



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: AYP not Met		
District NCLB Determination: AYP Not Met		
	Total Number	Percent
Schools that Met AYP	5	28
Schools in School Improvement	3	17
Schools in Corrective Action	5	28
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

**NO CHILD LEFT BEHIND
2004 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
ANTHONY ES*	AYP Not Met	CA
BERINO ES	Meets AYP	None
CHAPARRAL ES*	AYP Not Met	None
CHAPARRAL MS	AYP Not Met	CA
DESERT PRIDE ACADEMY	AYP Not Met	None
DESERT TRAIL IS	AYP Not Met	SI-1
DESERT VIEW ES	Meets AYP	CA-delay
GADSDEN HS	AYP Not Met	None
GADSDEN MS	AYP Not Met	CA
LA MESA ES	AYP Not Met	None
LA UNION ES	Meets AYP	None
LOMA LINDA ES	AYP Not Met	SI-1
MESQUITE ES	AYP Not Met	SI-1
RIVERSIDE ES	AYP Not Met	None
SAN MIGUEL ES	Meets AYP	None
SANTA TERESA HS	AYP Not Met	None
SANTA TERESA MS	AYP Not Met	CA
SUNLAND PARK ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	GADSDEN INDEPENDENT SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	6,723	49	156,715	49
Male	7,073	51	166,351	51
Caucasian	668	5	105,823	33
African-American	40	0	7,833	2
Hispanic	13,053	95	169,453	52
Asian/Pacific	20	0	3,833	1
Native American	15	0	36,124	11
ELL	6,463	47	54,528	17
Special Education	2,016	15	51,111	16
Migrant	317	2	2,382	1
Total	13,796	100	323,066	100

*Source: ADS 40th day submission to Public Education Department.

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	42	68	51	41	***	***	43	36	17
ANTHONY ES	Reading Proficiency	34	34	***	***	34	***	***	34	34	***
BERINO ES	Reading Proficiency	34	33	***	***	32	***	***	34	38	***
CHAPARRAL ES	Reading Proficiency	34	46	***	***	45	***	***	46	52	***
CHAPARRAL MS	Reading Proficiency	45	35	***	***	30	***	***	35	26	11
DESERT TRAIL IS	Reading Proficiency	34	46	***	***	45	***	***	46	52	***
DESERT VIEW ES	Reading Proficiency	34	42	***	***	42	***	***	42	38	***
GADSDEN HS	Reading Proficiency	44	52	***	***	49	***	***	52	**	***
GADSDEN MS	Reading Proficiency	45	42	***	***	40	***	***	42	21	29
LA MESA ES	Reading Proficiency	34	47	***	***	42	***	***	48	**	***
LA UNION ES	Reading Proficiency	34	51	***	***	48	***	***	51	**	***
LOMA LINDA ES	Reading Proficiency	34	34	***	***	34	***	***	34	34	***
MESQUITE ES	Reading Proficiency	34	39	***	***	38	***	***	39	31	***
RIVERSIDE ES	Reading Proficiency	34	49	***	***	49	***	***	49	57	***
SAN MIGUEL ES	Reading Proficiency	34	36	***	***	37	***	***	36	**	***
SANTA TERESA HS	Reading Proficiency	44	41	***	***	41	***	***	41	33	6
SANTA TERESA MS	Reading Proficiency	45	45	***	***	43	***	***	45	33	15
SUNLAND PARK ES	Reading Proficiency	34	43	***	***	43	***	***	43	44	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	36	62	27	35	***	***	37	29	15
ANTHONY ES	Math Proficiency	38	24	***	***	24	***	***	24	19	***
BERINO ES	Math Proficiency	38	46	***	***	46	***	***	48	49	***
CHAPARRAL ES	Math Proficiency	38	36	***	***	33	***	***	36	24	***
CHAPARRAL MS	Math Proficiency	37	41	***	***	38	***	***	41	41	14
DESERT TRAIL IS	Math Proficiency	38	36	***	***	33	***	***	36	24	***
DESERT VIEW ES	Math Proficiency	38	46	***	***	46	***	***	46	38	***
GADSDEN HS	Math Proficiency	35	37	***	***	34	***	***	37	**	***
GADSDEN MS	Math Proficiency	37	40	***	***	40	***	***	40	25	23
LA MESA ES	Math Proficiency	38	68	***	***	65	***	***	69	**	***
LA UNION ES	Math Proficiency	38	44	***	***	40	***	***	44	**	***
LOMA LINDA ES	Math Proficiency	38	24	***	***	24	***	***	24	19	***
MESQUITE ES	Math Proficiency	38	24	***	***	24	***	***	24	17	***
RIVERSIDE ES	Math Proficiency	38	32	***	***	32	***	***	32	26	***

