School Grade Report Card
2013

Certified

Final Grade

B

Kirtland Elementary

District: Central Consolidated Schools

Grade Range: KN-06 Code: 67038

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	B	24.04	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	C	5.15	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	B	12.62	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	7.37	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	B	8.99	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.08	5
			Total Points	
			60.24	

3 Year Average

70.4

B

Final School Grade

75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Proficient and Advanced (%)	59.6	66.4	53.5	77.8	-	60.0	-	57.1	59.7	38.6	36.8	80.4
Proficient and Advanced (Pts)	7.46											
Value Added Model (Pts)	5.72											
Math												
Proficient and Advanced (%)	50.0	48.2	51.6	71.4	-	52.6	-	45.8	49.8	35.1	19.3	70.0
Proficient and Advanced (Pts)	6.25											
Value Added Model (Pts)	4.61											

3 Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Reading (%)

Math (%)

School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Difference from Expected Growth (SS Points)	0.449	-0.369
Points Earned	3.63	1.52

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

		Gender				Race / Ethnicity																	
	All Students	Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with		English Language		Redesignated English	
		From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To
Reading Growth																							
Highest 75% (SS/Yr)	1.2	-1.2	3.6	-1.3	3.6	-1.1	3.7	-1.4	3.6	-1.2	3.6	-1.3	3.6	-1.3	3.6	-1.2	3.6	-1.2	3.6	-1.4	3.5	-1.1	3.6
Highest 75% (Pts)	9.40																						
Lowest 25% (SS/Yr)	0.7	-0.6	4.3	-0.6	4.3	-0.3	4.4	-0.6	4.3	-0.8	4.1	-	-	-0.6	4.3	-0.6	4.3	-0.6	4.3	-0.6	4.3	-0.7	4.0
Lowest 25% (Pts)	0.02																						
Math Growth																							
Highest 75% (SS/Yr)	-0.5	-2.5	1.5	-2.4	1.5	-2.3	1.6	-2.5	1.5	-2.4	1.5	-0.9	3.0	-2.5	1.5	-2.4	1.5	-2.5	1.5	-2.9	1.1	-2.4	1.6
Highest 75% (Pts)	3.22																						
Lowest 25% (SS/Yr)	1.6	-0.8	3.1	-0.8	3.1	-0.4	3.6	-0.5	3.5	-0.8	3.1	-	-	-0.8	3.1	-0.8	3.1	-1.0	3.0	-0.9	3.1	-0.4	3.5
Lowest 25% (Pts)	7.34																						

Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences	
Reading	16.9
Math	16.2

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year
Reading +1.7 per year

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	89.8	89.7	89.8	86.4	-	93.0	-	90.2	89.7	89.7	88.6	94.9
OTL Attendance (Points)	4.72											
OTL Survey (Average Total Score)	38.4	38.3	38.5	38.1	33.9	39.9	37.0	38.4	38.4	37.4	39.0	39.5
OTL Survey (Points)	4.27											
OTL Survey Questions	The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.											
1. My teacher introduces a new topic by connecting to things I already know.	3.6	3.6	3.7	3.8	3.3	3.6	4.0	3.6	3.6	3.4	3.5	3.9
2. My teacher explains why what we are learning is important.	4.1	4.0	4.3	3.8	3.7	4.5	4.0	4.2	4.1	3.9	4.2	4.4
3. My teacher explains how learning a new topic is a foundation for other topics.	3.5	3.4	3.6	3.4	3.4	4.1	3.0	3.5	3.5	3.4	3.5	3.5
4. Every student gets a chance to answer questions.	3.8	3.9	3.8	4.2	2.4	4.0	3.5	3.8	3.9	4.0	3.9	4.0
5. My teacher wants me to explain my answers.	4.5	4.5	4.5	4.6	2.4	4.5	4.5	4.5	4.5	4.2	4.4	4.7
6. My teacher knows when I understand, and when I do not.	3.7	3.8	3.6	3.7	4.1	4.0	3.5	3.7	3.7	3.7	4.0	3.8
7. My teacher explains things in different ways so everyone can understand.	4.1	4.1	4.0	4.2	4.4	4.4	4.0	4.0	4.1	4.0	3.9	4.2
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.2	3.2	2.8	3.6	2.8	3.0	3.3	3.2	2.9	3.4	3.2
9. My teacher checks our understanding.	4.3	4.4	4.2	4.0	3.9	4.5	4.0	4.3	4.3	4.0	4.4	4.2
10. My teacher takes the time to summarize what we learn each day.	3.5	3.5	3.6	3.6	2.6	3.5	3.5	3.5	3.5	3.8	3.8	3.6

Color Key:
- 0 or 1, Low
- 2 or 3, Medium
- 4 or 5, High

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- [x] Student Engagement
- [x] Parental Engagement
- [ ] Extracurricular Activities
- [x] Truancy Improvement

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	99.3	99.3	100.0	-	-	-	-	99.6	99.3	98.3	100.0	
Math (%)	98.7	97.9	100.0	-	-	-	-	99.6	99.0	98.3	100.0	

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	20.1		19.0		87.4		99.6		13.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	9	(46)	11	(46)	2	(47)	3	(47)	15	(46)	3	(47)
School Growth	22	(46)	24	(46)	17	(47)	20	(47)	25	(46)	20	(47)
Student Growth, Highest 75%	6	(46)	5	(46)	4	(47)	8	(47)	8	(46)	3	(47)
Student Growth, Lowest 25%	36	(46)	27	(46)	37	(47)	38	(47)	31	(46)	40	(47)
Opportunity to Learn	33	(46)	36	(46)	34	(47)	34	(46)	34	(46)	33	(47)
Graduation	-	(46)	-	(46)	-	(47)	-	(46)	-	(46)	-	(47)
College and Career Readiness	-	(46)	-	(46)	-	(47)	-	(46)	-	(46)	-	(47)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading **Target 56.7%**	Highest 75% (%)	92.3	96.0	88.5	96.7	-	92.9	-	91.3	92.3	96.0	72.2	95.0
	Lowest 25% (%)	48.1	56.1	42.9	-	-	-	-	48.4	48.1	25.0	46.2	-
Math **Target 50.0%**	Highest 75% (%	58.7	57.8	59.6	73.3	-	64.3	-	54.4	58.5	66.7	36.0	70.7
	Lowest 25% (%)	24.5	17.9	29.1	-	-	-	-	23.2	24.5	21.2	18.8	-

Graduation **Target 71.8%**

For high schools graduation rates for the Cohort of 2012 are available on page 5.

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	2013 (Avg SS)	41.7	43.4	40.1	45.8	-	40.6	-	41.2	41.7	34.9	35.0	46.6
	2012 (Avg SS)	41.3	42.7	40.2	44.9	-	39.1	-	40.8	41.3	35.8	34.7	44.3
	2011 (Avg SS)	42.8	44.1	41.6	44.6	-	42.4	-	42.3	42.8	37.6	-	-
Math	2013 (Avg SS)	39.3	39.7	38.9	42.9	-	40.1	-	38.6	39.3	34.5	33.5	42.7
	2012 (Avg SS)	40.3	41.1	39.5	43.9	-	40.1	-	39.4	40.3	36.2	33.0	41.9
	2011 (Avg SS)	41.7	42.6	41.0	43.9	-	41.9	-	41.0	41.7	37.2	-	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Grade 3 to Grade 4 (%)	>98.0	-	>98.0	-	-	-	-	>98.0	>98.0	-	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	-	-	>98.0	>98.0	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.

5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).