



Adequate Yearly Progress (AYP) Summary

LOS ALAMOS PUBLIC SCHOOLS	
AYP Rating Not Met	
Improvement Status Progressing	
Schools rated in the district	7
Schools in Improvement	1
Schools in Corrective Action	0
Schools in Restructuring	0

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

Source: PED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary Secondary Education Act (ESEA) 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2010-2011, but that were derived from the achievement of students in the 2009-2010 school year.

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 attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

Student Demographics				
	LOS ALAMOS PUBLIC SCHOOLS		Statewide	
	N	%	N	%
All Students	3,405	100	334,324	100
Female	1,658	48.7	163,140	48.8
Male	1,747	51.3	171,184	51.2
Caucasian	2,409	70.7	85,417	25.5
Afr Am	24	0.7	7,026	2.1
Hispanic	753	22.1	200,137	59.9
Asian	193	5.7	4,158	1.2
Am Indian	25	0.7	34,907	10.4
ELL	0	0.0	47,677	14.3
SWD	592	0.2	44,235	0.1
ED	0	0.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	100	2.9	100	2.9

Source: District's 40th day submission to the NM Public Education Department (PED) * ELL Students new to the U.S. who qualified for exemption from Reading assessment

Adequate Yearly Progress (AYP) for Schools within LOS ALAMOS PUBLIC SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Aspen Elementary	Met	Progressing	Barranca Mesa Elementary	Not Met	Progressing
Chamisa Elementary	Met	Progressing	Los Alamos High	Not Met	SI-2
Los Alamos Middle	Not Met	Progressing	Mountain Elementary	Not Met	Progressing
Pinon Elementary	Met	Progressing			

Source: PED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by ***).

Adequate Yearly Progress (AYP) for Subgroups with LOS ALAMOS PUBLIC SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
Los Alamos Public Schools	Reading Proficiency*	64	83	86	64	72	89	***	***	78	48	***
Aspen Elementary	Reading Proficiency*	63	82	89	***	66	***	***	***	56	50	***
Barranca Mesa Elementary	Reading Proficiency*	63	80	83	***	65	83	***	***	91	37	***
Chamisa Elementary	Reading Proficiency*	63	79	84	***	66	91	***	***	***	63	***
Los Alamos High	Reading Proficiency*	64	84	84	***	79	> 98	***	***	***	41	***
Los Alamos Middle	Reading Proficiency*	64	85	89	***	75	82	***	***	80	50	***
Mountain Elementary	Reading Proficiency*	63	79	80	***	72	90	***	***	> 98	41	***
Pinon Elementary	Reading Proficiency*	63	89	90	***	82	> 98	***	***	82	55	***
Los Alamos Public Schools	Reading Participation	64	99	99		99	99			100	99	***
Aspen Elementary	Reading Participation	63	100	100		100						***
Barranca Mesa Elementary	Reading Participation	63	99	99		100						***
Chamisa Elementary	Reading Participation	63	99	100		98						***
Los Alamos High	Reading Participation	64	99	99								***
Los Alamos Middle	Reading Participation	64	100	100		100					100	***
Mountain Elementary	Reading Participation	63	98	98		100					97	***
Pinon Elementary	Reading Participation	63	100	100								***
Los Alamos Public Schools	Math Proficiency*	52	75	79	64	61	87	***	***	70	39	***
Aspen Elementary	Math Proficiency*	54	68	72	***	61	***	***	***	50	47	***
Barranca Mesa Elementary	Math Proficiency*	54	77	81	***	62	78	***	***	82	40	***
Chamisa Elementary	Math Proficiency*	54	72	78	***	57	82	***	***	***	50	***
Los Alamos High	Math Proficiency*	53	79	79	***	70	> 98	***	***	***	24	***
Los Alamos Middle	Math Proficiency*	48	70	74	***	56	85	***	***	80	30	***
Mountain Elementary	Math Proficiency*	54	78	81	***	64	> 98	***	***	83	49	***
Pinon Elementary	Math Proficiency*	54	86	86	***	78	> 98	***	***	91	52	***
Los Alamos Public Schools	Math Participation	52	99	99		100	100			100	99	***
Aspen Elementary	Math Participation	54	100	100		100						***

