-MCKINLEY CTY SCHOOLS	JEFFERSON ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	JOHN F. KENNEDY MIDDLE	C

**Preliminary School Grades (SY2010-11)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
GALLUP-MCKINLEY CTY SCHOOLS	JUAN DE ONATE ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	LINCOLN ELEMENTARY	B
GALLUP-MCKINLEY CTY SCHOOLS	MIDDLE COLLEGE HIGH	B
GALLUP-MCKINLEY CTY SCHOOLS	MIYAMURA HIGH SCHOOL	C
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO MIDDLE SCHOOL	B
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO PINE HIGH	D
GALLUP-MCKINLEY CTY SCHOOLS	RAMAH ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	RAMAH HIGH	B
GALLUP-MCKINLEY CTY SCHOOLS	RED ROCK ELEMENTARY	B
GALLUP-MCKINLEY CTY SCHOOLS	ROCKY VIEW ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	ROOSEVELT ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	STAGECOACH ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU ELEMENTARY	A
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU MIDDLE	A
GALLUP-MCKINLEY CTY SCHOOLS	TOBE TURPEN ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI MIDDLE	D
GALLUP-MCKINLEY CTY SCHOOLS	TSE'YIGAI HIGH	B
GALLUP-MCKINLEY CTY SCHOOLS	TWIN LAKES ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	WASHINGTON ELEMENTARY	B
GILBERT L SENA CHARTER HS	GILBERT L SENA CHARTER HS	C
GRADY MUNICIPAL SCHOOLS	GRADY ELEMENTARY	B
GRADY MUNICIPAL SCHOOLS	GRADY HIGH	C
GRADY MUNICIPAL SCHOOLS	GRADY MIDDLE SCHOOL	D
GRANTS-CIBOLA COUNTY SCHOOLS	BLUEWATER ELEMENTARY	A
GRANTS-CIBOLA COUNTY SCHOOLS	CUBERO ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	GRANTS HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA HIGH	D
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA MIDDLE	D
GRANTS-CIBOLA COUNTY SCHOOLS	LOS ALAMITOS MIDDLE	C
GRANTS-CIBOLA COUNTY SCHOOLS	MESA VIEW ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	MILAN ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MOUNT TAYLOR ELEMENTARY	B

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
GRANTS-CIBOLA COUNTY SCHOOLS	SAN RAFAEL ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	SEBOYETA ELEMENTARY	C
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN ELEMENTARY	C
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN HIGH	B
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN MIDDLE	B
HATCH VALLEY PUBLIC SCHOOLS	GARFIELD ELEMENTARY	B
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY ELEMENTARY	D
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY HIGH	C
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY MIDDLE	B
HATCH VALLEY PUBLIC SCHOOLS	RIO GRANDE ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	B.T. WASHINGTON ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	BROADMOOR ELEMENTARY	B
HOBBS MUNICIPAL SCHOOLS	COLLEGE LANE ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	CORONADO ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	EDISON ELEMENTARY	C
HOBBS MUNICIPAL SCHOOLS	HIGHLAND JUNIOR HIGH	C
HOBBS MUNICIPAL SCHOOLS	HOBBS FRESHMAN HIGH	D
HOBBS MUNICIPAL SCHOOLS	HOBBS HIGH	D
HOBBS MUNICIPAL SCHOOLS	HOUSTON JUNIOR HIGH	D
HOBBS MUNICIPAL SCHOOLS	JEFFERSON ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	JENKINS-NUNAN CENTER	?
HOBBS MUNICIPAL SCHOOLS	MILLS ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	SANGER ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	SOUTHERN HEIGHTS ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	STONE ELEMENTARY	C
HOBBS MUNICIPAL SCHOOLS	TAYLOR ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	WILL ROGERS ELEMENTARY	D
HONDO VALLEY PUBLIC SCHOOLS	HONDO ELEMENTARY	D
HONDO VALLEY PUBLIC SCHOOLS	HONDO HIGH	B
HORIZON ACADEMY WEST	HORIZON ACADEMY WEST	C
HOUSE MUNICIPAL SCHOOLS	HOUSE ELEMENTARY	C
HOUSE MUNICIPAL SCHOOLS	HOUSE HIGH	C
HOUSE MUNICIPAL SCHOOLS	HOUSE JUNIOR HIGH	C
INTERNATIONAL SCHOOL AT MESA DEL SOL	INTERNATIONAL SCHOOL AT MESA DEL SOL	A
JAL PUBLIC SCHOOLS	JAL ELEMENTARY	D
JAL PUBLIC SCHOOLS	JAL HIGH	D

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
JAL PUBLIC SCHOOLS	JAL JR HIGH	F
JEMEZ MOUNTAIN PUBLIC SCHOOLS	CORONADO HIGH	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	CORONADO MIDDLE	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	GALLINA ELEMENTARY	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	LINDRITH AREA HERITAGE	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	LYBROOK ELEMENTARY	C
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY ELEMENTARY	D
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY HIGH	D
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY MIDDLE	D
JEMEZ VALLEY PUBLIC SCHOOLS	SAN DIEGO RIVERSIDE	F
JEMEZ VALLEY PUBLIC SCHOOLS	WALATOWA CHARTER HIGH	D
JUVENILE JUSTICE	AZTEC YOUTH ACADEMY	?
JUVENILE JUSTICE	FOOTHILL HIGH SCHOOL	?
LA PROMESA EARLY LEARNING	LA PROMESA EARLY LEARNING	F
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR ELEMENTARY	B
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR HIGH	B
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	ALAMEDA ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	BOOKER T. WASHINGTON	D
LAS CRUCES PUBLIC SCHOOLS	CAMINO REAL MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	CENTRAL ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	CESAR CHAVEZ ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	COLUMBIA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	CONLEE ELEMENTARY	F
LAS CRUCES PUBLIC SCHOOLS	DESERT HILLS ELEMENTARY	A
LAS CRUCES PUBLIC SCHOOLS	DONA ANA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	EARLY COLLEGE HIGH SCHOOL	Pending
LAS CRUCES PUBLIC SCHOOLS	EAST PICACHO ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	FAIRACRES ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	HERMOSA HGTS ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	HIGHLAND ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	HILLRISE ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	JORNADA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	LA ACADEMIA DOLORES	B
LAS CRUCES PUBLIC SCHOOLS	LAS CRUCES HIGH	B
LAS CRUCES PUBLIC SCHOOLS	LAS MONTANAS CHARTER	D

**Preliminary School Grades (SY2010-11)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
LAS CRUCES PUBLIC SCHOOLS	LOMA HEIGHTS ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	LYNN MIDDLE	C
LAS CRUCES PUBLIC SCHOOLS	MAC ARTHUR ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	MAYFIELD HIGH	D
LAS CRUCES PUBLIC SCHOOLS	MESA MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	MESILLA ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	MESILLA PARK ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	MONTE VISTA ELEMENTARY	A
LAS CRUCES PUBLIC SCHOOLS	ONATE HIGH	B
LAS CRUCES PUBLIC SCHOOLS	PICACHO MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	SAN ANDRES HIGH SCHOOL	F
LAS CRUCES PUBLIC SCHOOLS	SIERRA MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	SONOMA ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	SUNRISE ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	TOMBAUGH ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	UNIVERSITY HILLS ELEMENTARY	F
LAS CRUCES PUBLIC SCHOOLS	VALLEY VIEW ELEMENTARY	F
LAS CRUCES PUBLIC SCHOOLS	VISTA MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	WHITE SANDS ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	WHITE SANDS MIDDLE	C
LAS CRUCES PUBLIC SCHOOLS	ZIA MIDDLE	C
LAS VEGAS CITY PUBLIC SCHOOLS	LEGION PARK ELEMENTARY	F
LAS VEGAS CITY PUBLIC SCHOOLS	LOS NINOS ELEMENTARY	C
LAS VEGAS CITY PUBLIC SCHOOLS	LVCS EARLY CHILDHOOD	F
LAS VEGAS CITY PUBLIC SCHOOLS	MEMORIAL MIDDLE	C
LAS VEGAS CITY PUBLIC SCHOOLS	MIKE SENA ELEMENTARY	D
LAS VEGAS CITY PUBLIC SCHOOLS	PAUL D. HENRY ELEMENTARY	B
LAS VEGAS CITY PUBLIC SCHOOLS	ROBERTSON HIGH	C
LAS VEGAS CITY PUBLIC SCHOOLS	SIERRA VISTA ELEMENTARY	D
LOGAN MUNICIPAL SCHOOLS	LOGAN ELEMENTARY	A
LOGAN MUNICIPAL SCHOOLS	LOGAN HIGH	C
LOGAN MUNICIPAL SCHOOLS	LOGAN MIDDLE	D
LORDSBURG MUNICIPAL SCHOOLS	CENTRAL ELEMENTARY	D
LORDSBURG MUNICIPAL SCHOOLS	DUGAN-TARANGO MIDDLE	C
LORDSBURG MUNICIPAL SCHOOLS	LORDSBURG HIGH	B
LORDSBURG MUNICIPAL SCHOOLS	R.V. TRAYLOR ELEMENTARY	D

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
LORDSBURG MUNICIPAL SCHOOLS	SOUTHSIDE ELEMENTARY	C
LOS ALAMOS PUBLIC SCHOOLS	ASPEN ELEMENTARY	B
LOS ALAMOS PUBLIC SCHOOLS	BARRANCA MESA ELEMENTARY	B
LOS ALAMOS PUBLIC SCHOOLS	CHAMISA ELEMENTARY	B
LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS HIGH	A
LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS MIDDLE	B
LOS ALAMOS PUBLIC SCHOOLS	MOUNTAIN ELEMENTARY	A
LOS ALAMOS PUBLIC SCHOOLS	PINON ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	ANN PARISH ELEMENTARY	F
LOS LUNAS PUBLIC SCHOOLS	BOSQUE FARMS ELEMENTARY	A
LOS LUNAS PUBLIC SCHOOLS	CENTURY ALT HIGH	F
LOS LUNAS PUBLIC SCHOOLS	DANIEL FERNANDEZ ELEMENTARY	D
LOS LUNAS PUBLIC SCHOOLS	DESERT VIEW ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	KATHERINE GALLEGOS ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS FAMILY SCHOOL	C
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS HIGH	D
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS MIDDLE	C
LOS LUNAS PUBLIC SCHOOLS	MANZANO VISTA MIDDLE	D
LOS LUNAS PUBLIC SCHOOLS	PERALTA ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	RAYMOND GABALDON ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	SUNDANCE ELEMENTARY	A
LOS LUNAS PUBLIC SCHOOLS	TOME ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	VALENCIA ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	VALENCIA HIGH	C
LOVING MUNICIPAL SCHOOLS	LOVING ELEMENTARY	F
LOVING MUNICIPAL SCHOOLS	LOVING HIGH	B
LOVING MUNICIPAL SCHOOLS	LOVING MIDDLE	C
LOVINGTON MUNICIPAL SCHOOLS	BEN ALEXANDER ELEMENTARY	B
LOVINGTON MUNICIPAL SCHOOLS	JEFFERSON ELEMENTARY	B
LOVINGTON MUNICIPAL SCHOOLS	LEA ELEMENTARY	C
LOVINGTON MUNICIPAL SCHOOLS	LLANO ELEMENTARY	B
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON 6TH GRADE ACADEMY	C
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON FRESHMAN ACADEMY	C
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON HIGH	C
LOVINGTON MUNICIPAL SCHOOLS	NEW HOPE ALT HIGH	F

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
LOVINGTON MUNICIPAL SCHOOLS	TAYLOR MIDDLE	D
LOVINGTON MUNICIPAL SCHOOLS	YARBRO ELEMENTARY	C
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA ELEMENTARY	D
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA HIGH	C
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA MIDDLE	D
MAXWELL MUNICIPAL SCHOOLS	MAXWELL ELEMENTARY	F
MAXWELL MUNICIPAL SCHOOLS	MAXWELL HIGH	A
MAXWELL MUNICIPAL SCHOOLS	MAXWELL MIDDLE	B
MEDIA ARTS CHARTER	MEDIA ARTS COLLABORATIVE CHARTER	B
MELROSE PUBLIC SCHOOLS	MELROSE ELEMENTARY	A
MELROSE PUBLIC SCHOOLS	MELROSE HIGH	C
MELROSE PUBLIC SCHOOLS	MELROSE JUNIOR	B
MESA VISTA CONSOLIDATED SCHOOLS	EL RITO ELEMENTARY	B
MESA VISTA CONSOLIDATED SCHOOLS	MESA VISTA HIGH	C
MESA VISTA CONSOLIDATED SCHOOLS	MESA VISTA MIDDLE	F
MESA VISTA CONSOLIDATED SCHOOLS	OJO CALIENTE ELEMENTARY	C
MONTESSORI ELEMENTARY SCHOOL	MONTESSORI ELEMENTARY SCHOOL	B
MORA INDEPENDENT SCHOOLS	HOLMAN ELEMENTARY	C
MORA INDEPENDENT SCHOOLS	LAZARO LARRY GARCIA	C
MORA INDEPENDENT SCHOOLS	MORA ELEMENTARY	C
MORA INDEPENDENT SCHOOLS	MORA HIGH	A
MORIARTY MUNICIPAL SCHOOLS	EDGEWOOD ELEMENTARY	A
MORIARTY MUNICIPAL SCHOOLS	EDGEWOOD MIDDLE	A
MORIARTY MUNICIPAL SCHOOLS	MORIARTY ELEMENTARY	F
MORIARTY MUNICIPAL SCHOOLS	MORIARTY HIGH	D
MORIARTY MUNICIPAL SCHOOLS	MORIARTY MIDDLE	C
MORIARTY MUNICIPAL SCHOOLS	MOUNTAINVIEW ELEMENTARY	D
MORIARTY MUNICIPAL SCHOOLS	ROUTE 66 ELEMENTARY	C
MORIARTY MUNICIPAL SCHOOLS	SOUTH MOUNTAIN ELEMENTARY	C
MOSQUERO MUNICIPAL SCHOOLS	MOSQUERO ELEMENTARY	C
MOSQUERO MUNICIPAL SCHOOLS	MOSQUERO HIGH	C
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR ELEMENTARY	D
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR HIGH	A
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR JR HIGH	F
NEW AMERICA SCHOOL	NEW AMERICA SCHOOL	D
NM CORRECTIONS	CENTRAL NM CORRECTION	?

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
NM CORRECTIONS	GUADALUPE COUNTY CORRECTION	?
NM CORRECTIONS	LEE CTY CORRECTIONS	?
NM CORRECTIONS	NM WOMEN'S CORRECTION	?
NM CORRECTIONS	NORTHERN NM CORRECTIONAL FACILITY	?
NM CORRECTIONS	PNM-SANTA FE	?
NM CORRECTIONS	ROSWELL CORRECTIONS	?
NM CORRECTIONS	SOUTHERN NM CORRECTION	?
NM CORRECTIONS	SPRINGER CORRECTIONAL FACILITY	?
NM CORRECTIONS	WESTERN NM CORRECTION	?
NM SCHOOL FOR ARTS	NM SCHOOL FOR THE ARTS	C
NM SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	NM SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	?
NM SCHOOL FOR THE DEAF	NM SCHOOL FOR THE DEAF	?
NORTH VALLEY CHARTER	NORTH VALLEY ACADEMY	F
PECOS INDEPENDENT SCHOOLS	PECOS ELEMENTARY	B
PECOS INDEPENDENT SCHOOLS	PECOS HIGH	C
PECOS INDEPENDENT SCHOOLS	PECOS MIDDLE	D
PENASCO INDEPENDENT SCHOOLS	PENASCO ELEMENTARY	C
PENASCO INDEPENDENT SCHOOLS	PENASCO HIGH	D
PENASCO INDEPENDENT SCHOOLS	PENASCO MIDDLE	C
POJOAQUE VALLEY PUBLIC SCHOOLS	PABLO ROYBAL ELEMENTARY	A
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE HIGH	C
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE INTERMEDIATE	C
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE MIDDLE	D
POJOAQUE VALLEY PUBLIC SCHOOLS	SIXTH GRADE ACADEMY	B
PORTALES MUNICIPAL SCHOOLS	BROWN EARLY CHILDHOOD CENTER	C
PORTALES MUNICIPAL SCHOOLS	JAMES ELEMENTARY	C
PORTALES MUNICIPAL SCHOOLS	LINDSEY-STEINER ELEMENTARY	C
PORTALES MUNICIPAL SCHOOLS	PORTALES HIGH	C
PORTALES MUNICIPAL SCHOOLS	PORTALES JR HIGH	D
PORTALES MUNICIPAL SCHOOLS	VALENCIA ELEMENTARY	C
QUEMADO INDEPENDENT SCHOOLS	DATIL ELEMENTARY	C
QUEMADO INDEPENDENT SCHOOLS	QUEMADO ELEMENTARY	D
QUEMADO INDEPENDENT SCHOOLS	QUEMADO HIGH	D
QUESTA INDEPENDENT SCHOOLS	ALTA VISTA ELEMENTARY	D
QUESTA INDEPENDENT SCHOOLS	ALTA VISTA INTERMEDIATE	D
QUESTA INDEPENDENT SCHOOLS	QUESTA HIGH	B

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
QUESTA INDEPENDENT SCHOOLS	QUESTA JR HIGH	C
QUESTA INDEPENDENT SCHOOLS	RED RIVER VALLEY	D
QUESTA INDEPENDENT SCHOOLS	RIO COSTILLA ELEMENTARY	D
QUESTA INDEPENDENT SCHOOLS	ROOTS & WINGS COMMUNITY	B
RATON PUBLIC SCHOOLS	COLUMBIAN ELEMENTARY	A
RATON PUBLIC SCHOOLS	KEARNEY ELEMENTARY	D
RATON PUBLIC SCHOOLS	LONGFELLOW ELEMENTARY	B
RATON PUBLIC SCHOOLS	RATON HIGH	D
RATON PUBLIC SCHOOLS	RATON MIDDLE	D
RESERVE PUBLIC SCHOOLS	GLENWOOD ELEMENTARY	C
RESERVE PUBLIC SCHOOLS	RESERVE ELEMENTARY	B
RESERVE PUBLIC SCHOOLS	RESERVE HIGH	B
RIO RANCHO PUBLIC SCHOOLS	CIELO AZUL ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	COLINAS DEL NORTE ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	EAGLE RIDGE MIDDLE	D
RIO RANCHO PUBLIC SCHOOLS	ENCHANTED HILLS ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	ERNEST STAPLETON ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	INDEPENDENCE HIGH SCHOOL	D
RIO RANCHO PUBLIC SCHOOLS	LINCOLN MIDDLE	B
RIO RANCHO PUBLIC SCHOOLS	MAGGIE CORDOVA ELEMENTARY SCHOOL	A
RIO RANCHO PUBLIC SCHOOLS	MARTIN KING JR ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	MOUNTAIN VIEW MIDDLE	B
RIO RANCHO PUBLIC SCHOOLS	PUESTA DEL SOL ELEMENTARY	D
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO CYBER ACADEMY	B
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO HIGH	C
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO MIDDLE SCHOOL	C
RIO RANCHO PUBLIC SCHOOLS	SANDIA VISTA ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	SHINING STARS PRESCHOOL	?
RIO RANCHO PUBLIC SCHOOLS	V SUE CLEVELAND HIGH	C
RIO RANCHO PUBLIC SCHOOLS	VISTA GRANDE ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	BERRENDO ELEMENTARY	F
ROSWELL INDEPENDENT SCHOOLS	BERRENDO MIDDLE	C
ROSWELL INDEPENDENT SCHOOLS	DEL NORTE ELEMENTARY	C
ROSWELL INDEPENDENT SCHOOLS	E GRAND PLAINS ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	EL CAPITAN ELEMENTARY	B

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
ROSWELL INDEPENDENT SCHOOLS	GODDARD HIGH	A
ROSWELL INDEPENDENT SCHOOLS	MESA MIDDLE	C
ROSWELL INDEPENDENT SCHOOLS	MILITARY HGTS ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	MISSOURI AVE ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	MONTERREY ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	MOUNTAIN VIEW MIDDLE	D
ROSWELL INDEPENDENT SCHOOLS	NANCY LOPEZ ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	NM MILITARY INSTITUTE	?
ROSWELL INDEPENDENT SCHOOLS	PARKVIEW EARLY LITERACY CENTER	?
ROSWELL INDEPENDENT SCHOOLS	PECOS ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	ROSWELL HIGH	A
ROSWELL INDEPENDENT SCHOOLS	SIDNEY GUTIERREZ MIDDLE	A
ROSWELL INDEPENDENT SCHOOLS	SIERRA MIDDLE	F
ROSWELL INDEPENDENT SCHOOLS	SUNSET ELEMENTARY	F
ROSWELL INDEPENDENT SCHOOLS	UNIVERSITY HIGH	D
ROSWELL INDEPENDENT SCHOOLS	VALLEY VIEW ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	WASHINGTON AVE ELEMENTARY	B
ROY MUNICIPAL SCHOOLS	ROY ELEMENTARY	A
ROY MUNICIPAL SCHOOLS	ROY HIGH	C
RUIDOSO MUNICIPAL SCHOOLS	NOB HILL EARLY CHILDHOOD CENTER	F
RUIDOSO MUNICIPAL SCHOOLS	RUIDOSO HIGH	C
RUIDOSO MUNICIPAL SCHOOLS	RUIDOSO MIDDLE	C
RUIDOSO MUNICIPAL SCHOOLS	SIERRA VISTA PRIMARY	F
RUIDOSO MUNICIPAL SCHOOLS	WHITE MOUNTAIN ELEMENTARY	D
SAN JON MUNICIPAL SCHOOLS	SAN JON ELEMENTARY	C
SAN JON MUNICIPAL SCHOOLS	SAN JON HIGH	C
SAN JON MUNICIPAL SCHOOLS	SAN JON MIDDLE SCHOOL	C
SANTA FE PUBLIC SCHOOLS	ACADEMY FOR TECH & CLASS	B
SANTA FE PUBLIC SCHOOLS	ACEQUIA MADRE ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	AGUA FRIA ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	AMY BIEHL COMMUNITY SCHOOL AT RANCHO VIEJO	A
SANTA FE PUBLIC SCHOOLS	ASPEN COMMUNITY MAGNET SCHOOL	D
SANTA FE PUBLIC SCHOOLS	ATALAYA ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	CALVIN CAPSHAW MIDDLE	C
SANTA FE PUBLIC SCHOOLS	CAPITAL HIGH	C
SANTA FE PUBLIC SCHOOLS	CAREER ACADEMY	D

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
SANTA FE PUBLIC SCHOOLS	CARLOS GILBERT ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	CESAR CHAVEZ ELEMENTARY	F
SANTA FE PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	F
SANTA FE PUBLIC SCHOOLS	DE VARGAS MIDDLE	F
SANTA FE PUBLIC SCHOOLS	E.J. MARTINEZ ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	EDWARD ORTIZ MIDDLE	D
SANTA FE PUBLIC SCHOOLS	EL DORADO COMMUNITY SCHOOL	B
SANTA FE PUBLIC SCHOOLS	FRANCIS X. NAVA ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	GONZALES ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	KEARNY ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	MONTE DEL SOL CHARTER	A
SANTA FE PUBLIC SCHOOLS	NYE EARLY CHILDHOOD	?
SANTA FE PUBLIC SCHOOLS	PINON ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	R.M. SWEENEY ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	RAMIREZ THOMAS ELEMENTARY	F
SANTA FE PUBLIC SCHOOLS	SALAZAR ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	SANTA FE HIGH	B
SANTA FE PUBLIC SCHOOLS	TESUQUE ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	TIERRA ENCANTADA CHARTER SCHOOL	F
SANTA FE PUBLIC SCHOOLS	TURQUOISE TRAIL CHARTER SCHOOL	B
SANTA FE PUBLIC SCHOOLS	WOOD-GORMLEY ELEMENTARY	A
SANTA ROSA CONSOLIDATED SCHOOLS	ANTON CHICO MIDDLE	D
SANTA ROSA CONSOLIDATED SCHOOLS	RITA A. MARQUEZ ELEMENTARY	C
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA ELEMENTARY	B
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA HIGH	B
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA MIDDLE	B
SCHOOL OF DREAMS ACADEMY	SCHOOL OF DREAMS ACADEMY	F
SEQUOYAH	SEQUOYAH	?
SILVER CONSOLIDATED SCHOOLS	CLIFF ELEMENTARY	A
SILVER CONSOLIDATED SCHOOLS	CLIFF HIGH	B
SILVER CONSOLIDATED SCHOOLS	G.W.STOUT ELEMENTARY	D
SILVER CONSOLIDATED SCHOOLS	HARRISON SCHMITT ELEMENTARY	A
SILVER CONSOLIDATED SCHOOLS	JOSE BARRIOS ELEMENTARY	C
SILVER CONSOLIDATED SCHOOLS	LA PLATA MIDDLE	D
SILVER CONSOLIDATED SCHOOLS	SILVER CITY OPPORTUNITY SCHOOL	F
SILVER CONSOLIDATED SCHOOLS	SILVER HIGH	C

Preliminary School Grades (SY2010-11)		
District Name	School Name	School Grade
SILVER CONSOLIDATED SCHOOLS	SIXTH STREET ELEMENTARY	C
SOCORRO CONSOLIDATED SCHOOLS	COTTONWOOD VALLEY CHARTER	C
SOCORRO CONSOLIDATED SCHOOLS	MIDWAY ELEMENTARY	D
SOCORRO CONSOLIDATED SCHOOLS	PARKVIEW ELEMENTARY	B
SOCORRO CONSOLIDATED SCHOOLS	R. SARRACINO MIDDLE	C
SOCORRO CONSOLIDATED SCHOOLS	SAN ANTONIO ELEMENTARY	D
SOCORRO CONSOLIDATED SCHOOLS	SOCORRO HIGH	B
SOCORRO CONSOLIDATED SCHOOLS	ZIMMERLY ELEMENTARY	F
SOUTH VALLEY PREP	SOUTH VALLEY PREP	D
SOUTHWEST INTERMEDIATE LEARNING CENTER	SOUTHWEST INTERMEDIATE LEARNING CENTER	A
SOUTHWEST PRIMARY LEARNING CENTER	SOUTHWEST PRIMARY LEARNING CENTER	A
SOUTHWEST SECONDARY LEARNING CENTER	SOUTHWEST SECONDARY LEARNING CENTER	B
SPRINGER MUNICIPAL SCHOOLS	FORRESTER ELEMENTARY	B
SPRINGER MUNICIPAL SCHOOLS	MIRANDA JUNIOR HIGH	B
SPRINGER MUNICIPAL SCHOOLS	SPRINGER HIGH	C
SPRINGER MUNICIPAL SCHOOLS	WILFERTH ELEMENTARY	B
T OR C MUNICIPAL SCHOOLS	ARREY ELEMENTARY	D
T OR C MUNICIPAL SCHOOLS	HOT SPRINGS HIGH	C
T OR C MUNICIPAL SCHOOLS	SIERRA ELEMENTARY	D
T OR C MUNICIPAL SCHOOLS	T OR C ELEMENTARY	C
T OR C MUNICIPAL SCHOOLS	T OR C MIDDLE	C
TAOS ACADEMY	TAOS ACADEMY	B
TAOS MUNICIPAL SCHOOLS	ANANSI CHARTER SCHOOL	A
TAOS MUNICIPAL SCHOOLS	ARROYO DEL NORTE ELEMENTARY	B
TAOS MUNICIPAL SCHOOLS	CHRYSALIS ALTERNATIVE	D
TAOS MUNICIPAL SCHOOLS	ENOS GARCIA ELEMENTARY	C
TAOS MUNICIPAL SCHOOLS	RANCHOS DE TAOS ELEMENTARY	B
TAOS MUNICIPAL SCHOOLS	TAOS CYBER MAGNET	D
TAOS MUNICIPAL SCHOOLS	TAOS HIGH	A
TAOS MUNICIPAL SCHOOLS	TAOS MIDDLE	D
TAOS MUNICIPAL SCHOOLS	TAOS MUNICIPAL CHARTER	A
TAOS MUNICIPAL SCHOOLS	VISTA GRANDE HIGH SCHOOL	B
TAOS SCHOOL OF THE ARTS	TAOS INTEGRATED SCHOOL OF ARTS	D
TATUM MUNICIPAL SCHOOLS	TATUM ELEMENTARY	D
TATUM MUNICIPAL SCHOOLS	TATUM HIGH	B
TATUM MUNICIPAL SCHOOLS	TATUM JR HIGH	B

**Preliminary School Grades (SY2010-11)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
TEXICO MUNICIPAL SCHOOLS	TEXICO ELEMENTARY	C
TEXICO MUNICIPAL SCHOOLS	TEXICO HIGH	A
TEXICO MUNICIPAL SCHOOLS	TEXICO MIDDLE	C
THE ASK PROGRAM	THE ASK ACADEMY	Pending
THE MASTER PROGRAM	THE MASTER PROGRAM	C
TIERRA ADENTRO	TIERRA ADENTRO	F
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI ELEMENTARY	D
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI HIGH	A
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI MIDDLE	D
TULAROSA MUNICIPAL SCHOOLS	TULAROSA ELEMENTARY	C
TULAROSA MUNICIPAL SCHOOLS	TULAROSA HIGH	D
TULAROSA MUNICIPAL SCHOOLS	TULAROSA INTER	C
TULAROSA MUNICIPAL SCHOOLS	TULAROSA MIDDLE	C
VAUGHN MUNICIPAL SCHOOLS	VAUGHN ELEMENTARY	A
VAUGHN MUNICIPAL SCHOOLS	VAUGHN HIGH	C
VILLAGE ACADEMY	VILLAGE ACADEMY	C
WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND ELEMENTARY	C
WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND HIGH	B
WEST LAS VEGAS PUBLIC SCHOOLS	DON CECILIO MTZ ELEMENTARY	B
WEST LAS VEGAS PUBLIC SCHOOLS	LUIS E. ARMIJO ELEMENTARY	C
WEST LAS VEGAS PUBLIC SCHOOLS	RIO GALLINAS SCHOOL	C
WEST LAS VEGAS PUBLIC SCHOOLS	TONY SERNA JR. ELEMENTARY	C
WEST LAS VEGAS PUBLIC SCHOOLS	UNION ELEMENTARY	B
WEST LAS VEGAS PUBLIC SCHOOLS	VALLEY ELEMENTARY	D
WEST LAS VEGAS PUBLIC SCHOOLS	VALLEY MIDDLE	C
WEST LAS VEGAS PUBLIC SCHOOLS	W LAS VEGAS HIGH	C
WEST LAS VEGAS PUBLIC SCHOOLS	W LAS VEGAS MIDDLE	D
WEST LAS VEGAS PUBLIC SCHOOLS	WLV FAMILY PARTNERSHIP	F
ZUNI PUBLIC SCHOOLS	A:SHIWI ELEMENTARY	F
ZUNI PUBLIC SCHOOLS	DOWA YALANNE ELEMENTARY	B
ZUNI PUBLIC SCHOOLS	TWIN BUTTES HIGH	D
ZUNI PUBLIC SCHOOLS	ZUNI HIGH	C
ZUNI PUBLIC SCHOOLS	ZUNI MIDDLE	D

Official School Grades (SY2011-12)		
District Name	School Name	School Grade
ABQ SCHOOL OF EXCELLENCE	ABQ SCHOOL OF EXCELLENCE	B
ABQ SIGN LANGUAGE ACADEMY	ABQ SIGN LANGUAGE ACADEMY	F
ACADEMY OF TRADES AND TECH	ACADEMY OF TRADES AND TECH	F
ACE LEADERSHIP HIGH SCHOOL	ACE LEADERSHIP HIGH SCHOOL	F
ALAMOGORDO PUBLIC SCHOOLS	ACADEMY DEL SOL ALT.	D
ALAMOGORDO PUBLIC SCHOOLS	ALAMOGORDO HIGH	C
ALAMOGORDO PUBLIC SCHOOLS	BUENA VISTA ELEMENTARY	C
ALAMOGORDO PUBLIC SCHOOLS	CHAPARRAL MIDDLE	B
ALAMOGORDO PUBLIC SCHOOLS	HEIGHTS ELEMENTARY	F
ALAMOGORDO PUBLIC SCHOOLS	HIGH ROLLS MTN ELEMENTARY	B
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN INTERMEDIATE	B
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN MIDDLE	A
ALAMOGORDO PUBLIC SCHOOLS	HOLLOMAN PRIMARY	B
ALAMOGORDO PUBLIC SCHOOLS	LA LUZ ELEMENTARY	D
ALAMOGORDO PUBLIC SCHOOLS	MOUNTAIN VIEW MIDDLE	B
ALAMOGORDO PUBLIC SCHOOLS	NORTH ELEMENTARY	C
ALAMOGORDO PUBLIC SCHOOLS	OREGON ELEMENTARY	D
ALAMOGORDO PUBLIC SCHOOLS	SACRAMENTO ELEMENTARY	F
ALAMOGORDO PUBLIC SCHOOLS	SIERRA ELEMENTARY	C
ALAMOGORDO PUBLIC SCHOOLS	YUCCA ELEMENTARY	D
ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	A
ALBUQUERQUE PUBLIC SCHOOLS	A. MONTOYA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ACOMA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ADOBE ACRES ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	ALAMEDA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	ALAMOSA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE EVENING	D
ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	ALICE KING COMMUNITY SCHOOL	A
ALBUQUERQUE PUBLIC SCHOOLS	ALVARADO ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	APACHE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ARMJO ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	ARROYO DEL OSO ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	ATRISCO ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	ATRISCO HERITAGE ACADEMY HS	D
ALBUQUERQUE PUBLIC SCHOOLS	BANDELIER ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	BARCELONA ELEMENTARY	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
ALBUQUERQUE PUBLIC SCHOOLS	BATAAN CHARTER SCHOOL	D
ALBUQUERQUE PUBLIC SCHOOLS	BEL-AIR ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	BELLEHAVEN ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	CAREER ACADEMIC & TECHNICAL ACADEMY	C
ALBUQUERQUE PUBLIC SCHOOLS	CAREER ENRICHMENT	?
ALBUQUERQUE PUBLIC SCHOOLS	CARLOS REY ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	CHAMIZA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CHELWOOD ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	CHRISTINE DUNCANS HERITAGE ACADEMY	F
ALBUQUERQUE PUBLIC SCHOOLS	CIBOLA HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	CLEVELAND MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	COCHITI ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	COLLET PARK ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	COMANCHE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	CONTINUATION SCHOOL	?
ALBUQUERQUE PUBLIC SCHOOLS	CORONADO ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CORRALES ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	CORRALES INTERNATIONAL	B
ALBUQUERQUE PUBLIC SCHOOLS	DEL NORTE HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	DENNIS CHAVEZ ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DESERT RIDGE MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	DIGITAL ARTS AND TECHNOLOGY	C
ALBUQUERQUE PUBLIC SCHOOLS	DOLORES GONZALES ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DOUBLE EAGLE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DOUGLAS MACARTHUR ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	DURANES ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	EARLY COLLEGE ACADEMY	A
ALBUQUERQUE PUBLIC SCHOOLS	EAST SAN JOSE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	EDMUND G ROSS ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	EDWARD GONZALES ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	EISENHOWER MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	EL CAMINO REAL ACADEMY	D
ALBUQUERQUE PUBLIC SCHOOLS	ELDORADO HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	EMERSON ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	ERNIE PYLE MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	EUBANK ELEMENTARY	F

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
ALBUQUERQUE PUBLIC SCHOOLS	EUGENE FIELD ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	FREEDOM HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	GARFIELD MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	GEORGIA O'KEEFE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	GORDON BERNELL CHARTER	D
ALBUQUERQUE PUBLIC SCHOOLS	GOV BENT ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	GRANT MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	GRIEGOS ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	HARRISON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	HAWTHORNE ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	HAYES MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	HELEN CORDERO PRIMARY	C
ALBUQUERQUE PUBLIC SCHOOLS	HIGHLAND AUTISM CENTER	?
ALBUQUERQUE PUBLIC SCHOOLS	HIGHLAND HIGH	D
ALBUQUERQUE PUBLIC SCHOOLS	HODGIN ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	HOOVER MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	HUBERT H HUMPHREY ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	INEZ ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	JACKSON MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	JAMES MONROE MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	JEFFERSON MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	JIMMY CARTER MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	JOHN ADAMS MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	JOHN BAKER ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	KENNEDY MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	KIRTLAND ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	KIT CARSON ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	L.B. JOHNSON MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	LA ACADEMIA DE ESPERANZA	D
ALBUQUERQUE PUBLIC SCHOOLS	LA ACADEMIA DE LENGUA Y CULTURA	D
ALBUQUERQUE PUBLIC SCHOOLS	LA CUEVA HIGH	A
ALBUQUERQUE PUBLIC SCHOOLS	LA LUZ ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	LA MESA ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	LAVALAND ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	LEW WALLACE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	LONGFELLOW ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	LOS PADILLAS ELEMENTARY	D

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
ALBUQUERQUE PUBLIC SCHOOLS	LOS PUENTES CHARTER	F
ALBUQUERQUE PUBLIC SCHOOLS	LOS RANCHOS ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	LOWELL ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	MADISON MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	MANZANO HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	MANZANO MESA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MARIE M HUGHES ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MARK TWAIN ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MARYANN BINFORD ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	MATHESON PARK ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	MC COLLUM ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MC KINLEY MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	MISSION AVENUE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	MITCHELL ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MONTE VISTA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	MONTESSORI OF THE RIO GRANDE	B
ALBUQUERQUE PUBLIC SCHOOLS	MONTEZUMA ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	B
ALBUQUERQUE PUBLIC SCHOOLS	MOUNTAIN VIEW ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	NATIVE AMERICAN COMM ACADEMY	D
ALBUQUERQUE PUBLIC SCHOOLS	NAVAJO ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	NEW FUTURES SCHOOL	C
ALBUQUERQUE PUBLIC SCHOOLS	NEX GEN ACADEMY	C
ALBUQUERQUE PUBLIC SCHOOLS	NORTH STAR ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	NUESTROS VALORES CHARTER	D
ALBUQUERQUE PUBLIC SCHOOLS	ONATE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	OSUNA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	PAINTED SKY ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	PAJARITO ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	PETROGLYPH ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	POLK MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	PUBLIC ACADEMY FOR PERFORMING ARTS	C
ALBUQUERQUE PUBLIC SCHOOLS	REGINALD CHAVEZ ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	RIO GRANDE HIGH	D
ALBUQUERQUE PUBLIC SCHOOLS	ROBERT F. KENNEDY CHARTER	F
ALBUQUERQUE PUBLIC SCHOOLS	ROOSEVELT MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	RUDOLFO ANAYA ELEMENTARY	D

