**Final Grade**

# B

# James Monroe Middle

District:  Albuquerque Public Schools

Grade Range:     06-08          Code:  1490

| Performance in Math and Reading | School (red) / Statewide C Grade (yellow) | Grade | School Points | Possible Points |
|---|---|---|---|---|
| **Current Standing** — How did your students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient). | 21.3 | B | 25.8 | 40 |
| **School Growth** — In the past 3 years did your school increase grade level performance?  For example did this year's 3rd graders improve over last year's 3rd graders'? | 5.8 | B | 8.8 | 10 |
| **Growth of Highest Performing Students** — How well did your school help individual students improve? The highest performing students are those whose scores place them in the top three quarters (Q3) of their school.  Individual student growth over the past 3 years is compared to average individual student growth for the state. | 7.2 | A | 16.2 | 20 |
| **Growth of Lowest Performing Students** — How well did your school help individual students improve? The lowest performing students are those whose scores place them in the bottom quarter (Q1) of their school.  Individual student growth over the past 3 years is compared to average individual student growth for the state. | 15.3 | F | 7.3 | 20 |
| **Opportunity to Learn** — Does your school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? | 7.5 | B | 8.6 | 10 |
| **Bonus Points** — Does your school provide exceptional encouragement for involving students and parents in education? Examples include community outreach and mentoring programs. | 1.6 | | 0.0 | 5 |

**Final School Grade**

Grades are established at the 90th percentile and 50th percentile, which represent 75 and 50 points, respectively.

| Total Points | | | 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 |

**Total Points**

**66.6**

The state standard goal for attendance (95%) can be surpassed by some schools.  This results in schools earning  additional points above the maximum possible points for Opportunity to Learn.

These tables divide your school's results into smaller subgroups to show how specific groups of your students are doing. Keep in mind that each student counts in several groups. For example, one student can be counted three times - in the Hispanic, English Language Learner, and Female subgroups. When your grade is calculated each student counts only one time, so these numbers cannot be used to arrive at your school's score or grade. Just the same, this information shows how the school compares to other schools, determines groups within your school that are performing well, and identifies groups that need additional instructional support based on achievement.

**Current Standing**

Knowing how many students are proficient in a given year is a measure of your 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, Current Standing uses additional years of data, up to 3 years whenever possible, in order to provide a more accurate picture of your school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing your school's size, student mobility, and students' prior performance.  Details of VAM can be found in the PED's School Grading Technical Manual at:

http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp

| | 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* | | | | | | | | | | | | |
| Proficient and Advanced (%) | 60 | 63 | 57 | 67 | 69 | 58 | 63 | 44 | 50 | 18 | 18 | 78 |
| Proficient and Advanced (Pts) | 7.6 | | | | | | | | | | | |
| Value Added Model (Pts) | 5.7 | | | | | | | | | | | |
| *Math* | | | | | | | | | | | | |
| Proficient and Advanced (%) | 56 | 54 | 58 | 62 | 42 | 55 | 67 | 44 | 42 | 13 | 15 | 63 |
| Proficient and Advanced (Pts) | 7.0 | | | | | | | | | | | |
| Value Added Model (Pts) | 5.5 | | | | | | | | | | | |

| | **School Growth** |
|---|---|

**School Growth**

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

School Growth is augmented with Value Added Modeling (VAM) by capturing your 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.asp

| | *Reading* | *Math* |
|---|---|---|
| All Students- (Scaled Score Points/Yr) | 0.1 | 0.1 |
| All Students- (Points Earned) | 4.5 | 4.3 |

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

**Student Growth**

Just like schools, individual student achievement is expected to improve over time. A student's prior test scores are used to estimate how the student should perform today. 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 when data are available. Student groups are divided into the highest performing (Q3) and lowest performing (Q1) groups.

The scale ranges from 0 to 80, and a score of 40 indicates that a student is Proficient or on grade level. When growth is positive (+) students score better than expected in the current year:
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive score), they were equally balanced by students that did poorer (negative score).
- 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.
- 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.asp

| | All Students | Gender F | Gender M | White | Afr Amer | Hisp | Asian | Am Indian | Economically Disadvantaged | Students with Disabilities | English Language Learners | Redesignated English Proficient |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | | | | | |
| Highest 75% of Students (SS/Yr) | 0.9 | 1.0 | 0.8 | 1.0 | 0.9 | 0.9 | 1.2 | 0.8 | 0.7 | 0.3 | 0.2 | 0.9 |
| Highest 75% of Students (Pts) | 9 | | | | | | | | | | | |
| Lowest 25% of Students (SS/Yr) | 2.3 | 2.4 | 2.2 | 2.5 | 2.4 | 2.2 | 2.4 | 2.1 | 2.1 | 1.6 | 1.5 | 2.9 |
| Lowest 25% of Students (Pts) | 1 | | | | | | | | | | | |
| **Math** | | | | | | | | | | | | |
| Highest 75% of Students (SS/Yr) | 0.5 | 0.5 | 0.5 | 0.6 | 0.3 | 0.4 | 0.8 | 0.3 | 0.3 | -0.3 | -0.1 | 0.7 |
| Highest 75% of Students (Pts) | 7 | | | | | | | | | | | |
| Lowest 25% of Students (SS/Yr) | 2.0 | 2.0 | 1.9 | 2.1 | 2.0 | 1.9 | 1.9 | 1.9 | 1.8 | 1.4 | 1.3 | 2.1 |
| Lowest 25% of Students (Pts) | 6 | | | | | | | | | | | |

