# School District Report Card Format

**New Mexico Public Education Department**

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

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

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

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| Table 2: Student Demographics | | | | |
|  | [Name] | | Statewide | |
|  | N | % | N | % |
| All Students | XX | 100% | XXX | 100% |
| Female | XX | XX | XXX | XX |
| Male | XX | XX | XXX | XX |
| Caucasian | XX | XX | XXX | XX |
| African American | XX | XX | XXX | XX |
| Hispanic | XX | XX | XXX | XX |
| Asian | XX | XX | XXX | XX |
| American Indian | XX | XX | XXX | XX |
| ED | XX | XX | XXX | XX |
| SWD | XX | XX | XXX | XX |
| ELL | XX | XX | XXX | XX |
| Migrant | XX | XX | XXX | XX |
| Recently Arrived | XX | XX | XXX | XX |
| Source: LEA 120th day submission to the NM Public Education Department (PED) | | | | |

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| Table 3: Achievement – Proficiency Summaries by Grade [Name] | | | | | | | |
| Grade | | Reading | | Mathematics | | Science | |
| Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| 3 | State Current | X | X | X | X |  |  |
| 3 | State Prior | X | X | X | X |  |  |
| 3 | LEA Current | X | X | X | X |  |  |
| 3 | LEA Prior | X | X | X | X |  |  |
| 4 | State Current | X | X | X | X | X | X |
| 4 | State Prior | X | X | X | X | X | X |
| 4 | LEA Current | X | X | X | X | X | X |
| 4 | LEA Prior | X | X | X | X | X | X |
| 5 | State Current | X | X | X | X |  |  |
| 5 | State Prior | X | X | X | X |  |  |
| 5 | LEA Current | X | X | X | X |  |  |
| 5 | LEA Prior | X | X | X | X |  |  |
| 6 | State Current | X | X | X | X |  |  |
| 6 | State Prior | X | X | X | X |  |  |
| 6 | LEA Current | X | X | X | X |  |  |
| 6 | LEA Prior | X | X | X | X |  |  |
| 7 | State Current | X | X | X | X | X | X |
| 7 | State Prior | X | X | X | X | X | X |
| 7 | LEA Current | X | X | X | X | X | X |
| 7 | LEA Prior | X | X | X | X | X | X |
| 8 | State Current | X | X | X | X |  |  |
| 8 | State Prior | X | X | X | X |  |  |
| 8 | LEA Current | X | X | X | X |  |  |
| 8 | LEA Prior | X | X | X | X |  |  |
| 9 | State Current | X | X | X | X |  |  |
| 9 | State Prior | X | X | X | X |  |  |
| 9 | LEA Current | X | X | X | X |  |  |
| 9 | LEA Prior | X | X | X | X |  |  |
| 10 | State Current | X | X | X | X |  |  |
| 10 | State Prior | X | X | X | X |  |  |
| 10 | LEA Current | X | X | X | X |  |  |
| 10 | LEA Prior | X | X | X | X |  |  |
| 11 | State Current | X | X | X | X | X | X |
| 11 | State Prior | X | X | X | X | X | X |
| 11 | LEA Current | X | X | X | X | X | X |
| 11 | LEA Prior | X | X | X | X | X | X |
| Source: PED Assessment and Accountability; All students tested  Blanks or missing rows indicate too few students to report (*N*<10). | | | | | | | |