**Official School Grades (SY2011-12)**

District Name	School Name	School Grade
ALBUQUERQUE PUBLIC SCHOOLS	S. Y. JACKSON ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SAN ANTONITO ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SANDIA BASE ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SANDIA HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	SCHOOL FOR INTEGRATE	D
ALBUQUERQUE PUBLIC SCHOOLS	SCHOOL ON WHEELS	D
ALBUQUERQUE PUBLIC SCHOOLS	SEVEN-BAR ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	SIERRA ALTERNATIVE	?
ALBUQUERQUE PUBLIC SCHOOLS	SIERRA VISTA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	SOMBRA DEL MONTE ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	SOUTH VALLEY ACADEMY	C
ALBUQUERQUE PUBLIC SCHOOLS	SUNSET VIEW ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	SUSIE R. MARMON ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	TAFT MIDDLE	B
ALBUQUERQUE PUBLIC SCHOOLS	TAYLOR MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	THE ALB TALENT DEVELOPMENT CHARTER	D
ALBUQUERQUE PUBLIC SCHOOLS	THE FAMILY SCHOOL	A
ALBUQUERQUE PUBLIC SCHOOLS	TIERRA ANTIGUA ELEMENTARY	B
ALBUQUERQUE PUBLIC SCHOOLS	TOMASITA ELEMENTARY	D
ALBUQUERQUE PUBLIC SCHOOLS	TONY HILLERMAN MIDDLE SCHOOL	B
ALBUQUERQUE PUBLIC SCHOOLS	TRUMAN MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	TWENTY-FIRST CENTURY	B
ALBUQUERQUE PUBLIC SCHOOLS	VALLE VISTA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	VALLEY HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	VAN BUREN MIDDLE	C
ALBUQUERQUE PUBLIC SCHOOLS	VENTANA RANCH ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	VISION QUEST ALT MIDDLE	?
ALBUQUERQUE PUBLIC SCHOOLS	VOLCANO VISTA HIGH	B
ALBUQUERQUE PUBLIC SCHOOLS	WASHINGTON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	WEST MESA HIGH	C
ALBUQUERQUE PUBLIC SCHOOLS	WHERRY ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	WHITTIER ELEMENTARY	F
ALBUQUERQUE PUBLIC SCHOOLS	WILSON MIDDLE	D
ALBUQUERQUE PUBLIC SCHOOLS	ZIA ELEMENTARY	C
ALBUQUERQUE PUBLIC SCHOOLS	ZUNI ELEMENTARY	D
ALDO LEOPOLD CHARTER	ALDO LEOPOLD CHARTER	B
ALMA D'ARTE CHARTER	ALMA D'ARTE CHARTER	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
AMY BIEHL CHARTER HIGH SCHOOL	AMY BIEHL CHARTER HIGH SCHOOL	C
ANIMAS PUBLIC SCHOOLS	ANIMAS 7-12 SCHOOL	A
ANIMAS PUBLIC SCHOOLS	ANIMAS ELEMENTARY	B
ANIMAS PUBLIC SCHOOLS	ANIMAS MIDDLE	C
ARTESIA PUBLIC SCHOOLS	ARTESIA HIGH	C
ARTESIA PUBLIC SCHOOLS	ARTESIA PARK JUNIOR HIGH	B
ARTESIA PUBLIC SCHOOLS	ARTESIA ZIA INTERMEDIATE	B
ARTESIA PUBLIC SCHOOLS	CENTRAL ELEMENTARY	B
ARTESIA PUBLIC SCHOOLS	GRAND HTS.EARLY CHILD	C
ARTESIA PUBLIC SCHOOLS	HERMOSA ELEMENTARY	D
ARTESIA PUBLIC SCHOOLS	PENASCO ELEMENTARY	B
ARTESIA PUBLIC SCHOOLS	ROSELAWN ELEMENTARY	B
ARTESIA PUBLIC SCHOOLS	YESO ELEMENTARY	C
ARTESIA PUBLIC SCHOOLS	YUCCA ELEMENTARY	D
AZTEC MUNICIPAL SCHOOLS	AZTEC HIGH	C
AZTEC MUNICIPAL SCHOOLS	C.V. KOOGLER MIDDLE	C
AZTEC MUNICIPAL SCHOOLS	LYDIA RIPPEY ELEMENTARY	D
AZTEC MUNICIPAL SCHOOLS	MCCOY AVENUE ELEMENTARY	C
AZTEC MUNICIPAL SCHOOLS	MOSAIC ACADEMY CHARTER	C
AZTEC MUNICIPAL SCHOOLS	PARK AVENUE ELEMENTARY	C
AZTEC MUNICIPAL SCHOOLS	VISTA NUEVA HIGH	D
BELEN CONSOLIDATED SCHOOLS	BELEN HIGH	C
BELEN CONSOLIDATED SCHOOLS	BELEN INFINITY HIGH	D
BELEN CONSOLIDATED SCHOOLS	BELEN MIDDLE	B
BELEN CONSOLIDATED SCHOOLS	CENTRAL ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	DENNIS CHAVEZ ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	GIL SANCHEZ ELEMENTARY	C
BELEN CONSOLIDATED SCHOOLS	JARAMILLO ELEMENTARY	C
BELEN CONSOLIDATED SCHOOLS	LA MERCED ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	LA PROMESA ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	RIO GRANDE ELEMENTARY	D
BELEN CONSOLIDATED SCHOOLS	THE FAMILY SCHOOL	A
BERNALILLO PUBLIC SCHOOLS	ALGODONES ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO HIGH	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO MIDDLE	D
BERNALILLO PUBLIC SCHOOLS	COCHITI ELEMENTARY	D

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
BERNALILLO PUBLIC SCHOOLS	COCHITI MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	PLACITAS ELEMENTARY	C
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO ELEMENTARY	F
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO MIDDLE	D
BERNALILLO PUBLIC SCHOOLS	W.D. CARROLL ELEMENTARY	D
BLOOMFIELD SCHOOLS	BLANCO ELEMENTARY	D
BLOOMFIELD SCHOOLS	BLOOMFIELD EARLY CHILDHOOD CENTER	C
BLOOMFIELD SCHOOLS	BLOOMFIELD HIGH	C
BLOOMFIELD SCHOOLS	CENTRAL PRIMARY	C
BLOOMFIELD SCHOOLS	CHARLIE Y. BROWN ALT	D
BLOOMFIELD SCHOOLS	MESA ALTA JR HIGH	C
BLOOMFIELD SCHOOLS	NAABA ANI ELEMENTARY	B
CAPTAN MUNICIPAL SCHOOLS	CAPTAN ELEMENTARY	D
CAPTAN MUNICIPAL SCHOOLS	CAPTAN HIGH	C
CAPTAN MUNICIPAL SCHOOLS	CAPTAN MIDDLE	B
CARLSBAD MUNICIPAL SCHOOLS	ALTA VISTA MIDDLE	D
CARLSBAD MUNICIPAL SCHOOLS	CARLSBAD HIGH	C
CARLSBAD MUNICIPAL SCHOOLS	CRAFT ELEMENTARY	C
CARLSBAD MUNICIPAL SCHOOLS	DR. EMMITT SMITH	?
CARLSBAD MUNICIPAL SCHOOLS	ECE CENTER	C
CARLSBAD MUNICIPAL SCHOOLS	HILLCREST ELEMENTARY	D
CARLSBAD MUNICIPAL SCHOOLS	JEFFERSON MONTESSORI	C
CARLSBAD MUNICIPAL SCHOOLS	JOE STANLEY SMITH ELEMENTARY	C
CARLSBAD MUNICIPAL SCHOOLS	MONTERREY ELEMENTARY	B
CARLSBAD MUNICIPAL SCHOOLS	P.R. LEYVA MIDDLE	C
CARLSBAD MUNICIPAL SCHOOLS	PATE ELEMENTARY	D
CARLSBAD MUNICIPAL SCHOOLS	PUCKETT ELEMENTARY	B
CARLSBAD MUNICIPAL SCHOOLS	RIVERSIDE ELEMENTARY	B
CARLSBAD MUNICIPAL SCHOOLS	SUNSET ELEMENTARY	C
CARRIZO MUNICIPAL SCHOOLS	CARRIZO ELEMENTARY	C
CARRIZO MUNICIPAL SCHOOLS	CARRIZO HIGH	C
CARRIZO MUNICIPAL SCHOOLS	CARRIZO MIDDLE	C
CENTRAL CONSOLIDATED SCHOOLS	CAREER PREP ALTERNATIVE	D
CENTRAL CONSOLIDATED SCHOOLS	CENTRAL HIGH	C
CENTRAL CONSOLIDATED SCHOOLS	EVA B STOKELY ELEMENTARY	D
CENTRAL CONSOLIDATED SCHOOLS	GRACE B. WILSON ELEMENTARY	B
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND ELEMENTARY	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND MIDDLE	B
CENTRAL CONSOLIDATED SCHOOLS	KIRTLAND PRE-K EARLY	?
CENTRAL CONSOLIDATED SCHOOLS	MESA ELEMENTARY	F
CENTRAL CONSOLIDATED SCHOOLS	NASCHITTI ELEMENTARY	B
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB ELEMENTARY	B
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB HIGH	D
CENTRAL CONSOLIDATED SCHOOLS	NEWCOMB MIDDLE	D
CENTRAL CONSOLIDATED SCHOOLS	NIZHONI ELEMENTARY	F
CENTRAL CONSOLIDATED SCHOOLS	OJO AMARILLO ELEMENTARY	D
CENTRAL CONSOLIDATED SCHOOLS	RUTH N BOND ELEMENTARY	D
CENTRAL CONSOLIDATED SCHOOLS	SHIPROCK HIGH	D
CENTRAL CONSOLIDATED SCHOOLS	TSE'BIT'AI MIDDLE	D
CESAR CHAVEZ COMMUNITY SCHOOL	CESAR CHAVEZ COMMUNITY SCHOOL	F
CHAMA VALLEY INDEP. SCHOOLS	CHAMA ELEMENTARY	C
CHAMA VALLEY INDEP. SCHOOLS	CHAMA MIDDLE	B
CHAMA VALLEY INDEP. SCHOOLS	ESCALANTE MIDDLE/HIGH SCHOOL	B
CHAMA VALLEY INDEP. SCHOOLS	TERRA AMARILLA ELEMENTARY	C
CHILDRENS PSYC	CHILDRENS PSYCHIATRY	?
CIEN AGUAS INTERNATIONAL SCHOOL	CIEN AGUAS INTERNATIONAL	D
CIMARRON MUNICIPAL SCHOOLS	CIMARRON ELEMENTARY	A
CIMARRON MUNICIPAL SCHOOLS	CIMARRON HIGH	C
CIMARRON MUNICIPAL SCHOOLS	CIMARRON MIDDLE	D
CIMARRON MUNICIPAL SCHOOLS	EAGLE NEST ELEMENTARY	A
CIMARRON MUNICIPAL SCHOOLS	EAGLE NEST MIDDLE	A
CIMARRON MUNICIPAL SCHOOLS	MORENO VALLEY HIGH	B
CLAYTON MUNICIPAL SCHOOLS	ALVIS ELEMENTARY	B
CLAYTON MUNICIPAL SCHOOLS	CLAYTON HIGH	B
CLAYTON MUNICIPAL SCHOOLS	CLAYTON JUNIOR HIGH	B
CLAYTON MUNICIPAL SCHOOLS	KISER ELEMENTARY	B
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT ELEMENTARY	D
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT HIGH	C
CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT MIDDLE	A
CLOVIS MUNICIPAL SCHOOLS	ARTS ACADEMY AT BELLA VISTA	C
CLOVIS MUNICIPAL SCHOOLS	BARRY ELEMENTARY	B
CLOVIS MUNICIPAL SCHOOLS	CAMEO ELEMENTARY	B
CLOVIS MUNICIPAL SCHOOLS	CLOVIS HIGH	C
CLOVIS MUNICIPAL SCHOOLS	CLOVIS HS FRESHMAN ACADEMY	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
CLOVIS MUNICIPAL SCHOOLS	HIGHLAND ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	JAMES BICKLEY ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	LA CASITA ELEMENTARY	C
CLOVIS MUNICIPAL SCHOOLS	LINCOLN JACKSON ARTS	?
CLOVIS MUNICIPAL SCHOOLS	LOCKWOOD ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	LOS NINOS	?
CLOVIS MUNICIPAL SCHOOLS	MARSHALL MIDDLE	B
CLOVIS MUNICIPAL SCHOOLS	MESA ELEMENTARY	B
CLOVIS MUNICIPAL SCHOOLS	PARKVIEW ELEMENTARY	D
CLOVIS MUNICIPAL SCHOOLS	RANCHVALE ELEMENTARY	B
CLOVIS MUNICIPAL SCHOOLS	SANDIA ELEMENTARY	B
CLOVIS MUNICIPAL SCHOOLS	YUCCA MIDDLE	B
CLOVIS MUNICIPAL SCHOOLS	ZIA ELEMENTARY	A
COBRE CONSOLIDATED SCHOOLS	BAYARD ELEMENTARY	D
COBRE CONSOLIDATED SCHOOLS	CENTRAL ELEMENTARY	F
COBRE CONSOLIDATED SCHOOLS	COBRE HIGH	B
COBRE CONSOLIDATED SCHOOLS	HURLEY ELEMENTARY	B
COBRE CONSOLIDATED SCHOOLS	SAN LORENZO ELEMENTARY	D
COBRE CONSOLIDATED SCHOOLS	SNELL MIDDLE	C
CORONA MUNICIPAL SCHOOLS	CORONA ELEMENTARY	B
CORONA MUNICIPAL SCHOOLS	CORONA HIGH	C
COTTONWOOD CLASSICAL PREP	COTTONWOOD CLASSICAL PREP	A
CREATIVE ED PREP #1	CREATIVE ED PREP #1	D
CUBA INDEPENDENT SCHOOLS	CUBA ELEMENTARY	F
CUBA INDEPENDENT SCHOOLS	CUBA HIGH	D
CUBA INDEPENDENT SCHOOLS	CUBA MIDDLE	D
DEMING PUBLIC SCHOOLS	BATAAN ELEMENTARY	F
DEMING PUBLIC SCHOOLS	BELL ELEMENTARY	D
DEMING PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	D
DEMING PUBLIC SCHOOLS	COLUMBUS ELEMENTARY	F
DEMING PUBLIC SCHOOLS	DEMING CESAR CHAVEZ	D
DEMING PUBLIC SCHOOLS	DEMING HIGH	D
DEMING PUBLIC SCHOOLS	DEMING INTERMEDIATE	D
DEMING PUBLIC SCHOOLS	MEMORIAL ELEMENTARY	C
DEMING PUBLIC SCHOOLS	MY LITTLE SCHOOL	?
DEMING PUBLIC SCHOOLS	RED MOUNTAIN MIDDLE	C
DEMING PUBLIC SCHOOLS	RUBEN S. TORRES ELEMENTARY	F

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
DES MOINES MUNICIPAL SCHOOLS	DES MOINES ELEMENTARY	B
DES MOINES MUNICIPAL SCHOOLS	DES MOINES HIGH	A
DEXTER CONSOLIDATED SCHOOLS	DEXTER ELEMENTARY	D
DEXTER CONSOLIDATED SCHOOLS	DEXTER HIGH	C
DEXTER CONSOLIDATED SCHOOLS	DEXTER MIDDLE	C
DORA MUNICIPAL SCHOOLS	DORA ELEMENTARY	A
DORA MUNICIPAL SCHOOLS	DORA HIGH	B
DULCE INDEPENDENT SCHOOLS	DULCE ELEMENTARY	D
DULCE INDEPENDENT SCHOOLS	DULCE HIGH	D
DULCE INDEPENDENT SCHOOLS	DULCE MIDDLE	D
EAST MTN HIGH SCHOOL	EAST MTN HIGH SCHOOL	A
ELIDA MUNICIPAL SCHOOLS	ELIDA ELEMENTARY	B
ELIDA MUNICIPAL SCHOOLS	ELIDA HIGH	A
ESPANOLA PUBLIC SCHOOLS	ABIQUIU ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	ALCALDE ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	CARINOS DE LOS NINOS	F
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	D
ESPANOLA PUBLIC SCHOOLS	CHIMAYO ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	DIXON ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	D
ESPANOLA PUBLIC SCHOOLS	EUTIMIO SALAZAR ELEMENTARY	D
ESPANOLA PUBLIC SCHOOLS	HERNANDEZ ELEMENTARY	D
ESPANOLA PUBLIC SCHOOLS	JAMES RODRIGUEZ ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	LOS NINOS ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	MOUNTAIN VIEW ELEMENTARY	C
ESPANOLA PUBLIC SCHOOLS	SAN JUAN ELEMENTARY	B
ESPANOLA PUBLIC SCHOOLS	TONY QUINTANA ELEMENTARY	F
ESPANOLA PUBLIC SCHOOLS	VELARDE ELEMENTARY	D
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA HIGH	C
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA MIDDLE	B
ESTANCIA MUNICIPAL SCHOOLS	ESTANCIA VALLEY LEARNING	C
ESTANCIA MUNICIPAL SCHOOLS	LOWER ELEMENTARY	D
ESTANCIA MUNICIPAL SCHOOLS	UPPER ELEMENTARY	D
ESTANCIA MUNICIPAL SCHOOLS	VAN STONE ELEMENTARY	D
EUNICE MUNICIPAL SCHOOLS	CATON MIDDLE	C
EUNICE MUNICIPAL SCHOOLS	EUNICE HIGH	C
EUNICE MUNICIPAL SCHOOLS	METTIE JORDAN ELEMENTARY	F

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
FARMINGTON MUNICIPAL SCHOOLS	ANIMAS ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	APACHE ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	BLUFFVIEW ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	COUNTRY CLUB ELEMENTARY	B
FARMINGTON MUNICIPAL SCHOOLS	ESPERANZA ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	FARMINGTON HIGH	C
FARMINGTON MUNICIPAL SCHOOLS	FARMINGTON PRESCHOOL	?
FARMINGTON MUNICIPAL SCHOOLS	HEIGHTS MIDDLE SCHOOL	C
FARMINGTON MUNICIPAL SCHOOLS	HERMOSA MIDDLE SCHOOL	D
FARMINGTON MUNICIPAL SCHOOLS	LADERA DEL NORTE ELEMENTARY	B
FARMINGTON MUNICIPAL SCHOOLS	MCCORMICK ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	MCKINLEY ELEMENTARY	C
FARMINGTON MUNICIPAL SCHOOLS	MESA VERDE ELEMENTARY	D
FARMINGTON MUNICIPAL SCHOOLS	MESA VIEW MIDDLE SCHOOL	C
FARMINGTON MUNICIPAL SCHOOLS	NORTHEAST ELEMENTARY	F
FARMINGTON MUNICIPAL SCHOOLS	PIEDRA VISTA HIGH	C
FARMINGTON MUNICIPAL SCHOOLS	ROCINANTE HIGH	C
FARMINGTON MUNICIPAL SCHOOLS	TIBBETTS MIDDLE SCHOOL	D
FLOYD MUNICIPAL SCHOOLS	FLOYD ELEMENTARY	C
FLOYD MUNICIPAL SCHOOLS	FLOYD HIGH	B
FLOYD MUNICIPAL SCHOOLS	FLOYD MIDDLE	B
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER ELEMENTARY	C
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER HIGH	C
FORT SUMNER MUNICIPAL SCHOOLS	FORT SUMNER MIDDLE	B
GADSDEN INDEPENDENT SCHOOLS	ANTHONY CHARTER SCHOOL	C
GADSDEN INDEPENDENT SCHOOLS	ANTHONY ELEMENTARY	A
GADSDEN INDEPENDENT SCHOOLS	BERINO ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL ELEMENTARY	F
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL HIGH	C
GADSDEN INDEPENDENT SCHOOLS	CHAPARRAL MIDDLE	B
GADSDEN INDEPENDENT SCHOOLS	DESERT TRAILS ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	DESERT VIEW ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	GADSDEN ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	GADSDEN HIGH	D
GADSDEN INDEPENDENT SCHOOLS	GADSDEN MIDDLE	B
GADSDEN INDEPENDENT SCHOOLS	LA UNION ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	LOMA LINDA ELEMENTARY	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
GADSDEN INDEPENDENT SCHOOLS	MESQUITE ELEMENTARY	F
GADSDEN INDEPENDENT SCHOOLS	NORTH VALLEY ELEMENTARY	B
GADSDEN INDEPENDENT SCHOOLS	RIVERSIDE ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA ELEMENTARY	C
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA HIGH	C
GADSDEN INDEPENDENT SCHOOLS	SANTA TERESA MIDDLE	B
GADSDEN INDEPENDENT SCHOOLS	SUNLAND PARK ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	SUNRISE ELEMENTARY	D
GADSDEN INDEPENDENT SCHOOLS	VADO ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	CHEE DODGE ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	CHIEF MANUELITO MIDDLE	D
GALLUP-MCKINLEY CTY SCHOOLS	CHURCH ROCK ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	CROWNPOINT MIDDLE	D
GALLUP-MCKINLEY CTY SCHOOLS	DAVID SKIET ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	EDUCATION DEV CENTER	?
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP CENTRAL ALTERNATIVE	D
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP HIGH	D
GALLUP-MCKINLEY CTY SCHOOLS	GALLUP MIDDLE	C
GALLUP-MCKINLEY CTY SCHOOLS	INDIAN HILLS ELEMENTARY	B
GALLUP-MCKINLEY CTY SCHOOLS	JEFFERSON ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	JOHN F. KENNEDY MIDDLE	C
GALLUP-MCKINLEY CTY SCHOOLS	JUAN DE ONATE ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	LINCOLN ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	MIDDLE COLLEGE HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	MIYAMURA HIGH SCHOOL	C
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO MIDDLE SCHOOL	B
GALLUP-MCKINLEY CTY SCHOOLS	NAVAJO PINE HIGH	D
GALLUP-MCKINLEY CTY SCHOOLS	RAMAH ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	RAMAH HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	RED ROCK ELEMENTARY	C
GALLUP-MCKINLEY CTY SCHOOLS	ROCKY VIEW ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	ROOSEVELT ELEMENTARY	B
GALLUP-MCKINLEY CTY SCHOOLS	STAGECOACH ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU ELEMENTARY	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	THOREAU MIDDLE	B
GALLUP-MCKINLEY CTY SCHOOLS	TOBE TURPEN ELEMENTARY	D
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	TOHATCHI MIDDLE	C
GALLUP-MCKINLEY CTY SCHOOLS	TSE'YTGAI HIGH	C
GALLUP-MCKINLEY CTY SCHOOLS	TWIN LAKES ELEMENTARY	F
GALLUP-MCKINLEY CTY SCHOOLS	WASHINGTON ELEMENTARY	B
GILBERT L SENA CHARTER HS	GILBERT L SENA CHARTER HS	D
GRADY MUNICIPAL SCHOOLS	GRADY ELEMENTARY	B
GRADY MUNICIPAL SCHOOLS	GRADY HIGH	B
GRADY MUNICIPAL SCHOOLS	GRADY MIDDLE SCHOOL	B
GRANTS-CIBOLA COUNTY SCHOOLS	BLUEWATER ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	CUBERO ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	GRANTS HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA MIDDLE	D
GRANTS-CIBOLA COUNTY SCHOOLS	LOS ALAMITOS MIDDLE	C
GRANTS-CIBOLA COUNTY SCHOOLS	MESA VIEW ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MILAN ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MOUNT TAYLOR ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SAN RAFAEL ELEMENTARY	C
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN ELEMENTARY	D
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN HIGH	B
HAGERMAN MUNICIPAL SCHOOLS	HAGERMAN MIDDLE	F
HATCH VALLEY PUBLIC SCHOOLS	GARFIELD ELEMENTARY	C
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY ELEMENTARY	D
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY HIGH	C
HATCH VALLEY PUBLIC SCHOOLS	HATCH VALLEY MIDDLE	B
HATCH VALLEY PUBLIC SCHOOLS	RIO GRANDE ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	B.T. WASHINGTON ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	BROADMOOR ELEMENTARY	C
HOBBS MUNICIPAL SCHOOLS	COLLEGE LANE ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	CORONADO ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	EDISON ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	HIGHLAND JUNIOR HIGH	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
HOBBS MUNICIPAL SCHOOLS	HOBBS FRESHMAN HIGH	D
HOBBS MUNICIPAL SCHOOLS	HOBBS HIGH	D
HOBBS MUNICIPAL SCHOOLS	HOUSTON JUNIOR HIGH	D
HOBBS MUNICIPAL SCHOOLS	JEFFERSON ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	JENKINS-NUNAN CENTER	?
HOBBS MUNICIPAL SCHOOLS	MILLS ELEMENTARY	C
HOBBS MUNICIPAL SCHOOLS	SANGER ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	SOUTHERN HEIGHTS ELEMENTARY	F
HOBBS MUNICIPAL SCHOOLS	STONE ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	TAYLOR ELEMENTARY	D
HOBBS MUNICIPAL SCHOOLS	WILL ROGERS ELEMENTARY	D
HONDO VALLEY PUBLIC SCHOOLS	HONDO ELEMENTARY	F
HONDO VALLEY PUBLIC SCHOOLS	HONDO HIGH	C
HORIZON ACADEMY WEST	HORIZON ACADEMY WEST	B
HOUSE MUNICIPAL SCHOOLS	HOUSE ELEMENTARY	B
HOUSE MUNICIPAL SCHOOLS	HOUSE HIGH	C
HOUSE MUNICIPAL SCHOOLS	HOUSE JUNIOR HIGH	C
INTERNATIONAL SCHOOL AT MESA DEL SOL	INTERNATIONAL SCHOOL AT MESA DEL SOL	B
J PAUL TAYLOR ACADEMY	J PAUL TAYLOR ACADEMY	C
JAL PUBLIC SCHOOLS	JAL ELEMENTARY	F
JAL PUBLIC SCHOOLS	JAL HIGH	C
JAL PUBLIC SCHOOLS	JAL JR HIGH	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	CORONADO HIGH	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	CORONADO MIDDLE	B
JEMEZ MOUNTAIN PUBLIC SCHOOLS	GALLINA ELEMENTARY	F
JEMEZ MOUNTAIN PUBLIC SCHOOLS	LINDRITH AREA HERITAGE	C
JEMEZ MOUNTAIN PUBLIC SCHOOLS	LYBROOK ELEMENTARY	D
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY ELEMENTARY	F
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY HIGH	D
JEMEZ VALLEY PUBLIC SCHOOLS	JEMEZ VALLEY MIDDLE	D
JEMEZ VALLEY PUBLIC SCHOOLS	SAN DIEGO RIVERSIDE	F
JEMEZ VALLEY PUBLIC SCHOOLS	WALATOWA CHARTER HIGH	D
JUVENILE JUSTICE	AZTEC YOUTH ACADEMY	?
JUVENILE JUSTICE	FOOTHILL HIGH SCHOOL	?
LA PROMESA EARLY LEARNING	LA PROMESA EARLY LEARNING	F
LA RESOLANA LEADERSHIP	LA RESOLANA LEADERSHIP	C
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR ELEMENTARY	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR HIGH	C
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR MIDDLE	C
LAS CRUCES PUBLIC SCHOOLS	ALAMEDA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	BOOKER T. WASHINGTON	D
LAS CRUCES PUBLIC SCHOOLS	CAMINO REAL MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	CENTRAL ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	CESAR CHAVEZ ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	COLUMBIA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	CONLEE ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	DESERT HILLS ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	DONA ANA ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	EARLY COLLEGE HIGH SCHOOL	B
LAS CRUCES PUBLIC SCHOOLS	EAST PICACHO ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	FAIRACRES ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	HERMOSA HGTS ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	HIGHLAND ELEMENTARY	A
LAS CRUCES PUBLIC SCHOOLS	HILLRISE ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	JORNADA ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	LA ACADEMIA DOLORES	B
LAS CRUCES PUBLIC SCHOOLS	LAS CRUCES HIGH	C
LAS CRUCES PUBLIC SCHOOLS	LAS MONTANAS CHARTER	D
LAS CRUCES PUBLIC SCHOOLS	LOMA HEIGHTS ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	LYNN MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	MAC ARTHUR ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	MAYFIELD HIGH	C
LAS CRUCES PUBLIC SCHOOLS	MESA MIDDLE	D
LAS CRUCES PUBLIC SCHOOLS	MESILLA ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	MESILLA PARK ELEMENTARY	C
LAS CRUCES PUBLIC SCHOOLS	MESSILLA VALLEY ALTERNATIVE MIDDLE SCHOOL	?
LAS CRUCES PUBLIC SCHOOLS	MONTE VISTA ELEMENTARY	A
LAS CRUCES PUBLIC SCHOOLS	ONATE HIGH	C
LAS CRUCES PUBLIC SCHOOLS	PICACHO MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	SAN ANDRES HIGH SCHOOL	D
LAS CRUCES PUBLIC SCHOOLS	SIERRA MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	SONOMA ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	SUNRISE ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	TOMBAUGH ELEMENTARY	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
LAS CRUCES PUBLIC SCHOOLS	UNIVERSITY HILLS ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	VALLEY VIEW ELEMENTARY	D
LAS CRUCES PUBLIC SCHOOLS	VISTA MIDDLE	C
LAS CRUCES PUBLIC SCHOOLS	WHITE SANDS ELEMENTARY	B
LAS CRUCES PUBLIC SCHOOLS	WHITE SANDS MIDDLE	B
LAS CRUCES PUBLIC SCHOOLS	ZIA MIDDLE	C
LAS VEGAS CITY PUBLIC SCHOOLS	LEGION PARK ELEMENTARY	D
LAS VEGAS CITY PUBLIC SCHOOLS	LOS NINOS ELEMENTARY	C
LAS VEGAS CITY PUBLIC SCHOOLS	LVCS EARLY CHILDHOOD	D
LAS VEGAS CITY PUBLIC SCHOOLS	MEMORIAL MIDDLE	D
LAS VEGAS CITY PUBLIC SCHOOLS	MIKE SENA ELEMENTARY	D
LAS VEGAS CITY PUBLIC SCHOOLS	PAUL D. HENRY ELEMENTARY	C
LAS VEGAS CITY PUBLIC SCHOOLS	ROBERTSON HIGH	D
LAS VEGAS CITY PUBLIC SCHOOLS	SIERRA VISTA ELEMENTARY	D
LOGAN MUNICIPAL SCHOOLS	LOGAN ELEMENTARY	B
LOGAN MUNICIPAL SCHOOLS	LOGAN HIGH	C
LOGAN MUNICIPAL SCHOOLS	LOGAN MIDDLE	B
LORDSBURG MUNICIPAL SCHOOLS	CENTRAL ELEMENTARY	D
LORDSBURG MUNICIPAL SCHOOLS	DUGAN-TARANGO MIDDLE	C
LORDSBURG MUNICIPAL SCHOOLS	LORDSBURG HIGH	C
LORDSBURG MUNICIPAL SCHOOLS	R.V. TRAYLOR ELEMENTARY	F
LORDSBURG MUNICIPAL SCHOOLS	SOUTHSIDE ELEMENTARY	F
LOS ALAMOS PUBLIC SCHOOLS	ASPEN ELEMENTARY	B
LOS ALAMOS PUBLIC SCHOOLS	BARRANCA MESA ELEMENTARY	A
LOS ALAMOS PUBLIC SCHOOLS	CHAMISA ELEMENTARY	B
LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS HIGH	A
LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS MIDDLE	B
LOS ALAMOS PUBLIC SCHOOLS	MOUNTAIN ELEMENTARY	A
LOS ALAMOS PUBLIC SCHOOLS	PINON ELEMENTARY	A
LOS LUNAS PUBLIC SCHOOLS	ANN PARISH ELEMENTARY	D
LOS LUNAS PUBLIC SCHOOLS	BOSQUE FARMS ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	CENTURY ALT HIGH	D
LOS LUNAS PUBLIC SCHOOLS	DANIEL FERNANDEZ ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	DESERT VIEW ELEMENTARY	D
LOS LUNAS PUBLIC SCHOOLS	KATHERINE GALLEGOS ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS FAMILY SCHOOL	C

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS HIGH	D
LOS LUNAS PUBLIC SCHOOLS	LOS LUNAS MIDDLE	C
LOS LUNAS PUBLIC SCHOOLS	PERALTA ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	RAYMOND GABALDON ELEMENTARY	D
LOS LUNAS PUBLIC SCHOOLS	SUNDANCE ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	TOME ELEMENTARY	C
LOS LUNAS PUBLIC SCHOOLS	VALENCIA ELEMENTARY	B
LOS LUNAS PUBLIC SCHOOLS	VALENCIA HIGH	C
LOS LUNAS PUBLIC SCHOOLS	VALENCIA MIDDLE SCHOOL	C
LOVING MUNICIPAL SCHOOLS	LOVING ELEMENTARY	D
LOVING MUNICIPAL SCHOOLS	LOVING HIGH	B
LOVING MUNICIPAL SCHOOLS	LOVING MIDDLE	D
LOVINGTON MUNICIPAL SCHOOLS	BEN ALEXANDER ELEMENTARY	C
LOVINGTON MUNICIPAL SCHOOLS	JEFFERSON ELEMENTARY	C
LOVINGTON MUNICIPAL SCHOOLS	LEA ELEMENTARY	C
LOVINGTON MUNICIPAL SCHOOLS	LLANO ELEMENTARY	C
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON 6TH GRADE ACADEMY	B
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON FRESHMAN ACADEMY	D
LOVINGTON MUNICIPAL SCHOOLS	LOVINGTON HIGH	C
LOVINGTON MUNICIPAL SCHOOLS	NEW HOPE ALT HIGH	D
LOVINGTON MUNICIPAL SCHOOLS	TAYLOR MIDDLE	C
LOVINGTON MUNICIPAL SCHOOLS	YARBRO ELEMENTARY	D
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA ELEMENTARY	D
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA HIGH	C
MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA MIDDLE	C
MAXWELL MUNICIPAL SCHOOLS	MAXWELL ELEMENTARY	C
MAXWELL MUNICIPAL SCHOOLS	MAXWELL HIGH	C
MAXWELL MUNICIPAL SCHOOLS	MAXWELL MIDDLE	B
MEDIA ARTS CHARTER	MEDIA ARTS COLLABORATIVE CHARTER	C
MELROSE PUBLIC SCHOOLS	MELROSE ELEMENTARY	B
MELROSE PUBLIC SCHOOLS	MELROSE HIGH	C
MELROSE PUBLIC SCHOOLS	MELROSE JUNIOR	A
MESA VISTA CONSOLIDATED SCHOOLS	EL RITO ELEMENTARY	D
MESA VISTA CONSOLIDATED SCHOOLS	MESA VISTA HIGH	D
MESA VISTA CONSOLIDATED SCHOOLS	MESA VISTA MIDDLE	D
MESA VISTA CONSOLIDATED SCHOOLS	OJO CALIENTE ELEMENTARY	D
MONTESSORI ELEMENTARY SCHOOL	MONTESSORI ELEMENTARY SCHOOL	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
MORA INDEPENDENT SCHOOLS	HOLMAN ELEMENTARY	C
MORA INDEPENDENT SCHOOLS	LAZARO LARRY GARCIA	C
MORA INDEPENDENT SCHOOLS	MORA ELEMENTARY	D
MORA INDEPENDENT SCHOOLS	MORA HIGH	C
MORIARTY MUNICIPAL SCHOOLS	EDGEWOOD ELEMENTARY	A
MORIARTY MUNICIPAL SCHOOLS	EDGEWOOD MIDDLE	A
MORIARTY MUNICIPAL SCHOOLS	MORIARTY ELEMENTARY	D
MORIARTY MUNICIPAL SCHOOLS	MORIARTY HIGH	C
MORIARTY MUNICIPAL SCHOOLS	MORIARTY MIDDLE	B
MORIARTY MUNICIPAL SCHOOLS	MOUNTAINVIEW ELEMENTARY	B
MORIARTY MUNICIPAL SCHOOLS	ROUTE 66 ELEMENTARY	B
MORIARTY MUNICIPAL SCHOOLS	SOUTH MOUNTAIN ELEMENTARY	B
MOSQUERO MUNICIPAL SCHOOLS	MOSQUERO ELEMENTARY	D
MOSQUERO MUNICIPAL SCHOOLS	MOSQUERO HIGH	B
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR ELEMENTARY	F
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR HIGH	C
MOUNTAINAIR PUBLIC SCHOOLS	MOUNTAINAIR JR HIGH	D
NEW AMERICA SCHOOL	NEW AMERICA SCHOOL	F
NEW MEXICO INTERNATIONAL SCHOOL	NEW MEXICO INTERNATIONAL SCHOOL	Pending
NM CORRECTIONS	CENTRAL NM CORRECTION	?
NM CORRECTIONS	GUADALUPE COUNTY CORRECTION	?
NM CORRECTIONS	LEE CTY CORRECTIONS	?
NM CORRECTIONS	NM WOMEN'S CORRECTION	?
NM CORRECTIONS	NORTHERSTERN NM CORRECTIONAL FACILITY	?
NM CORRECTIONS	PNM-SANTA FE	?
NM CORRECTIONS	ROS WELL CORRECTIONS	?
NM CORRECTIONS	SOUTHERN NM CORRECTION	?
NM CORRECTIONS	SPRINGER CORRECTIONAL FACILITY	?
NM CORRECTIONS	WESTERN NM CORRECTION	?
NM SCHOOL FOR ARTS	NM SCHOOL FOR THE ARTS	A
NM SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	NM SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	?
NM SCHOOL FOR THE DEAF	NM SCHOOL FOR THE DEAF	?
NORTH VALLEY CHARTER	NORTH VALLEY ACADEMY	B
PECOS INDEPENDENT SCHOOLS	PECOS ELEMENTARY	B
PECOS INDEPENDENT SCHOOLS	PECOS HIGH	B
PECOS INDEPENDENT SCHOOLS	PECOS MIDDLE	C
PENASCO INDEPENDENT SCHOOLS	PENASCO ELEMENTARY	D