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
SAN MIGUEL ES	Math Proficiency	38	38	***	***	39	***	***	38	**	***
SANTA TERESA HS	Math Proficiency	35	32	***	***	31	***	***	32	26	3
SANTA TERESA MS	Math Proficiency	37	38	***	***	37	***	***	39	22	10
SUNLAND PARK ES	Math Proficiency	38	30	***	***	30	***	***	30	26	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	93	***	94	***	***	**	94	92
ANTHONY ES	Attendance Rate	92	95	94	96	95	***	***	**	95	94
BERINO ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
CHAPARRAL ES	Attendance Rate	92	94	94	93	94	***	***	**	93	95
CHAPARRAL MS	Attendance Rate	92	93	94	***	93	***	***	**	93	92
DESERT TRAIL IS	Attendance Rate	92	95	95	***	95	***	***	**	95	94
DESERT VIEW ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
GADSDEN MS	Attendance Rate	92	98	***	***	98	***	***	**	96	95
LA MESA ES	Attendance Rate	92	95	***	***	96	***	***	**	96	***
LA UNION ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
LOMA LINDA ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
MESQUITE ES	Attendance Rate	92	96	***	***	96	***	***	**	96	***
RIVERSIDE ES	Attendance Rate	92	96	***	***	96	***	***	**	96	***
SAN MIGUEL ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
SANTA TERESA MS	Attendance Rate	92	93	***	***	93	***	***	**	92	90
SUNLAND PARK ES	Attendance Rate	92	96	***	***	96	***	***	**	96	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	88	95	***	87	***	***	**	10	84
DESERT PRIDE ACADEMY	Grad Rate	75	100	***	***	100	***	***	**	**	***
GADSDEN HS	Grad Rate	75	82	95	***	81	***	***	**	**	72
SANTA TERESA HS	Grad Rate	75	87	***	***	88	***	***	**	83	***

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during March 2004 . Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	550	11	39	33	18	0	Gender	Female	5	29	33	32	0		
	Male	100	564	4	30	38	28	0		Male	5	33	32	30	0		
Ethnicity	Caucasian	100	54	11	48	28	13	0	Ethnicity	Caucasian	17	48	13	22	0		
	African-American	100	4	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	99	1,054	7	33	36	24	0		Hispanic	4	30	34	32	0		
	Asian/Pacific	100	4	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	****	1	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	84	118	1	14	28	58	0	Status	Special Education	2	13	22	64	0		
	ELL*	87	610	10	33	37	21	0		ELL*	5	24	39	32	0		
	Low Income	****	1,111	7	34	35	23	0		Low Income	5	31	33	31	0		
	Migrant	100	56	11	34	36	20	0		Migrant	0	18	54	29	0		
All Students	2003-04	100	1,118	7	34	35	23	0	All Students	2003-04	5	31	33	31	0		
	2002-03	****	1,100	5	30	33	31	0		2002-03	2	27	29	41	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	526	8	35	35	21	0	Gender	Female	4	33	31	31	0		
	Male	99	582	4	36	33	27	0		Male	4	37	25	34	0		
Ethnicity	Caucasian	79	53	15	58	19	8	0	Ethnicity	Caucasian	13	47	25	15	0		
	African-American	100	28	11	36	25	29	0		African-American	7	21	29	43	0		
	Hispanic	98	1,018	5	34	35	25	0		Hispanic	4	35	28	34	0		
	Asian/Pacific	50	2	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	6	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	181	7	14	20	58	1	Status	Special Education	8	10	12	70	1		
	ELL*	66	368	4	22	36	38	0		ELL*	2	28	26	44	0		
	Low Income	****	1,106	6	35	34	25	0		Low Income	4	35	27	33	0		
	Migrant	85	22	14	55	27	5	0		Migrant	5	45	27	23	0		
All Students	2003-04	99	1,110	6	35	34	24	0	All Students	2003-04	4	35	27	33	0		
	2002-03	****	1,047	7	34	32	28	0		2002-03	2	35	25	37	0		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

*ELL - English Language Learners

ASSESSMENTS cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups.

Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	91	395	8	41	40	11	0	Gender	Female	4	28	51	17	0		
	Male	85	330	9	33	39	19	0	Gender	Male	5	32	45	18	0		
Ethnicity	Caucasian	61	31	39	35	16	6	3	Ethnicity	Caucasian	32	29	29	10	0		
	African-American	100	5	***	***	***	***	***	Ethnicity	African-American	***	***	***	***	***		
	Hispanic	88	675	7	36	40	15	2	Ethnicity	Hispanic	3	27	47	17	6		
	Asian/Pacific	****	1	***	***	***	***	***	Ethnicity	Asian/Pacific	***	***	***	***	***		
	Native American	100	3	***	***	***	***	***	Ethnicity	Native American	***	***	***	***	***		
Status	Special Education	47	52	2	6	50	38	4	Status	Special Education	2	4	38	40	15		
	ELL*	51	112	1	29	42	29	0	Status	ELL*	1	23	57	18	1		
	Low Income	****	674	9	38	37	14	1	Status	Low Income	5	30	45	16	4		
	Migrant	****	2	***	***	***	***	***	Status	Migrant	***	***	***	***	***		
All Students	2003-04	90	739	8	37	39	15	2	All Students	2003-04	4	28	45	17	6		
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2		

*ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Garcia, David	18
Garza, Fred	1
Rollings, Daniel	10
Saez, Maria	21
Vargas, Luz	19

Source: 2003-04 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$44,678,041	60
Instructional Support	\$17,608,611	24
Administration	\$1,863,569	3
Business and Support Services	\$940,164	1
Operations/Maintenance of Plant	\$7,231,037	10
Food Services	\$0	0
Athletics	\$988,091	1
Non-Instructional Student Support	\$306,824	0
Community Services	\$118,400	0
Transportation Services	\$0	0
Capital Outlay	\$194,299	0
Total	\$73,929,034	100

Source: End of year district-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	4 %	DISTRICT	5 %
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2004 Fall 2004	
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	****	71	28	64	68
ANTHONY ES	50	72	28	71	87
BERINO ES	56	77	21	78	92
CHAPARRAL ES	54	80	19	74	80
CHAPARRAL MS	52	67	33	42	53
DESERT PRIDE ACADEMY	9	67	33	75	69
DESERT TRAIL IS	47	72	28	66	86
DESERT VIEW ES	37	76	22	74	82
GADSDEN HS	130	62	38	84	85
GADSDEN MS	70	81	17	41	48
LA MESA ES	27	63	33	77	86
LA UNION ES	46	74	22	79	65
LOMA LINDA ES	34	76	24	23	92
MESQUITE ES	41	56	44	66	71
RIVERSIDE ES	42	74	24	64	64
SAN MIGUEL ES	28	79	21	84	92
SANTA TERESA HS	66	61	39	63	48
SANTA TERESA MS	47	74	26	34	55
SUNLAND PARK ES	38	82	18	50	95

* See explanation of data source on last page.

*** = missing or not available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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.
 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
 Q10. My child takes responsibility for his or her learning.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	72	70	69	87	80	88
====> DISTRICT WIDE <====	6,667	77	82	76	81	75	82	62	87	77	82
ANTHONY ES	351	77	83	77	90	75	86	67	91	81	84
BERINO ES	566	80	87	81	86	83	86	57	91	78	82
CHAPARRAL ES	528	78	86	76	84	71	87	54	87	77	76
CHAPARRAL MS	306	59	71	60	67	70	68	67	76	65	80
DESERT TRAIL IS	513	77	89	75	78	75	82	58	88	78	82
DESERT VIEW ES	321	80	86	82	90	79	89	62	94	85	86
GADSDEN HS	348	65	59	70	53	66	61	73	70	64	80
GADSDEN MS	564	74	73	68	74	74	78	74	82	75	84
LA MESA ES	188	84	67	89	91	72	83	62	94	86	87
LA UNION ES	287	87	92	88	88	78	89	53	90	79	85
LOMA LINDA ES	428	80	86	75	80	77	81	62	87	75	84
MESQUITE ES	559	81	93	83	90	75	88	67	91	85	81
RIVERSIDE ES	263	74	81	71	78	70	80	58	91	77	76
SAN MIGUEL ES	147	85	73	80	88	84	84	63	91	83	82
SANTA TERESA ES	277	91	98	90	90	87	88	55	89	82	85
SANTA TERESA HS	146	68	55	55	58	60	78	64	76	53	86
SANTA TERESA MS	252	72	80	67	68	68	78	64	83	68	82
SUNLAND PARK ES	422	77	83	69	84	70	84	53	90	73	80
SUNRISE ES	193	78	92	77	89	77	87	50	89	81	77

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to correctly answer each question or item. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.