

**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 C

	Total Number	Percent
Schools Rated in District	15	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	1	6.7
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

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, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMCA-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

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 Authority 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

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

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.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	5,841	100	338,550	100
Female	2,855	49	165,208	49
Male	2,986	51	173,342	51
Caucasian	2,915	50	84,141	25
African-American	485	8	7,051	2
Hispanic	2,148	37	206,859	61
Asian	168	3	4,338	1
American Indian	93	2	35,637	11
Pacific Islander	32	1	524	0
Multiracial	0	0	5	0
ED	4,723	81	242,595	72
SWD	984	17	49,656	15
ELL	108	2	50,059	15
Migrant	0	0	354	0
Recently Arrived	0	0	16,910	5

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 and 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 their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2015 represented 654 schools.

School	Overall Grade	School	Overall Grade
Academy Del Sol Alternative	F	Alamogordo High	D
Buena Vista Elementary	B	Chaparral Middle	C
Heights Elementary	C	High Rolls Mountain Elementary	A
Holloman Middle	A	Holloman Primary	A
La Luz Elementary	C	Mountain View Middle	B
North Elementary	C	Oregon Elementary	C
Sacramento Elementary	C **	Sierra Elementary	B
Yucca Elementary	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 our 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, in order to be consistent with prior reports.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	26.1	73.9	25.6	74.4		
3	State Prior	51.8	48.2	49.4	50.6		
3	LEA Current	23.2	76.8	28.7	71.3		
3	LEA Prior	60.2	39.8	59.3	40.7		
4	State Current	23.8	76.2	18.8	81.2	42.5	57.5
4	State Prior	43.8	56.2	42.7	57.3	48.3	51.7
4	LEA Current	32.1	67.9	25.4	74.6	57.3	42.7
4	LEA Prior	51.0	49.0	53.8	46.2	61.3	38.7
5	State Current	24.1	75.9	20.8	79.2		
5	State Prior	53.2	46.8	43.7	56.3		
5	LEA Current	29.4	70.6	23.4	76.6		
5	LEA Prior	59.8	40.2	49.2	50.8		
6	State Current	22.0	78.0	18.8	81.2		
6	State Prior	43.3	56.7	37.0	63.0		
6	LEA Current	30.1	69.9	26.5	73.5		
6	LEA Prior	48.6	51.4	47.1	52.9		
7	State Current	21.4	78.6	15.5	84.5	40.0	60.0
7	State Prior	51.5	48.5	39.8	60.2	42.2	57.8
7	LEA Current	31.7	68.3	19.9	80.1	61.7	38.3
7	LEA Prior	65.2	34.8	49.1	50.9	62.4	37.6
8	State Current	22.9	77.1	17.2	82.8		
8	State Prior	58.7	41.3	40.0	60.0		
8	LEA Current	18.2	81.8	29.6	70.4		
8	LEA Prior	71.2	28.8	55.8	44.2		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	33.8	66.2	14.9	85.1		
10	State Current	31.0	69.0	12.4	87.6		
10	State Prior	37.7	62.3	30.4	69.6		
10	LEA Current	33.6	66.4	22.0	78.0		
10	LEA Prior	40.8	59.2	39.6	60.4		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
11	State Current	44.4	55.6	10.0	90.0	36.2	63.8
11	State Prior	51.8	48.2	42.8	57.2	41.3	58.7
11	LEA Current	48.4	51.6	12.4	87.6	43.8	56.2
11	LEA Prior	57.3	42.7	48.3	51.7	49.5	50.5

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
All Students	LEA Current	31.4	68.6	23.2	76.8	54.9	45.1
Female	LEA Current	37.2	62.8	23.8	76.2	54.9	45.1
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	LEA Current	25.6	74.4	22.7	77.3	54.9	45.1
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	LEA Current	38.2	61.8	29.5	70.5	65.5	34.5
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
African American	LEA Current	25.6	74.4	16.1	83.9	47.3	52.7
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Hispanic	LEA Current	22.8	77.2	15.3	84.7	42.6	57.4
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
Asian	LEA Current	43.9	56.1	38.1	61.9	72.1	27.9
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
American Indian	LEA Current	17.5	82.5	16.1	83.9	31.6	68.4
Economically Disadvantaged	LEA Current	22.0	78.0	15.7	84.3	48.1	51.9
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	LEA Current	6.1	93.9	6.4	93.6	21.3	78.7
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	LEA Current	6.7	93.3	10.6	89.4	14.3	85.7
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q1	LEA Current	2.7	97.3	0.2	99.8	2.2	97.8
Q3	LEA Current	42.6	57.4	31.3	68.7	73.2	26.8
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Academy Del Sol Alternative		5.5	94.5	1.8	98.2	15.6	84.4
Alamogordo High		36.3	63.7	17.8	82.2	47.7	52.3
Buena Vista Elementary		34.8	65.2	32.8	67.2	78.6	21.4
Chaparral Middle		29.7	70.3	23.8	76.2	71.4	28.6
Heights Elementary		28.6	71.4	21.4	78.6	40.4	59.6
High Rolls Mountain Elementary		30.0	70.0	80.0	20.0		
Holloman Middle		53.7	46.3	40.2	59.8	68.8	31.3
Holloman Primary		42.2	57.8	38.7	61.3	65.6	34.4
La Luz Elementary		28.2	71.8	24.8	75.2	71.1	28.9
Mountain View Middle		26.6	73.4	23.0	77.0	43.9	56.1
North Elementary		20.6	79.4	22.1	77.9	42.2	57.8
Oregon Elementary		18.0	82.0	17.4	82.6	36.2	63.8
Sacramento Elementary		14.6	85.4	5.9	94.1	27.3	72.7
Sierra Elementary		33.7	66.3	30.8	69.2	81.1	18.9