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
PENASCO INDEPENDENT SCHOOLS	PENASCO HIGH	C
PENASCO INDEPENDENT SCHOOLS	PENASCO MIDDLE	C
POJOAQUE VALLEY PUBLIC SCHOOLS	PABLO ROYBAL ELEMENTARY	C
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE HIGH	C
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE INTERMEDIATE	C
POJOAQUE VALLEY PUBLIC SCHOOLS	POJOAQUE MIDDLE	C
POJOAQUE VALLEY PUBLIC SCHOOLS	SIXTH GRADE ACADEMY	C
PORTALES MUNICIPAL SCHOOLS	BROWN EARLY CHILDHOOD CENTER	C
PORTALES MUNICIPAL SCHOOLS	JAMES ELEMENTARY	C
PORTALES MUNICIPAL SCHOOLS	LINDSEY-STEINER ELEMENTARY	C
PORTALES MUNICIPAL SCHOOLS	PORTALES HIGH	C
PORTALES MUNICIPAL SCHOOLS	PORTALES JR HIGH	C
PORTALES MUNICIPAL SCHOOLS	VALENCIA ELEMENTARY	C
QUEMADO INDEPENDENT SCHOOLS	DATIL ELEMENTARY	F
QUEMADO INDEPENDENT SCHOOLS	QUEMADO ELEMENTARY	B
QUEMADO INDEPENDENT SCHOOLS	QUEMADO HIGH	B
QUESTA INDEPENDENT SCHOOLS	ALTA VISTA ELEMENTARY	F
QUESTA INDEPENDENT SCHOOLS	ALTA VISTA INTERMEDIATE	F
QUESTA INDEPENDENT SCHOOLS	QUESTA HIGH	B
QUESTA INDEPENDENT SCHOOLS	QUESTA JR HIGH	D
QUESTA INDEPENDENT SCHOOLS	RIO COSTILLA ELEMENTARY	D
QUESTA INDEPENDENT SCHOOLS	ROOTS & WINGS COMMUNITY	A
RALPH J BUNCHE ACADEMY	RALPH J BUNCHE ACADEMY	D
RATON PUBLIC SCHOOLS	COLUMBIAN ELEMENTARY	C
RATON PUBLIC SCHOOLS	KEARNEY ELEMENTARY	C
RATON PUBLIC SCHOOLS	LONGFELLOW ELEMENTARY	C
RATON PUBLIC SCHOOLS	RATON HIGH	C
RATON PUBLIC SCHOOLS	RATON MIDDLE	B
RED RIVER VALLEY CHARTER SCHOOL	RED RIVER VALLEY CHARTER SCHOOL	C
RESERVE PUBLIC SCHOOLS	GLENWOOD ELEMENTARY	B
RESERVE PUBLIC SCHOOLS	RESERVE ELEMENTARY	B
RESERVE PUBLIC SCHOOLS	RESERVE HIGH	A
RIO RANCHO PUBLIC SCHOOLS	CIELO AZUL ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	COLINAS DEL NORTE ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	EAGLE RIDGE MIDDLE	C
RIO RANCHO PUBLIC SCHOOLS	ENCHANTED HILLS ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	ERNEST STAPLETON ELEMENTARY	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
RIO RANCHO PUBLIC SCHOOLS	INDEPENDENCE HIGH SCHOOL	C
RIO RANCHO PUBLIC SCHOOLS	LINCOLN MIDDLE	B
RIO RANCHO PUBLIC SCHOOLS	MAGGIE CORDOVA ELEMENTARY SCHOOL	B
RIO RANCHO PUBLIC SCHOOLS	MARTIN KING JR ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	MOUNTAIN VIEW MIDDLE	B
RIO RANCHO PUBLIC SCHOOLS	PUESTA DEL SOL ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO CYBER ACADEMY	B
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO ELEMENTARY	C
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO HIGH	B
RIO RANCHO PUBLIC SCHOOLS	RIO RANCHO MIDDLE SCHOOL	B
RIO RANCHO PUBLIC SCHOOLS	SANDIA VISTA ELEMENTARY	B
RIO RANCHO PUBLIC SCHOOLS	SHINING STARS PRESCHOOL	?
RIO RANCHO PUBLIC SCHOOLS	V SUE CLEVELAND HIGH	B
RIO RANCHO PUBLIC SCHOOLS	VISTA GRANDE ELEMENTARY	C
ROSWELL INDEPENDENT SCHOOLS	BERRENDO ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	BERRENDO MIDDLE	A
ROSWELL INDEPENDENT SCHOOLS	DEL NORTE ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	E GRAND PLAINS ELEMENTARY	C
ROSWELL INDEPENDENT SCHOOLS	EL CAPTAN ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	GODDARD HIGH	B
ROSWELL INDEPENDENT SCHOOLS	MESA MIDDLE	C
ROSWELL INDEPENDENT SCHOOLS	MILITARY HGTS ELEMENTARY	B
ROSWELL INDEPENDENT SCHOOLS	MISSOURI AVE ELEMENTARY	C
ROSWELL INDEPENDENT SCHOOLS	MONTERREY ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	MOUNTAIN VIEW MIDDLE	C
ROSWELL INDEPENDENT SCHOOLS	NANCY LOPEZ ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	NM MILITARY INSTITUTE	?
ROSWELL INDEPENDENT SCHOOLS	PARKVIEW EARLY LITERACY CENTER	?
ROSWELL INDEPENDENT SCHOOLS	PECOS ELEMENTARY	C
ROSWELL INDEPENDENT SCHOOLS	ROSWELL HIGH	D
ROSWELL INDEPENDENT SCHOOLS	SIDNEY GUTIERREZ MIDDLE	A
ROSWELL INDEPENDENT SCHOOLS	SIERRA MIDDLE	D
ROSWELL INDEPENDENT SCHOOLS	SUNSET ELEMENTARY	F
ROSWELL INDEPENDENT SCHOOLS	UNIVERSITY HIGH	D
ROSWELL INDEPENDENT SCHOOLS	VALLEY VIEW ELEMENTARY	D
ROSWELL INDEPENDENT SCHOOLS	WASHINGTON AVE ELEMENTARY	D
ROY MUNICIPAL SCHOOLS	ROY ELEMENTARY	B

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
ROY MUNICIPAL SCHOOLS	ROY HIGH	B
RUIDOSO MUNICIPAL SCHOOLS	NOB HILL EARLY CHILDHOOD CENTER	F
RUIDOSO MUNICIPAL SCHOOLS	RUIDOSO HIGH	C
RUIDOSO MUNICIPAL SCHOOLS	RUIDOSO MIDDLE	C
RUIDOSO MUNICIPAL SCHOOLS	SIERRA VISTA PRIMARY	F
RUIDOSO MUNICIPAL SCHOOLS	WHITE MOUNTAIN ELEMENTARY	F
SAN JON MUNICIPAL SCHOOLS	SAN JON ELEMENTARY	C
SAN JON MUNICIPAL SCHOOLS	SAN JON HIGH	C
SAN JON MUNICIPAL SCHOOLS	SAN JON MIDDLE SCHOOL	C
SANTA FE PUBLIC SCHOOLS	ACADEMY FOR TECH & CLASS	B
SANTA FE PUBLIC SCHOOLS	ACEQUIA MADRE ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	AGUA FRIA ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	AMY BIEHL COMMUNITY SCHOOL AT RANCHO VIEJO	B
SANTA FE PUBLIC SCHOOLS	ASPEN COMMUNITY MAGNET SCHOOL	D
SANTA FE PUBLIC SCHOOLS	ATALAYA ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	CALVIN CAPSHAW MIDDLE	B
SANTA FE PUBLIC SCHOOLS	CAPITAL HIGH	D
SANTA FE PUBLIC SCHOOLS	CAREER ACADEMY	D
SANTA FE PUBLIC SCHOOLS	CARLOS GILBERT ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	CESAR CHAVEZ ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	CHAPARRAL ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	DE VARGAS MIDDLE	D
SANTA FE PUBLIC SCHOOLS	E.J. MARTINEZ ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	EDWARD ORTIZ MIDDLE	D
SANTA FE PUBLIC SCHOOLS	EL DORADO COMMUNITY SCHOOL	B
SANTA FE PUBLIC SCHOOLS	FRANCIS X. NAVA ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	GONZALES ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	KEARNY ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	MONTE DEL SOL CHARTER	B
SANTA FE PUBLIC SCHOOLS	NYE EARLY CHILDHOOD	?
SANTA FE PUBLIC SCHOOLS	PINON ELEMENTARY	B
SANTA FE PUBLIC SCHOOLS	R.M. SWEENEY ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	RAMIREZ THOMAS ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	SALAZAR ELEMENTARY	C
SANTA FE PUBLIC SCHOOLS	SANTA FE HIGH	C
SANTA FE PUBLIC SCHOOLS	TESUQUE ELEMENTARY	D
SANTA FE PUBLIC SCHOOLS	TIERRA ENCANTADA CHARTER SCHOOL	F

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
SANTA FE PUBLIC SCHOOLS	TURQUOISE TRAIL CHARTER SCHOOL	C
SANTA FE PUBLIC SCHOOLS	WOOD-GORMLEY ELEMENTARY	A
SANTA ROSA CONSOLIDATED SCHOOLS	ANTON CHICO MIDDLE	B
SANTA ROSA CONSOLIDATED SCHOOLS	RITA A. MARQUEZ ELEMENTARY	D
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA ELEMENTARY	D
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA HIGH	C
SANTA ROSA CONSOLIDATED SCHOOLS	SANTA ROSA MIDDLE	B
SCHOOL OF DREAMS ACADEMY	SCHOOL OF DREAMS ACADEMY	D
SEQUOYAH	SEQUOYAH	?
SILVER CONSOLIDATED SCHOOLS	CLIFF ELEMENTARY	B
SILVER CONSOLIDATED SCHOOLS	CLIFF HIGH	B
SILVER CONSOLIDATED SCHOOLS	G.W.STOUT ELEMENTARY	C
SILVER CONSOLIDATED SCHOOLS	HARRISON SCHMITT ELEMENTARY	B
SILVER CONSOLIDATED SCHOOLS	JOSE BARRIOS ELEMENTARY	B
SILVER CONSOLIDATED SCHOOLS	LA PLATA MIDDLE	D
SILVER CONSOLIDATED SCHOOLS	SILVER CITY OPPORTUNITY SCHOOL	D
SILVER CONSOLIDATED SCHOOLS	SILVER HIGH	D
SILVER CONSOLIDATED SCHOOLS	SIXTH STREET ELEMENTARY	B
SOCORRO CONSOLIDATED SCHOOLS	COTTONWOOD VALLEY CHARTER	C
SOCORRO CONSOLIDATED SCHOOLS	MIDWAY ELEMENTARY	B
SOCORRO CONSOLIDATED SCHOOLS	PARKVIEW ELEMENTARY	F
SOCORRO CONSOLIDATED SCHOOLS	R. SARRACINO MIDDLE	D
SOCORRO CONSOLIDATED SCHOOLS	SAN ANTONIO ELEMENTARY	B
SOCORRO CONSOLIDATED SCHOOLS	SOCORRO HIGH	B
SOCORRO CONSOLIDATED SCHOOLS	ZIMMERLY ELEMENTARY	D
SOUTH VALLEY PREP	SOUTH VALLEY PREP	B
SOUTHWEST INTERMEDIATE LEARNING CENTER	SOUTHWEST INTERMEDIATE LEARNING CENTER	A
SOUTHWEST PRIMARY LEARNING CENTER	SOUTHWEST PRIMARY LEARNING CENTER	B
SOUTHWEST SECONDARY LEARNING CENTER	SOUTHWEST SECONDARY LEARNING CENTER	B
SPRINGER MUNICIPAL SCHOOLS	FORRESTER ELEMENTARY	D
SPRINGER MUNICIPAL SCHOOLS	MIRANDA JUNIOR HIGH	A
SPRINGER MUNICIPAL SCHOOLS	SPRINGER HIGH	C
SPRINGER MUNICIPAL SCHOOLS	WILFERTH ELEMENTARY	D
T OR C MUNICIPAL SCHOOLS	ARREY ELEMENTARY	D
T OR C MUNICIPAL SCHOOLS	HOT SPRINGS HIGH	C
T OR C MUNICIPAL SCHOOLS	SIERRA ELEMENTARY	D
T OR C MUNICIPAL SCHOOLS	T OR C ELEMENTARY	F

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
T OR C MUNICIPAL SCHOOLS	T OR C MIDDLE	C
TAOS ACADEMY	TAOS ACADEMY	C
TAOS INTEGRATED SCHOOL OF THE ARTS	TAOS INTEGRATED SCHOOL OF ARTS	B
TAOS MUNICIPAL SCHOOLS	ANANSI CHARTER SCHOOL	A
TAOS MUNICIPAL SCHOOLS	ARROYO DEL NORTE ELEMENTARY	C
TAOS MUNICIPAL SCHOOLS	CHRYSALIS ALTERNATIVE	C
TAOS MUNICIPAL SCHOOLS	ENOS GARCIA ELEMENTARY	D
TAOS MUNICIPAL SCHOOLS	RANCHOS DE TAOS ELEMENTARY	D
TAOS MUNICIPAL SCHOOLS	TAOS CYBER MAGNET	D
TAOS MUNICIPAL SCHOOLS	TAOS HIGH	C
TAOS MUNICIPAL SCHOOLS	TAOS MIDDLE	C
TAOS MUNICIPAL SCHOOLS	TAOS MUNICIPAL CHARTER	A
TAOS MUNICIPAL SCHOOLS	VISTA GRANDE HIGH SCHOOL	C
TATUM MUNICIPAL SCHOOLS	TATUM ELEMENTARY	D
TATUM MUNICIPAL SCHOOLS	TATUM HIGH	C
TATUM MUNICIPAL SCHOOLS	TATUM JR HIGH	A
TEXICO MUNICIPAL SCHOOLS	TEXICO ELEMENTARY	C
TEXICO MUNICIPAL SCHOOLS	TEXICO HIGH	C
TEXICO MUNICIPAL SCHOOLS	TEXICO MIDDLE	B
THE ASK ACADEMY	THE ASK ACADEMY	D
THE GREAT ACADEMY	THE GREAT ACADEMY	D
THE LEARNING COMMUNITY	THE LEARNING COMMUNITY	D
THE MASTER PROGRAM	THE MASTER PROGRAM	C
TIERRA ADENTRO	TIERRA ADENTRO	C
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI ELEMENTARY	C
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI HIGH	C
TUCUMCARI PUBLIC SCHOOLS	TUCUMCARI MIDDLE	B
TULAROSA MUNICIPAL SCHOOLS	TULAROSA ELEMENTARY	C
TULAROSA MUNICIPAL SCHOOLS	TULAROSA HIGH	D
TULAROSA MUNICIPAL SCHOOLS	TULAROSA INTER	C
TULAROSA MUNICIPAL SCHOOLS	TULAROSA MIDDLE	C
VAUGHN MUNICIPAL SCHOOLS	VAUGHN ELEMENTARY	C
VAUGHN MUNICIPAL SCHOOLS	VAUGHN HIGH	C
VILLAGE ACADEMY	VILLAGE ACADEMY	D
WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND ELEMENTARY	C
WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND HIGH	C
WEST LAS VEGAS PUBLIC SCHOOLS	DON CECILIO MTZ ELEMENTARY	D

**Official School Grades (SY2011-12)**

<b>District Name</b>	<b>School Name</b>	<b>School Grade</b>
WEST LAS VEGAS PUBLIC SCHOOLS	LUIS E. ARMIJO ELEMENTARY	C
WEST LAS VEGAS PUBLIC SCHOOLS	RIO GALLINAS SCHOOL	F
WEST LAS VEGAS PUBLIC SCHOOLS	TONY SERNA JR. ELEMENTARY	C
WEST LAS VEGAS PUBLIC SCHOOLS	UNION ELEMENTARY	B
WEST LAS VEGAS PUBLIC SCHOOLS	VALLEY ELEMENTARY	D
WEST LAS VEGAS PUBLIC SCHOOLS	VALLEY MIDDLE	C
WEST LAS VEGAS PUBLIC SCHOOLS	W LAS VEGAS HIGH	C
WEST LAS VEGAS PUBLIC SCHOOLS	W LAS VEGAS MIDDLE	C
WEST LAS VEGAS PUBLIC SCHOOLS	WLV FAMILY PARTNERSHIP	D
ZUNI PUBLIC SCHOOLS	A:SHIWI ELEMENTARY	D
ZUNI PUBLIC SCHOOLS	DOWA YALANNE ELEMENTARY	D
ZUNI PUBLIC SCHOOLS	TWIN BUTTES HIGH	D
ZUNI PUBLIC SCHOOLS	ZUNI HIGH	D
ZUNI PUBLIC SCHOOLS	ZUNI MIDDLE	F



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HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

January 6, 2012

**MEMORANDUM**

**TO:** Superintendents, Charter School Administrators, Directors of State Educational Institutions, BIE Line Officers, District Test Coordinators, Charter School Test Coordinators, and State Education Institution Test Coordinators

**FROM:** Hanna Skandera  
Secretary-Designate of Education

**RE:** **OPPORTUNITY TO LEARN SURVEY ITEMS RELEASED**

Beginning this spring, students in grades 3 through 8, 10 and 11 will take the Opportunity to Learn Survey (OLS) with the Standards Based Assessment. Ten questions per grade examine the quality of instruction and school environment, as I announced in my September 23, 2011, memo to school districts and BIE schools. Please find the OLS questions attached for your information.

Questions are similar to those used in the Measures of Effective Teachers Project (MET) and the Program for International Student Assessment (PISA). Responses will not be used to evaluate individual teachers, but to evaluate schools in the A-F School Rating System. Schools will receive aggregate results by question and grade.

The Assessment and Accountability Bureau is ready to answer your questions about the survey. Please contact Robert Romero ([robert.romero1@state.nm.us](mailto:robert.romero1@state.nm.us) or 505.827.6524), Diana Jaramillo ([diana.jaramillo@state.nm.us](mailto:diana.jaramillo@state.nm.us) or 505.827.6570), Charles Trujillo (NMAPA - [Charles.Trujillo@state.nm.us](mailto:Charles.Trujillo@state.nm.us) or 505.827.6536), or Dr. Tom Dauphinee ([tom.dauphinee@state.nm.us](mailto:tom.dauphinee@state.nm.us) or 505.827.6528).

HS/TD/jj

Cc: PED Executive Team  
PED Leadership Team  
David Abbey, Director, Legislative Finance Committee  
Frances Ramirez-Maestas, Director, Legislative Education Study Committee  
Gloria Rendon, NMCSA  
Joe Guillen, NMSBA

## Opportunity to Learn Survey

### Survey Questions – Grade 3

My teacher introduces a new lesson by reminding us of things we already know.

My teacher explains why what we are learning is important.

My teacher explains how learning each lesson will help us in the future.

Everybody gets a chance to answer questions.

My teacher wants me to explain my answers.

My teacher explains things in different ways so everyone can understand.

My teacher helps me when I do not understand.

I use different materials and tools to help me practice what I am learning.

My teacher makes sure I understand.

My teacher takes the time to summarize what we learned each day.

### Survey Questions – Grades 4-5

My teacher introduces a new lesson by reminding us of things we already know.

My teacher explains why what we are learning is important.

My teacher explains how learning each lesson will help us in the future.

Everybody gets a chance to answer questions.

My teacher wants me to explain my answers.

My teacher explains things in different ways so everyone can understand.

My teacher helps me when I do not understand.

I use different materials and tools to help me practice what I am learning.

My teacher makes sure I understand.

My teacher takes the time to summarize what we learned each day.

### Survey Questions – Grades 6-8 and high school

My teacher introduces a new topic by connecting to things I already know.

My teacher explains why what we are learning is important.

My teacher explains how learning a new topic is a foundation for other topics.

Every student gets a chance to answer questions

My teacher wants me to explain my answers.

My teacher knows when I understand, and when I do not.

My teacher explains things in different ways so everyone can understand.

My teacher gives me helpful feedback on work I turn in.

My teacher checks our understanding.

My teacher takes the time to summarize what we learned each day.

ESEA FLEXIBILITY - PEER PANEL NOTES

<p style="text-align: center;">U.S. DEPARTMENT OF EDUCATION</p> <p style="text-align: center;">ESEA FLEXIBILITY – PEER PANEL NOTES</p>	<p><i>Weaknesses, issues, lack of clarity</i></p> <p><u>Principle 1:</u> Several shortcomings and missing components were noted by the peers. The plan provided by the SEA is not a high quality plan, as required for this waiver request. Several deficiencies were especially noted in Section I.B. The involvement of educators, as well as their representatives, and diverse community groups, such as community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, and Indian tribes did not appear to be substantial. Peers were not sure that educators and community groups will support the plan or the steps needed to implement it, since they were not included in the planning process.</p> <p><u>Principle 2:</u> The A-F grading system as designed does not meet all of the Flexibility guidelines.</p> <p>ESEA subgroups are not utilized in either accountability or support.</p> <p>The use of conditioned status calculations provides adjustments to student performance due to demographic characteristics, rather than addressing the discrepancies through improved instruction and learning opportunities for affected students. Peers believe that the assumptions in the model run counter to treating all children the same in the model, plus the system is not transparent to parents or educators.</p> <p>A more detailed technical assistance plan from the SEA to LEAs and from LEAs to schools is needed. The SEA needs to describe in much greater detail how it will assist LEAs to help their schools. More substantial change should be required of schools to exit priority or focus school status than the SEA has proposed.</p> <p><u>Principle 3:</u> There is not an evaluation plan that can be evaluated by the peer reviewers. The details (e.g., anticipated activities and schedule) needed to assure that the evaluation system will increase the quality of instruction for students and improve student achievement was not included in the SEA request. There has been insufficient engagement of teachers and principals to date. Without teacher, principal, or professional group involvement, the whole-hearted implementation of the evaluation system may be compromised.</p> <p>The evaluation of educational personnel who work with English learners and students with disabilities can be especially challenging to consider within an educator evaluation system, yet these students are explicitly excluded from consideration by state statute. This does not bode well for assuring that the educators who work with these students are of the highest level of competency.</p> <p>No text</p> <p><i>Technical Assistance Suggestions</i></p>
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**FIRST ROUND OF  
ESEA PEER REVIEWERS**

**ATTACHMENT 6**

**U.S. Department of Education**  
**ESEA Flexibility Peer Reviewers – December 2011 Peer Review**  
*Updated December 22, 2011*

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**SECOND ROUND OF  
ESEA PEER REVIEWERS**

**U.S. Department of Education  
ESEA Flexibility Peer Reviewers – March 2012 Peer Review  
*Updated March 16, 2012***

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**ATTACHMENT 7**

<b>Elementary and Middle School Grading System Matrix</b>			
<b>School Grade: Indicators and Points</b>	<b>Elementary &amp; Middle Schools</b>	<b>Points</b>	
<u>Current Standing</u>	Percent Proficient	<b>25</b>	<b>40</b>
Conditional Status How did students perform in the most recent school year?	Value added accounting for a school's student characteristics for the past 3 years.	<b>15</b>	
<u>School Growth</u> In the past 3 years did schools increase grade level performance?	Value added accounting for a school's student characteristics for the past 3 years.	<b>10</b>	<b>10</b>
<u>Growth of Highest Performing Students</u> How well did the school help the top 75% of individual students improve?	Individual student growth model using 3 years of student performance.	<b>20</b>	<b>20</b>
<u>Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Individual student growth model using 3 years of student performance.	<b>20</b>	<b>20</b>
Opportunity to Learn Does the school foster an environment that facilitates learning?	Attendance for all students	<b>5</b>	<b>10</b>
	Classroom survey	<b>5</b>	
<b>Total</b>			<b>100</b>
Student and Parent Engagement Does the school encourage students and parents to be involved?		Bonus Points	<b>+5</b>

## ATTACHMENT 8

<b>A-F School Rating System Elementary and Middle School Indicator Definitions</b>	
Current Standing Indicator	An indicator Current Standing reflects student performance in a single school year by providing a snapshot of student performance compared to mastery of grade level standards and measuring student performance compared to similar schools based on student enrollment characteristics. Consists of two components: percent proficient and conditional status.
Percent Proficient	The percentage of students that are proficient or advanced in math and reading multiplied by the points for that component.
Conditional Status	Represents the current standing of a school, acknowledging differences in student factors that are outside of a school's control. This is estimated simultaneously with School Growth using a mixed effects Value Added Model (VAM).
School growth Indicator	Compares grade level groups of students in a school over time; for example, 3rd graders in 2009 to 3rd graders in 2010. School growth is based on a value added model and the estimate is based on tracking the Conditional Status described above over a three year period.
Growth of the highest/lowest performing students Indicators	An individual student growth model to estimate the average growth over three years for each student. The growth model does not condition growth the same way the VAM does and instead relies on the information that a student's prior score history contains instead of conditioning performance on a set of student background variables. The highest performing students are the top 75% of students and the lowest performing are the bottom quartile.
Highest performing students	The top three quartiles of performers, or those who are not in the bottom quartile.
Bottom quartile	Represents the bottom 25% quartile of students in a school, the lowest performing students. In school growth calculations, this is measured by the earliest year available.
Opportunity to Learn Indicator	Measured by student attendance and the opportunity to learn survey.
Attendance	Measured by a school's attendance rate divided by the target rate of 95%.
Opportunity to learn survey	Scores on a 10 item survey administered to students annually during standardized testing. The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning. It was not calculated as part of the preliminary grading.
Student and Parent Engagement Bonus Points	Parental involvement includes verifiable innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees and improvement of communication, all of which shall be verifiable and extracurricular activities shall include any single or combination of verifiable student participatory activities that include but are not limited to campus based academic and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association. Bonus points were not awarded for preliminary grades.
Value-added model	A statistical model that measures student performance by conditioning performance on a set of student background variables.

## ATTACHMENT 9

<b>High School Grading System Matrix</b>			
<b>School Grade: Indicators and Points</b>	<b>High Schools</b>	<b>Points</b>	
<u>Current Standing</u>	Percent Proficient	<b>20</b>	<b>30</b>
Conditional Status How did students perform in the most recent school year?	Value added accounting for a school's student characteristics for the past 3 years.	<b>10</b>	
<u>School Growth of Highest Performing Students</u> How well did the school help the highest 75% of individual students improve?	Value added accounting for a school's student characteristics for the past 3 years.	<b>15</b>	<b>15</b>
<u>School Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Value added accounting for a school's student characteristics for the past 3 years.	<b>15</b>	<b>15</b>
Graduation How does the school contribute to on-time graduation and improve over time?	Percent graduating in 4 years	<b>8</b>	<b>17</b>
	Percent graduating in 5 years	<b>4</b>	
	Value added model of school growth, estimating growth over the past 3 years.	<b>5</b>	
Career and College Readiness Are students prepared for college and career and what lies ahead after high school?	Percent of all students that participated in one of the alternatives	<b>5</b>	<b>15</b>
	Percent of participants that met a success benchmark	<b>10</b>	
Opportunity to Learn Does the school foster an environment that facilitates learning?	Attendance for all students	<b>3</b>	<b>8</b>
	Classroom survey	<b>5</b>	
<b>Total</b>			<b>100</b>
Student and Parent Engagement Does the school encourage students and parents to be involved?		Bonus Points	<b>+5</b>

SOURCE: PED Understanding School Grades – Module 1, March 2012

LESC, July 2012

## ATTACHMENT 10

<b>A-F School Rating System High School Indicator Definitions</b>	
Current Standing Indicator	An indicator Current Standing reflects student performance in a single school year by providing a snapshot of student performance compared to mastery of grade level standards and measuring student performance compared to similar schools based on student enrollment characteristics. Consists of two components: percent proficient and conditional status.
Percent Proficient	The percentage of students that are proficient or advanced in math and reading multiplied by the points for that component.
Conditional Status	Represents the current standing of a school, acknowledging differences in student factors that are outside of a school's control. This is estimated simultaneously with School Growth using a mixed effects Value Added Model (VAM).
School Growth of the highest/lowest performing students Indicators	A school growth model to estimate the average growth over three years for students in the school. The school growth model of highest and lowest performing students in high schools conditions the data using a mixed effects VAM in the same manner described under school growth for elementary and middle schools. The highest performing students are the top 75% of students and the lowest performing are the bottom quartile. Compares grade level groups of students in a school over time; for example, 11 <sup>th</sup> graders in 2009 to 11 <sup>th</sup> graders in 2010.
Highest performing students	The top three quartiles of performers, or those who are not in the bottom quartile.
Bottom quartile	Represents the bottom 25% quartile of students in a school, the lowest performing students. In school growth calculations, this is measured by the earliest year available.
Graduation indicator	Measured by three components: the four year graduation rate, the five year graduation rate and growth in graduation rates over the past three years.
College and Career Readiness Indicator	Measured by two components: participation and success. The school grading model counts each student once, and therefore, a student's best outcome is used for participation and success. Both participation and success use percents of students to calculate points towards the school grade.
Opportunity to Learn Indicator	Measured by student attendance and the opportunity to learn survey.
Attendance	Measured by a school's attendance rate divided by the target rate of 95%.
Opportunity to learn survey	Scores on a 10 item survey administered to students annually during standardized testing. The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning. It was not calculated as part of the preliminary grading.
Student and Parent Engagement Bonus Points	Parental involvement includes verifiable innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees and improvement of communication, all of which shall be verifiable and extracurricular activities shall include any single or combination of verifiable student participatory activities that include but are not limited to campus based academic and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association. Bonus points were not awarded for preliminary grades.
Value-added model	A statistical model that measures student performance by conditioning performance on a set of student background variables.

# New Mexico

## School Grading Technical Guide

### Calculation and Business Rules



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# Preface

School Grading was mandated by New Mexico state lawmakers in 2011 where basic requirements were established for schools to achieve an A, B, C, D, or F for annual accountability [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. This School Grading Technical Guide supplements these documents by providing detailed decision rules for each indicator, statistical treatment of data, and calculation parameters. These business rules apply to New Mexico public schools, and do not apply to private, Bureau of Indian Education (BIE), or home schools that are not within the jurisdiction of the New Mexico Public Education Department (PED).

New Mexico's school grading model is currently being reviewed by the U.S. Department of Education to serve as the state's ESEA accountability method for future years. The state's ESEA Flexibility Request is available on the website at <http://www.ped.state.nm.us/waiver/index.html> and outlines the underlying framework for the system, in particular that schools will be monitored on three general factors: current performance; growth; and other academic factors considered important for student learning.

In this inaugural year of school grading (2011-12) certain data constraints apply:

- 1) Preliminary grades will be based on data based on the 2008-2009, 2009-2010, and 2010-2011 school years. School grades for subsequent years will be based on the current school year (e.g. 2011-2012) and two prior years of data.
- 2) Graduation rates are restricted to 4-year and 5-year cohort rates; 6-year rates will be added in subsequent years as data become available.
- 3) Achievement, current standing and growth components are restricted to reading and mathematics. If resources become available in future years to restore science or other assessments, these content areas may be added to the model.

New Mexico is adopting the nationally recognized *Common Core State Standards* (National Governors Association Center for Best Practices and Council of Chief State School Officers), and is actively participating in the *Partnership for Assessment of Readiness for College and Careers* (PARCC) consortium of states. At the time of implementation, anticipated in 2015, specific features of the school grading system may require change (e.g. cut points adjustment to account for new assessments, using additional grades in HS to calculate student growth, etc); however, the underlying framework (i.e. school grades based on current standing, growth, and other indicators) will remain the same.

Please submit questions or requests for revision and clarification to:

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## Revision History

Date	Description of Major Changes	Reference	Author
	(intentionally blank)		

# I. Definitions and Abbreviations

*Terms used in this document and their meaning to school grading*

- A. **FAY** (Full Academic Year) indicates whether a student has been enrolled at a single location for one year. The school or LEA where the student was enrolled is accountable for the student's instructional legacy, since the student was present for one year's worth of growth and learning.
- B. **Feeder schools** are schools that have no tested grades. For elementary these are schools with grades K through 2 (testing begins in the 3<sup>rd</sup> grade). For high schools in school year 2010-11, that includes schools with grades 9, 10, or 12 (high school testing is in grade 11 only). Beginning in 2011-12 high schools will begin testing in the 10<sup>th</sup> grade as well.
- C. **Priority schools** are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the lowest 5% of all schools statewide.
- D. **Focus schools** are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the lowest 10% of non-Priority schools statewide.
- E. **Reward schools** are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the highest 5% of all schools statewide.
- F. **Snapshots** are the fixed dates required for all districts to submit data to the PED data warehouse called STARS (Student Teacher Accountability Reporting System). These dates are fixed at
1. Second Wednesday of October (known as 40<sup>th</sup> day; abbreviated as 40D)
  2. December 1 (known as 80<sup>th</sup> day; abbreviated as 80D)
  3. Second Wednesday of February (known as 120<sup>th</sup> day; abbreviated as 120D)
  4. End of Year, variable but principally in June (known as EOY)
  5. Additionally, a specialized snapshot occurs during the terminal week of testing (known as the *Assessment Snapshot*); timing is variable but generally occurs in March and April.
- G. **VAM** - value-added modeling isolates the school's contributions to student performance from factors outside the school's control that are known to affect student test performance.
- H. **Conditional Status** represents the current standing of a school, acknowledging differences in student factors that are outside of a school's control. This is estimated simultaneously with School Growth using a mixed effects Value Added Model (VAM).
- I. **School Growth** represents the change in performance of successive cohorts of students over time. This growth is based on different students each year. This is estimated using a mixed effects VAM.
- J. **Student Growth** represents the average of individual student growth over three years (current and two prior years). Student growth is estimated using a mixed effects panel growth model.
- K. **Elementary or Middle School (EL/MS)** is defined by the grade span of the school and requires that the EL/MS grading model be applied. Schools with the highest grade of 10 or less are considered elementary/middle for school grading.
- L. **High School (HS)** is defined by the highest grade of the school and requires that the HS grading model be applied. Schools with the highest grade of 11 or higher are considered HS for school grading.
- M. **One Percent Rule**, set by the US Department of Education, requires that the percentage of students scoring *Proficient* or *Advanced Proficient* on an alternate assessment cannot exceed one percent of the total number of students tested in the LEA. If the LEA violates this rule, a random selection of students equal to the excess above 1%, who took the alternate assessment and scored *Proficient* or *Advanced Proficient* must be converted to not proficient. This rule is applied only to LEA accountability.

**N. Opportunity to Learn** represents:

1. Students attendance; and
2. Scores on a 10 item survey administered students annually during standardized testing. The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning.

**O. Accountable school** denotes the location where the student’s scores are assigned for accountability. The assignment follows this hierarchy:

1. If FAY=Yes, the accountable school is the FAY school; or
2. IF FAY=No, the accountable school is the location where the student was tested.

**P. Duplicate** refers to two test records that have the same student ID. Duplicates may occur when the same student was tested twice, such as English and Spanish; or when a student moves during the test window and is retested at a different school. More commonly, different students are mistakenly identified as being the same, which happens with the accidental mislabeling of a test, or with an incorrectly bubbled ID. Duplicates also occur when two students within the state are unknowingly sharing the same ID. All of these conditions must be reconciled during biodata review. Each student can contribute only one test score for each content area.

**Q. LEA** (Local Educational Authority) traditionally represents the 89 school districts that manage over 800 schools in New Mexico. More recently, the term also applies to a growing number of State-authorized charter schools that operate independently of any district.

**R. Subgroups** are the student groups disaggregated for accountability reporting, as required by ESEA. A single student can contribute to several subgroups, and only A through I and 2 are used in school grading:

- a) All students (reported as “All Students”)
  - b) Caucasian/White-Non Hispanic (reported as “Caucasian”)
  - c) Black-Non Hispanic (reported as “African-American”)
  - d) Hispanic (reported as “Hispanic”)
  - e) Asian/Pacific Islander (reported as “Asian”)
  - f) Native American (reported as “American Indian”)
  - g) English Language Learners (reported as “English Language Learners”; abbreviated as “ELL” where necessary)
  - h) Special Ed, Not Gifted (reported as “Students with Disabilities”; abbreviated as “SWD” where necessary)
  - i) FRL, free or reduced lunch program (reported as “Economically Disadvantaged”; abbreviated “ED” where necessary)
  - j) Gender (reported as “F” or “M”)
  - k) Migrant (Title 1C) (reported as “Migrant”)
  - l) FAY, full academic year, reported as “Y” or “N”
2. The school grading system identifies a separate subgroup for students who are in the bottom quartile of their school’s performance in year one of the three years used to calculate school grades (see IV b).

## II. Data Sources

### A. School Attributes

1. The school file lists all open public schools and locations in New Mexico with enrolled students in any grades K through 12. The purpose of this file is to finalize which individual schools receive a rating, and their characteristics that impact calculations. Occasionally, schools merge, change configuration, change name, or are considered a “program” rather than a school (and vice versa). Such changes are finalized prior to school grading. Each location is classified as:
  - a) Public school; if students take the test at a school program where they are enrolled for only part of the day, their home school must be identified and their scores attributed to their home school. Scores of students in transient programs (i.e. programs at different schools in which the student is enrolled for several weeks or months) may also be assigned to their home school, after approval by PED.
  - b) Locally-authorized charter school.
  - c) State-authorized charter school.
  - d) Off-site program (correctional facilities, treatment centers, homebound/hospitalized). Students in Off-Site programs, such as treatment centers, correctional facilities, or hospitals generally are excluded from school level calculations and counted only at the LEA level for rating. However, if the student qualified as FAY at a school prior to entering the program and testing, their test will count at the FAY school. Off-site programs are not rated.
  - e) State-supported (Juvenile Justice, School for Visually Impaired, School for Deaf). New Mexico Military Institute is exempted from rating by statute.

Additionally, schools are characterized by:

- f) Title I status (S=Schoolwide, T=Targeted, N=Not receiving Title I funds)
  - g) Alternate school (Y/N)
  - h) Level (elementary/middle, or high school)
  - i) Tier I (Y/N)
  - j) Tier II (Y/N)
  - k) Tier III (Y/N)
  - l) SIG – receiving federal School Improvement Grant funding
  - m) New or reorganized (impacts inheritance, FAY, and other calculations)
2. Attendance is extracted from the data submissions by districts at 40D, 80D, and 120D snapshots of the current year. A rate is computed for every subgroup, and includes all grades K-12 that are served by the school. Feeder schools must be included. The calculation of attendance is fully covered in PED’s *Attendance Technical Guide*.
  3. Graduation is provided by the Data Analysis and Planning unit at PED. The file lists rates and counts by subgroup, school, and LEA for 4-year, 5-year, and beginning in 2012 6-year cohorts. Schools with any high school grade (9, 10, 11, or 12) will receive a rate. The calculation of graduation is fully covered in PED’s *Graduation Technical Manual*.
  4. School rating and figures from prior years are required for the current year’s calculations.

**B. Student Attributes**

1. Mathematics and Reading Proficiencies are supplied by the vendor that administers the standards based assessment to grades 3-8, 10, and 11.
2. Subgroup membership is assigned from the data submitted by districts to the *Assessment Snapshot*, scheduled the final week of standardized testing. Where students are missing from this snapshot, the nearest snapshot date where the student is found will be used.
3. Opportunity to Learn survey item responses are supplied by the vendor that administers the survey during standardized testing.
4. Student/Parent Engagement does not have a specific data file associated. This information arrives through a dossier submitted to PED by the LEA. PED authorities then rate each for point values utilizing a formalized consensus model.
5. ACT student level data are supplied by the vendor annually in summer following all test sessions. The file is limited to students that authorized release of scores to their high school and other post-secondary institutions.
6. SAT student level data are supplied by the vendor annually in summer following all test sessions. The file is limited to students that authorized release of scores to their high school and other post-secondary institutions.
7. PSAT student level data are supplied by the vendor annually in summer following all test sessions. The file is limited to students that authorized release of scores to their high school.
8. AP student level data are supplied by the vendor annually in summer following all test sessions. The file is limited to students that authorized release of scores to their high school and other post-secondary institutions.
9. Dual Credit data are supplied by a cooperative agreement between PED and HED. The data are limited to students who have enrolled and earned credit in post-secondary institutions governed by HED.
10. Career Readiness is partly determined by course enrollments and course grades extracted from data submissions by districts at 40D, 80D, and 120D snapshots of the current and prior years. Definitions established for Carl Perkins Grant funding then classify students as “Concentrators” or “Completers”. When completers graduate with a regular diploma they meet the *success* benchmark.

**C. LEA Attributes**

1. LEA rating and figures from prior years are required for the current year’s calculations.
2. Attendance similar to schools is aggregated from data submissions by districts at 40D, 80D, and 120D of the current year.
3. Graduation is provided by the Data Analysis and Planning unit at PED. The file lists rates and counts by subgroup, school, and LEA for 4-year, 5-year, and beginning in 2012 6-year cohorts.

### III. Data Validation

**A. Verification** of preliminary files insures consistency with prior years and completeness. Discrepancies are presented to suppliers of the data source for resolution. Data checks include, but are not limited to:

1. Correct grade ranges for all schools
2. Schools to be rated
3. New or reorganized schools with inherited grading histories or FAY anomalies
4. Notable variation in the size of any subgroup over the prior year
5. Any variation in student subgroup membership among 120D, Assessment, and EOY snapshots
6. Verification of prior year’s ratings

7. Verification of the appropriate assignment and completeness of graduation and attendance
8. Verification of level (elementary/middle, or high school)
9. Verification that all rated schools are represented in the vendor test files
10. Verification that all students tested are represented in school rating and GAP results

## IV. Conditioning of Data

**A. Assessment Scores.** A subset of records in the test data file (valid tests), and content within records (Reading, Math), is used for school rating. Results for Spanish, English, and Braille administrations are included, as are both the SBA and NMAPA tests from both vendors. The following guidelines apply to the selection and cleaning of those records.

