



School Grading Summary

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade B

	Total Number	Percent
Schools Rated in District	1	100.0
Schools in Priority Status		
Schools in Focus Status		
Schools in Strategic Status		
Schools in Reward Status		

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

- LEA Demographic Profile
- Accountability
 - Summaries of School Grades
 - Cohort Graduation Rates (4, 5, and 6 Year)
 - Status of Non-Graduates
- Achievement
 - Proficiencies in Reading, Mathematics, and Science
 - NAEP Statewide Summary for Grades 4 and 8
- School Board Member Training
- Budgeted Expenditures
- Teacher Credentials
- Post-Secondary Achievement (College Going, Credit Accumulation)
- Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Agency is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

- Asian: Asian or Pacific Islander
- Afr Am: African American
- Amer Indian: American Indian
- Cauc: Caucasian
- ELL: English Language Learners
- ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program
- SWD: Students with disabilities; does not include special education students who are gifted
- Q1: The lowest performing 25% (one quarter) of students in reading or mathematics
- Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

	LEA		State	
	Number	%	Number	%
All Students	78	0.0	336,326	100.0
Female	42	53.8	164,089	48.8
Male	36	46.2	172,237	51.2
Caucasian	24	30.8	81,394	24.2
African American	3	3.8	7,600	2.3
Hispanic	50	64.1	206,348	61.4
Asian	1	1.3	4,457	1.3
American Indian	0	0.0	35,884	10.7
ED	0	0.0	249,348	74.1
SWD	4	5.1	52,927	15.7
ELL	2	2.6	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	0	0.0	16,801	5.0

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2017 represented 685 schools.

School	Overall Grade	School	Overall Grade
Sandoval Academy of Bilingual Education	B		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	33	67	40	60		
3	LEA Prior	36	64	27	73		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	30	70	30	70	40	60

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	37	63	20	80	40	60
All Students	LEA Current	67	33	36	64	40	60
Female	State Current	42	58	20	80	39	61
Female	LEA Current	66	34	29	71		
Male	State Current	32	68	20	80	42	58
Male	LEA Current	69	31	45	55		
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	79	21				
African American	State Current	34	66	15	85	37	63
African American	LEA Current						
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	60	40	35	65		
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current						
American Indian	State Current	26	74	11	89	22	78
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	55	45	30	70		
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current						
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current						

Achievement - Proficiency Summaries by School

	Reading	Mathematics	Science
Sandoval Academy of Bilingual Ed			

	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Sandoval Academy of Bilingual Education	67	33	36	64	40	60

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

Budgeted Expenditures

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$58,900	6.4
Central Services	\$49,064	5.4
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$0	0.0
General Administration	\$13,720	1.5
Instruction	\$439,552	48.0
Instruction Support Services	\$4,980	0.5
Operations & Maintenance	\$173,926	19.0
Other Support Services	\$0	0.0
School Administration	\$142,370	15.5
Student Support Services	\$33,386	3.6
Student Transportation	\$0	0.0

Source: PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Brennan Divett	7
Cristina Benitez de Luna	6
Paola Huffmon	3

Source: NM School Board Association

Teacher Credentials

	Statewide %	LEA %
Teachers with Emergency or Provisional Credentials	0.3	12.5
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA
	Low Poverty Schools	2.4

NA= Not applicable; LEA did not have schools that qualified as high or low poverty.

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Sandoval Academy of Bilingual Education	8	50.0	25.0	0.0

* Does not include Below Bachelors
Blank=no data available or not applicable Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education

Q1 My child is safe at school.
Q2 My child's school building is in good repair and has sufficient space to support quality education.
Q3 My child's school holds high expectations for academic achievement.

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- Q4 School personnel encourage me to participate in my child's education.
- Q5 The school offers adequate access to up-to-date computers and technologies.
- Q6 School staff maintain consistent discipline, which is conducive to learning.
- Q7 My child has an adequate choice of school-sponsored extracurricular activities.
- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	46	87	70	98	98	78	89	28	98	93	98
Sandoval Academy of Bilingual Education	46	87	70	98	98	78	89	28	98	93	98

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015

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

* NAEP does not accommodate students with severe disabilities.

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

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

Rounds to zero