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| Table 4: Achievement - Proficiencies Summaries by Subgroup | | | | | | | | | | | | | |
|  | | Academic Indicator | All  Students | Caucasian | African  American | Hispanic | Asian | American  Indian | Econ  Disadv | SWD | ELL | Migrant | Recently Arrived |
|  | |  | % | % | % | % |  | % | % | % | % | % | % |
| [Name] | | Reading Proficiency | XX |  |  |  |  |  |  |  |  |  |  |
| [School1] | | Reading Proficiency | XX | XX | XX |  |  |  |  |  |  |  |  |
| [School2] | | Reading Proficiency | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [Name] | | Math Proficiency | XX | XX | XX |  |  |  |  |  |  |  |  |
| [School1] | | Math Proficiency | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [School2] | | Math Proficiency | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [Name] | | Science Proficiency | XX | XX | XX |  |  |  |  |  |  |  |  |
| [School1] | | Science Proficiency | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [School2] | | Science Proficiency | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [School2] | | Math Participation | XX | XX | XX |  |  |  |  |  | XX |  |  |
| [school 3] | | Math Participation | XX | XX | XX |  |  |  |  |  |  |  |  |
|  | Source: PED Accountability Bureau  Note: % of students scoring Proficient or Above. Blanks indicate too few students to report (*N*<10). | | | | | | | | | | | | |

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| Table 5: Budgeted Expenditures | | |
|  | Amount ($) | % |
| Capital Outlay | XX | XX |
| Central Services | XX | XX |
| Community Services | XX | XX |
| Debt Service | XX | XX |
| Food Services | XX | XX |
| General Administration | XX | XX |
| Instruction | XX | XX |
| Instructional Support Services | XX | XX |
| Operations & Maintenance | XX | XX |
| Other Support Services | XX | XX |
| School Administration | XX | XX |
| Student Support Services | XX | XX |
| Student Transportation | XX | XX |
| Source: PED Budget Office; general fund operational expenditures only | | |

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| Table 6: School Board Training | |
| Board Member | Number of Points\* |
| John Smith | XX |
| Sarah Jones | XX |
| Tom Chavez | XX |
| Ben Begay | XX |
| Marilyn Johnson | XX |
| Source: New Mexico School Board Association  \*Board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received. | |

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| Table 7: High School Graduation | | | | | | | | | | |
| School Name | Graduation Indicator | All Students  % | Caucasian  % | African American  % | Hispanic  % | Asian Pacific Islander  % | American Indian/ Alaska Native  % | ED  % | SWD  % | ELL  % |
| Statewide | 4-Year\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| [Name] | 4-Year\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School1] | 4-Year\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| [School2] | 4-Year\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [Name] | 5-Year\*\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| Statewide | 5-Year\*\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School1] | 5-Year\*\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| [School2] | 5-Year\*\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [Name] | 6-Year\*\*\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| Statewide | 6-Year\*\*\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School1] | 6-Year\*\*\* | XX | XX |  | XX |  | XX | XX | XX | XX |
| [School2] | 6-Year\*\*\* | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| Source: PED Assessment and Accountability | | | | | | | | | | |
| \* 4-Year graduates, Class of 2016; all students ever enrolled including part time | | | | | | | | | | |
| \*\* 5-Year graduates, Class of 2016; all students ever enrolled including part time | | | | | | | | | | |
| \*\*\* 6-Year graduates, Class of 2016; all students ever enrolled including part time  Blanks indicate too few students to report (N<10).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Table 8: Status of Non-Graduates | | | | | | School Name | Certificate % | Status Unknown % | Exit Out % | Still Enrolled % | | State Current | XX | XX | XX | XX | | [Name] Current | XX | XX | XX | XX | | [School1] | XX |  | XX |  | | [School2] | XX | XX |  | XX | | | | | | | | | | | |

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

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| Table 9: College Going and College Credit Accumulation | | | | | | | | | | |
|  | | All Students | Caucasian | African American | Hispanic | Asian | American Indian | ED | SWD | ELL |
| N | N | N | N | N | N | N | N | N |
| [NAME] | Enrolled | XX | XX |  |  |  |  |  |  |  |
| [School1] | Enrolled | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School2] | Enrolled | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [NAME] | Enrolled in state public institution | XX | XX |  |  |  |  |  |  |  |
| [School1] | Enrolled in state public institution | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School2] | Enrolled in state public institution | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [NAME] | Credit earned | XX | XX |  |  |  |  |  |  |  |
| [School1] | Credit earned | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School2] | Credit earned | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| Source: Higher Education Department | | | | | | | | | | |
| Criteria: First-time freshman, who enrolled in college within 16 months of receiving a regular diploma, earned at least 1 year's worth of college credits toward a degree within 2 years of enrollment. | | | | | | | | | | |
| Blanks indicate too few students to report (*N*<10). | | | | | | | | | | |