1. Remove records where *Exclude from Summaries* = Yes. These tests belong to students from non-PED schools.
2. Reconcile Test Completion Code (TC), Scaled Score (SS), Proficiency Level (PL). The TC is a field that is bubbled by the testing administrator at the time of testing to indicate whether the test was successfully administered. Often it is bubbled incorrectly, overridden by scoring (student fails the *Attemptedness Rule*), or overridden by a sanction imposed by PED for a testing irregularity. Because TC is used for various counts, it must match the results of scoring, Scaled Score (SS) and Proficiency Level (PL). This reconciliation is performed by Data Planning and Analysis, and detail can be supplied upon request.
  - a) TC=0 Tested All Sessions and received a valid score (SS=0 to 80) (PL=1, 2, 3, or 4))
  - b) TC=1 Withdrew before testing; remove test
  - c) TC=2 Received a non-allowed modification; invalidate test (SS=99) (PL=5)
  - d) TC=3 Exempt from READING (language); remove READING test
  - e) TC=4 Medical exemption; remove test
  - f) TC=5 Parental refusal; invalidate test (SS=99) (PL=5)
  - g) TC=6 Incomplete testing; invalidate test (SS=99) (PL=5)
  - h) TC=7 Testing irregularity; invalidate test (SS=99) (PL=5)
  - i) TC=8 Absent; invalidate test (SS=99) (PL=5)
3. Note that a single student can have a valid MATH test (TC=0) and an invalid READING test (TC=5). This impacts participation rates for each content area.
4. Note that a student can take the test in more than one school (i.e. MATH in school X, and READING in school Z). Special rules apply and are explained in *Calculations*.
5. Limit records to students in eligible grades (3 through 8, 10, and 11). Occasionally students in other grades are tested because assessments are also used in high school graduation.
6. Use enrollment data to manually update missing values in student characteristics (i.e. ethnicity).
7. Determine the treatment of duplicate records (see Definitions: Duplicate). This process utilizes a complex set of rules performed by Data Planning and Analysis, together with district officers and the test vendors. Partial documentation can be supplied on request.
8. Assign *FAY* from enrollment data.
  - a) *FAY* =YES if a student is enrolled at the 120th day of the prior school year, and the 40th, 80th, and 120th day of the current school year. There are exceptions to this rule:
  - b) Students in transition grades (the lowest grade in the school's grade span) are *FAY*=Yes provided they meet the following conditions:

- (1) Enrolled 40D, 80D, 120D of the current year, AND
  - (2) Enrolled 120D of the prior year in the same LEA as the transition school. This rule applies to locally authorized charter schools but not to state authorized charter schools.
  - c) Students in reorganized schools in the current year are **FAY=Yes** under the same provision as transition grades (A.) provided they are in a lower grade that is new to the school. For example, if a school that previously served grades 7-8 adds a 6<sup>th</sup> grade, both 6<sup>th</sup> grade and 7<sup>th</sup> grade students must meet conditions 1 and 2 to be considered **FAY=Yes**.
  - d) Students in new schools are **FAY=Yes** under the same provisions as transition grades (A.). For example a new school that serves grades 6, 7, and 8 requires only that students meet conditions 1 and 2 to be considered **FAY=Yes**.
  - e) State charter schools follow the same options in A, B, and C, but without the requirement for LEA membership in the prior year (A.2.).
9. Assign subgroup membership from snapshot data.
  10. Transform prior year scaled scores.
    - a) SBA Proficiency scores from years prior to 2011 utilized an expanded vertically aligned scale, with scores ranging from 200 to 950. In 2011 the assessment was rescaled to utilize a vertically moderated scale that was uniform for all grades. The new scaled scores range from 0 to 80, with proficiency anchored at 40.
    - b) Scores prior to 2011 were transformed to the current scale bridge information supplied from the SBA vendor. In addition, the NMAPA scaled scores were transformed to match the new scale, utilizing a linear transformation. Details of the transformation algorithm are provided on request.

**B. Student matching**

1. Separately for each student file, the dataset is aggregated to the school level to calculate the cut score of the 25<sup>th</sup> percentile in math and reading separately (so it is possible for a student to be in the bottom quartile in one subject but not the other).
2. Given the cut score for each school, a student is then identified as Bottom Quartile (BQ) (ie, the variable =1 if a student is in the bottom quartile and 0, otherwise).
3. The three above files are merged by student ID and the most recent year school ID is used as the school of record for that student. The student's Bottom Quartile indicator is used from the most prior year file.
4. Missing individual student background information in any year is replaced with information from one of the other years, if available, otherwise, mean replacement is used. Test scores are not replaced, but students with incomplete data remained in the analysis.

### **C. Feeder Schools**

1. Feeder schools are only evaluated at the school level. They are not included in LEA and state analyses.
2. Participation rates are not calculated for feeder schools.
3. Attendance is generated for feeder schools the same as for non-feeder schools.
4. Performance:
  - a) Wherever possible, feeder school ratings are based on test results from students who graduated from these feeder schools into a tested grade (i.e. 3<sup>rd</sup> grade for a K-1 school, or 11<sup>th</sup> grade for a 9-10 school).
  - b) The scored results of 3<sup>rd</sup> graders and (potentially 4<sup>th</sup> graders) and 11<sup>th</sup> graders will be accumulated in a specialized file used for rating feeder schools. Students can contribute their scores to as many as three feeder schools (for example, if a student attended schools each consisting of a single grade level, K, 1, and 2).
  - c) Current Standing estimates were apportioned based on the percentage of students that the feeder school students represented of the school it fed into. E.g., if students from a feeder school fed into two schools with (tested grades) and each received half of the students, then the feeder school score on school growth would be 50% from each school.
  - d) For individual student growth, the growth estimates of the students were aggregated back to the feeder school and averaged to create a individual growth for bottom quartile (if they were bottom quartile students) and non-bottom quartile students.
  - e) School growth estimates were apportioned based on the percentage of students that the feeder school students represented of the school it fed into. For example, if students from a feeder school fed into two schools with tested grades and each received half of the students, then the feeder school score on school growth would be 50% from each school.
  - f) Exited students used to assign accountability for feeder schools must reside currently at a school that is in the same LEA as the feeder school.
  - g) A small number of feeder schools exist for which alumnae cannot be found in the assessed population, and for which no feeder pattern or LEA affiliation can be identified for a potential data substitution. These are typically new schools that add one grade each year and have not yet reached a tested grade. Students are anticipated to continue at the feeder school until they reach a tested grade.

## **V. Evaluation Parameters**

### **A. Rounding**

1. No rounding occurs until the final rates are reported. All computations prior to reporting utilize unrounded figures.
2. Final rounding occurs to the first decimal place (i.e. 92.2%) unless otherwise indicated.
3. Data files provided to PED will include non-rounded figures, or if necessary, rounded to the 4th significant digit beyond what is reported (i.e. 92.234821 in the previous example)
4. The terminal digit of 5 is rounded up.
5. Participation and attendance are not rounded and are truncated to the nearest significant digit.



## VI. Calculations, School

### A. Schools Rated

1. School calculations include public, locally-authorized charter, state-authorized charter, feeder, and state-supported schools.
2. School calculations exclude off-site locations, programs, and students tested in those locations. These students are rolled up to LEA accountability.

### B. Participation

1. Rates are computed for these subgroups that have 40 or more students (see *Definitions, Subgroups*):
  - a) All Students
  - b) Caucasian/White-Non Hispanic (ethcode='C')
  - c) Black-Non Hispanic (ethcode='B')
  - d) Hispanic (ethcode='H')
  - e) Asian/Pacific Islander (ethcode='A')
  - f) Native American (ethcode='I')
  - g) English Language Learners (ellstatus=1 or ellstatus=2 or ellstatus=3)
  - h) Special Ed-Not Gifted (spedcode=Y)
  - i) FRL=Yes when student is either Free (F) or Reduced (R)
2. Participation rates are not computed for feeder schools.
3. The participation rate is a percentage:
  - a) Numerator READING: count if PL is 1, 2, 3, or 4 (valid score). Add students for whom the TC is equal to 3, which means they are counted for participation even though they do not have a scored test.
  - b) Numerator MATH: count if the PL is 1, 2, 3, or 4 (valid score) for each subtest.
  - c) Denominators READING, MATH: count all students in that subgroup, school, or district from the Assessment snapshot.
  - d) Compute the percentage. For reporting a truncated calculation to the whole number, do not round.
4. Participation Averaging, Two Years. If a school does not meet the 95% rate for all subgroups with 40 or more students, compute for each eligible subgroup an unweighted average. For example the two year rate would be:
  - a)  $(\text{current year participation percentage} + \text{previous year participation percentage})/2$
  - b) Note that this calculation does not use the number of students, but only the percentage rates from the years being considered.
  - c) Two year averaging results should be rounded (see *V. Calculation Parameters*).
5. Participation Averaging, Three Years. If a school does not meet participation, via the target (95%) or via the two-year average, compute the three year participation average, in the same manner:
  - a)  $(\text{current year percentage} + \text{prior year percentage} + \text{year antecedent to prior year percentage})/3$ .
  - b) Three year averaging results should be rounded (see *V. Calculation Parameters*).

### C. Attendance

1. A rate is computed school wide for every school that is graded, including feeder schools and high schools. There are no excluded grades.

2. Ineligible student attendance records must be removed prior to calculation:
  - a) Days Present < 0 or missing
  - b) Days Enrolled < 0 or missing
  - c) Days Present > Days Enrolled
  - d) Attendance records for students without a corresponding record in Student Snapshot at the same location
3. The rate is the average of all individual attendance rates of every student in 40D, 80D, and 120D snapshots:
  - a) Numerator: days attended accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
  - b) Denominator: days enrolled accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
  - c) Compute the percentage rate per student using the above numerator and denominator.
  - d) Compute the school average: sum percentage rates for all students and divide by the total number of students.
  - e) Note that a single student can contribute to the rates of more than one school if they are mobile.
4. When a school is missing a reporting period (40th, 80th, or 120th) compute the attendance rate in the same manner, only excluding the missing reporting period from the days attended and days enrolled.
5. Attendance is rounded to two decimal places for reporting (i.e. 91.59%).

#### **D. Graduation**

1. Graduation rates are one-year lagged. That is, the rates that are published in May are for the cohort that graduated by August 1 of the prior year. Calculation of 4-year and 5-year cohort graduation utilizes the *Shared Accountability* method and is described fully in the *Graduation Technical Manual* on the PED website.
2. A rate is generated for every school that has any grade 9, 10, 11, or 12. For the purposes of school grading, rates are counted only for high schools (see *Definitions, High School*).
3. For new high schools that do not yet have a graduating cohort class, the district mean will be substituted. Where a district affiliation is not evident, the state mean will be substituted.

#### **E. Current Standing**

1. Proficiency refers to the percent of students who are proficient or above in the current reporting year. The four categories of proficiency are:
  - Beginning Step (PL=1)
  - Nearing Proficient (PL=2)
  - Proficient (PL=3)
  - Advanced Proficient (PL=4)
  - a) Examinees whose tests were invalidated for various reasons (see *IV. Conditioning of Data, TC Codes*) did not receive a score but are still counted for accountability (PL=5).
  - b) Numerator: sum of students with PL=3 or 4
  - c) Denominator: sum of students with PL=1, 2, 3, 4, or 5
  - d) The resulting percentage is rounded to one decimal place (i.e. 65.3%)

2. **Conditioned Status** refers to an adjustment of status that takes the school’s student characteristics into account. Conditioning is accomplished by the statistical application of VAM to school outcomes, isolating the characteristics of the students from the school’s effect on achievement. The result is a truer picture of the school’s impact (value added) on student achievement.
  - a) The conditioning variables include are identified for each student:
    - (1) Gender
    - (2) ELL
    - (3) FRL
    - (4) SWD
    - (5) Ethnicity (African American, Hispanic, Native American, Asian)
    - (6) FAY
    - (7) Bottom Quartile
  - b) Conditional Status is estimated simultaneously with school growth and is detailed in F.

**F. School Growth** refers to the ability of a school to increase grade-level performance. For example, did the performance of 3<sup>rd</sup> graders improve over the three prior years?

Using the merged file described in IV b., missing individual student background information in any year is replaced with information from one of the other years, if available, otherwise, mean replacement is used. Test scores are not replaced, but students with incomplete data remained in the analysis.

Separate files are created for math and reading (math and reading models are run separately).

The datasets (math and reading) are transposed from the “wide” format to the “long” format where each student could have multiple records (up to three).

These files are then aggregated to cohort/ year to form a year level file with only one record per year (i.e. there were 3 records per school).

The “long” file was also aggregated to the school level (2011 school ID), aggregating all of the student variables to the school to be used for peer effects. Student background variables were indicator coded and grand mean centered<sup>1,2</sup>:

$$SS_{itk}^s = \pi_{0tk} + \pi_{1tk}(\text{AfricanAmerican}_{itk} - \text{AfricanAmerican}...) + \pi_{2tk}(\text{Hispanic}_{itk} - \text{Hispanic}...) + \pi_{3tk}(\text{Asian}_{itk} - \text{Asian}...) + \pi_{4tk}(\text{Native}_{itk} - \text{Native}...) + \pi_{5tk}(\text{Female}_{itk} - \text{Female}...) + \pi_{6tk}(\text{FRL}_{itk} - \text{FRL}...) + \pi_{7tk}(\text{SWD}_{itk} - \text{SWD}...) + \pi_{8tk}(\text{ELL}_{itk} - \text{ELL}...) + \pi_{9tk}(\text{FAY}_{itk}) + \pi_{10tk}(\text{BQ}_{itk}^s) + \sum_{g=1}^G \pi_{(10+g)tk}(\text{GRADE}_{itk}^g - \text{GRADE}...) + e_{itk} \quad (1)$$

In equation (1), the scale score in subject *s* (math or reading) for student *i* at time *t* in school *k* is a function her background characteristics, FAY, whether or not they were in the bottom quartile, and grade. The subscripts *itk* indicates student *i* at time *t* in school *k*, while the subscript, .. indicates the grand mean of the sample, i.e. the New Mexico State Average. There are *G*= 5, with grade 3 being the “left-out” grade. Also, grade is recoded to equal the actual grade value -3, so that the intercept represents 3<sup>rd</sup> grade. For elementary/middle school  $\pi_{10tk}(\text{BQ}_{itk}^s)$  is excluded from the model. As well as the corresponding specification displayed in eq. (3).

The two coefficients of interest are and are modeled as random effects:

<sup>1</sup> For the 2010-2011 HS calculation, Grade only represents one parameter, grade 11.

<sup>2</sup> BQ is not included in the elementary/middle school model.

$$\begin{aligned}\pi_{0tk} &= \beta_{00k} + \beta_{01k}(\text{Year}_{tk}) + r_{0tk} \\ \pi_{10tk} &= \beta_{100k} + \beta_{101k}(\text{Year}_{tk}) + r_{10tk}\end{aligned}\tag{2}$$

The remaining coefficients in (1) were treated as fixed effects. Year is reverse-coded, such that 0=2011 and -1 =2001, etc. In this way  $\beta_{00k}$  is the current year status. We are further interested in whether we can identify unique school effects associated with the (the  $\beta$ 's). These unique effects form the basis for the value added estimates and are estimated as random effects.

$$\begin{aligned}\beta_{00k} &= \gamma_{000} + X\Gamma + U_{00k} \\ \beta_{01k} &= \gamma_{010} + U_{01k} \\ \beta_{100k} &= \gamma_{1000} + U_{100k} \\ \beta_{110k} &= \gamma_{11010} + U_{1101k}\end{aligned}\tag{3}$$

Where  $X\Gamma$  is the set of individual student characteristics (and coefficients) in (1) aggregated to the school as proxy for peer effects. That is, the school proportion of

- (1) Gender
- (2) ELL
- (3) FRL
- (4) SWD
- (5) Ethnicity (African American, Hispanic, Native American, Asian)
- (6) FAY

The variables listed above were also grand-mean centered. The primary interest is in  $U_{00k}$  and  $U_{01k}$  for elementary/middle schools and additionally  $U_{101k}$  for high schools, these represent the unique school effects for current year Conditional Status, School Growth, and School Growth for the Bottom Quartile, respectively<sup>3</sup>.

We use the empirical Bayes estimates of  $U_{00k}$ ,  $U_{01k}$ , and  $U_{100k}$  and use those to determine the percentile rank each school's  $U$  is in the state. For each of the three effects, we first normalize (using a  $t$ -distribution) and estimate the cdf (cumulative density function) for the normalized score. This, "percentile" is multiplied by the points available for a subject and grade component. For example for conditional status in elementary school math:

If the cdf  $t_{U_{00k}}$  returns .80 then,  
Points for Math for conditional standing = .8 X 7.5 = 6.0.

For high schools in 2011, school growth was computed separately for the highest three quartiles (high performers) and bottom quartile of students (see next two sections) and reported there. Starting in 2012-2013, school growth will be estimated in elementary/middle, and high Schools in the same way, which is that there will only be one school growth estimate (per subject) per school.

### **G. Student Growth**

Using individual student growth to monitor school performance uses a mixed effects growth model. In 2010-2011 this applies to elementary and middle schools. Using the same "long" files as described earlier, we first aggregated to a student file to form a student level file with only one record per student.

The "long" file was also aggregated to the school level (2011 school ID), aggregating all of the student variables to the school to be used for peer effects.

The individual student growth model uses only three independent variables .

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<sup>3</sup> Recall the for Elementary/Middle school there are not a separate effects for BQ students.

$$SS_{tik}^s = \pi_{0ik} + \pi_{1ik} \text{Year}_{tik} + \pi_{2ik} \text{FAY}_{tik} + e_{tik} \quad (4)$$

Where at time  $t$ , for student  $i$  in school  $k$  in subject  $s$ , the score is a function of initial status,  $\pi_{0ik}$ , growth per year,  $\pi_{1ik}$ , FAY status,  $\pi_{2ik}$ , and error,  $e_{tik}$ . Year is coded as 2011 = 2 and 2010 = 1, etc.

We allow the initial status and growth to vary randomly among students, while setting FAY as a fixed effect, hence:

$$\begin{aligned} \pi_{0ik} &= \beta_{00k} + \beta_{01k}(\text{BQ}_{ik}) + r_{0ik} \\ \pi_{1ik} &= \beta_{10k} + \beta_{11k}(\text{BQ}_{ik}) + r_{1ik} \end{aligned} \quad (5)$$

And, of course we are interested in whether there are unique school effects associated with schools:

$$\begin{aligned} \beta_{00k} &= \gamma_{000} + U_{00k} \\ \beta_{01k} &= \gamma_{010} + U_{01k} \\ \beta_{10k} &= \gamma_{100} + U_{10k} \\ \beta_{11k} &= \gamma_{110} + U_{11k} \end{aligned} \quad (6)$$

For the individual Student Growth calculations for Bottom Quartile and non-Bottom Quartile (aka Highest Performing) we use the Empirical Bayes (EB) Coefficient for growth, that is, the predicted growth. This is estimated as:

$$\begin{aligned} \beta_{01k}^* &= FV_{01k} + U_{01k} \text{ and} \\ \beta_{11k}^* &= FV_{11k} + U_{11k}, \end{aligned}$$

for the highest performing and bottom quartile students, respectively. Hence, the EB coefficient,  $\beta^*$ , is equal to the fitted value,  $FV$ , and a unique school effect,  $U$ . The fitted value is the estimated school effect based on the school variables in the model and  $U$  is the EB residual.

We use the EB coefficients of  $\beta_{01k}^*$  and  $\beta_{11k}^*$  to determine the percentile rank each school's growth (for highest performing and bottom quartile) is in the state. For each of the two effects, we first normalize (using a  $t$ -distribution) and estimate the cdf (cumulative density function) for the normalized score. This, "percentile" is multiplied by the points available for a subject and grade component. For example, for Student Growth in elementary school math:

If the cdf  $t_{\beta_{01k}^*}$  returns .80 then,  
Points for Math for conditional standing =  $.8 \times 10 = 8.0$ .

This model would be run separately for math and reading, generating separate unique school estimates that are separately estimate the percentile.

- H. Highest Quartile Student Growth** Students assessed in a single year were cleaved into two groups, the highest three quartiles (high performers) and the bottom quartile.
1. See IV b. conditioning data, student matching.
  2. Elementary and Middle Schools:
    - a) See VI G. for a description of the growth model used to calculate student growth.
    - b)  $\beta^*_{01k}$  is the basis student growth calculations for the highest performers.
  3. High Schools
    - a) For the inaugural year of school grading individual student growth was not available, since the only high school grade tested in prior years was grade 11.
  4. The method described for school growth (see prior section *School Growth*) was duplicated for 11<sup>th</sup> graders whose scaled score placed them in the highest 75% of the assessed population for that school in the current year.
    - a)  $U_{01k}$  is the basis for School Growth, high performers.
  5. The method described for school growth in high schools for the highest performers will change to the method described for student growth in elementary and middle schools (IV b.) in the 2012-2013 school year.
- I. Lowest Quartile Student Growth** Students assessed in a single year were cleaved into two groups, the highest three quartiles and the lowest quartile. This indicator applies to students whose scaled score placed them in the lowest 25% of the assessed population for that school in the current year.
1. Groups were identified separately for Reading and for Math.
  2. Elementary and Middle Schools
    - a) See VI G. for a description of the growth model used to calculate student growth.
    - b)  $\beta^*_{11k}$  is the basis for calculating student growth for the bottom quartile of students.
  3. High Schools
    - a) For the inaugural year of school grading individual student growth was not available, since the only high school grade tested in prior years was grade 11.
  4. The method described for school growth (see prior section *School Growth*) was duplicated for 11<sup>th</sup> graders whose scaled score placed them in the lowest 25% of the assessed population for that school in the current year.
    - a)  $U_{101k}$  is the basis for School Growth bottom quartile students.
  5. The method described for school growth in HS for the bottom quartile will change to the method described for student growth in elementary and middle school (IV b.) in the 2012-2013 school year.
- J. Opportunity to Learn**
1. Is based on Attendance as described in II. 3; and,
  2. An Opportunity to Learn Survey administered to students taking the SBA, beginning in 2012. The survey consists of 10 questions related to the opportunities teach provide students to learn the materials necessary to be successful on the assessments.
    - a) Survey responses are on a Likert-type scale.
    - b) Elementary students are asked to think about the teacher that taught them the content on which they are being tested.
    - c) High School students are asked to consider the teachers they currently have, in general, and respond about the opportunities they provide.

## **K. College and Career Readiness**

PARTICIPATION is determined by the percent of enrolled students (10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> graders) eligible for that indicator, who show evidence of a career or a college preparatory path. Career paths are established through course enrollment leading to an industry recognized certification. College paths are established through a student's taking a recognized academic precursor to post-secondary education.

SUCCESS is determined by the percent of students who attempted any of these indicators, and who met the success criterion.

- Achieving a '3' on an Advanced Placement (AP) exam in a core academic area (11<sup>th</sup>, 12<sup>th</sup> graders)
- Achieving *College Readiness* benchmark scores on the four content areas of the ACT. Each content area contributes 1/4 to the potential points. (11<sup>th</sup>, 12<sup>th</sup> graders)
  - English Composition
  - Social Sciences [Reading]
  - College Algebra [Mathematics]
  - Biology [Science]
- Achieving *College Readiness* benchmark scores on the three content areas of the PSAT. Each content area contributes 1/3 to the potential points. (10<sup>th</sup> graders)
  - Reading
  - Mathematics
  - Writing
- Completing all course requirements for *Career Readiness* with a "C" or better, and graduating with a regular diploma in 4 years. (12<sup>th</sup> graders)

Student attempts will be pooled as the denominator, and student successes will be pooled as the numerator for the final calculation. Students may make multiple attempts, with multiple indicators, and the single most successful indicator will be retained.

## Point Boundaries for All Indicators

### Elementary and Middle Schools

Indicator	Grade	Points*
Current Standing	A	30.6 or above
	B	23.8 to 30.5
	C	18.9 to 23.7
	D	14.6 to 18.8
	F	14.5 or below
School Growth	A	8.9 or above
	B	6.6 to 8.8
	C	5.0 to 6.5
	D	3.4 to 4.9
	F	3.3 or below
Growth of Highest Performing Students	A	13.7 or above
	B	8.6 to 13.6
	C	5.8 to 8.5
	D	3.0 to 5.7
	F	2.9 or below
Growth of Lowest Performing Students	A	18.6 or above
	B	16.5 to 18.5
	C	14.2 to 16.4
	D	11.5 to 14.1
	F	11.4 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Overall Grade	A	75.0 or above
	B	60.0 to 74.9
	C	50.0 to 59.9
	D	37.5 to 49.9
	F	37.4 or below

### High Schools

Indicator	Grade	Points*
Current Standing	A	18.8 or above
	B	14.2 to 18.7
	C	10.9 to 14.1
	D	9.0 to 10.8
	F	8.9 or below
School Growth	A	This indicator was combined with the next two indicators in 2011. It will be reported separately in 2012.
	B	
	C	
	D	
	F	
School Growth of Highest Performing Students	A	13.9 or above
	B	10.9 to 13.8
	C	6.8 to 10.8
	D	3.8 to 6.7
	F	3.7 or below
School Growth of Lowest Performing Students	A	12.4 or above
	B	8.4 to 12.3
	C	6.3 to 8.3
	D	5.1 to 6.2
	F	5.0 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Graduation	A	16.2 or above
	B	13.6 to 16.1
	C	12.1 to 13.5
	D	10.0 to 12.0
	F	9.9 or below
Career College Readiness	A	13.6 or above
	B	10.0 to 13.5
	C	8.6 to 9.9
	D	6.1 to 8.5
	F	6.0 or below
Overall Grade	A	75.0 and above
	B	65.0 to 74.9
	C	50.0 to 64.9
	D	35.0 to 49.9
	F	34.9 and below

\* Points are rounded for tables for simplicity. However in calculations, figures were carried out to 6 or more decimals. Therefore, letter grades at the highest and lowest boundary of a point span may not be apparent because of rounding. Unrounded figures are available upon request from PED's Data Planning and Analysis Bureau.

# Understanding the New Mexico A-F School Grading System

Module 1  
January, 2012

# Goals

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To develop an accountability model that:

- Correctly holds schools accountable for student learning
- Captures important differences regarding achievement
- Avoids classifying schools based on characteristics outside their control
- Provides information for school improvement
- Creates the correct motivations for improvement

# What Comprises a School Grade

---

A school's grade consists of these sets of factors:

	<u>Elementary and Middle Schools</u>	<u>High Schools</u>
Current Standing	40%	30%
Growth	50%	30%
Opportunity to Learn	10%	8%
Graduation		17%
College and Career Readiness		15%

## Indicators and Points - Elementary & Middle Schools

Indicators and Points - Elementary & Middle Schools		Points
<u>Current Standing</u>	Percent Proficient	25
Conditional Status How did students perform in the most recent school year?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	15
<u>School Growth</u> In the past 3 years did schools increase grade level performance?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	10
<u>Growth of Highest Performing Students</u> How well did the school help the top 75% of individual students improve?	Individual student growth model using 3 years of student performance.	20
<u>Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Individual student growth model using 3 years of student performance.	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning?	Attendance for all students	5
	Classroom survey	5
<b>Total</b>		<b>100</b>
<b>Student and Parent Engagement</b> Does the school encourage students and parents to be involved?	Bonus Points	<b>+5</b>

## Indicators and Points - High Schools

Indicators and Points - High Schools		Points
<u>Current Standing</u>	Percent Proficient	20
<u>Conditional Status</u> How did students perform in the most recent school year?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	10
<u>School Growth of Highest Performing Students</u> How well did the school help the highest 75% of individual students improve?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	15
<u>School Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	15
<b>Graduation</b>	Percent graduating in 4 years	8
How does the school contribute to on-time graduation and improve over time?	Percent graduating in 5 years	4
	Value added conditioning of school growth, taking into account school characteristics for the past 3 years.	5
<b>Career and College Readiness</b>	Percent of all students that participated in one of the alternatives	5
Are students prepared for college and career and what lies ahead after high school?	Percent of participants that met a success benchmark	10
<b>Opportunity to Learn</b>	Attendance for all students	3
Does the school foster an environment that facilitates learning?	Classroom survey	5
<b>Total</b>		<b>100</b>
<b>Student and Parent Engagement</b>		<b>15</b>

# What Comprises a School Grade?

---

A School's grade consists of these sets of factors:

Based on NM SBA

	Elementary and Middle Schools	High Schools
Current Standing	40%	30%
Growth	50%	30%
Opportunity to Learn	10%	8%
Graduation		17%
College and Career Readiness		15%

# What Comprises a School Grade?

---

A School's grade consists of these sets of factors:

## Based on NM SBA

The general idea behind using the SBA to measure current standing and growth is that we can address:

- How a school's students perform at the end of each year
- How a school improves one year to the next
- How individual students are learning from one year to the next

	Elementary and Middle Schools	High Schools
Current Standing	40%	30%
Growth	50%	30%
Opportunity to Learn	10%	8%
Graduation		17%
College and Career Readiness		15%

# Current Standing

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Current Standing consists of two components:

- 1) Percent Proficient
- 2) Conditional Status

Current Standing reflects the following:

- Student performance in a single school year
- A snapshot of student performance compared to mastery of grade level standards
- Measuring how well a student is prepared for college and career
- Student performance compared to similar schools based on student enrollment characteristics

# Current Standing: Percent Proficient

There are two ways we might display status results for a school.

Chart A displays the average scale score at Example Elementary School, while

Chart B displays the same results as the percent of students who are proficient or advanced.

Chart A

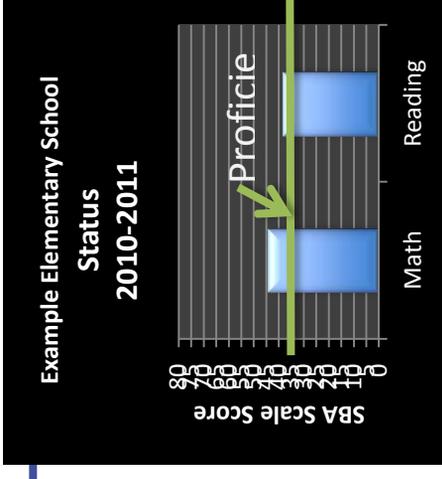
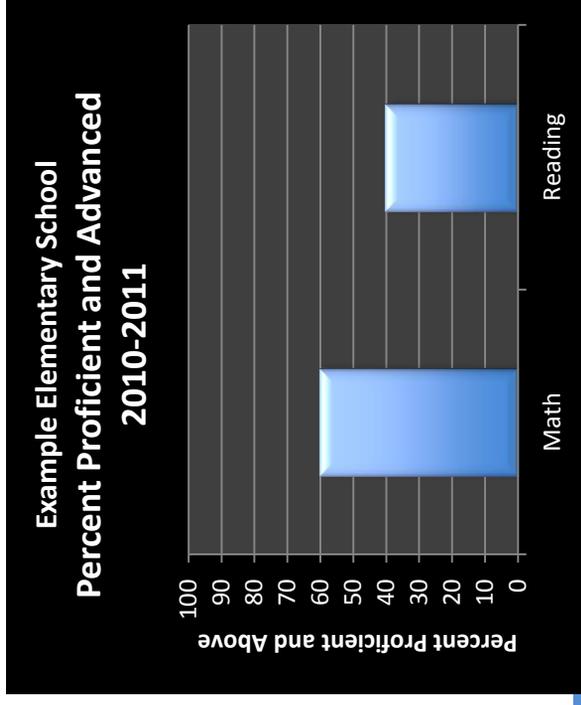


Chart B



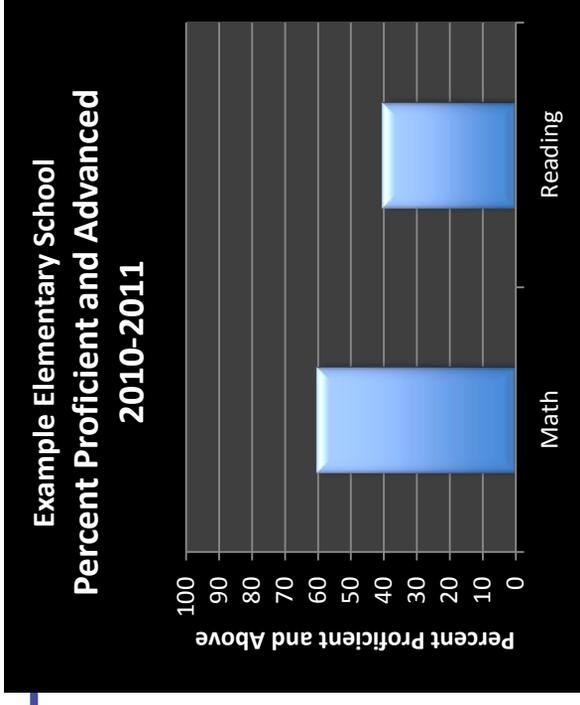
# Current Standing: Percent Proficient

Chart A displays the average scale score at Example Elementary School, while Chart B displays the same results as the percent of students who are proficient or advanced.

The percent proficient component uses the percentage of students that are proficient or advanced in math and reading and multiplies this by the points for that component.

Status Points =

$$\begin{aligned} & \text{Pct Proficient or Advanced (in math) X points} \\ & + \text{Pct Proficient or Advanced (in reading) X points} \end{aligned}$$

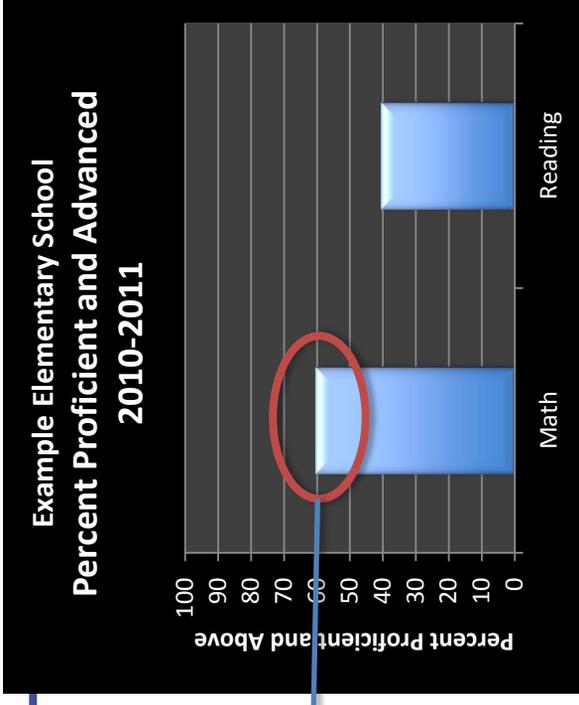


# Current Standing: Percent Proficient

For Example Elementary:

$$.60 \times 12.5 = 7.5$$

25 points are available for Current Standing: Percent Proficient – 12.5 points for Math and 12.5 points for English Language Arts



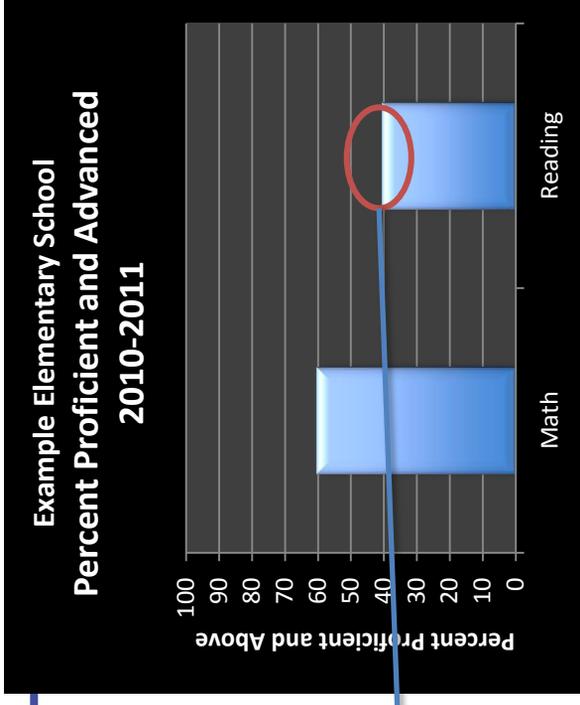
# Current Standing: Percent Proficient

For Example Elementary:

$$.60 \times 12.5 = 7.5$$

$$+ .40 \times 12.5 = 5.0$$

25 points are available for Current Standing: Percent Proficient – 12.5 points for Math and 12.5 points for English Language Arts



# Current Standing: Percent Proficient

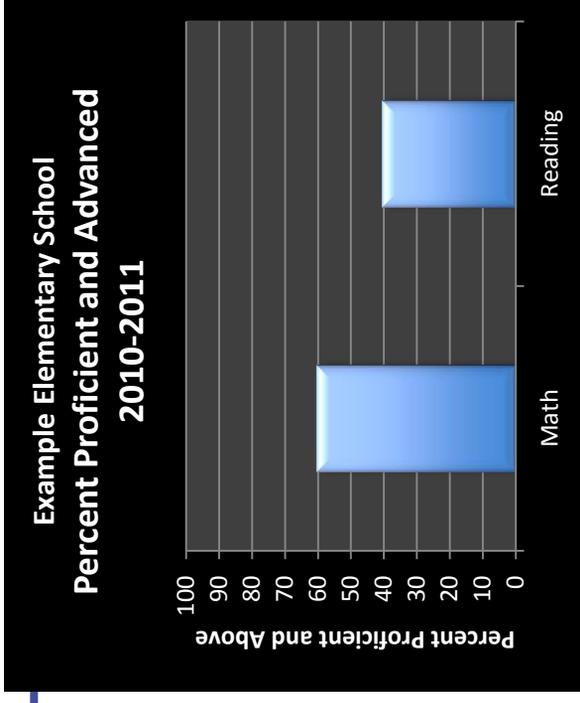
For Example Elementary:

$$.60 \times 12.5 = 7.5$$

$$\begin{array}{r} + .40 \times 12.5 = 5.0 \\ \hline \text{Total} = 12.5 \end{array}$$

For the percent proficient component of Status, Example Elementary received 12.5 points.

But current standing also includes conditional status, which we present next.



# Current Standing: Conditional Status

---

The average scale score, or the percent proficient, provides one indicator of how students are performing at a given point in time.

However, in thinking about holding schools accountable for student performance, we also need to acknowledge that schools serve different populations. We know that student performance is influenced by many factors, and we want to isolate, as much as possible, what the school contributes to the students' scores.

This also “levels the playing field” by accounting for the different circumstances of students in our schools.

# Current Standing: Conditional Status

---

Conditional status provides an estimate of current standing that takes into account the different circumstances, or conditions, of schools and attempts to “level the playing field.”

We take into account as many influences on student academic achievement, that schools cannot reasonably be expected to control, as possible, and limit what we include to what research indicates is meaningful and by what data are reliably available.

# Current Standing: Conditional Status

---

We take into account as many influences on student academic achievement, that schools cannot reasonably be expected to control, as possible, and limit what we include to what research indicates is meaningful and by what data are reliably available.

These influences, or student background characteristics, include:

- Gender
- Race/ethnicity
- Free/reduced price lunch status
- Disability status
- Language status
- Full academic year status
- School size
- Prior achievement

# Current Standing: Conditional Status

---

Conditional Status is estimated using the Value Added Model (VAM) described in **Module 2**.

The NM VAM estimates two related pieces of information:

- 1) Conditional status
- 2) School Growth

*We will return to school growth in the “Growth” section and focus on Conditional Status for a moment.*

# Current Standing: Conditional Status

---

Including student background variables in the VAM to estimate the conditional status of a school in no way relates to different expectations for individual students. We expect every student to be college or career ready when they graduate high school.

To get a better understanding of what conditional information provides – we need to understand the Value Added Model (VAM) New Mexico uses to estimate how schools are improving.