## 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 | | | | |
| Attendance (Student Average) | 98.6 | 98.7 | 98.6 | 98.7 | 98.0 | 98.6 | 99.6 | 98.4 | 98.2 | 97.6 | 98.0 | 98.8 |
| Attendance (Points) | 5.2 | | | | | | | | | | | |
| OTL Survey (Average Total Score) | 30.8 | 30.9 | 30.6 | 30.6 | 30.7 | 30.7 | 32.7 | 31.7 | 31.3 | 32.8 | 29.9 | 31.7 |
| OTL Survey (Points) | 3.4 | | | | | | | | | | | |

### 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.

| | All Students | F | M | White | Afr Amer | Hisp | Asian | Am Indian | Economically Disadvant | Students with Disabilities | English Language Learners | Redesignated English Proficient |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. My teacher introduces a new topic by connecting to things I already know. | 3.0 | 3.0 | 2.9 | 2.9 | 3.3 | 3.0 | 3.0 | 3.1 | 3.0 | 3.1 | 3.0 | 3.0 |
| 2. My teacher explains why what we are learning is important. | 3.1 | 3.1 | 3.2 | 3.1 | 3.1 | 3.2 | 3.4 | 3.3 | 3.3 | 3.8 | 3.1 | 3.4 |
| 3. My teacher explains how learning a new topic is a foundation for other topics. | 2.5 | 2.5 | 2.6 | 2.5 | 2.6 | 2.5 | 2.5 | 2.6 | 2.6 | 2.6 | 2.5 | 2.7 |
| 4. Every student gets a chance to answer questions. | 3.7 | 3.7 | 3.7 | 3.7 | 3.5 | 3.6 | 3.7 | 3.9 | 3.7 | 3.9 | 3.5 | 3.7 |
| 5. My teacher wants me to explain my answers. | 4.2 | 4.3 | 4.1 | 4.2 | 4.1 | 4.2 | 4.2 | 4.0 | 4.1 | 3.9 | 3.8 | 4.2 |
| 6. My teacher knows when I understand, and when I do not. | 2.7 | 2.8 | 2.7 | 2.8 | 2.8 | 2.7 | 2.9 | 3.0 | 2.7 | 3.1 | 2.8 | 2.8 |
| 7. My teacher explains things in different ways so everyone can understand. | 3.2 | 3.2 | 3.2 | 3.0 | 3.1 | 3.2 | 3.8 | 3.5 | 3.3 | 3.4 | 3.4 | 3.4 |
| 8. My teacher gives me helpful feedback on work I turn in. | 2.8 | 2.8 | 2.7 | 2.8 | 2.8 | 2.7 | 3.1 | 2.6 | 2.9 | 3.0 | 2.5 | 2.8 |
| 9. My teacher checks our understanding. | 3.1 | 3.1 | 3.0 | 3.1 | 3.1 | 3.0 | 3.2 | 3.2 | 3.0 | 3.2 | 2.7 | 3.2 |
| 10. My teacher takes the time to summarize what we learn each day. | 2.5 | 2.4 | 2.5 | 2.3 | 2.3 | 2.5 | 2.9 | 2.5 | 2.7 | 2.8 | 2.6 | 2.4 |

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.

Schools could earn points through improvement in habitual truancy rates. exceptional student engagement, exceptional parent engagement, or a high concentration of sports and activities.

This school either did not submit an application for bonus points, or their submission did not qualify for extra points.

| **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 your 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.

## School Rank

|  | *ELL* | *SWD* | *Ethnicity* | *ED* | *Mobility* | *Composite* |
|---|---|---|---|---|---|---|
| Current Standing | 10 ( 30 ) | 3 ( 30 ) | 3 ( 30 ) | 20 ( 32 ) | 5 ( 30 ) | 5 ( 30 ) |
| School Growth | 5 ( 30 ) | 4 ( 30 ) | 6 ( 30 ) | 8 ( 32 ) | 3 ( 30 ) | 4 ( 30 ) |
| Student Growth, Highest 75% | 6 ( 30 ) | 4 ( 30 ) | 5 ( 30 ) | 8 ( 32 ) | 3 ( 30 ) | 4 ( 30 ) |
| Student Growth, Lowest 25% | 27 ( 30 ) | 28 ( 30 ) | 29 ( 30 ) | 29 ( 32 ) | 29 ( 30 ) | 27 ( 30 ) |
| Opportunity to Learn | 22 ( 30 ) | 19 ( 30 ) | 22 ( 30 ) | 26 ( 32 ) | 21 ( 30 ) | 21 ( 30 ) |