Adequate Yearly Progress (AYP) for Subgroups with LOS ALAMOS PUBLIC SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Barranca Mesa Elementary	Math Participation	54	99	99		100						***
Chamisa Elementary	Math Participation	54	100	100		100						***
Los Alamos High	Math Participation	53	99	99								***
Los Alamos Middle	Math Participation	48	100	100		100					100	***
Mountain Elementary	Math Participation	54	98	98		100					97	***
Pinon Elementary	Math Participation	54	100	100								***
Los Alamos Public Schools	Attendance Rate	92	94	94	98	94	94	94	***	92	88	***
Aspen Elementary	Attendance Rate	92	98	96	86	96	98	98	***	95	94	***
Barranca Mesa Elementary	Attendance Rate	92										
Chamisa Elementary	Attendance Rate	92										
Los Alamos High	Attendance Rate	92	93	92	85	91	96	93	***	94	87	***
Los Alamos Middle	Attendance Rate	92	91	92	98	94	95	91	***	94	93	***
Mountain Elementary	Attendance Rate	92										
Pinon Elementary	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	89	89	***	86	> 98	***	***	***	87	***
Los Alamos High	Graduation Rate	63	89	90	***	86	> 98	***	***	***	88	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = no data available

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	83	89	***	65	92	***	***	78	53	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	80	83	***	69	86	***	***	75	43	***
District Wide-Grades 11	Reading Proficiency*	64	84	84	***	80	100	***	***	***	41	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	77	83	***	60	85	***	***	71	52	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	68	72	***	54	86	***	***	72	30	***
District Wide-Grades 11	Math Proficiency*	52	79	79	***	68	100	***	***	***	24	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = No Data Available

Expenditures		
	Expenditure (\$)	%
Direct Instruction	17,704,409	54
Instructional Support	14,517,998	44
Students	3,890,087	12
Instruction	1,519,858	4
General Administration	717,874	2
School Administration	1,708,906	5
Central Services	1,930,421	5
Operations Maintenance	4,585,490	14
Student Transportation	164,655	<1
Other	706	<1
Non-Instructional Support	76,540	<1
Food Services	0	<1
Community Services	76,540	<1
Capital Outlay	0	<1
Total	32,298,947	100

School Board Training	
Board Member	Number of Points*
Joan Ahlers	17
Jody Benson	15
Kenneth Johnson	15
Melanie McKinley	14
Thelma Hahn	23

Source: New Mexico School Board Association
 * Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

Source: PED Budget Office; general fund operational expenditures only

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2010. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	115	23	64	11	1	0	100	115	30	61	10	0	0	100	115	38	62	0	0	0
Male	100	115	16	67	10	8	0	100	115	25	57	17	1	0	100	115	38	59	3	0	0
Caucasian	100	157	22	69	8	1	0	100	157	32	59	10	0	0	100	157	43	57	0	0	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	54	7	61	19	13	0	100	54	9	67	22	2	0	100	54	20	78	2	0	0
Asian	100	14	50	36	7	7	0	100	14	57	36	7	0	0	100	14	57	36	7	0	0
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	22	27	41	27	5	0	100	22	32	50	18	0	0	100	22	36	64	0	0	0
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	100	49	8	51	22	18	0	100	49	16	53	29	2	0	100	49	24	69	6	0	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	230	20	66	10	4	0	100	230	27	59	13	0	0	100	230	38	60	1	0	0
ALL2008-09	100	226	23	62	11	3	0	100	227	24	57	16	0	0	99	227	41	55	1	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
 Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