**We detail VAM in Module 2.**

# Current Standing: Conditional Status

---

The conditional status for each school is estimated by comparing predicted performance of each student to the actual score of each student.

The predictions are based on New Mexico state averages.

# Current Standing: Conditional Status

---

The conditional status for each school is estimated by comparing predicted performance of each student to the actual score of each student.

The predictions are based on NM state averages.

The prediction for each student is based on the student background characteristics that schools cannot control.

# Value Added Models

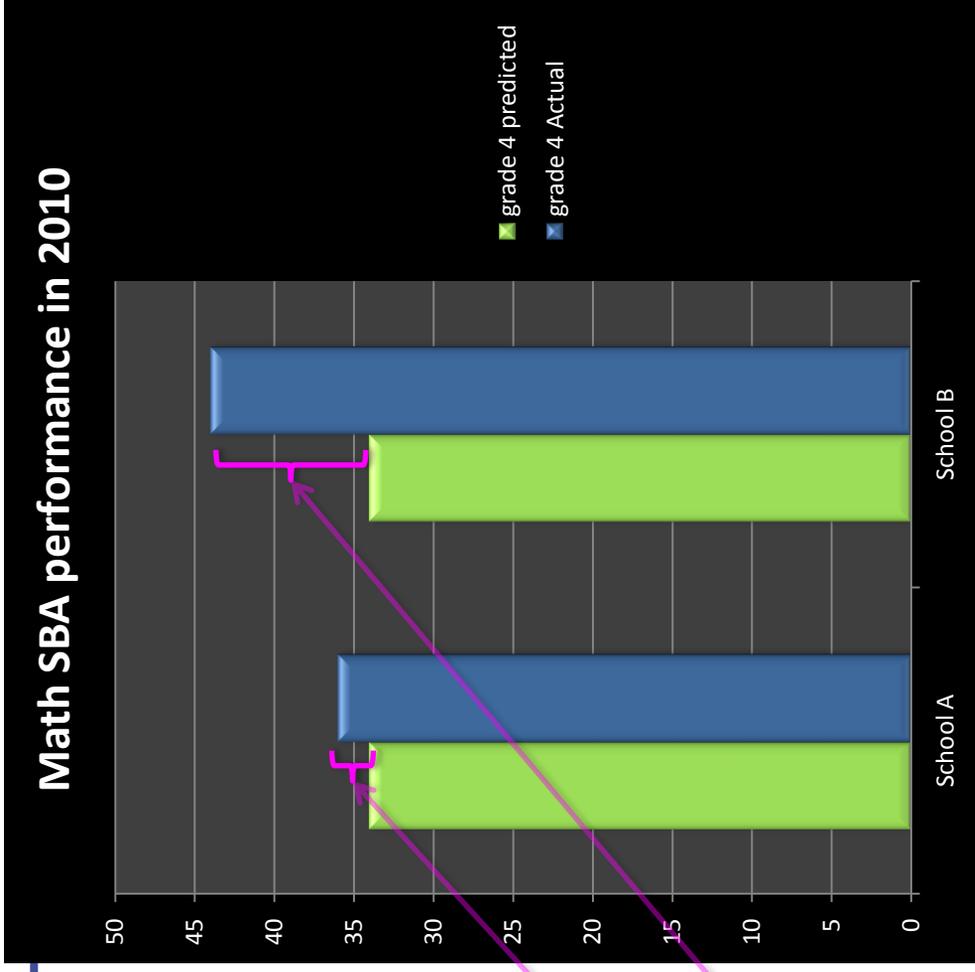
For example, let's compare two students who are not Full Academic Year (FAY).

Let's assume that the predicted score in NIM for a non-FAY is 34.

We can then compare how that student actually performed to what was predicted.

The student in School A scored 2 points better than predicted.

The student in School B scored 10 points better than predicted.



# Value Added Models

For example, let's compare two students who are not FAY.

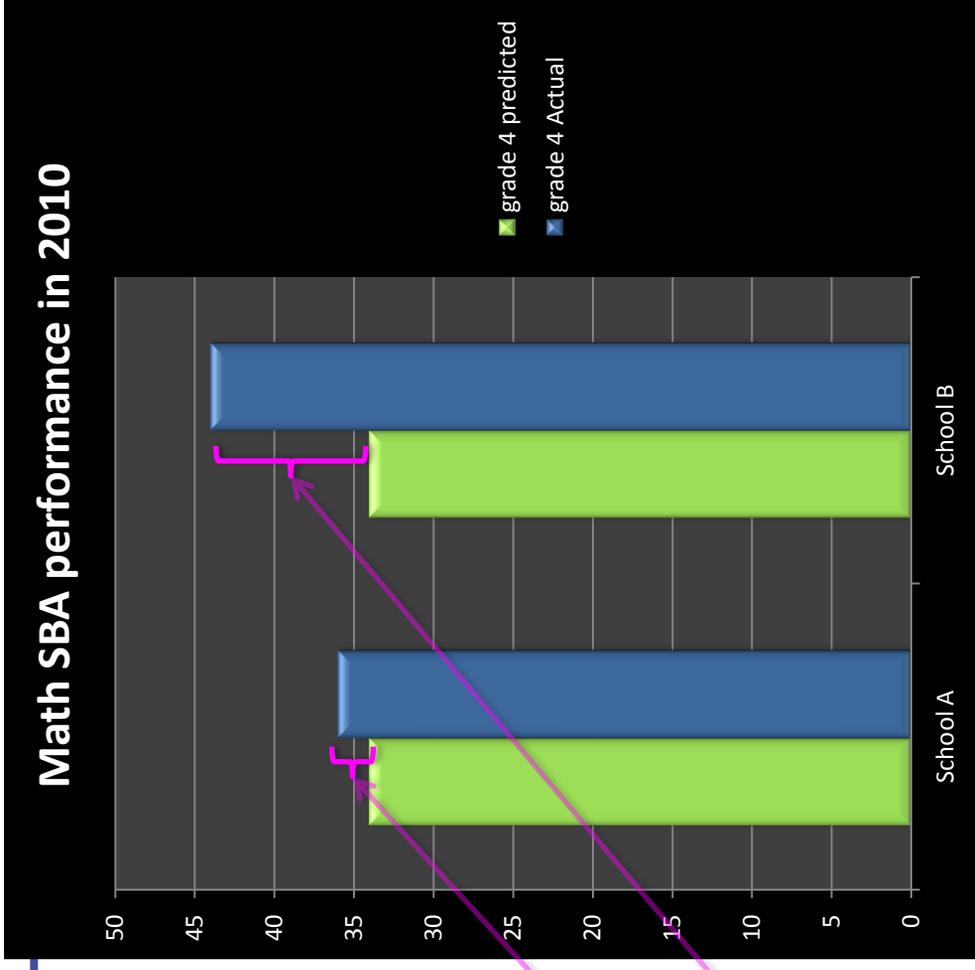
Let's assume that the predicted score in NIM for a non-FAY is 34.

We can then compare how that student actually performed to what was predicted.

The student in School A scored 20 points better than predicted.

The student in School B scored 10 points better than predicted.

Module 2 presents the VAM in detail.



# Current Standing: Conditional Status

---

Recall that Current Standing consists of two components:

- 1) Percent Proficient
- 2) Conditional Status

We have already assigned the school points for Percent Proficient.

But we need to assign the school points for conditional status

We do this in the next slide.

# Current Standing: Conditional Status

---

Assigning the school points for conditional status:

The average conditional status score in New Mexico in 2010-2011 is 0.

Even without knowing a school's score exactly, there are some things we can say in general:

# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

The average conditional status score in New Mexico in 2010-2011 is 0.

Even without knowing a school's score exactly, there are some things we can say in general:

**A school that scores about 0 is doing about as well as the average school in NM.**

*An average score of 0 indicates that the average actual performance of students in a school is about equal to what was predicted.*

# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

The average conditional status score in New Mexico in 2010-2011 is 0.

Even without knowing a school's score exactly, there are some things we can say in general:

A school that scores about 0 doing about as well as the average school in NM.

A School scoring above 0 is doing better than average.

*The average actual performance of students in a school is better than what was predicted.*

# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

The average conditional status score in New Mexico in 2010-2011 is 0.

Even without knowing a school's score exactly, there are some things we can say in general:

A school that scores about 0 doing about as well as the average school in NM.

A School scoring above 0 is doing better than average.

A school scoring below 0 is doing worse than average.

*The average actual performance of students in a school is worse than what was predicted.*

# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

Schools receive points for conditional status in reading and math separately.

But we can't simply multiply a school's conditional status value by the number of points because:

# Current Standing: Conditional Status

---

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But we can't simply multiply a school's conditional status value by the number of points because:

A) Schools at the average score a 0 and 0 X points = 0 points, not the average amount the school should receive.

# Current Standing: Conditional Status

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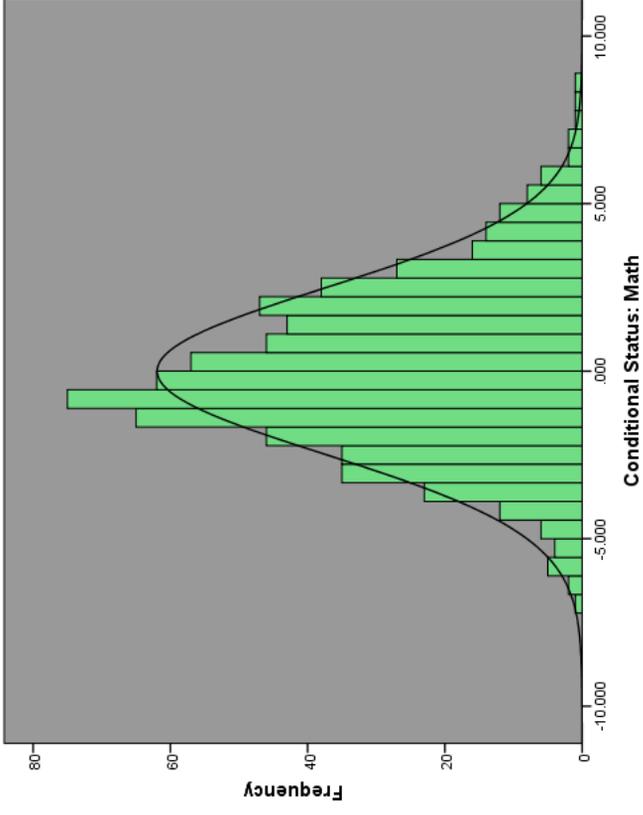
But we can't simply multiply a school's conditional status value by the number of points because:

- A) Schools at the average score a 0 and 0 X points = 0 points, not the average amount the school should receive.
- B) A school below average would get negative points and we want to keep all scores positive.

# Current Standing: Conditional Status

Assigning a school points for conditional status:

Rather than taking the raw conditional status value to assign points for the school grade, we calculate where a school's score would place the school in relation to all the schools in New Mexico.

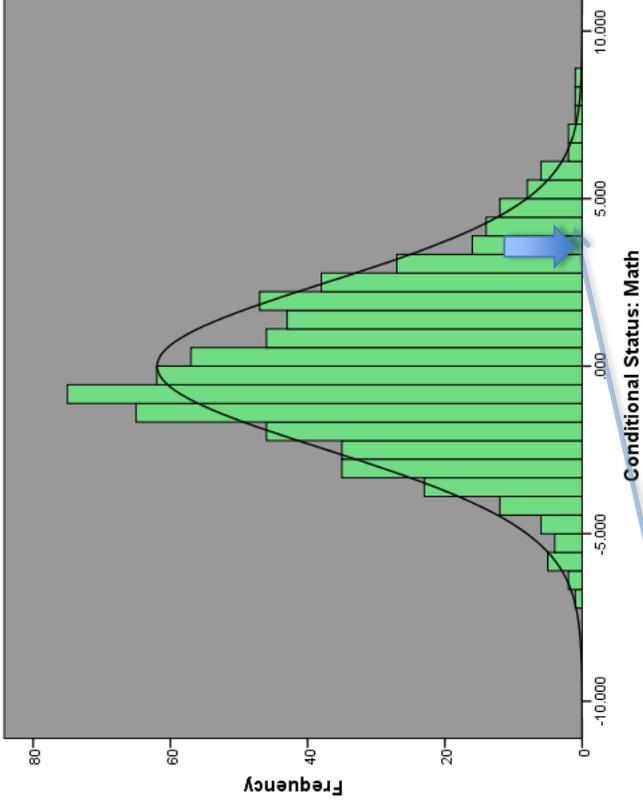


# Current Standing: Conditional Status

Assigning a school points for conditional status:

Rather than taking the raw conditional status value to assign points for the school grade, we calculate where a school's score would place the school in relation to all the schools in NM.

Let's say Example Elementary has a conditional status score of 3. A score of 3 puts Example Elementary in the top 20% of all elementary and middle schools in New Mexico.



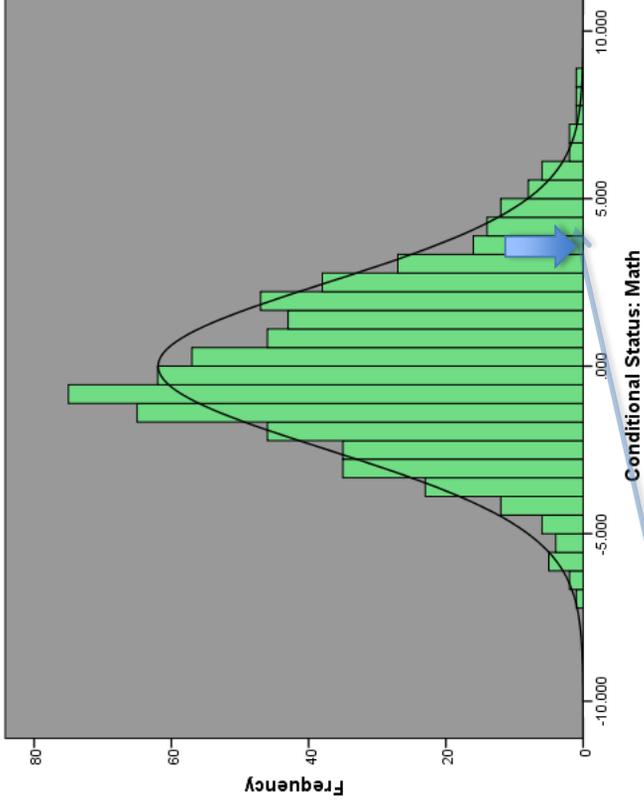
# Current Standing: Conditional Status

Assigning a school points for conditional status:

Rather than taking the raw conditional status value to assign points for the school grade, we calculate where a school's score would place the school in relation to all the schools in NM.

Let's say Example Elementary has a conditional status score of 3. A score of 3 puts Example Elementary in the top 20% of all elementary and middle schools in NM.

In other words Example Elementary is in the 80<sup>th</sup> percentile.



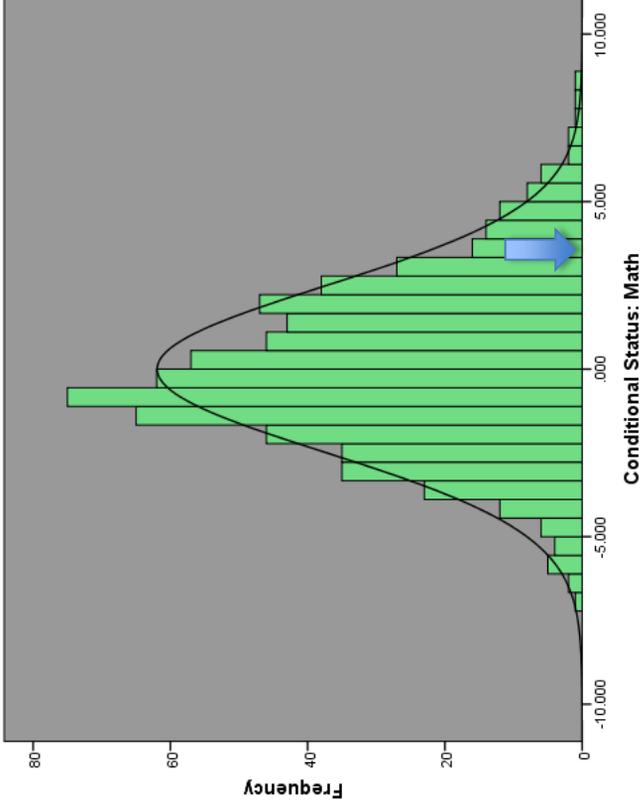
# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

In other words Example Elementary is in the 80<sup>th</sup> percentile.

We use this 80<sup>th</sup> percentile to calculate the points for conditional status for a school:



# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

In other words Example Elementary is in the 80<sup>th</sup> percentile.

We use this 80<sup>th</sup> percentile to calculate the points for conditional status for a school.:

$$\text{Math Points} = 7.5 \times .80 = 6.$$

# Current Standing: Conditional Status

---

Assigning a school points for conditional status:

In other words Example Elementary is in the 80<sup>th</sup> percentile.

We use this 80<sup>th</sup> percentile to calculate the points for conditional status for a school.:

$$\text{Math Points} = 7.5 \times .80 = 6.$$

The points for reading would be estimated the same way, and very likely would place a school at a different percentile and so it would receive a different number of points for reading.

# Current Standing: Summary

---

Current standing includes points for the:

- 1) Percent Proficient
- 2) Conditional Status

Percent Proficient captures the importance of meeting grade level standards.

Conditional Status captures the idea that schools face different circumstances and that schools should not be disadvantaged simply because they serve more diverse students.

# Growth

---

The School Grading system considers two types of growth:

- 1) School growth
- 2) Individual student growth

# Growth

---

The School Grading system considers two types of growth:

- 1) School growth
- 2) Individual student growth

Compares groups of students over time.  
For example 3<sup>rd</sup> graders in 2009 to 3<sup>rd</sup> graders in 2010.

We base school growth on the NM Value Added Model (VAM) detailed in Module 2.

The school growth estimate is based on tracking the Conditional Status described above over a three year period.

# Growth

---

The School Grading system considers two types of growth:

1) School growth

2) Individual student growth

Follows the scores of individual students over time and estimates an achievement growth trajectory for each student.

We estimate student growth using a growth model.

# Growth: School Growth

---

We assign points for school growth using the percentile rank just as we did for conditional status.

That is, we determine where a school's growth estimate would place a school in relation to all schools in the state. We multiply the school's percentile rank by the points possible (for reading and math separately – and them together to calculate that part of a school's growth score).

# Growth: School Growth

---

We assign points for school growth using the percentile rank just as we did for conditional status.

That is, we determine where a school's growth estimate would place a school in relation to all schools in the state. We multiply the school's percentile rank by the points possible (for reading and math separately – and them together to calculate that part of a school's growth score.

**Math school growth points = Percentile Rank X points.**  
**For Example Elementary:**

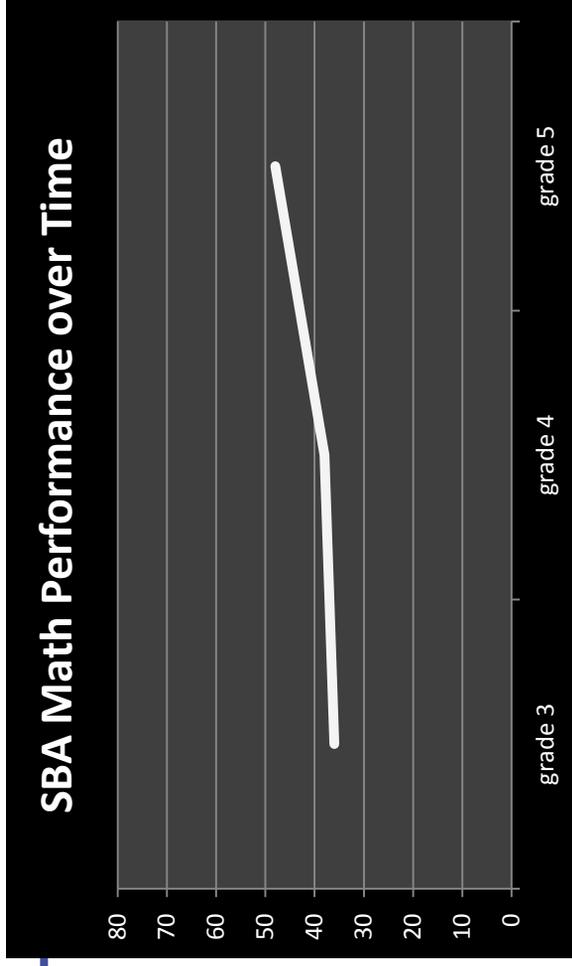
School growth equals 1, which places it in the top 40% or the 60<sup>th</sup> percentile

$$.60 \times 10 = 6.0$$

# Growth: Individual Student Growth

We next consider individual student growth.

We use an individual student growth model to estimate the average growth over three years for each student.



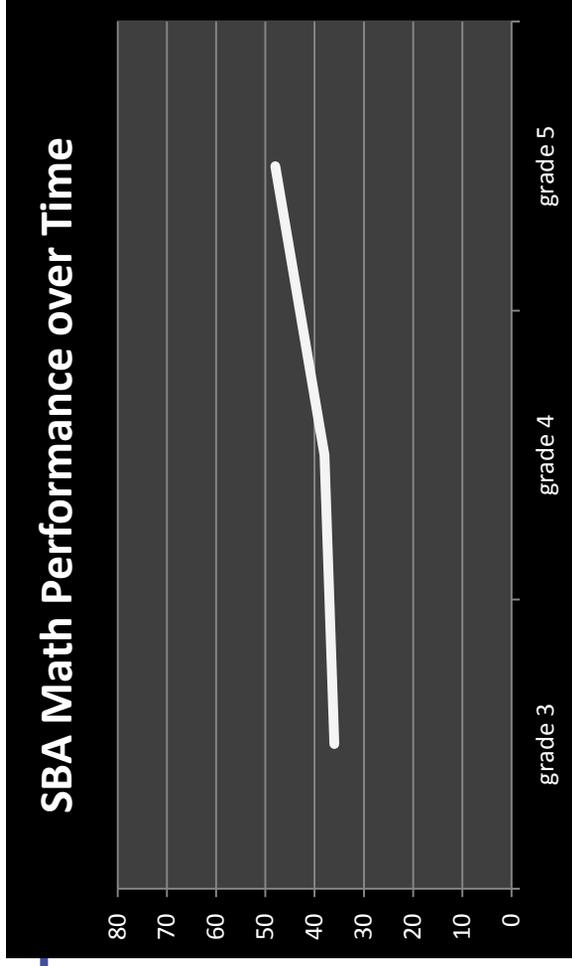
# Growth: Individual Student Growth

We next consider individual student growth.

We use an individual student growth model to estimate the average growth over three years for each student.

It is important to note that given the current scale of the SBA, 0 equals a year's worth of growth.

Growth above 0 is more than a year's worth of growth and growth below 0 is less than a year's worth of growth.



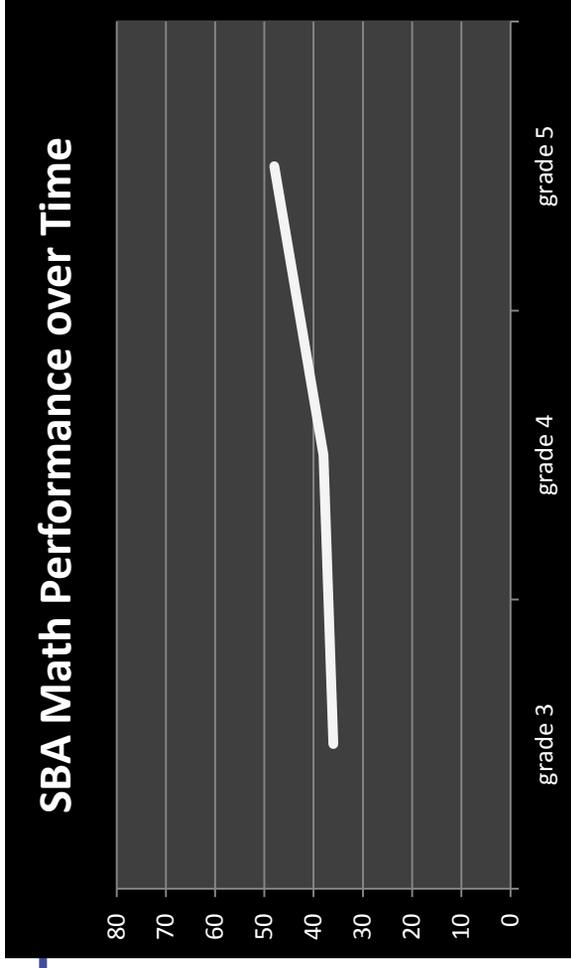
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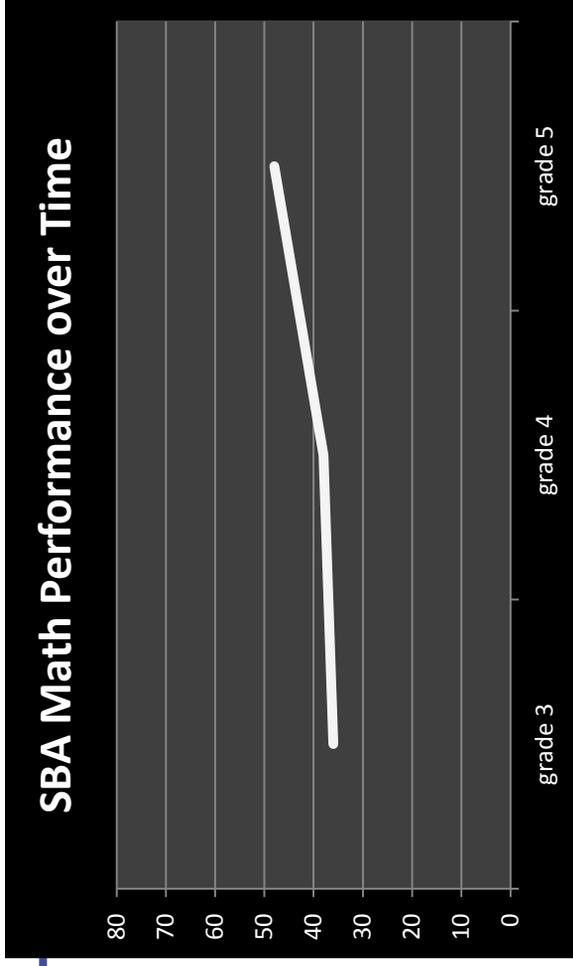
A student growth model does not condition growth the same way the VAM does.

The growth model relies on the information that a student's prior score history contains instead of conditioning performance on a set of student background variables



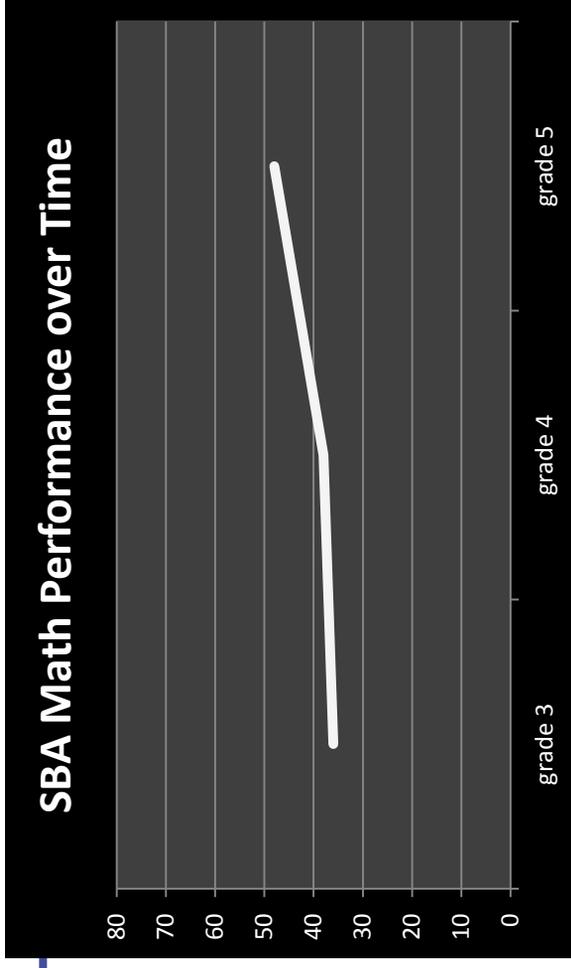
# Growth: Individual Student Growth

The only other information the growth model uses is whether or not the student attended the same school each year.



# Growth: Individual Student Growth

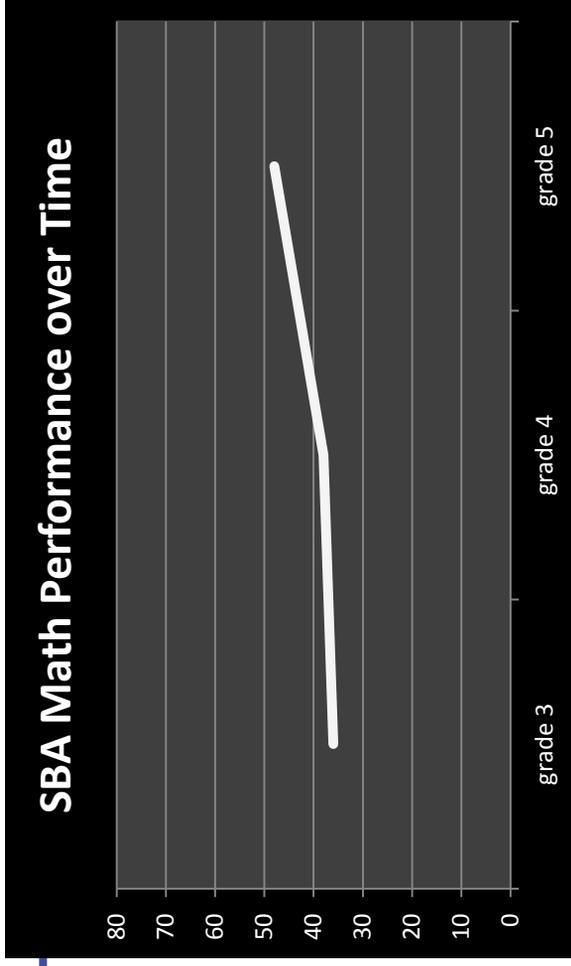
The only other information the growth model uses is whether or not the student attended the same school each year and whether the student's performance would have placed him in the bottom quartile (the lowest 25%) of student performance three years ago.



# Growth: Individual Student Growth

The only other information the growth model uses is whether or not the student attended the same school each year and whether the student's performance would have placed him in the bottom quartile (the lowest 25%) of student performance three years ago.

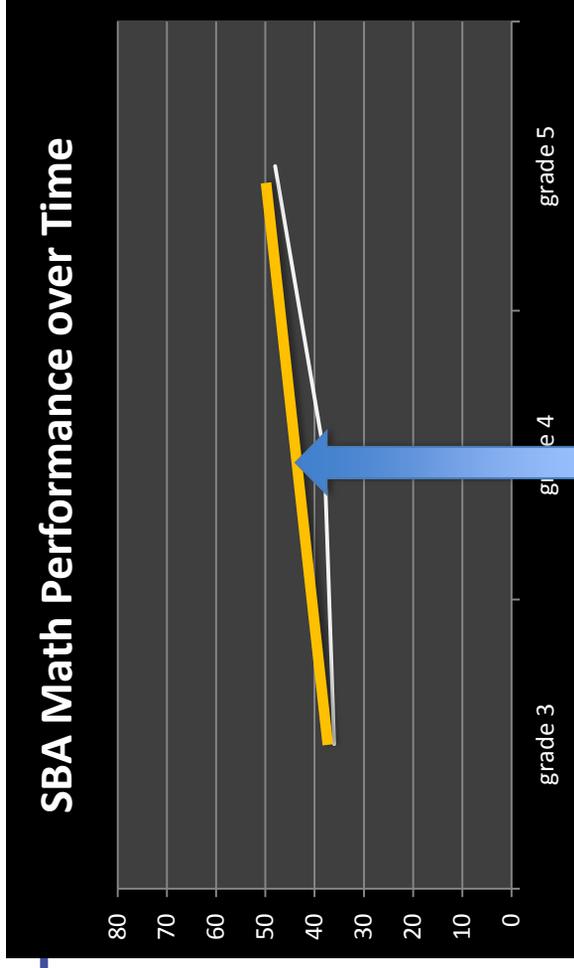
We estimate growth specifically for those students who were in the bottom quartile and separately for those students who were not in the bottom quartile for math and reading (separately as well).



# Growth: Individual Student Growth

We estimate growth specifically for those students who were in the bottom quartile and separately for those students who were not in the bottom quartile for math and reading (separately as well).

For Example Elementary, the growth estimate would be a single value that summarizes how much growth a student exhibited on average over three years.



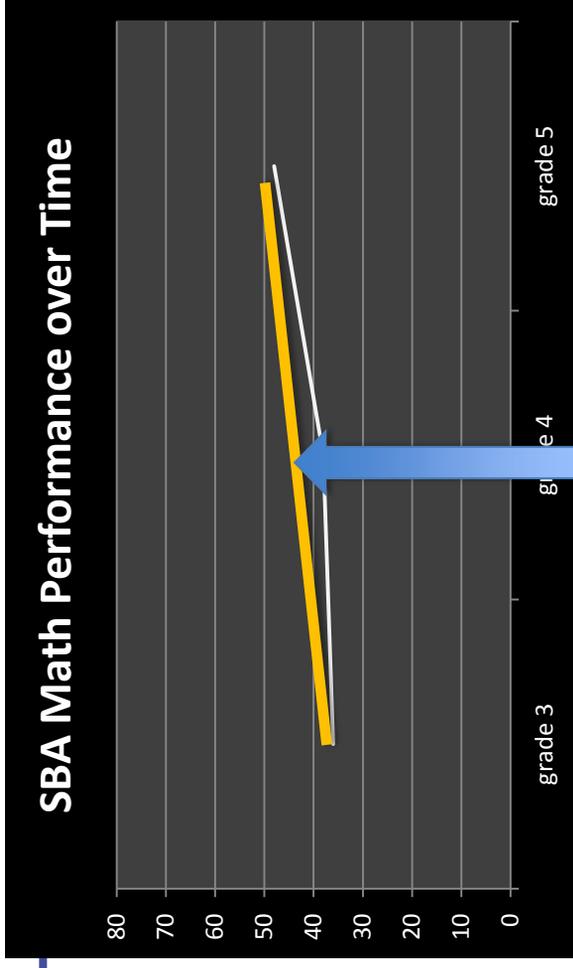
Growth Estimate

# Growth: Individual Student Growth

For example Elementary, the growth estimate would be a single value that summarizes how much growth a student exhibited on average over three years.

This represents an average growth rate of 6 points per year.

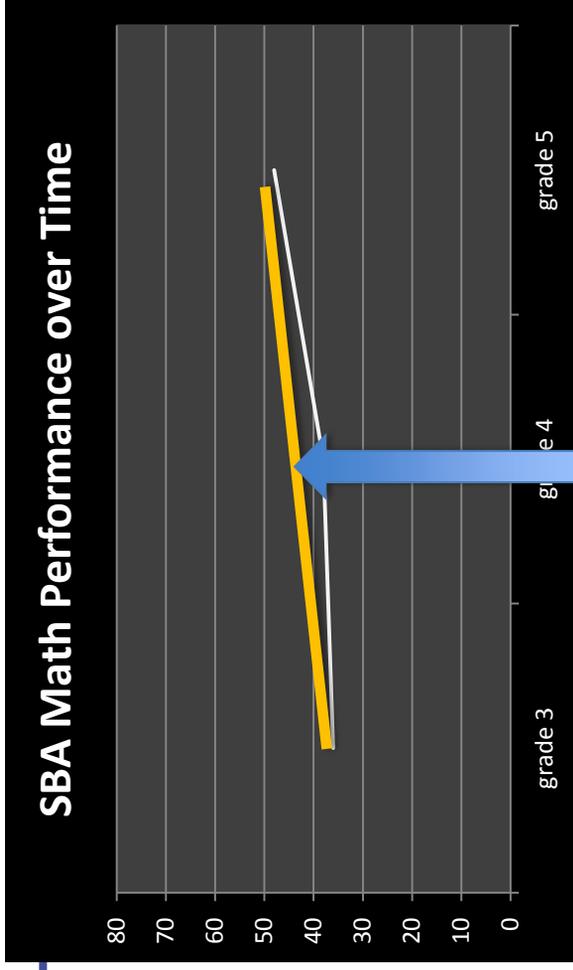
This might be how much growth the bottom quartile is achieving in reading at Example Elementary.



Growth Estimate

# Growth: Individual Student Growth

Similar to how we generated points for school growth, we would compare the average growth in the state in reading among bottom quartile students and see where it falls in the distribution of all schools.



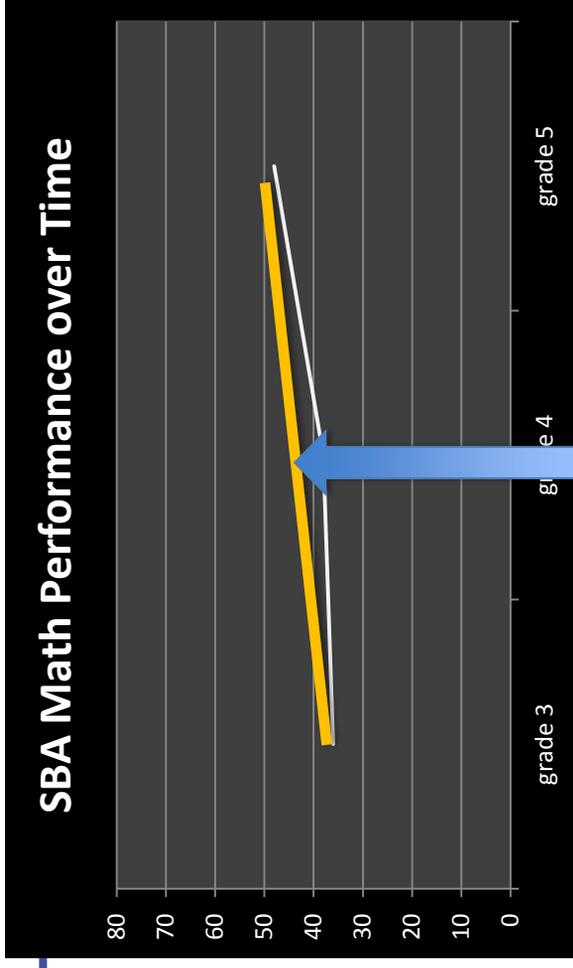
Growth Estimate

# Growth: Individual Student Growth

Similar to how we generated points for school growth, we would compare the average growth in the state in reading among bottom quartile students and see where it falls in the distribution of all schools.

This amount of growth may place Example Elementary in the top 5%, or the 95<sup>th</sup> percentile.

So Example Elementary would receive 95% of the possible reading points for bottom quartile growth towards its school grade.