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| Table 10: Teacher Credentials | | |
|  | Emergency/Provisional  Credentials | Core Classes Not Taught by Highly Qualified Teachers |
|  | % | % |
| [Name] | XX | XX |
| Statewide | XX | XX |
| In High Poverty Schools\* | XX | XX |
| In Low Poverty Schools\*\* | XX | XX |
| [School 1] | NA | XX |
| [School 2] | NA | XX |
| [School 3] | NA | XX |
| Source: LEA 120th day submission to PED  NA = Not applicable.  \*High Poverty: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).  \*\*Low Poverty: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%). | | |

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| Table 11: Teacher Professional Qualifications | | | | |
|  | Number  of  Teachers | Highest Degree | | Core Classes Not Taught by Highly Qualified Teachers % |
| Bachelors  % | Advanced  Degrees  % |
| [Name] | XX | XX | XX | XX |
| Statewide | XX | XX | XX | XX |
| [School1] | XX | XX | XX | XX |
| [School2] | XX | XX | XX | XX |
| Source: LEA 120th day submission to PED  Blank = no data available or not applicable | | | |  |

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| Table 12: Parent Survey on Quality of Education | | | | | | | | | | | | |
| 1. My child is safe at School.  2. My child's School building is in good repair and has sufficient space to support quality education.  3. My child's School holds high expectations for academic achievement.  4. School personnel encourage me to participate in my child's education.  5. The School offers adequate access to up-to-date computers and technologies.  6. School staff maintains consistent discipline, which is conducive to learning.  7. My child has an adequate choice of School-sponsored extracurricular activities.  8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.  9. The School staff employs various instructional methods and strategies to meet my child's needs.  10. My child takes responsibility for his or her learning. | | | | | | | | | | | | |
|  | |  | Agree and Strongly Agree (% of Respondents) | | | | | | | | | |
|  |  | Survey Count | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
| [Name] | | XXXX | XX | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School1] | | XXXX | XX | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School2] | | XXXX | XX | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| [School3] | | XXXX | XX | XX | XX | XX | XX | XX | XX | XX | XX | XX |
| Source: NMPED anonymous survey collected from parents annually | | | | | | | | | | | | |

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| Table 13: National Assessment of Educational Progress (NAEP) Statewide Results | | | | | | | | | | | | | |
|  | Reading (2015) | | | | | Math (2015) | | | | Science (2015) | | | |
| 4th Grade | Advanced  (%) | Proficient  (%) | | Basic  (%) | Below Basic  (%) | Advanced  (%) | Proficient  (%) | Basic  (%) | Below Basic  (%) | Advanced  (%) | Proficient  (%) | Basic  (%) | Below Basic  (%) |
| Statewide | X | XX | | XX | XX | X | XX | XX | XX | X | XX | XX | XX |
| Nation | X | XX | | XX | XX | X | XX | XX | XX | X | XX | XX | XX |
| 8th Grade | | | | | | | | | | | | | |
| Statewide | X | | XX | XX | XX | X | XX | XX | XX | XX | XX | XX | XX |
| Nation | X | | XX | XX | XX | X | XX | XX | XX | XX | XX | XX | XX |
| Source: http://nationsreportcard.gov/  # Rounds to zero | | | | | | | | | | | | | |

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| Table 14: Statewide Participation in the National Assessment of Educational Progress (NAEP) 2015 | | | |
|  | Reading (%) | Math (%) | Science (%) |
| 4th Grade ELL | XX | XX | XX |
| 4th Grade SWD\*\* | XX | XX | XX |
| 8th Grade ELL | XX | XX | XX |
| 8th Grade SWD\*\* | XX | XX | XX |
| Source: http://nationsreportcard.gov/  \* NAEP does not accommodate students with severe disabilities | | | |