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Yucca Elementary	26.2	73.8	25.2	74.8	56.3	43.7

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data. Source: PED Data Planning and Analysis 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 their locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$8,777,061	13.7
Central Services	\$2,243,950	3.5
Community Services	\$60	0.0
Debt Service	\$4,718,882	7.3
Food Services	\$2,596,630	4.0
General Administration	\$1,044,640	1.6
Instruction	\$27,324,251	42.5
Instruction Support Services	\$1,749,331	2.7
Operations & Maintenance	\$5,686,557	8.9
Other Support Services	\$150,818	0.2
School Administration	\$2,643,835	4.1
Student Support Services	\$5,690,085	8.9
Student Transportation	\$1,613,915	2.5

Source: The 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
Dave Weaver	24
David Borunda	2
David Ceballes	25
Dr. Allan Rickman	2
Greg Brown	9
Lt Cory Bennett, ex officio	8
Steve Jaszai	28
Timothy Wolfe	35

Source: NM School Board Association

Graduation - 4 Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014 and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	69.3	75.7	64.3	67.6	85.4	61.7	63.0	57.4	64.5
Districtwide	69.8	72.6	69.7	66.5		60.7	57.0	71.6	69.2
Academy Del Sol Alternative	44.2	36.9		49.7			39.1	48.4	
Alamogordo High	73.4	77.2	70.7	69.4		60.7	60.1	73.6	66.7

Blanks indicate too few students to report (N<10). Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013 and either graduated on time, or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	71.4	78.3	69.1	69.1	87.4	65.4	66.1	61.6	66.7
Districtwide	84.1	88.5	83.6	76.5	91.7	92.5	79.2	86.1	78.6
Academy Del Sol Alternative	88.6	97.9	73.0	76.0			95.3	86.1	
Alamogordo High	83.7	87.5	84.9	76.5	93.3	90.4	76.7	86.1	77.0

Blanks indicate too few students to report (N<10). Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
Alamogordo Public Schools									

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
Districtwide	88.0	89.5	86.3	85.5	84.8	>98.0	83.9	90.9	85.4
Academy Del Sol Alternative	87.1	89.7		83.7			87.6	92.8	
Alamogordo High	88.1	89.4	85.9	85.8	83.5	>98.0	83.1	90.8	85.5

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2014 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.0	21.5	6.5	8.9
Academy Del Sol Alternative	0.0	33.6	7.5	19.6
Alamogordo High	0.0	18.6	6.3	6.3

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2013 (College Going) and 2011 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
- Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
- Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Academy Del Sol Alternative	Eligible	81	45		24			47		
Academy Del Sol Alternative	Enrolled, In-State	32	19					22		
Academy Del Sol Alternative	Enrolled, Out-of-State									
Academy Del Sol Alternative	Credits Earned	17						17		
Alamogordo High	Eligible	272	146	18	92	11		90	34	
Alamogordo High	Enrolled, In-State	172	93		63			48	14	
Alamogordo High	Enrolled, Out-of-State	26	14							
Alamogordo High	Credits Earned	140	78	12	44			32		

Blanks indicate too few students to report (N<10) Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.8
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.6	5.0
	Low Poverty Schools	2.2	3.4

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	
Academy Del Sol Alternative	12	66.7	33.3	0
Alamogordo High	84	60.7	38.1	4.5
Buena Vista Elementary	18	61.1	38.9	0
Chaparral Middle	42	76.2	21.4	0
Heights Elementary	20	60	40	0
High Rolls Mountain Elementary	5	60	40	0
Holloman Middle	15	60	40	0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Holloman Primary	32	56.3	43.8	0
La Luz Elementary	21	76.2	23.8	0
Mountain View Middle	30	76.7	23.3	5.2
North Elementary	23	87	13	0
Oregon Elementary	14	71.4	28.6	10.5
Sacramento Elementary	30	76.7	23.3	4.5
Sierra Elementary	24	75	25	7.9
Yucca Elementary	22	72.7	27.3	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.
- 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	210	94	67	87	84	76	72	73	85	81	90
Academy Del Sol Alternative	3	100	33	100	100	33	66	33	100	100	66
Alamogordo High	42	92	72	76	62	69	55	83	62	71	82
Buena Vista Elementary	23	100	71	100	100	95	95	73	100	100	100
Chaparral Middle	18	88	47	100	94	61	62	88	94	94	94
Heights Elementary	10	100	70	100	100	75	88	83	100	100	100
High Rolls Mountain Elementary	0	No Data Available									
Holloman Middle	12	100	66	83	58	75	58	66	66	45	100
Holloman Primary	22	100	50	81	86	81	86	47	86	72	95
La Luz Elementary	13	91	92	76	76	75	75	83	76	61	90
Mountain View Middle	15	93	100	93	93	80	78	80	93	86	80
North Elementary	8	100	62	87	87	71	62	62	87	100	87
Oregon Elementary	7	85	100	85	85	71	83	71	100	85	100
Sacramento Elementary	3	66	0	66	66	50	50	50	100	66	0
Sierra Elementary	20	85	40	84	94	82	66	52	89	81	100
Yucca Elementary	14	100	85	92	100	92	85	100	100	92	85

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 which 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

	Reading %	Math %	Science %
4th Grade ELL	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

* NAEP does not accommodate students with severe disabilities
Participation in NAEP is not mandatory

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	2	29	34	36

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

Rounds to zero

Blanks indicate too few students to report