Growth Estimate

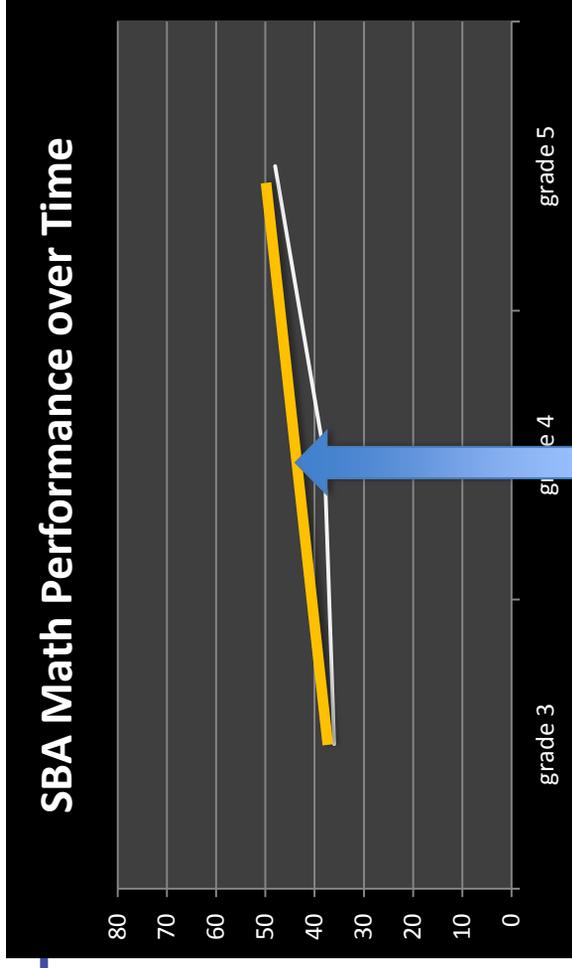
# Growth: Individual Student Growth

So Example Elementary would receive 95% of the possible reading points for bottom quartile growth towards its school grade.

Example Elementary would receive:

.95 X 10 Points = 9.5 points

for growth of the bottom quartile in reading.



Growth Estimate

# Other Indicators

---

Opportunity to Learn consists of two components:

- 1) Attendance
- 2) Student Opportunity to Learn (OTL) Survey

# Other Indicators

---

Other indicators in Elementary and Middle School consist of two components:

- 1) Attendance and
- 2) Opportunity to Learn (OTL).

In High School there are two additional components:

- 1) Graduation
- 2) College and Career Readiness

# Other Indicators: Attendance

---

Attendance is based on a target of a 95% attendance rate.

# Other Indicators: Attendance

---

Attendance is based on a target of a 95% attendance rate.

Schools receive points based on a comparison of the actual attendance rate and the target.

If Example Elementary had a 90% attendance rate, it would earn

$90/95 \times 5 \text{ points} = 4.74 \text{ points}$

towards its school grade.

# Other Indicators: OTL Survey

---

Student Opportunity to Learn (OTL) Survey is based on a survey of students, who are asked to indicate how often various teaching strategies take place.

# Other Indicators: OTL Survey

---

Opportunity to Learn (OTL) is based on a survey of students, who are asked to indicate how often various teaching strategies take place.

**For example:**

**My teacher introduces a new topic by connecting it to things I already know.**

**Or**

**My teacher gives me helpful feedback on work I turn in.**

# Other Indicators: OTL Survey

---

Opportunity to Learn (OTL) is based on a survey of students, who are asked to indicate how often various teaching strategies take place.

**For example:**

My teacher introduces a new topic by connecting it to things I already know.

Or

My teacher gives me helpful feedback on work I turn in.

Students choose from responses, such as:

Never	Hardly	Almost
Ever	Sometimes	Usually
		Always
		Always

# Other Indicators: OTL Survey

---

Opportunity to Learn (OTL) is based on a survey of students, who are asked to indicate how often various teaching strategies take place.

There are 10 questions and questions are worded slightly differently for elementary school students than for middle and high school students.

Questions are also available in Spanish.

# Other Indicators: OTL Survey

---

Opportunity to Learn (OTL) is based on a survey of students, who are asked to indicate how often various teaching strategies take place.

Scores will be based on a school's average score compared to the state average – and again assigning points based on the corresponding percentile rank:

OTL Percentile Rank X 5 points.

# Other Indicators

---

We next turn to two indicators unique to high schools:

- 1) Graduation
- 2) College and Career Readiness

# Other Indicators

---

## Graduation

Schools receive points based on three components for graduation.

- 1) The four year graduation rate
- 2) The five year graduation rate
- 3) Growth in graduation rates over the past three years

# Other Indicators

---

## Graduation

The basis for the four and five year rate is 95%.

For example a school with a 85% four year rate and a 95% five year rate would earn the following points:

Four year points =  $85/95 \times 8 = 3.58$

Five year points =  $95/95 \times 4 = 4.00$

# Other Indicators: Graduation

---

## Graduation

Schools also receive points for growth in graduation rates over the past three years.

For example, if a school had graduation rates of:

2009 -- 75%

2010 -- 77%

2011 -- 80%

It would have an average growth rate of 2.5%/year.

# Other Indicators: Graduation

---

## Graduation

Schools also receive points for growth in graduation rates over the past three years.

For example, if a school had graduation rates of

2009 -- 75%  
2010 -- 77%  
2011 -- 80%

It would have an average growth rate of 2.5%/year.

We would see how the 2.5 percent graduation rate growth compares with the rest of the schools in NIM

and use the percentile rank methodology again.



# Other Indicators: College and Career Readiness

---

College and Career Readiness

This consists of two components:

- 1) Participation
- 2) Success

# Other Indicators: College and Career Readiness

---

## College and Career Readiness

In general students may be enrolled in several college or career courses and may have success in one or more of these.

The school grading model counts each student once, and therefore, a student's BEST outcome is used for participation and success

# Other Indicators: College and Career Readiness

---

## College and Career Readiness

Both participation and success use percents of students to calculate points towards the school grade.

For Participation, the percent of 9-12 grade students who participate in college prep activities and/or career courses is the value multiplied by 5:

Number of students in eligible courses X 5 points  
Total 9-12 grade enrollment

# Other Indicators: College and Career Readiness

---

## College and Career Readiness

Both participation and success use percents of students to calculate points towards the school grade.

For Success, the population consists of the students that attempted a college course, career prep curriculum, or college admission assessment. The percentage is computed from those students that met a benchmark for participation.

The percent of successful students is multiplied by 10. For students that have participated in multiple college/career efforts, their best single outcome is used. Each student is counted only once in the denominator:

Number of students successfully meeting benchmarks X 10 points  
Number of student participating (numerator from participation)

# A-F School Grading Summary

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A detailed table of the points schools can earn for each component of a school's grade is detailed for Elementary/Middle Schools and High Schools in the following two slides.

## Indicators and Points - Elementary & Middle Schools

Indicators and Points - Elementary & Middle Schools		Points
<u>Current Standing</u>	Percent Proficient	25
Conditional Status How did students perform in the most recent school year?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	15
<u>School Growth</u> In the past 3 years did schools increase grade level performance?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	10
<u>Growth of Highest Performing Students</u> How well did the school help the top 75% of individual students improve?	Individual student growth model using 3 years of student performance.	20
<u>Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Individual student growth model using 3 years of student performance.	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning?	Attendance for all students	5
	Classroom survey	5
<b>Total</b>		<b>100</b>
<b>Student and Parent Engagement</b> Does the school encourage students and parents to be involved?	Bonus Points	<b>+5</b>

## Indicators and Points - High Schools

Indicators and Points - High Schools		Points
<u>Current Standing</u>	Percent Proficient	<b>20</b>
<u>Conditional Status</u> How did students perform in the most recent school year?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	<b>10</b>
<u>School Growth of Highest Performing Students</u> How well did the school help the highest 75% of individual students improve?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	<b>15</b>
<u>School Growth of Lowest Performing Students</u> How well did the school help the lowest 25% of individual students improve?	Value added conditioning of performance, accounting for a school's student characteristics for the past 3 years.	<b>15</b>
<b>Graduation</b>	Percent graduating in 4 years	<b>8</b>
How does the school contribute to on-time graduation and improve over time?	Percent graduating in 5 years	<b>4</b>
	Value added conditioning of school growth, taking into account school characteristics for the past 3 years.	<b>5</b>
<b>Career and College Readiness</b>	Percent of all students that participated in one of the alternatives	<b>5</b>
Are students prepared for college and career and what lies ahead after high school?	Percent of participants that met a success benchmark	<b>10</b>
<b>Opportunity to Learn</b>	Attendance for all students	<b>3</b>
Does the school foster an environment that facilitates learning?	Classroom survey	<b>5</b>
<b>Total</b>		<b>100</b>
<b>Student and Parent Engagement</b>		<b>15</b>

# Understanding the New Mexico A-F School Grading System

Module 2  
Understanding the New Mexico Value Added  
Model  
January, 2012

ATTACHMENT 13

# Goals

---

To develop an accountability model that:

- Correctly holds schools accountable for student learning
- Captures important differences regarding achievement
- Avoids classifying schools based on characteristics outside their control
- Provides information for school improvement
- Creates the correct motivations for improvement

# What Comprises a School Grade

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A School's grade consists of three sets of factors:

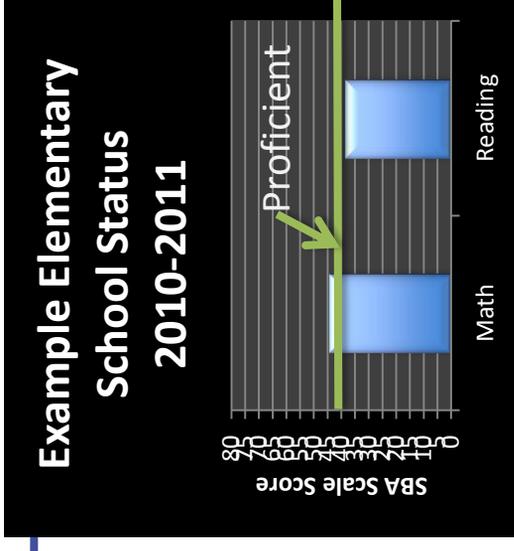
	Elementary and Middle Schools	High Schools
Current Standing	40%	30%
Growth	50%	30%
Opportunity to Learn	10%	8%
Graduation		17%
College and Career Readiness		15%

# Current Standing

---

Current Standing consists of two components:

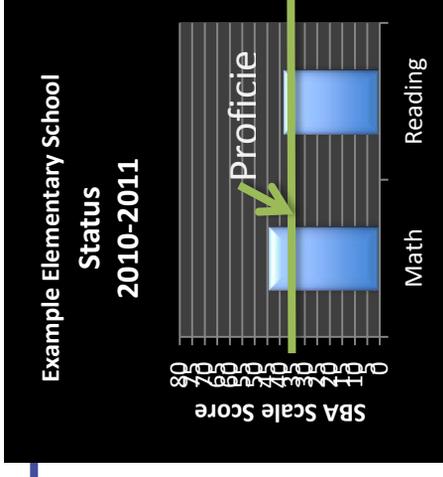
- Percent Proficient
- Conditional Status



# Current Standing: Conditional Status

In thinking about holding schools accountable for student performance, we also need to acknowledge that schools serve different populations. We know that student performance is influenced by many factors and we want to isolate, as much as possible, what the school contributes to the students' scores.

5



This also “levels the playing field” by accounting for the different circumstances of students that schools face.

# Current Standing: Conditional Status

---

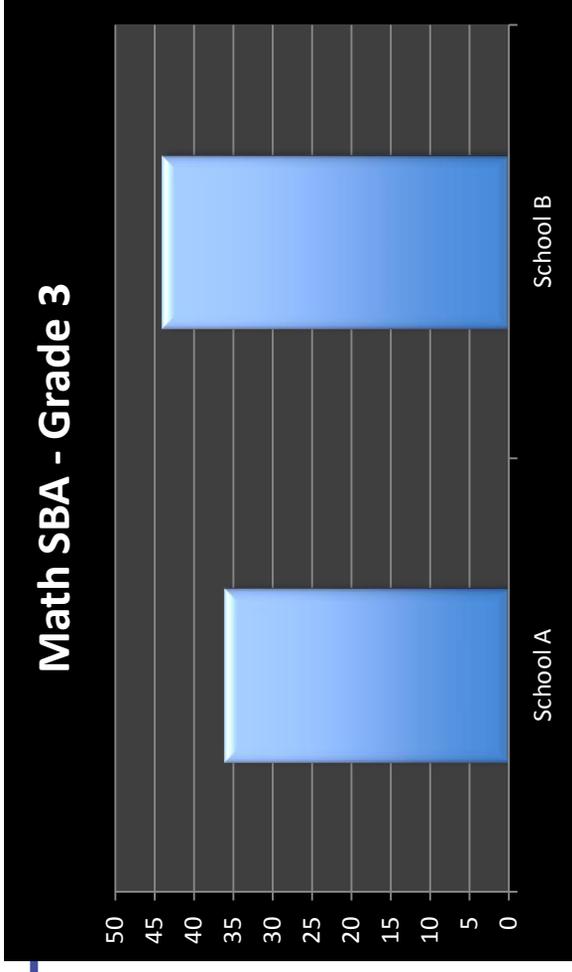
Including these student background variables to estimate the conditional status of a school in no way relates to different expectations for individual students. We expect every student to be college or career ready when they graduate high school.

6 To get a better understanding of what conditional information provides, we need to understand Value Added Models (VAM) New Mexico uses to estimate how schools are improving.

# Value Added Models

We start with status and we can compare two schools, School A and School B (let's assume that School A and School B each have one student.)

Based on the information presented in the chart, which school seems to be doing a better job teaching students?



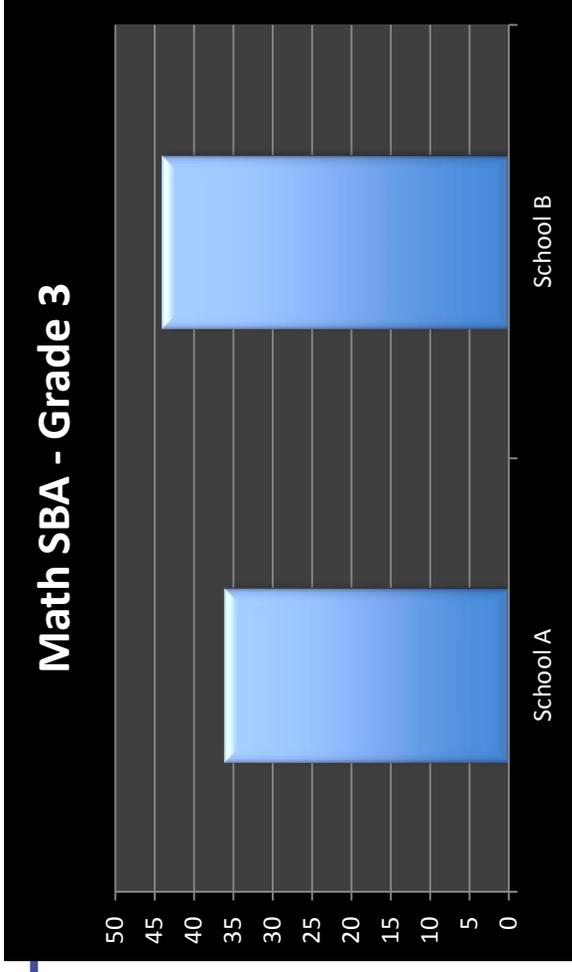
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We start with status and we can compare two schools, School A and School B.

Based on the information presented in the chart, which school seems to be doing a better job teaching  $\infty$  students?

School A has a score of 36, while School B has a score of 44. It would appear that School B is doing a better job.

But, we want to be sure that we can attribute this success to School B.

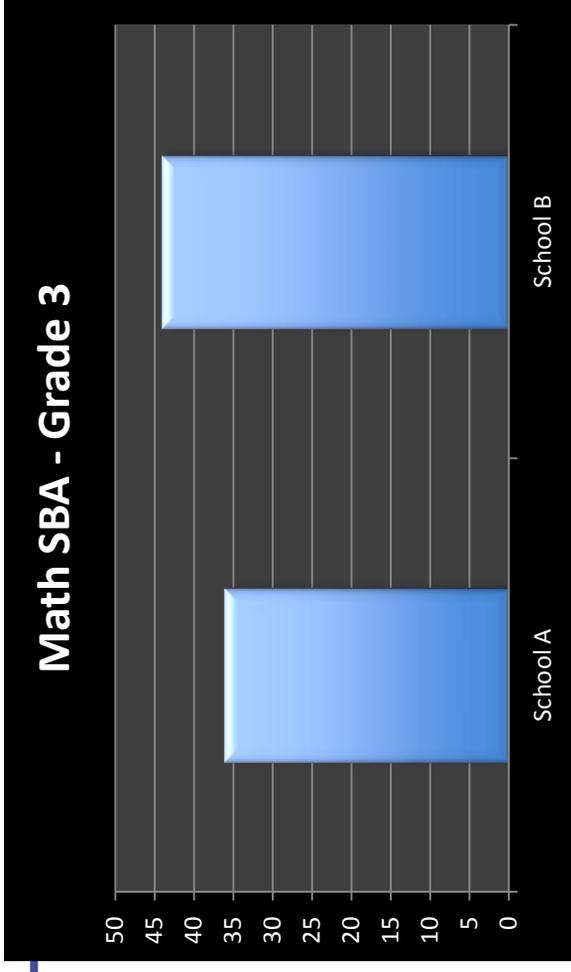


# Value Added Models

In order to unequivocally attribute student performance to a school, we would need to know that nothing is happening outside of the school that impacts a student's performance.

For example, if the student in School B received afterschool tutoring from *Bob's Afterschool Center*, then it may be that part of the success in School B is due to *Bob's Afterschool Center*.

If this is the case, should School B receive all the credit for that student's success?



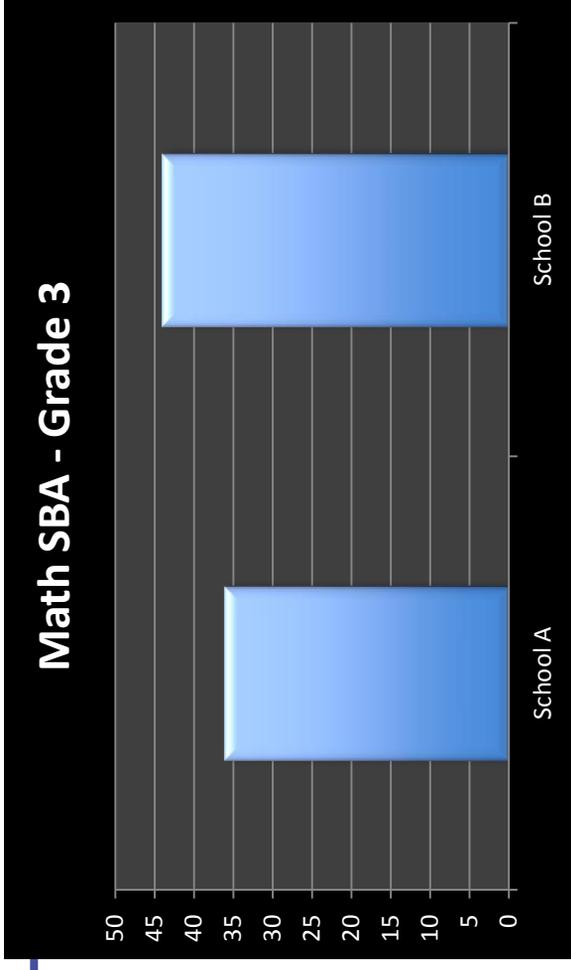
# Value Added Models

If this is the case, should School B receive all the credit for that student's success?

Most would agree that School B should not get all the credit.

↳ *Bob's Afterschool Program* is what we would call a factor that lies beyond a school's control.

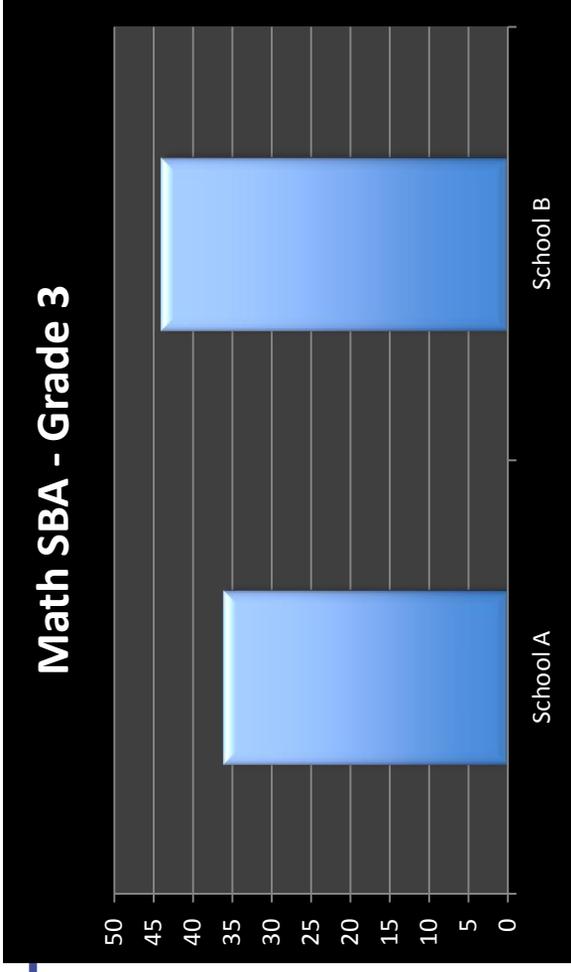
We want to hold schools accountable only for factors that schools can control.



# Value Added Models

The only way to assure that schools are fairly held accountable and don't receive extra credit for things they have no control over, or receive reduced credit for things they have no control over, is to assign students to schools randomly.

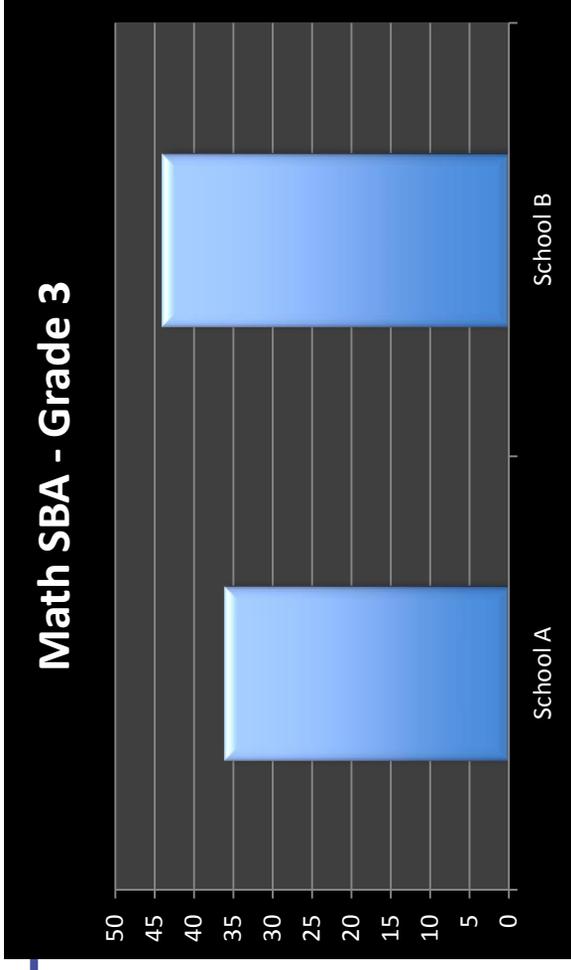
11



# Value Added Models

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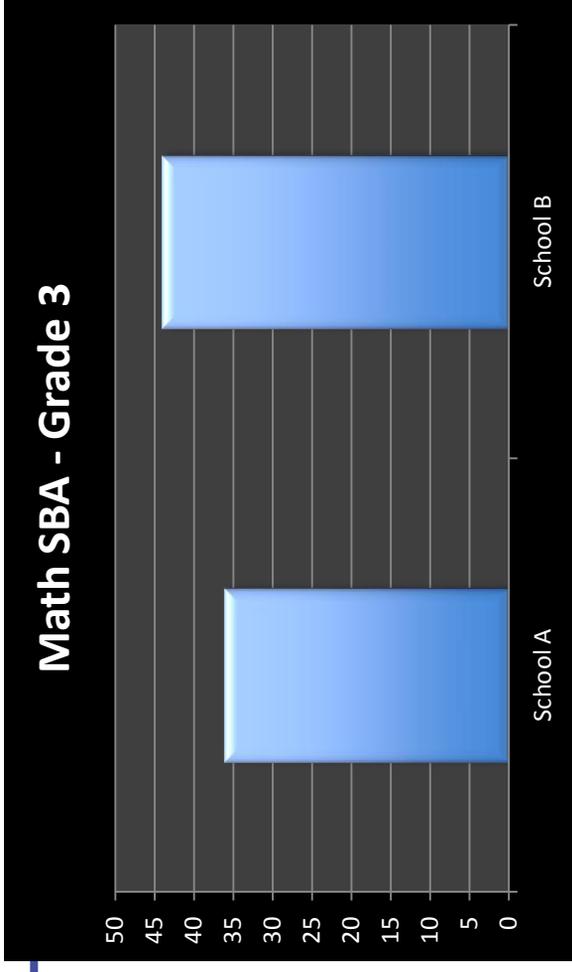
Assigning students randomly to schools does not eliminate these uncontrollable factors from happening, it just assures us that they are equally likely to happen in all schools.



# Value Added Models

It is not possible to assign students (and their teachers) to schools randomly, so we need to think of alternative mechanisms that help us isolate a school's contribution to student performance from what other non-controllable factors might contribute.

13



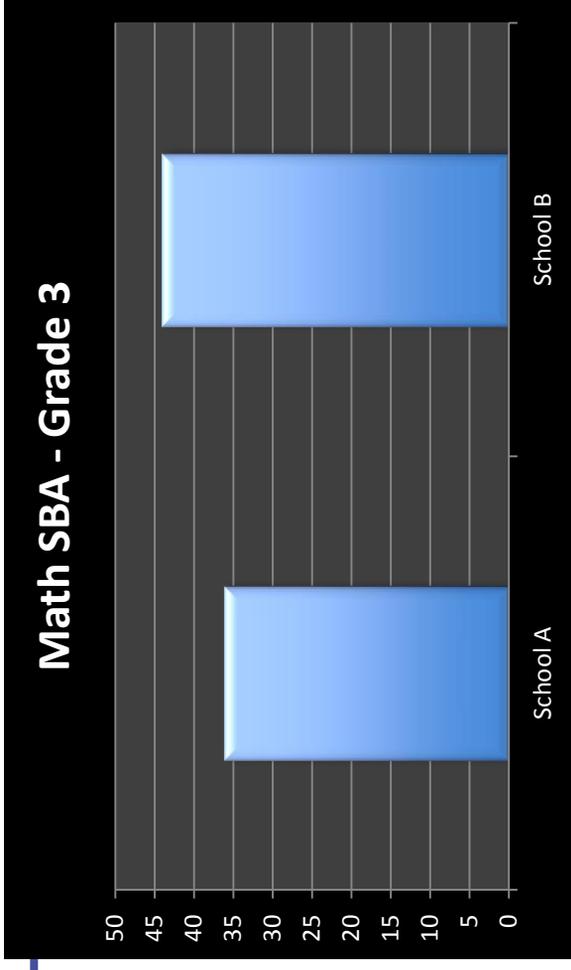
# Value Added Models

It is not possible to assign students (and their teachers) to schools randomly, so we need to think of alternative mechanisms that help us isolate a school's contribution to student performance from what other non-controllable factors might contribute.

14

This can be done statistically. There are several approaches, but we focus on Value Added Models (VAM).

Even VAMs handle this differently, and what follows is the New Mexico model.

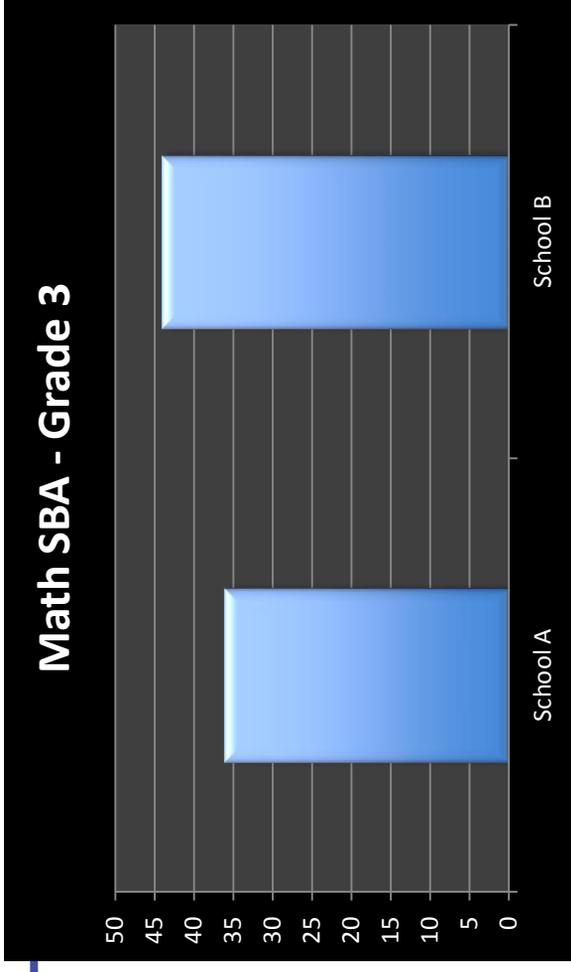


# Value Added Models

One way of accounting for factors beyond school control is to predict how those factors might influence performance.

Unfortunately, we do not reliably and systematically collect data on every factor that might influence performance that is not within a school's control.

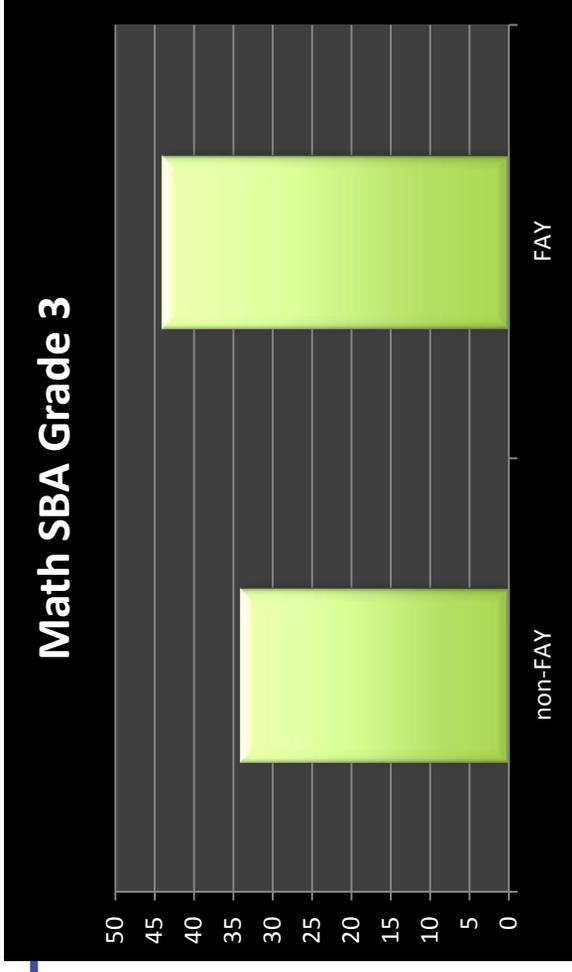
In fact, we collect very few – and often these are only proxies for what we might really want to know about a student.



# Value Added Models

For example, we collect data on whether or not a student is Full Academic Year (FAY).

While we do not know exactly why not being FAY might matter – maybe the increased mobility disrupts students study habits, or the increased mobility does not give a student and teacher a chance to get to know each other and find the best ways to teach and learn.

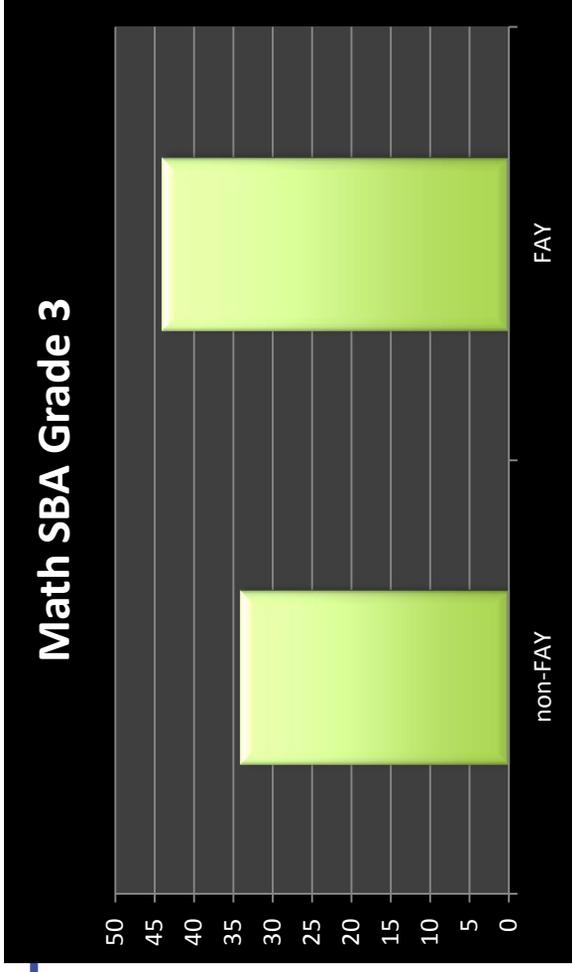


# Value Added Models

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While we do not know exactly why not being FAY might matter – maybe the increased mobility disrupts students study habits, or the increased mobility does not give a student and teacher a chance to get to know each other and find the best ways to teach and learn.

We may not know why non-FAY students do not do as well, but we can observe that they do not do as well based on the data.

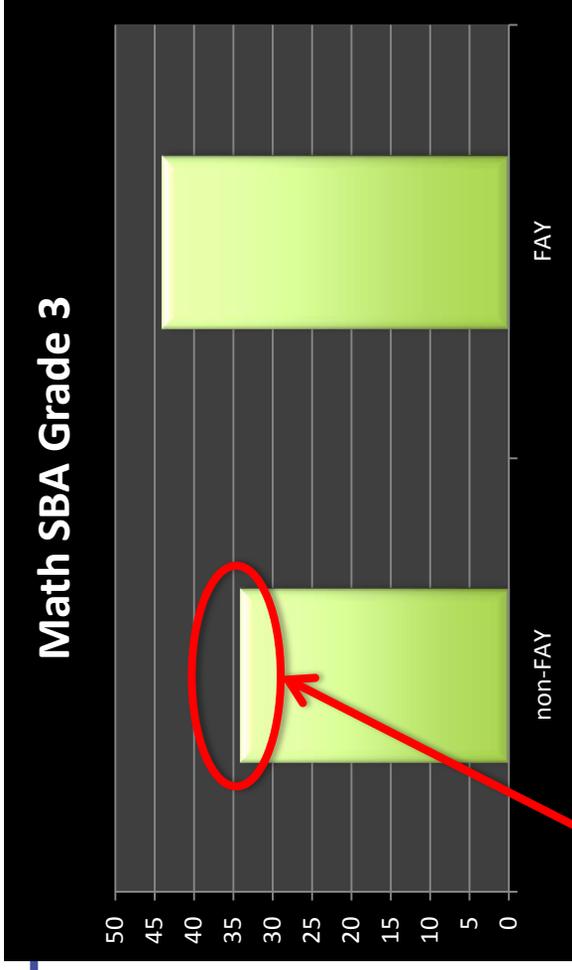


# Value Added Models

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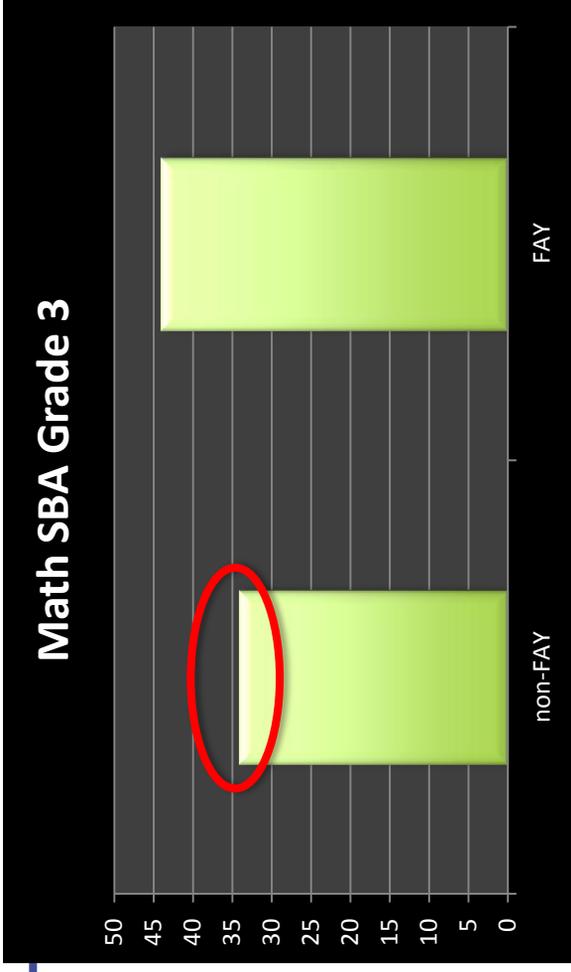
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# Value Added Models

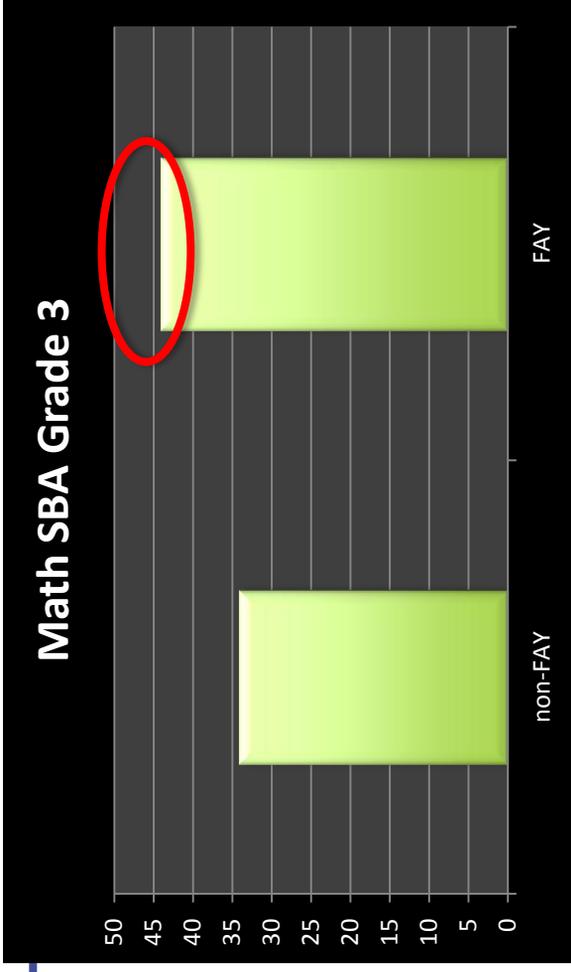
Given the data, we observe that non-FAY students score, on average, 34.