The first number shows the school's rank (1= highest, most points) within their category of similar schools.
The second number in parentheses shows the total number of schools that were ranked in that category.

| **School Growth Targets (SGTs)** | Customized targets, called School Growth Targets (SGTs), guide your 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 3 years are considered successfully "on track" to proficiency. While this information does not contribute to your school's grade, it is helpful in guiding your school toward identifying and closing any achievement gaps between subgroups. |

|  | | **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 Goal for This Year is 52.3% Proficient** | | | | | | | | | | | | |
| **Proficient and On Track (%)** Highest 75% | 79.6 | 80.2 | 78.9 | 83.5 | 93.5 | 76.6 | 90.0 | 69.2 | 74.5 | 48.0 | 45.5 | 81.0 |
| Lowest 25% | 49.6 | 52.1 | 47.8 | 55.7 | 47.1 | 50.0 | 50.0 | 33.3 | 44.7 | 26.3 | 26.1 | 100.0 |
| **Math Goal for This Year is 45.0% Proficient** | | | | | | | | | | | | |
| **Proficient and On Track (%)** Highest 75% | 71.4 | 67.7 | 75.2 | 75.6 | 51.6 | 70.9 | 79.2 | 61.5 | 62.3 | 39.4 | 38.5 | 76.3 |
| Lowest 25% | 38.1 | 41.5 | 34.4 | 46.6 | 41.2 | 34.5 | 16.7 | 45.8 | 28.5 | 9.2 | 9.5 | 62.5 |

| **Enrollment** | 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%, your school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 100 students receive special consideration. |

|  | | **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 |
| Schoolwide Enrollment (%) | 100 | 51 | 49 | 29 | 5 | 58 | 3 | 5 | 43 | 13 | 3 | - |
| **Participation in State Assessments** | | | | | | | | | | | | |
| Reading (%) | 99 | - | - | 99 | 100 | 100 | 103 | 96 | 101 | 101 | 105 | - |
| Math (%) | 99 | - | - | 99 | 100 | 99 | 103 | 96 | 100 | 100 | 105 | - |

**School History**

Student performance over time can demonstrate the success of interventions and school reform. Wherever possible, up to three years worth of information are used for the indicators that lead to your school's grade. For a more detailed history see the NMPED website:
http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

| | 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 Proficiency* | | | | | | | | | | | | |
| 2012, All Students (%) | 60.3 | 63.1 | 57.4 | 66.4 | 68.8 | 57.8 | 63.3 | 44.0 | 49.9 | 18.2 | 17.6 | |
| 2011, All Students (%) | 56.7 | 62.7 | 49.7 | 62.4 | 55.8 | 54.4 | 71.0 | 40.5 | 44.0 | 12.2 | 21.4 | |
| 2010, All Students (%) | 54.0 | 62.6 | 43.6 | 60.7 | 43.6 | 50.8 | 73.3 | 38.7 | 43.4 | 10.0 | 22.0 | |
| 2009, All Students (%) | 60.2 | 64.5 | 55.6 | 65.7 | 56.1 | 56.1 | 61.4 | 50.7 | 48.2 | 17.6 | 29.7 | |
| *Math Proficiency* | | | | | | | | | | | | |
| 2012, All Students (%) | 56.1 | 54.0 | 58.3 | 62.1 | 41.7 | 54.9 | 66.7 | 44.0 | 41.9 | 12.5 | 14.7 | |
| 2011, All Students (%) | 52.5 | 54.5 | 50.1 | 60.6 | 34.9 | 50.1 | 61.3 | 40.5 | 38.3 | 7.8 | 16.7 | |
| 2010, All Students (%) | 46.3 | 49.2 | 42.9 | 54.4 | 38.5 | 41.9 | 70.0 | 35.5 | 36.1 | 9.0 | 46.3 | |
| 2009, All Students (%) | 47.0 | 47.9 | 46.1 | 54.8 | 35.4 | 41.3 | 56.8 | 35.8 | 34.5 | 7.5 | 47.0 | |

**Student Promotion**

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if your school's achievement in Reading and Math is subpar, and yet most students are being promoted, your school may be inattentive to students' need to repeat grade-level instruction before moving on. Student promotion and retention should be viewed within the context of your school's overall achievement. While this information does not contribute to your school's grade, it shows whether schools are preparing students to be ready for success.

| | 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 | | | | |
| Grade 3 to Grade 4 (%) | | | | | | N/A | | | | | | N/A |
| Grade 5 to Grade 6 (%) | >98.0 | >98.0 | >98.0 | >98.0 | >98.0 | N/A | >98.0 | >98.0 | >98.0 | >98.0 | >98.0 | N/A |
| Grade 8 to Grade 9 (%) | | | | | | N/A | | | | | | N/A |