# Value Added Models

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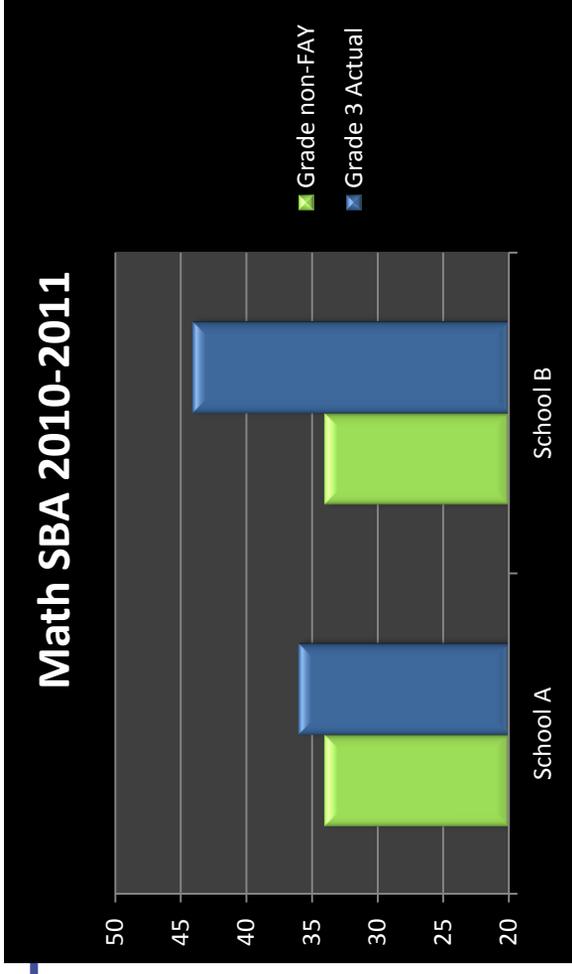
And that FAY students score, on average, 44.



# Value Added Models

We can combine what we predict a student might score and compare this to what s/he actually scored.

Note: we have changed the vertical scale so it will be easier to make comparisons.



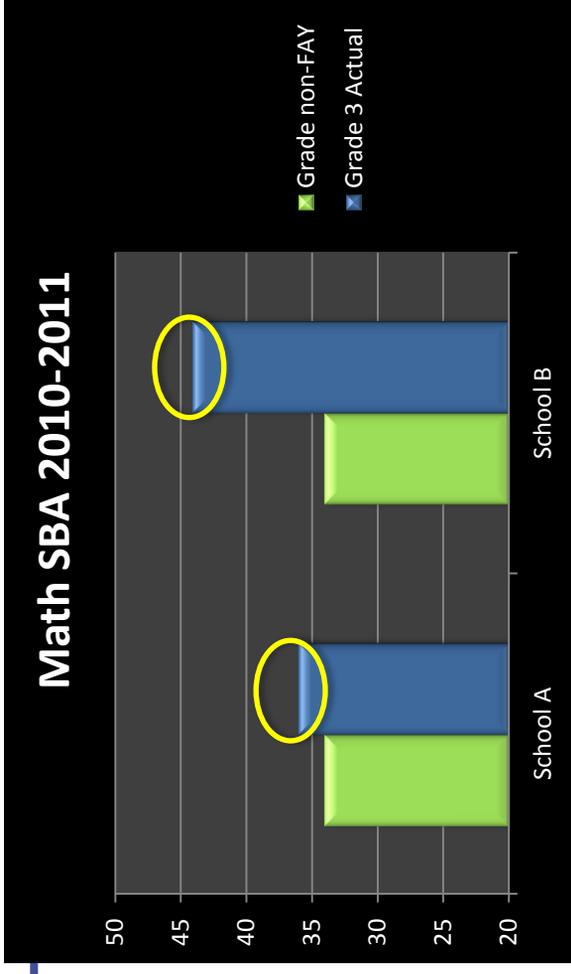
# Value Added Models

Assuming both the student in School A and the student in School B are non-FAY, we can compare predicted performance.



# Value Added Models

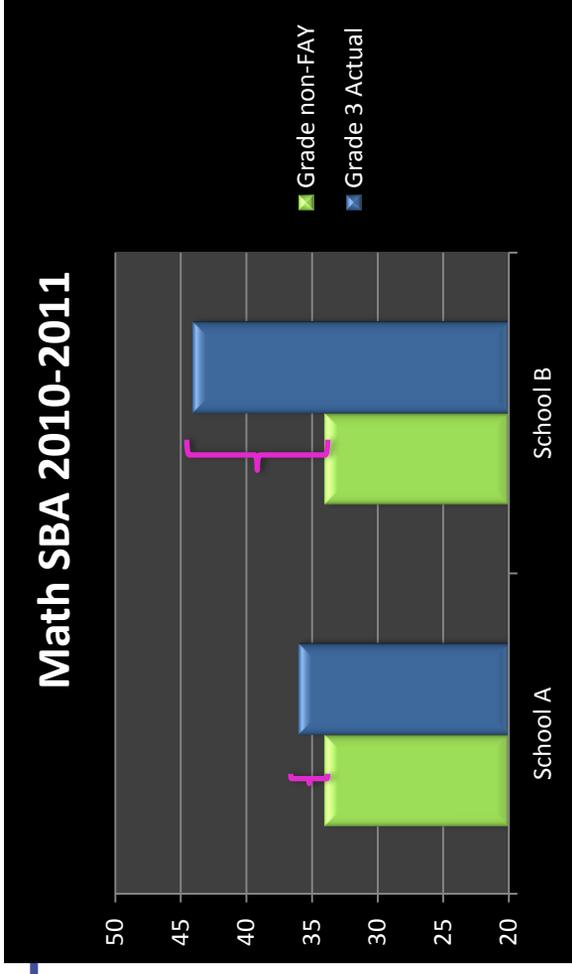
Assuming both the student in School A and the student in School B are non-FAY, we can compare predicted performance to the actual observed performance.



# Value Added Models

Assuming both the student in School A and the student in School B are non-FAY, we can compare predicted performance to the actual performance.

$$24 \text{ VAM score} = \text{Actual} - \text{Predicted}$$



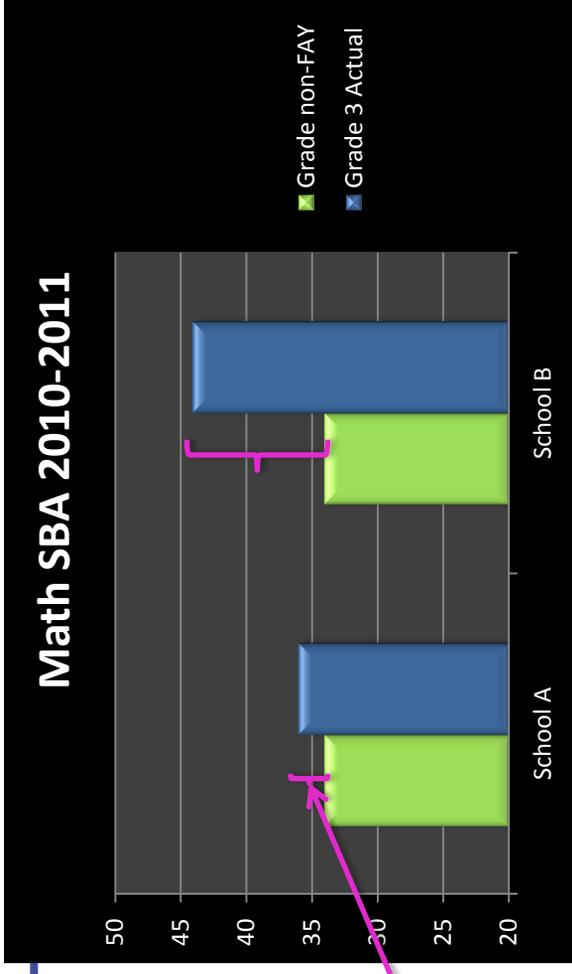
# Value Added Models

Assuming both the student in School A and the student in School B are non-FAY, we can compare predicted performance to the actual observed performance.

$$\text{VAM score} = \text{Actual} - \text{Predicted}$$

For School A

$$36 - 34 = 2$$



# Value Added Models

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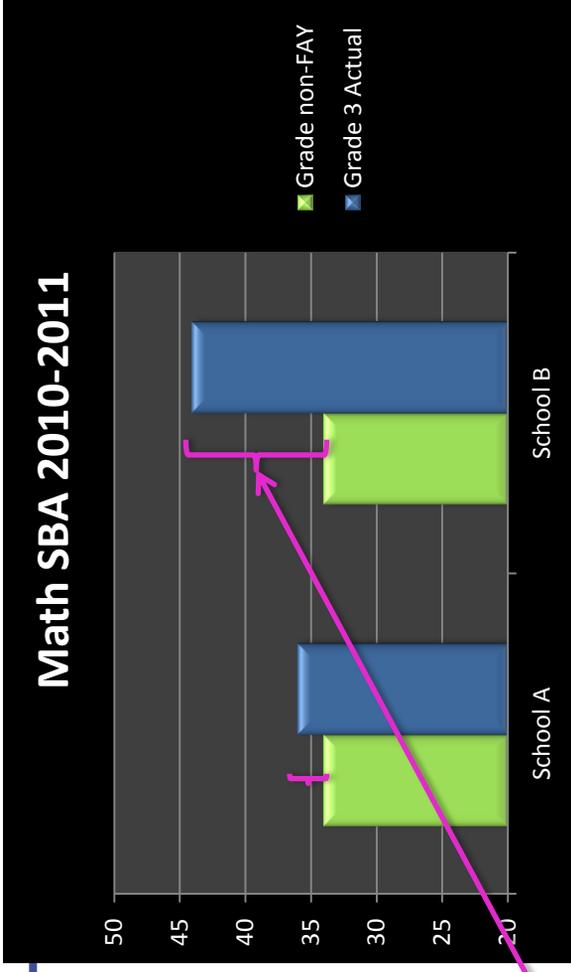
VAM score = Actual – Predicted

For School A

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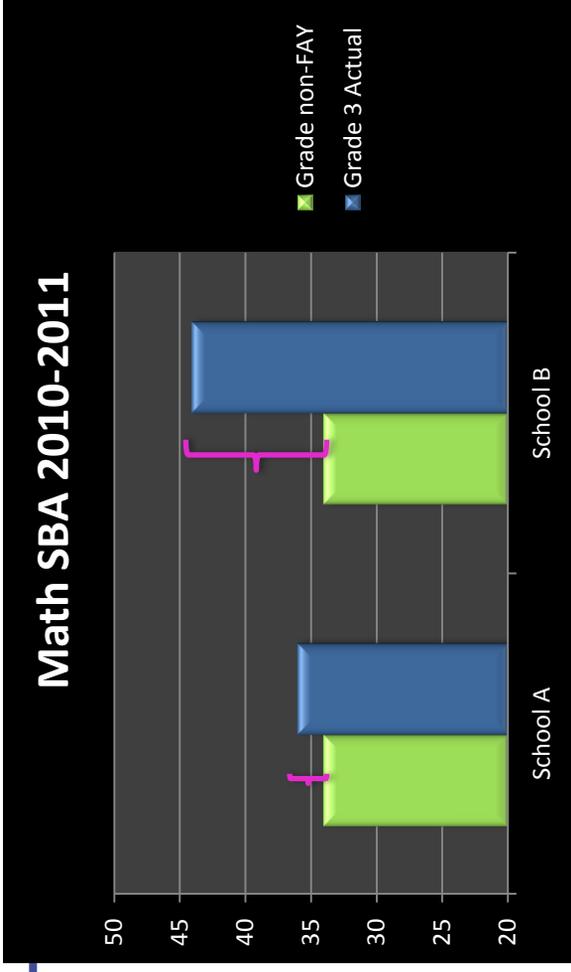
For School B

$$44 - 34 = 10$$



# Value Added Models

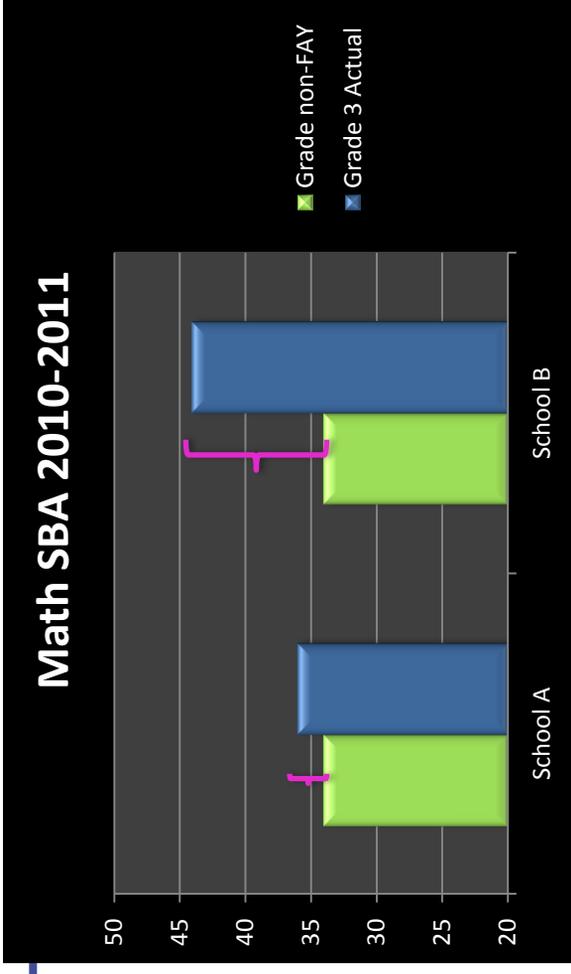
Using the VAM score does not change our initial interpretation of which school did a better job. School B has a VAM score of 10, while School A has a VAM score of 2.



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If all schools had students with exactly the same background (e.g. non-FAY/FAY), then the VAM results would be exactly the same as simply looking at the actual scores.

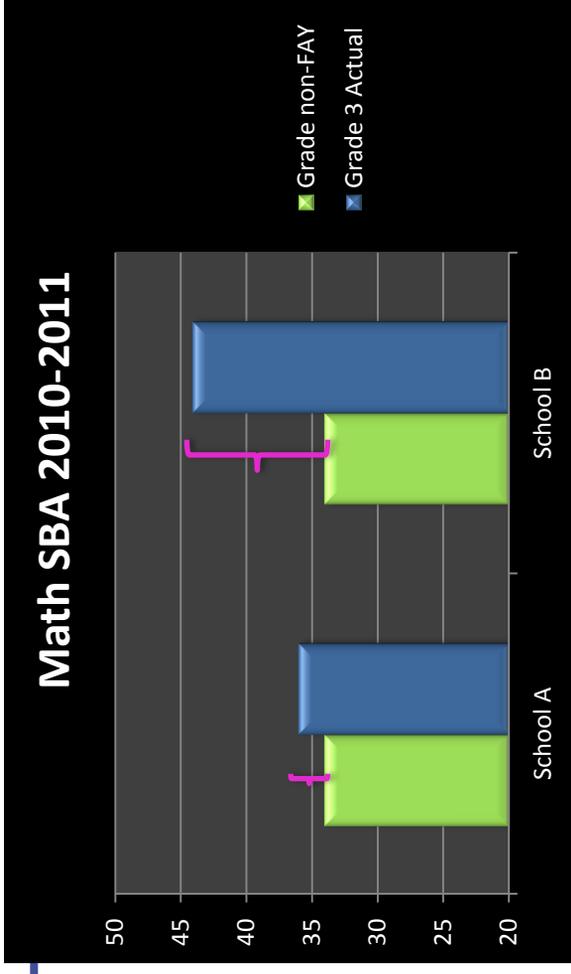


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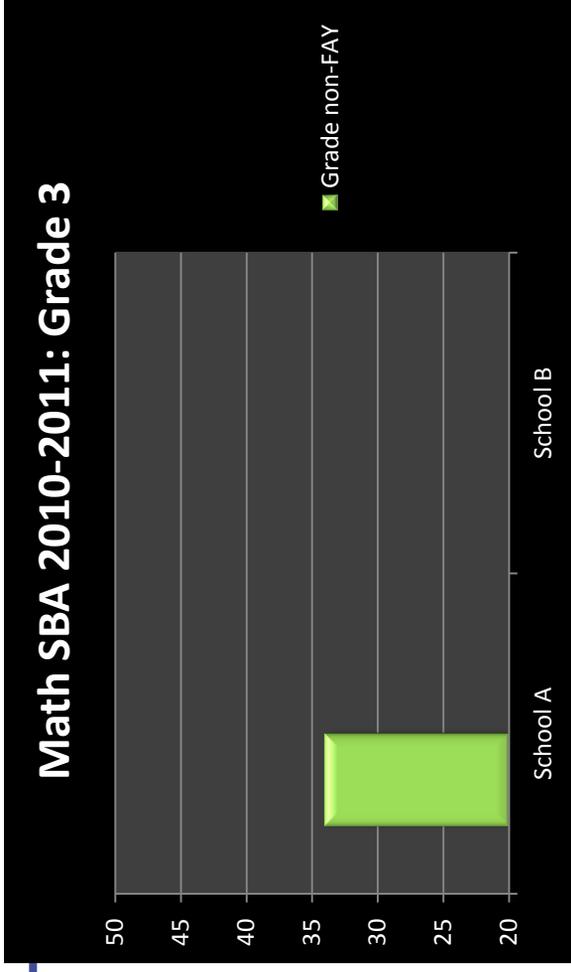
If all schools had students with exactly the same background (e.g. non-FAY/FAY), then the VAM results would be exactly the same as simply looking at the actual scores.

But, schools do not have students that are all the same, so VAM is still important to isolate effects for which schools ought not be held accountable.



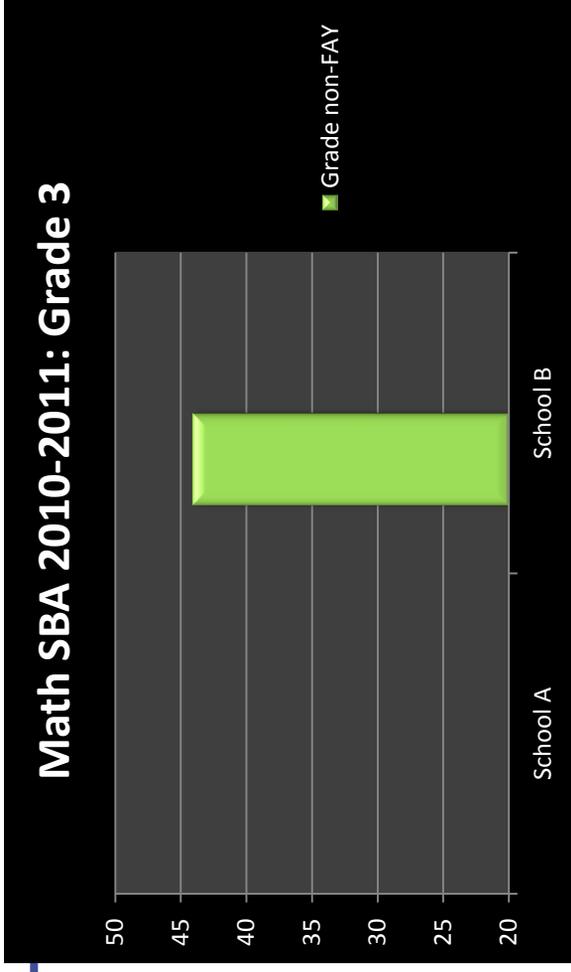
# Value Added Models

Let us change the previous example just a little by assuming the student in School A is non-FAY and look at his predicted score.



# Value Added Models

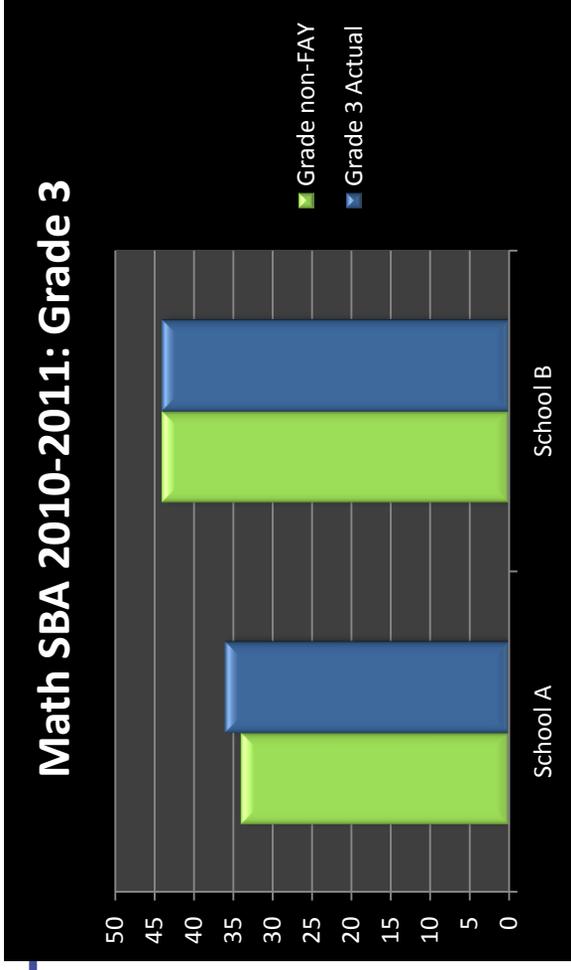
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Let us change the previous example just a little by assuming the student in School A is non-FAY and the student in School B is FAY.

We can then compare each student's predicted score to his or her actual observed score.



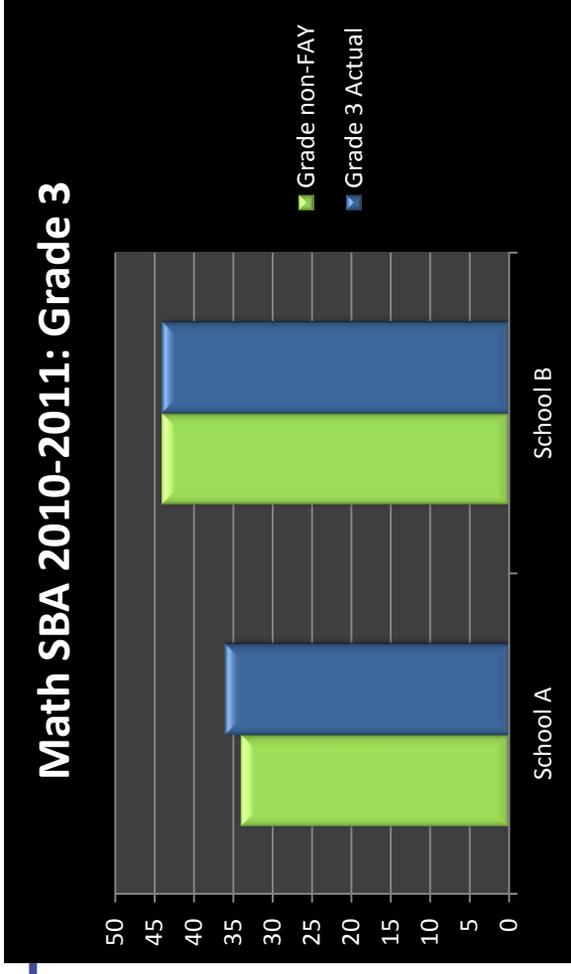
# Value Added Models

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We can then compare each student's predicted score to his or her actual observed score.

For School A  
VAM score =  $36 - 34 = 2$ .

For School B  
VAM Score =  $44 - 44 = 0$ .



# Value Added Models

For School A

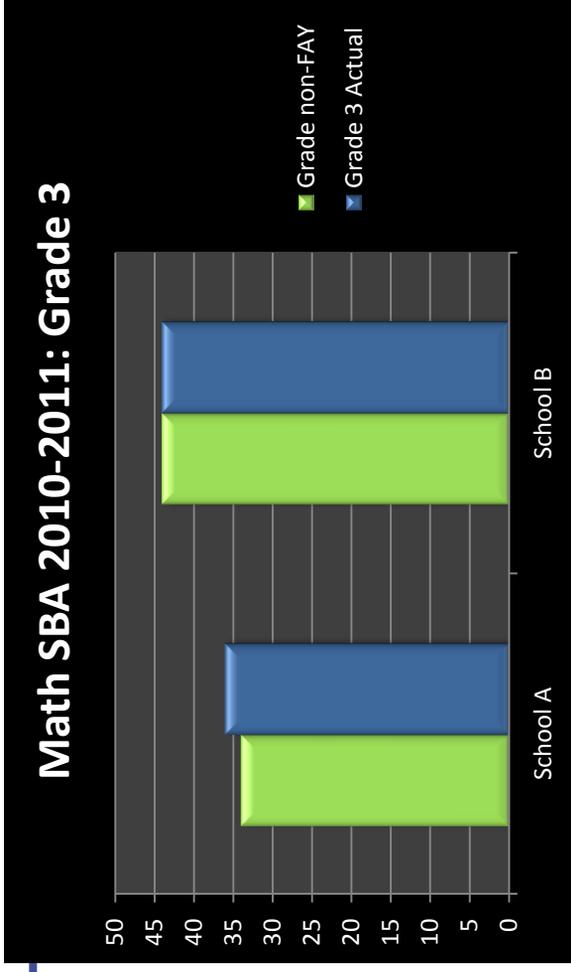
$$\text{VAM score} = 36 - 34 = 2.$$

For School B

$$\text{VAM Score} = 44 - 44 = 0.$$

We would now conclude, that accounting for the difference in how non-FAY students score compared to how FAY students score, we can attribute that portion of a student's success to the school.

By doing this, we would conclude that School A is doing a better job than School B.



# Value Added Models

Of course, FAY is not the only difference among students.

We include:

Gender  
FAY

Language status

35 Economically disadvantaged (FRL)

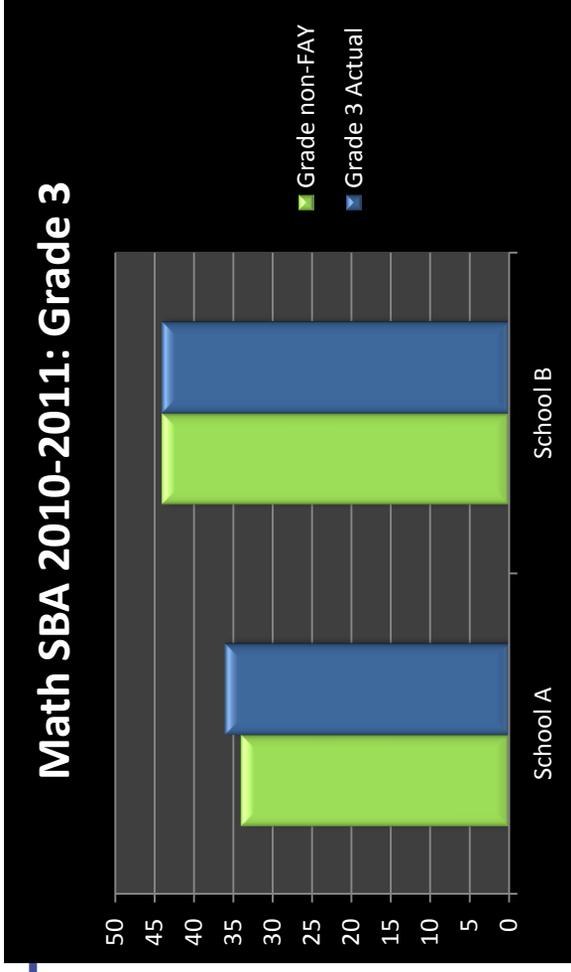
Disability status (SWD)

Race/ethnicity

Grade

School size

Bottom quartile



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Economically Disadvantaged (FRL)

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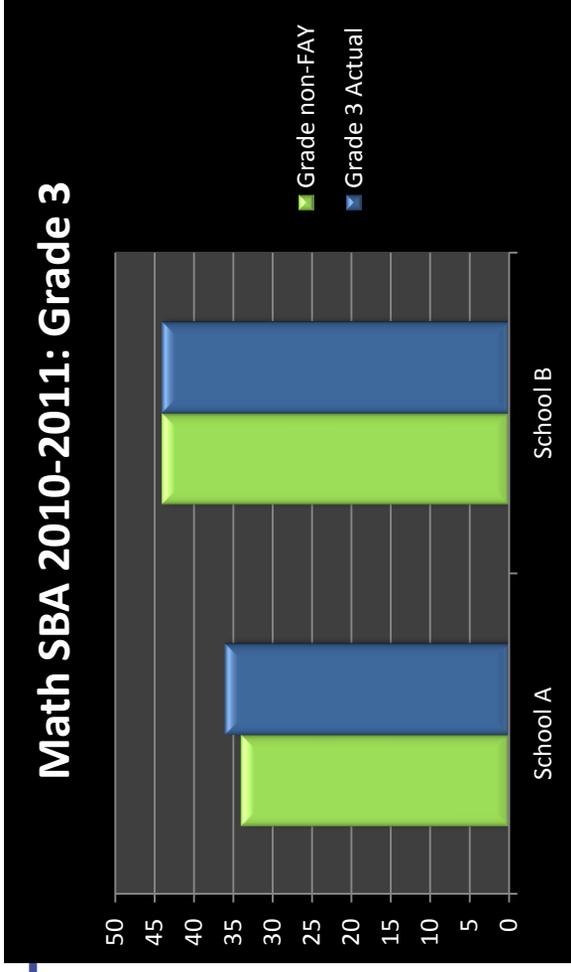
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Grade

School size

Bottom quartile

Let's consider on additional factor:  
Economically Disadvantaged (FRL)



# Value Added Models

---

Let's consider one additional factor:

Economically Disadvantaged (FRL)

We know that the predicted score for non-FAY is 34, and FAY is 44.

# Value Added Models

---

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∞ It may be that FRL is 35 and non-FRL is 43.

# Value Added Models

---

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Economically Disadvantaged (FRL)

We know that the predicted for non-FAY is 34, and FAY is 44.

36 It may be that FRL is 35 and non-FRL is 43.

We only count each student once, so we also calculate the average for each of the combinations of FAY and FRL.

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---

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It may be that FRL is 35 and  
Non-FRL is 43.

We only count each student once, so  
we also calculate the average for  
each of the combinations of FAY and  
FRL.

<u>Predicted 3rd Grade Performance</u>			
	Non-FAY	FAY	Average
Not Econ Disadv.	38	48	43
Econ Disadv.	30	40	35
Average	34	44	

This example assumes equal cell sizes.

# Value Added Models

---

A student who is both FRL and non-FAY is predicted to score 30.

<u>Predicted 3rd Grade Performance</u>			
	Non-FAY	FAY	Average
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Econ Disadv.	30	40	35
Average	34	44	

This example assumes equal cell sizes.

# Value Added Models

---

A student who is both FRL and non-FAY is predicted to score 30.

We would generate a prediction (again, based on actual average performance in 2010-2011) for every combination possible.

In this way, each student will have a prediction based on their individual characteristics.

# Value Added Models

---

Of course, a school has more than one student and so the actual observed scores and predicted scores are calculated for each and averaged over all the students in the school.

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4 In this example, the school has students that represent several different combinations of background characteristics.

<u>Student</u>	<u>FAY</u>	<u>FRL</u>	<u>Predicted Score</u>	<u>Actual Score</u>	<u>Difference</u>
1N	Y	Y	30	28	-2
2N	Y	Y	30	30	0
3N	N	N	38	42	4
4N	N	N	38	44	6
5Y	Y	Y	40	38	-2
6Y	Y	Y	40	40	0
7Y	Y	Y	40	44	4
8Y	N	N	48	52	4
9Y	N	N	48	50	2
10Y	N	N	48	46	-2
Average					1.4

# Value Added Models

Of course, a school has more than one student and so the actual observed scores and predicted scores are calculated for each and averaged over all the students in the school.

45 In this example, the school has the students and the students represent several different combinations of background characteristics.

The average of 1.4 can still be interpreted as the difference from predicted, but now on average for the students in that school.

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5Y	Y		40	38	-2
6Y	Y		40	40	0
7Y	Y		40	44	4
8Y	N		48	52	4
9Y	N		48	50	2
10Y	N		48	46	-2
Average					1.4

# Value Added Models

---

We calculate the reliability of each school's estimate and make an adjustment based on the reliability.

(Note that school size is one factor that influences reliability).

46 In order to dampen the effect of unreliability (small school sizes), we create a “shrunk” VAM estimate that is shrunk towards the state average.

The amount we shrink each school's estimate depends on the reliability of the school's estimate.

# Value Added Models

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The average of 1.4 would be the school's VAM estimate for conditional status in math.

Because this 1.4 is an average, we can estimate the reliability of this score.

Reliability tells us how much of the variation in the observed scores is due to true variation and how much is due to error.

A reliability estimate of 1 indicates that all the variability in scores is true score variability

A reliability of 0 means the variation in scores is due to error.

# Value Added Models

---

If the school's VAM estimate is perfectly reliable ( $=1.0$ ), the “shrunk” estimate would equal the original VAM estimate.

As the reliability moves away from 1.0, we borrow information from the state average.

The formula works like this:

# Value Added Models

---

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Our sample school has ten students and a VAM estimate of 1.4. The state average  $=0$ . Let's say the reliability of for this school is .80.

# Value Added Models

---

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**Original VAM estimate X reliability + (1-reliability) X state average**

Our sample school has ten students and a VAM estimate of 1.4. The state average  $=0$ . Let's say the reliability of for this school is .80, then:

$$1.4 \times .80 + (1-.8) \times 0 = 1.12$$

# Value Added Models

---

We generate a score for each school in this way and we would place it on the distribution of scores to find the percentile rank as we described in Module 1.

# Value Added Models

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The previous example considered a single year of data, but the VAM model estimates both conditional status and school growth.

We address the school growth piece next.

# Value Added Models

---

Recall that the conditional status that we just estimated is based on the 2010-2011 characteristics of students and their scores.

We can go through this same exercise for any year.

In fact we do this for 2009 and 2010 and 2011 for the 2011 school grade.

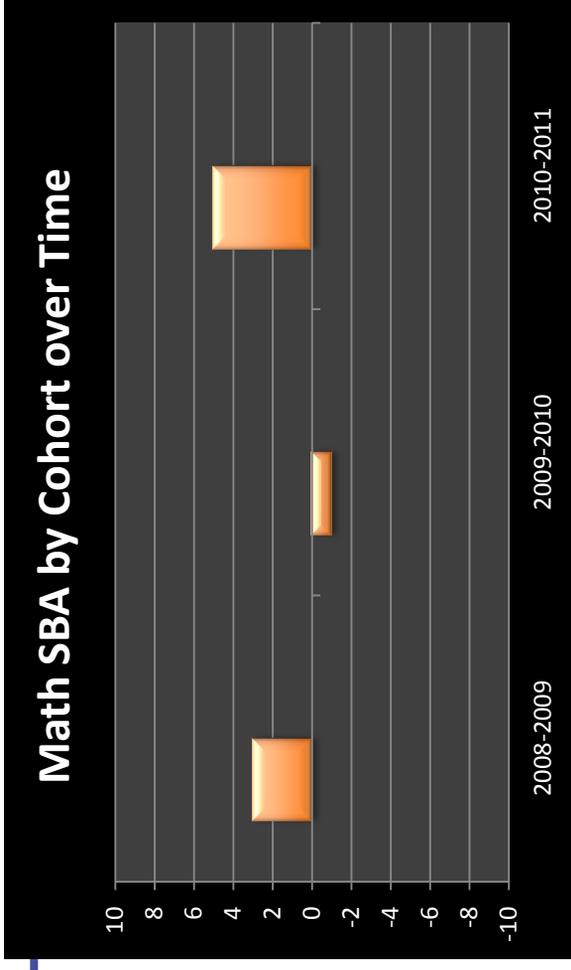
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In fact we do this for 2009 and 2010 and 2011 for the 2011 school grade.

The chart demonstrates how actual performance is compared to predicted performance in each of the three years.



# Value Added Models

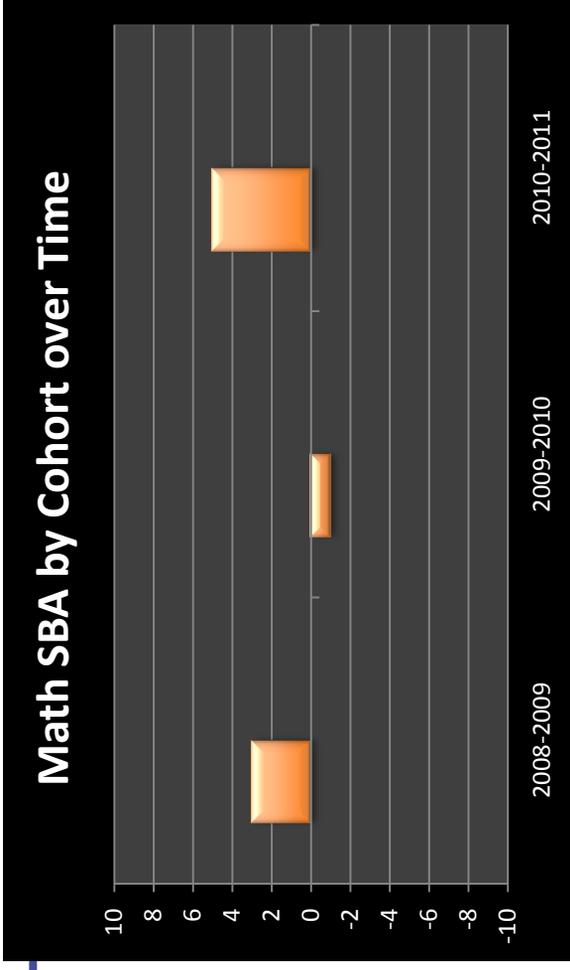
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We can go through this same exercise for any year. In fact we do this for 2009 and 2010 and 2011 for the 2011 school grade.

56

The chart demonstrates how actual performance is compared to predicted performance in each of the three years.

In 2008-2009 the school did better than predicted and in 2009-2010 it did a little worse.



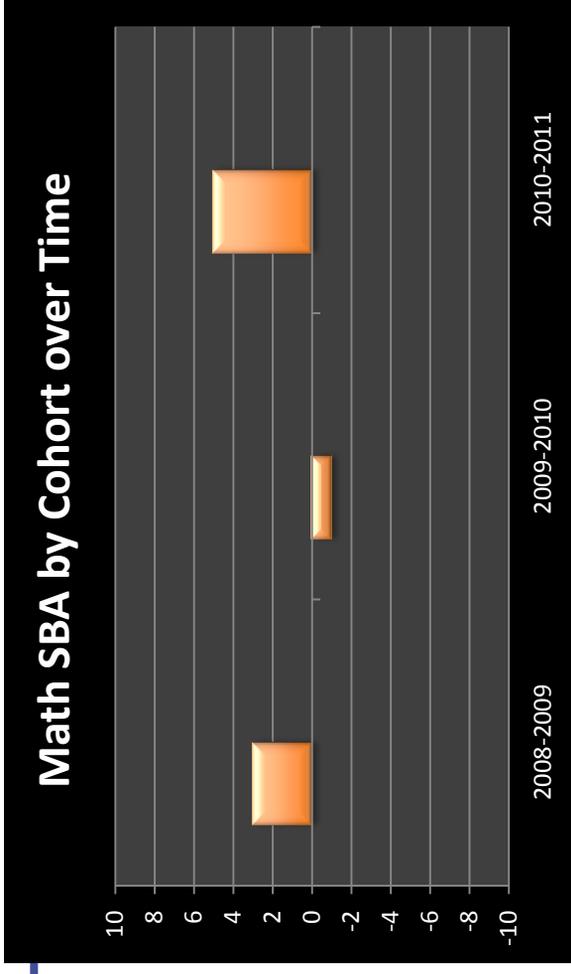
# Value Added Models

We use the these estimates and then see whether the variation over the years is related to time.

In other words, is there a trend?

On average is the school improving, or, as we term it, demonstrating school growth?

57



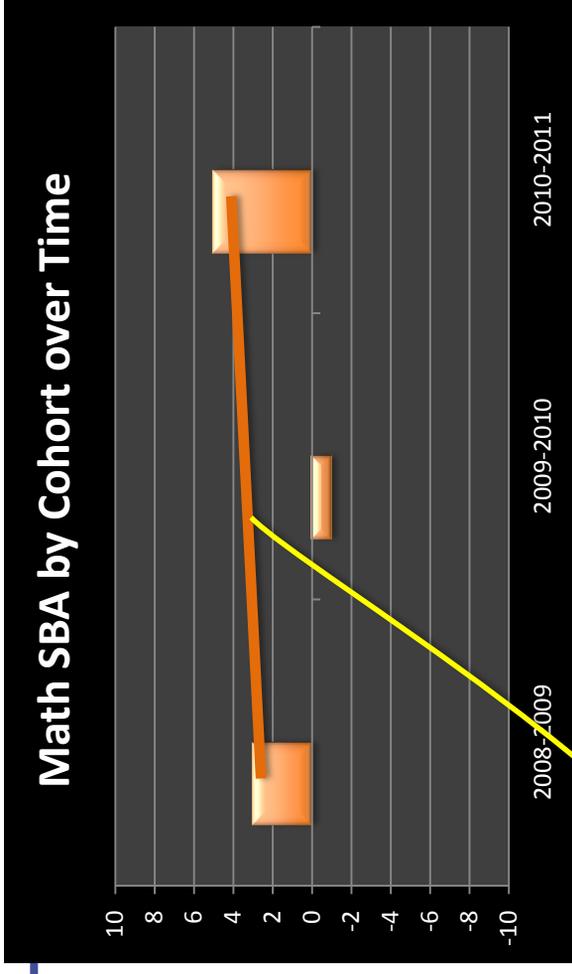
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58



# Value Added Models

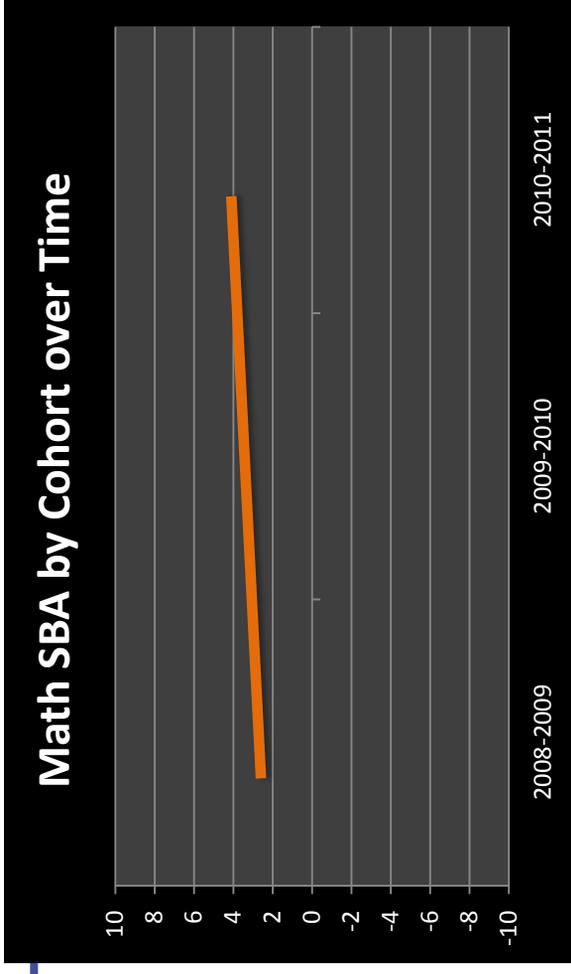
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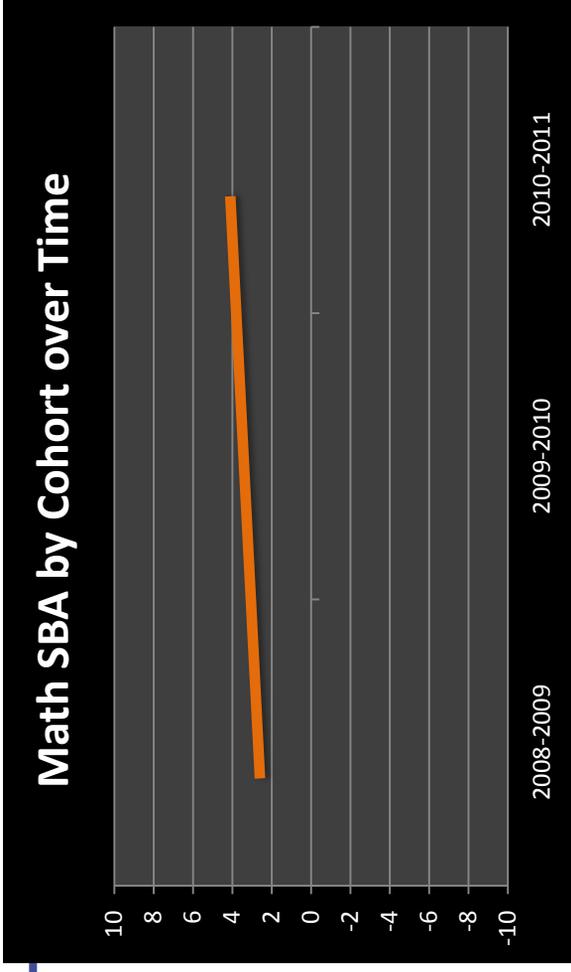
We would take this estimate (about 1.5 points per year) and:

- 1) Calculate the “shrunkened” score
- 2) Place this shrunkened score on the distribution of all schools in the state
- 3) Find the percentile rank
- 4) Calculate points



# Value Added Models

The New Mexico VAM estimates both a current conditional status and a trend.





## A-B-C-D-F School Grading 2011 Frequently Asked Questions (FAQs)

### A. School Grading Basics

#### 1. Why are schools being graded?

School Grading is part of a state and federal statute 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, A-B-C-D-F. [6.19.8.1 NMAC - N, 12-15-11]

#### 2. Who participates in school grading?

Schools and districts under the jurisdiction of the Public Education Department (PED) must participate in school grading. These include:

- School districts, New Mexico has 89 districts.
- District schools, New Mexico has 750 non-charter schools
- Charter Schools, in 2011 New Mexico had 48 locally-authorized, and 33 state-authorized charter schools.

Non-PED schools are exempt from school grading, including private, home, and Bureau of Indian Education schools.

#### 3. How does school grading relate to AYP?

AYP (Adequate Yearly Progress) has served as the primary gauge of school success for 8 years, and currently exists in tandem with the school grading system. However New Mexico has petitioned the federal government to recognize school grading as the prime accountability system for schools. The results of this request will be known and be implemented in the 2012 AYP season.

#### 4. Is school grading any better than AYP?

Key distinguishing features favor school grading over AYP:

- Partial credit is given for all indicators. In AYP, targets must be met by schools in an all-or-none fashion to get any credit. A school that scored near the threshold was treated no differently than a school that grandly missed the mark.
- AYP goals had become unreachable, with 87% of our schools failing to make targets. Therefore variability did not exist for assisting parents and community members to differentiate successful from poorly performing schools.
- The goal of accountability is to assist in the reform of poorly performing schools, while highlighting the methods of successful schools. The AYP model was too limited to inform this process. School grading, however, contains a rich set of feedback indicators that help schools identify weak areas, plan, and improve.
- Schools get to see how well they are growing students' learning over time. Moreover, they can differentiate whether their highest achieving students are learning at the expense of their lowest achieving students.
- A school grade is an easy metric to understand and compare.
- VAM (Value Added Modeling) provides a much more equitable system for comparing schools and seeing what their true effect has been (see discussion of VAM below).

#### 5. Which assessments are used to determine a school's grade?

The Standards Based Assessment (SBA) has been used since 2004-2005 and was designed to assess whether students meet grade-specific standards developed by New Mexico professionals. The New Mexico Alternate Performance Assessment (NMAPA) was similarly designed for special education students who meet qualifications for specialized testing. In 2014-2015 New Mexico will implement a new set of assessments designed to meet the national state standards initiative, Common Core.

While districts and schools use other commercial assessments for various purposes, these assessments are not administered in a standardized way across the state and are not aligned to the state's grade-specific standards. Therefore they cannot be used for statewide accountability. Similarly the state-sponsored *Access for ELLs* is not eligible for inclusion. This assessment is given annually to students whose primary language is not English. Its purpose is to test English fluency, and it does not measure if the student is meeting grade-level standards in reading or math.

## **6. Will science or social studies ever be included?**

While PED would like to broaden the scope of school grading to these important domains, the funding was insufficient to include them in the assessment battery. When our state's fiscal picture improves, and these assessments are reinstated for all grades, they may be included.

## **7. How will school grading be affected by the transition to Common Core Assessments?**

Whenever a new set of assessments is introduced, or there is a dramatic change in an existing assessment, specific elements of the school grading system will need to be adjusted, but the overall framework will remain the same.

## **8. Who must be tested?**

All public school students enrolled in grades 3-8, and 10-11 must participate. There are no standardized assessments for students in other grades. Schools are required to test all students in SBA grades.

## **9. What about students whose parents refuse to let their children take the test?**

Those students are counted as non-participants when determining participation rates for a school. It is in the best interest of parents to make sure their students are represented in the assessed population.

## **10. Is there flexibility for alternative schools?**

There is no different grading model for alternative schools. However, the grading model is helping to level the playing field for these schools by utilizing value added components. PED continues to explore options for these specialty schools.

## **11. What happens to schools that do not have one of the tested grades?**

New Mexico tests students only in grades 3-8, and 10-11. However federal law requires that all schools receive a rating, even if they do not have a tested grade. Therefore a Feeder School method is used to assign scores from alumni of the feeder school. For example a kindergarten-only school (feeder school) will be rated using scores from their exited students that are now in grade 3. Where exited students cannot be found in the tested population, district ratings are given to the school, which is the next best substitute.

## **12. My feeder school (grades K-2) got a D even though our elementary school (grades 3-5) received a grade of C. Why?**

Feeder schools are rated on only their alumni who have reached a testing grade, not on the entire elementary school grade. Also, if feeder school students feed into more than one school, then the feeder school score is partially based on each of those elementary school grades.

## **13. What is a scaled score?**

The scaled score is another measure of performance where students earn a score from 0 to 80 in each subject area. The score for *Proficient* is always set at 40 for every grade. A student who scores the same from year to year, for example 38 in math the first year and again 38 the second year, has made one-year's worth of growth. That is, they did not lose ground, but they also did not close the gap between their score and being considered on grade level in math (40 = Proficient).

## **14. Since this scale changed in 2011, how can you use scaled scores from earlier years?**

The metric of the scale changed, but the assessment did not. The vendor assisted PED with the *Bridge Study* (PED website,

A to Z, Assessment and Evaluation), which provides corresponding values between the new and old scales. All historic scaled scores were converted to the new scale that ranges from 0 to 80.

## **15. What is VAM (Value Added Modeling)?**

Value Added Modeling refers to a statistical adjustment of a school's outcome that takes the school's characteristics into account, in particular the makeup of the student body. It is a concept about fairness that allows a school's grade to more genuinely reflect the impact the school made on student learning, rather than the pre-existing characteristics of the student body. The result is a truer picture of the school's impact (value added) on student achievement.

For example, Singing Arrow Elementary school serves an unusually high number of non-English speaking students while Hilltop Elementary serves only English speakers. By the statistical application of VAM to reading (or math) outcomes, both schools' effect on achievement is isolated from their students' pre-existing English aptitude. It is as if both schools began the school year with students of the same English fluency. In this way we hold schools accountable for what they do with students and not who their students are.

## **16. What variables are considered in the Value Added Model?**

The prediction for a school's performance is adjusted for the proportion of their student body:

- Male/Female
- Caucasian/Hispanic/African American/Asian/American Indian
- Qualifies for Free or reduced lunch (Economically Disadvantaged)
- With Disability (SWD)
- Language status (ELL)
- Full Academic Year (FAY)
- School size
- Prior achievement

The prediction is made for each student based on the average performance in New Mexico over the past three years. By basing predictions on prior average performance we can estimate what the average student, with any combination of the above characteristics is predicted to score – and we can then compare that prediction to what the student actually scored. We average all of the comparisons for a school to derive the value added estimate.

## **17. Why don't you include crime statistics in the VAM?**

We would like to remove all influences on scores that schools cannot reasonably be expected to control. However we are limited to those that research indicates are meaningful and have data that are reliably available. PED will continue to explore possibilities for enriching this list.

## **18. Is it possible for me to see which other schools are like mine in VAM student characteristics?**

The comparison of schools that have similar characteristics is useful, especially for identifying star performers and propagating their success strategies. PED will be working toward this goal in the oncoming months.

## **19. I notice that VAM seems to always use 3 years worth of data. Why?**

Average scores can be unstable for very small schools, because shifts of even one or two students can cause changes in the averages. By using data over several years, we get a clearer picture of the school's overall course.

The second purpose of using 3 years worth of data is to inform growth. Both school growth and student growth use information gained from knowing where the school or student has been in the past.

## **20. What is FAY?**

"Full Academic Year" is defined as continuous enrollment in the same school from test season to test season (e.g. Spring 2008 to Spring 2009). FAY is an approximate measure of student mobility, and schools with a higher proportion of FAY students are considered to have a more stable population. In prior years for AYP, only FAY students were counted in proficiencies. With school grading all students tested are counted, regardless of FAY.

## 21. Are all schools graded the same?

For the most part, yes; each school is classified either as an Elementary/Middle School or a High School based on the predominance of grades the school serves. The two grading systems allocate points slightly differently and have slightly different components. The emphasis in early grades is more competency-based, while the emphasis in high school is on successful completion and preparation for college or career. The framework for grading is shown in the tables at the end of this document, along with the point assignments.

## 22. What is the 1% Cap?

In order to prevent over-identification of the most significantly cognitively disabled students, the U.S. Department of Education placed limits on the numbers of these students who could be counted as proficient. Students counted as proficient using the New Mexico Alternate Performance Assessment (NMAPA) cannot exceed 1% of the tested population at either the district or state level. The consequence of exceeding this cap is that proficient scores in excess of 1% are reversed to non-proficient prior to calculating school and district grades. This cap is not applied at the school level and does not change a student's score for reporting.

# B. Understanding Points

## 1. How are points assigned on each part of the report card?

Each component of a school's grade is assigned points that were negotiated with school superintendents, community leaders, legislative officials, and educational experts. The final point values are now part of New Mexico state law (see *Why are schools being graded?*). The points for each component are summed to assigned a grade. Additionally, the points from all components total 100 for each school, which is used to determine the school's overall grade. The boundaries of points that determine the grade for each component are appended at the end of this document, as well as the total point spans for A, B, C, D, and F.

## 2. My school got over half of the available points for Graduation, but they still got a "D". How can this be?

The boundaries for each school's grade were set using the distribution of all schools. For some indicators, such as *Graduation*, the bulk of schools did fairly well. Because a school has to rank higher than their peers to get an A, and in this case their peers were close behind, they have to score near the top of the available points.

## 3. Since grades using a distribution will always force some schools high, and some schools low, how can I ever improve?

This process of setting grade boundaries using the grade distribution was important this baseline year to get an accurate picture of realistic goals for improvement. The cut points will remain the same for all schools for several years. However, given dramatic change in either performance or assessments, the cut points will change. For an example, see *"How will school grading be affected by the transition to Common Core Assessments?"* Every school has a chance to make an A.

## 4. Were the grade distributions standardized across all indicators before setting points?

No, the grade distributions are different for each, and therefore the qualifying points differ. To interpret the points, use the tables appended to the end of this document.

## 5. My elementary school got the same points for Current Standing as the high school, but each school got a different grade. Why?

Remember that there are different points and grading schemes for high schools and elementary/middle schools. Because the two grading systems weigh certain components differently (see *Are all schools graded the same?*), the point values have

slightly different interpretations. For that reason it is better to look at the grade than the points.

## 6. How are points assigned, since each indicator is on a different scale?

Points are assigned in terms of how well a school did, compared to a target. Some indicators have absolute criteria (attendance and graduation), while others (Current Standing, School Growth, Student Growth, College and Career Readiness) are based on the state distribution in each of these indicators. For indicators with absolute criteria, points are assigned based on the ratio of the school's performance to the target. For the other indicators, we rank every school in relation to all schools in the state. For example the school that is in the 80<sup>th</sup> percentile has scored better than 80% of their peers. This percentile is then used to compute what portion of the available points the school earned. If the indicator is worth 10 points, the school has earned 8 points.

## C. Current Standing (Proficiency)

### 1. How is proficiency defined for the purposes of school grading?

Assessments rank students as Beginning Step, Nearing Proficient, Proficient, or Advanced. Students achieving Proficient or Advanced are considered proficient for the "Current Standing" rates calculated for the school.

### 2. The proficiencies on my school grading report differ from those on my AYP report. Why?

PED issues three sets of proficiencies:

1. FAY students only. These were the familiar proficiencies reported for AYP.
2. All students tested. These proficiencies include more mobile students who may not have been at a school for a full academic year, and they are published on the PED website (A to Z, SBA Statistics). These proficiencies form the basis for *Current Standing* in school grading.
3. Vendor reports.

### 3. How do I calculate the *Current Standing* for a school?

The first part, Percent Proficient, uses the following formula:

1. Numerator: The number of students scoring Proficient or Advanced
2. Denominator: The total number of students tested.
3. Divide the numerator by the denominator
4. Multiply the result (from # 3) by the points available. The result is the school's Current Standing.
5. This rate is calculated separately for reading and for math.

This figure is the familiar proficiency rate that was used in prior years for AYP.

The second part of *Current Standing* statistically adjusts the school's performance to acknowledge the characteristics of the student body. See "*What is VAM (Value Added Modeling)?*" The points generated from VAM will be available on school reports in 2012 so that schools may compare the unadjusted proficiency with the adjusted proficiency of subgroups.

### 4. What does *Current Standing* really mean for a school?

Knowing how many students are proficient in a given year is a measure of the school's overall success. Even so, single-year performance will vary with differing classes of students. It is not unusual for a school to occasionally have an exceptionally talented or unusually challenging class of students. Therefore the school grading system has integrated additional years of data in order to lend stability to the depiction of schools as well as other indicators that more accurately reflect a school's overall performance.

## D. School Growth

### 1. What is meant by *School growth*?

The concept is similar to *student growth*, only for schools. The idea is that schools should demonstrate increased abilities

over time, in particular the ability to produce better-prepared students. It is measured through reading and math scores of the students enrolled in a current year, compared to the students from prior years. While these are different sets of students, the school that is improving will do a better job each year of bringing these student groups higher. This notion is similar to thinking about the unemployment rate. We can readily compare this year's rate to last year's rate and draw some conclusions about the economy – even though the population changes every year.

## **2. Doesn't this duplicate Current Standing?**

No, for the following reasons:

- Current Standing refers to whether a student is Proficient or not. While this is an important feature of a school, it is a less-sensitive barometer of improvement. Students that are below the proficiency line can still make dramatic improvement. Similarly proficient students above the line can still make dramatic improvement.
- The ability of a school to impact student performance is influenced by the characteristics of their student body and is outside the school's control (see What is VAM?). School Growth does not measure schools by who their students are, but by what the school was able to do with the students they were given

## **3. How does School Growth work for schools that are new?**

When schools do not have the full 3-year complement of scores, their growth must be estimated from what is known about their peers in the state. While this is not ideal, it is the best approximation that can be made under the circumstances. As these new schools develop a history of their own, their grades will more accurately reflect their particular school.

## **4. If my school got an A in school growth, what does that really mean?**

It means that this past year the school implemented strategies that really helped students. It may be specialized training for their teachers, a new schedule, a refocused curriculum, involving parents in a unique way, or engaging students in an after-school math club. The end product was that students performed better academically than prior classes of students.

## **5. Is school growth expressed as a change in the “percent proficient”?**

No. Growth is computed from students' actual test scores compared to their predicted test scores. The difference between the predicted and actual scores is aggregated to the school level and then compared to state values. For example, an ELL elementary student might be predicted to score 32 in reading, based on everything we know about him. Instead we find that he scored 38, 6 points higher than predicted. These differences are averaged for a school to yield an average growth:

- 0 means that the students did about as predicted, no better, no worse. While some students may have performed better than predicted, they were equally balanced by students that did worse.
- Scores above 0 mean that the students on average scored higher than was predicted. This is an exciting finding, especially if these students are below the proficiency line (lowest quartile generally), because they are closing the gap and gaining on their higher-performing companions.
- Scores below 0 mean that students lost ground. They performed below expectations and are losing ground with their peers.

## **E. Student Growth**

### **1. How does Student Growth differ from School Growth?**

Just like schools, individual students are predicted to increase achievement over time. We use three years of test results to estimate average annual growth. Student growth takes into account only the student's prior scores, and does not adjust for their socio-demographic characteristics. There is a clear expectation that all students have the capacity to attain the same goals.

### **2. Does the student have to be enrolled in the same school for 3 years?**

No. The best predictor of how a student will score today comes from their score in the prior year and the year before that, regardless of school. We use only that data to develop their historic path and to estimate how they will likely score today.

### **3. Students that are already scoring near 80 on the assessment have no room to grow. Doesn't this hamper schools with these students?**

Theoretically, yes. However, even the fastest growing and highest performing schools in our state have plenty of room to grow and will not reach that ceiling within the next 4 years. Should that occur, a happy event, the state will recalibrate the grading scale to assure that schools continue to be differentiated.

## **F. Graduation**

### **1. How are graduation rates calculated?**

In 2008, the PED moved to the calculation of a 4-year cohort rate. This rate tracks students from the beginning of their 9th grade year, to successful graduation with a standard diploma within 4 years. Detail about the calculation of the cohort graduation rate is provided in the companion document, *FAQ - Cohort Graduation Rate*, that is posted on the PED webpage (A to Z directory, "Graduation").

### **2. I am a school official. How do I verify my graduation rate?**

A school will not be able to calculate the rate without the detailed student listing that is available in the secure online program *GradCohort*. This listing is available only to authorized personnel; access must be granted by the district's Superintendent; and, credentials are issued by the district's SOAP Manager. Once inside the program, the **Consolidated Outcome Report** contains student members of the cohort, their outcomes, and the contribution each student made to the school's rate. Districts use this listing to verify student outcomes prior to the calculation of the assigned rate. Data review for graduation typically lasts for 3 to 4 weeks. After which, data are certified and closed to further updates.

### **3. Some new high schools do not yet have any members in the graduation cohort, and therefore don't have a grad rate. How can they get a grade?**

See *How does School Growth work for schools that are new?*

## **G. Opportunity to Learn**

### **1. What do you mean by Opportunity to Learn (OTL)?**

OTL refers to a school's general learning environment. This indicator rewards schools that engage students and parents in ways that ensure students come to school (*Attendance*). It also samples the classroom experiences of students through an annual survey to see if teachers are utilizing good learning practices (*OTL Survey*).

### **2. What is the target for attendance?**

The target for attendance rate is 95.0%. This means that schools that have an attendance rate of 85% will get fewer points than those that get 95%, but they will get partial credit. On the other hand, if a school has 100% attendance they can earn a little higher than the maximum points.

### **3. How do I calculate attendance?**

All students in kindergarten through 8<sup>th</sup> grades are included in the calculation, except in cases where these grades are not present (i.e. a 9<sup>th</sup> grade academy) and then all available grades are used. The calculation uses these steps:

1. All students enrolled up to the 120<sup>th</sup> day of school are included.
2. For each student take the number of days enrolled (ENROLLED) For each student take the number of days attended (ATTENDED) For each student compute ATTENDED divided by ENROLLED
3. For each student take the number of days attended (ATTENDED) For each student compute ATTENDED divided by ENROLLED
4. Average the numbers from step 4, and multiply by 100 to get the percentage.

#### **4. How was the target for attendance established?**

The attendance target was negotiated with the federal government when AYP was first established. These and other federally approved rules can be viewed in the New Mexico Accountability Workbook which is available on the NMPED website. In 2010, the U.S. Department of Education considered special waivers for circumstances related to the H1N1 viral outbreak.

#### **5. What is the OTL survey?**

Once a year, a survey which poses 10 statements about experiences in the classroom is given to students. For example:

**My Teacher introduces a new topic by connecting it to things I already know.**

(Students rate this statement on a scale of *Never* to *Always*).

The questions are customized to the student's grade level, and the survey has been found to reliably predict student success and achievement.

#### **6. How will PED prevent students from negative venting on the OTL survey?**

Students, when provided an objective opportunity to provide feedback on their learning opportunities generally do so. Prior research indicates that when teachers and students are asked the same questions about OTL, the results tend to be in line with one another. Student surveys are preferable to teacher surveys because teachers can only provide a response for the whole class, while each individual student can respond based on his/her individual experience. Student responses on OTL surveys are highly related to student performance.

#### **7. High school students have 6 to 7 teachers. How do they answer the OTL survey?**

We do not use the OTL survey to rate an individual teacher, rather to form a general notion of the types of opportunities provided to students, overall, at a school. HS students will be asked to comment on the teachers they currently have – again providing a general sense of opportunities at a school.

#### **8. Who will proctor the OTL survey?**

The survey is incorporated into the annual standards-based assessment. As such, it is subjected to the same strict standards for test security and administration, which are reviewed with school officials annually. Schools have been operating successfully under these austere guidelines for many years, and PED has operational procedures for identifying and prosecuting any evidence of tampering or cheating.

## **H. Career and College Readiness**

### **1. What is Career and College Readiness (CCR)?**

This indicator captures a school's ability to prepare students to enter post-secondary education or industry-recognized certification. All students enrolled in grades 9 through 12 are eligible for participation in these programs:

- PSAT/NMSQT, Preliminary SAT/National Merit Scholarship Qualifying Test, cosponsored by the College Board and National Merit Scholarship Corporation. The assessment yields scores in English Composition (verbal), Mathematics, and Writing and offers benchmark scores that indicate college readiness in two age groups, sophomores and younger, and juniors and older.
- ACT national college admissions examination that is recognized internationally. The ACT yields scores in four areas, English, Mathematics, Reading, and Science, and offers benchmark scores that indicate college readiness in each.
- Dual enrollment/Dual Credit in an accredited New Mexico post-secondary institution offering college credit. In 2011 all courses were included including electives. In futures years courses will likely be limited to core classes that yield non-remedial credit toward a degree.
- AP (Advanced Placement) aligned to 34 college level courses. Most four-year colleges give students credit, advanced placement, or both on the basis of the score on the AP exam for that subject. The benchmark score is 3 or higher.
- Career groundwork that indicates students have completed the coursework required for industry-recognized

certification examinations. Foundations for career readiness are built from the *Carl Perkins Vocational and Applied Technology* grant definitions. To be considered successful, the student must complete all coursework with a C or better, and graduate from high school with a regular diploma.

## **2. How does PED know which students participated in any of these CCR programs?**

Through a special agreement with test vendors and the Higher Education Department, a list of examinees/enrollees is supplied to PED. From these lists PED then identifies New Mexico public education students through a matching process, and assigns their high school through enrollment data. At the time of testing, students have the right to block the access to their scores by schools and by PED, and approximately 15% of the examinees do. This process likely undercounts students, however the undercounts are not concentrated in any single school. PED is working with vendors to resolve issues around student identification.

## **3. How is participation calculated in CCR?**

1. The numerator for participation consists of a count of students in grades 9-12 who attempted any one of the five programs any time during their tenure in high school. Clearly 12th graders will have more chances to participate than 9th graders but all are counted.
2. The denominator for participation consists of all students who belong to the high school cohort predicted to graduate in the year prior to the test. In 2012, that will be the graduation cohort of 2011. [In this baseline year, the denominator was taken from enrollment in 2011 which approximates the cohort counts closely].
3. The rate is (numerator/denominator) X 100 and is represented as a percentage.

## **4. Since most CCR programs are not used by 9th graders, won't including 9th graders penalize schools?**

While including 9<sup>th</sup> graders will cause the rates to be lower, it does not penalize the school's grade. The CCR indicator, like other secondary indicators, is examined on a distribution for all schools statewide when establishing cut points for the baseline grade. Since all schools experience the same challenge inherent in including lower grades, all schools are held to the same standard. The inclusion of all grades in high school, including 9<sup>th</sup> grade, in career and college readiness is purposeful. It helps to reinforce the vision that all high school students strive toward preparation for what lies after high school.

## **5. Will International Baccalaureate (IB) programs count toward CCR?**

PED is exploring opportunities to expand CCR to other nationally-recognized academic credentials including IB. However in this inaugural year data sharing agreements were not in place with all vendors, and PED did not want to burden districts with additional data collection. Even so, schools that wish to include IB as part of CCR are encouraged to work with PED to identify enrollees and verify performance. PED will consider integrating these students into the school's CCR indicators.

## **6. How is CCR Success computed?**

1. The numerator for the success rate is the count of all students who met one of the CCR benchmarks below.
2. The denominator for the success rate is the count of all students who attempted any of the CCR indicators. Note that this count comes from the numerator of CCR participation.
3. The rate is (numerator/denominator) X 100 and is represented as a percentage.

## **7. What are the benchmarks for success in CCR?**

For the PSAT and ACT, students are given partial credit. For example, a student meeting ACT benchmarks in only English and Math is awarded one-half credit toward success. Students who repeat any of the tests or programs, or who attempt multiple programs are awarded full credit for their best outcome. For example a student who attempted Dual Credit but did not meet the benchmark grade, and who also took the ACT and met benchmarks will be awarded full success points for the ACT.

The minimum conditions required for success are:

### PSAT

- English Composition/Verbal- Grade 10=49, Grade 11=50

- Mathematics- Grade 10=47, Grade 11=50
- Writing- Grade 10=48, Grade 11=49

#### ACT

- English - 18
- Mathematics - 22
- Reading - 21
- Science - 24

#### Dual Credit

- A student must complete the course with a “C” or better

#### AP

- A student must score 3 or higher on any single course

#### Career

- A student must complete all identified career-path coursework with a C or better; coursework is outlined in the Perkins Act that qualifies the student to be a Concentrator, and eventually a Completer.
- The student must also graduate from high school with a regular diploma

### 8. If a student cannot pass the AP exam, do they count against the school?

The student counts positively for the CCR participation rate, but they will count only in the denominator for the CCR success rate. If this student demonstrates success in some other part of CCR, such as the ACT, the school gets full credit for that success.

### 9. I am a school administrator and I have evidence that more students participated in these CCR opportunities than you show in my report. How do I fix that?

PED will work with schools to maximize the identification and placement of students. However these mechanisms will not be fully available until spring of 2012. In this inaugural baseline process using historic data some of your students might have been missed through various means:

- Voluntary blocking of their scores by the student at the time of testing; PED cannot override this legal right.
- Too little information from test vendors to identify enrolled students through the matching algorithm.
- Misidentification of the student’s school through enrollment data.

While these impediments may add a little turbulence to the data, the imprecision is randomly dispersed across all schools and is accounted for in the grading system (see *Since most CCR programs aren’t used by 9th graders, won’t including 9th graders penalize schools?*).

## I. Miscellaneous

### 1. What is the timeline for the next round of grades?

Grades will be recomputed with this year’s assessment and a new cohort of students in mid-summer. This second round will reward star performing schools and also trigger assistance for struggling schools.

### 2. I would like more detail on the exact calculations. Where can I find help?

Please consult these documents on the PED website:

- Technical Manual for School Grading
- School Grading FAQ
- Module 1 PowerPoint, School Grading A to Z
- Module 2 PowerPoint, Value Added Modeling
- The help desk at [ped.assessment@state.nm.us](mailto:ped.assessment@state.nm.us)

PED is working to provide student level reports through a secure online system so that authorized school officials can examine lists of students that contributed to each indicator. New data reviews are being put in place for CCR, and student growth.

**Table 1: Data Sources for School Grading**

<b>Table Component</b>	<b>Notes</b>	<b>Data Source</b>
Enrollment	These figures represent all grades K-12 that were reported at the 120 <sup>th</sup> day of 2011; your STARS Coordinator can run the same report, called "Membership"	STARS
Participation	These figures were drawn from your Reading Proficiencies of 2011; In general, Reading and Math are the same, and when they are not, Reading is usually slightly higher. Figures include both NMAPA and SBA assessments and should match what you see on your AYP Report for 2011 for Participation Rates.	SBA NMAPA AYP 2011
Current Standing	Unlike AYP, these proficiency figures are for ALL students, not just those who were FAY. Therefore they will not match your AYP proficiencies. These proficiencies can be confirmed on the PED Web page (A to Z, Academic Growth and Analysis, SBA Results, Proficiencies 2011)	PED, Data Planning and Analysis
Growth 75% Growth 25%	These are the raw growth estimates for your students, averaged within subgroups. They may look a little dissimilar from the overall growth summary on the first page because the final school group was graded on a curve, and they were also adjusted for the unreliability inherent in small sample sizes where the school was small. Both the summary, and the disaggregated subgroup growths are important because each gives slightly different information. The FAQ released Friday will give you more on how these were derived and how to interpret them.	Performance data, 3 years, PED, Data Planning and Analysis
Attendance	These are the same attendance rates used for AYP and should match your AYP report	STARS
College and Career Readiness	See FAQs on College and Career Readiness	Test Vendors, STARS

Table 2: Point Boundaries for All Indicators

Elementary and Middle Schools		
Indicator	Grade	Points*
Current Standing	A	30.6 or above
	B	23.8 to 30.5
	C	18.9 to 23.7
	D	14.6 to 18.8
	F	14.5 or below
School Growth	A	8.9 or above
	B	6.6 to 8.8
	C	5.0 to 6.5
	D	3.4 to 4.9
	F	3.3 or below
Growth of Highest Performing Students	A	13.7 or above
	B	8.6 to 13.6
	C	5.8 to 8.5
	D	3.0 to 5.7
	F	2.9 or below
Growth of Lowest Performing Students	A	18.6 or above
	B	16.5 to 18.5
	C	14.2 to 16.4
	D	11.5 to 14.1
	F	11.4 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Overall Grade	A	75.0 or above
	B	60.0 to 74.9
	C	50.0 to 59.9
	D	37.5 to 49.9
	F	37.4 or below

\* Points are rounded for tables for simplicity. However in calculations, figures were carried out to 6 or more decimals. Therefore, letter grades at the highest and lowest boundary of a point span may not be apparent because of rounding. Unrounded figures are available upon request from PED's Data Planning and Analysis Bureau.

High Schools		
Indicator	Grade	Points*
Current Standing	A	18.8 or above
	B	14.2 to 18.7
	C	10.9 to 14.1
	D	9.0 to 10.8
	F	8.9 or below
School Growth	A	This indicator was combined with the next two indicators in 2011. It will be reported separately in 2012.
	B	
	C	
	D	
	F	
School Growth of Highest Performing Students	A	13.9 or above
	B	10.9 to 13.8
	C	6.8 to 10.8
	D	3.8 to 6.7
	F	3.7 or below
School Growth of Lowest Performing Students	A	12.4 or above
	B	8.4 to 12.3
	C	6.3 to 8.3
	D	5.1 to 6.2
	F	5.0 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Graduation	A	16.2 or above
	B	13.6 to 16.1
	C	12.1 to 13.5
	D	10.0 to 12.0
	F	9.9 or below
Career College Readiness	A	13.6 or above
	B	10.0 to 13.5
	C	8.6 to 9.9
	D	6.1 to 8.5
	F	6.0 or below
Overall Grade	A	75.0 and above
	B	65.0 to 74.9
	C	50.0 to 64.9
	D	35.0 to 49.9
	F	34.9 and below

### Questions for Assessment and Accountability Bureau on the Draft technical Manual for A-F

1. Has PED created any instrument or tool that would allow a school district to replicate the data analysis steps taken by PED and therefore replicate the A-F preliminary grade data? If so, can we have access to this tool? If not, does PED plan to create such a tool so that there is transparency with school district partners regarding the grade?

2. Have there been any changes between how preliminary grades were calculated as outlined in the technical manual and the final grade calculations? Does the technical manual cover both methods? In the ESEA modifications it discusses how “New Mexico will no longer condition school status or student growth on student background characteristics and will instead weight growth based on prior student achievement.” Does this mean that the value-added formula with the student background characteristics was not used in the final grade calculations?

3. For the graduating cohort substitution of the district or state mean for new schools (at VI-D-3), does this indicate that a high school without a graduating cohort class will use the district or state rate for the graduation rate scores and only receive half points for student growth in the four year cohort? The final rule indicated that schools that do not have any members of a cohort are exempted from grading for the year and the final scale will be adjusted. These appear to contradict to me; was one method used in the preliminary grades and another used for final? Or are they not mutually exclusive?

4. When individual student background uses mean replacement, what does that process entail; does that mean the average demographic for the school, LEA, state? Or is the individual student’s missing score is replaced with the average student’s score for that student in time with identical background characteristics?

5. Can you help me better understand why grade three was left out of the student growth model in the technical manual? And why the intercept was forced to be grade 3?

6. For school growth, would the GRADE in equation 1 would be present however many times there are grade levels? This school growth equation looks at grade level scores from year to year, i.e., 4<sup>th</sup> graders to 4<sup>th</sup> graders and not cohorts of students, i.e. a vertically integrated scale that looks at the growth from fourth to fifth grade? That would be modeled as individual student growth of the bottom and top quartiles in elementary/middle schools correct?

7. At VI-F the technical manual indicates that the BQ was not included in the long file for Elem and Middle Schools; why did this occur? It also says there are not separate effects for BQ students; would this impact the student growth calculation for student growth in the bottom quartile? Does the highest quartile represents the top 75% of performers (i.e. includes the middle quartiles)? Or is it the bottom and top 25% of students?

8. The use of the empirical Bayesian estimator is not well defined in this technical guide. Could you please explain through how this estimation was completed? Why was the Bayes estimation process done; was this used to validate the estimations done? Was it done to determine an estimate for expected growth? Does it provide the estimate for each student’s performance from which a residual is calculate? Has there been a validation of the estimates (for bias, convergence)?

9. Could you also please explain or walk us through how the three school effects were normalized to the t-distribution as well as help us understand why the t-distribution was used rather than a normal

distribution (i.e. asymptomatic distribution)? Why were these school growth effects normalized and then multiplied by a percentage? The module also discusses the reliability formula that is not discussed in the technical manual? Was this to help with small school sizes? How was the initial reliability of the VAM estimate that is placed into the formula in the module calculated?

10. The cumulative density function was taken of the normalized score. Could you walk us through the calculation for how this “percentile” is calculated? Is this just an integral of the population density function? (I.e., integral from 0 to t)? If the effect is the multiplication of the percentile, would it be fair to characterize this section of the technical manual as grading the schools on the curve; that is to say, however a school does compared to the state average growth is how many points it generates? So a school could generate points in the current year under school growth just by maintaining its growth rate if the rest of the state average declines from the previous year’s average? Could all schools in the state generate all possible points for this indicator?

11. If the elementary and middle school growth model is interested in how kids in third grade did over last year’s third graders, why couldn’t a school growth model for high school have been done comparing 11<sup>th</sup> to 11<sup>th</sup> to 11<sup>th</sup> year over year?

12. For career readiness, what are the course requirements for career readiness? What were the career path course enrollments that were established that lead to an industry recognized certification? If a child exits out under the grad rate calculation and enters vocational training but does not graduate in four years would that child be excluded from career readiness?

13. The committee has asked questions regarding the treatment of cohort schools; did PED do any calculations regarding comparing schools to other similarly situated schools to determine grades (via a k-means cluster analysis, etc.) Were these the supplemental accountability model schools in the preliminary grades? The rule discusses a supplemental accountability model for alternative schools and schools serving dropout populations; have the calculations for this model been formalized?

14. With regard to the bonus points, is parent engagement still to be reported in the form of a Dossier submitted to PED by LEAs and rated by PED using a standardized consensus model? If not, how will this information be submitted? How will extracurricular activities be reported?