4th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	118	26	51	20	3	0	100	118	24	50	25	2	0	99	119	8	71	19	2	1
Male	98	127	17	59	18	4	2	99	128	30	45	23	1	1	99	128	8	79	12	0	1
Caucasian	99	171	23	61	15	1	1	99	170	30	52	17	0	1	99	171	8	82	8	1	1
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	98	58	12	41	34	10	2	100	59	7	44	46	3	0	100	59	3	56	41	0	0
Asian	100	13	46	46	8	0	0	100	14	71	14	14	0	0	100	14	21	71	0	7	0
Am Indian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ELL	100	16	25	50	19	6	0	100	16	31	44	25	0	0	100	16	12	75	12	0	0
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	100	45	11	36	42	11	0	100	45	11	36	51	2	0	100	45	0	71	29	0	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	99	245	22	55	19	3	1	100	246	27	48	24	1	0	99	247	8	75	16	1	1
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	98	255	25	54	14	3	1	99	255	23	44	29	1	0	99	255	6	83	8	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	128	38	54	6	2	0	100	129	33	44	19	3	0	100	129	20	70	9	1	0
Male	99	137	25	57	15	2	1	100	137	29	39	28	4	0	100	137	20	66	13	1	0
Caucasian	100	179	32	59	8	1	0	100	180	33	46	20	2	0	100	180	23	69	8	0	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	63	17	54	21	8	0	100	63	16	38	38	8	0	100	63	6	70	22	2	0
Asian	95	20	60	35	0	0	5	100	20	65	15	15	5	0	100	20	35	60	0	5	0
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	16	19	75	0	6	0	100	17	29	24	41	6	0	100	17	12	59	24	6	0
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	97	36	6	47	33	11	3	100	36	3	33	44	19	0	100	36	3	53	39	6	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	265	31	55	11	2	0	100	266	31	41	24	3	0	100	266	20	68	11	1	0
ALL2008-09	98	237	24	52	20	0	1	99	238	23	47	26	2	0	99	238	25	61	13	0	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS																					
READING								MATH						SCIENCE							
6th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	98	139	24	52	22	1	1	98	139	29	34	34	1	1	98	140	17	53	26	2	1
Male	99	113	16	49	30	4	1	99	112	23	47	26	3	1	99	113	9	60	28	2	1
Caucasian	98	175	22	51	23	2	2	98	174	30	40	27	1	2	98	176	16	58	23	1	2
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	60	12	48	35	5	0	100	60	12	43	40	5	0	100	60	3	53	37	7	0
Asian	100	14	36	57	7	0	0	100	14	57	29	14	0	0	100	14	21	57	21	0	0
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	13	8	62	31	0	0	100	14	29	36	36	0	0	100	14	14	50	36	0	0
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	98	54	6	28	54	11	2	98	54	4	26	63	6	2	98	54	2	33	57	6	2
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	252	20	50	26	2	1	99	251	27	40	30	2	1	99	253	13	56	27	2	1
ALL2008-09	99	249	16	53	26	3	0	99	249	29	43	25	1	0	99	249	23	55	20	0	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS																					
READING								MATH						SCIENCE							
7th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	115	33	54	10	3	0	100	115	30	41	27	2	0	100	115	18	64	15	3	0
Male	100	138	19	62	16	4	0	100	138	37	29	28	7	0	100	138	21	55	24	0	0
Caucasian	100	167	23	63	11	3	0	100	167	38	34	24	5	0	100	167	22	63	14	1	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	64	25	53	19	3	0	100	64	17	42	39	2	0	100	64	11	55	33	2	0
Asian	100	18	44	33	22	0	0	100	18	67	11	17	6	0	100	18	39	39	22	0	0
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	100	46	15	35	39	11	0	100	46	15	20	50	15	0	100	46	7	39	50	4	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	253	25	58	13	3	0	100	253	34	34	27	4	0	100	253	20	59	20	1	0
ALL2008-09	98	286	28	49	19	0	1	99	286	31	32	32	2	0	99	286	8	57	31	1	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	147	34	55	9	2	0	100	147	33	40	27	1	0	100	147	5	61	31	3	0
Male	100	130	12	67	19	2	0	100	130	29	33	38	0	0	100	130	8	60	31	2	0
Caucasian	100	188	27	63	10	1	0	100	188	37	37	26	0	0	100	188	9	66	24	1	0
Afr Am	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Hispanic	100	62	11	58	24	6	0	100	62	8	39	53	0	0	100	62	0	44	52	5	0
Asian	100	17	35	53	12	0	0	100	17	59	35	6	0	0	100	17	6	71	24	0	0
Am Indian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ELL	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	100	46	4	43	46	7	0	100	46	7	17	74	2	0	100	46	4	28	63	4	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	277	23	61	14	2	0	100	277	31	37	32	0	0	100	277	6	61	31	2	0
ALL2008-09	97	279	32	57	6	1	2	97	279	36	43	16	0	2	97	279	5	67	24	1	2
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within LOS ALAMOS PUBLIC SCHOOLS

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	98	109	27	61	11	0	2	98	109	34	41	17	6	2	98	109	6	68	25	0	2
Male	100	146	16	66	17	1	0	100	145	42	39	17	2	0	99	145	14	66	18	1	1
Caucasian	99	207	21	63	14	1	1	99	207	38	41	15	4	1	98	207	10	69	19	0	2
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	35	14	66	20	0	0	100	34	35	32	32	0	0	100	34	9	56	35	0	0
Asian	100	11	36	64	0	0	0	100	11	64	36	0	0	0	100	11	27	55	18	0	0
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	96	29	7	34	52	3	3	96	29	3	21	52	21	3	93	29	0	31	62	0	7
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	255	20	64	15	1	1	99	254	39	40	17	4	1	98	254	11	67	21	0	2
ALL2008-09	95	261	13	62	16	3	4	95	261	28	35	22	8	4	93	261	6	58	25	3	6
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Graduation - High School 4-Year Cohort Graduation LOS ALAMOS PUBLIC SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Los Alamos Public Schools	322	89	149	86	173	91	237	89	4	***	64	86	14	>98	3	***	5	***	115	87	8	***
Los Alamos High	322	89	149	86	173	91	237	90	4	***	64	86	14	>98	3	***	5	***	115	88	8	***

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.
 *** Too few students to report

Graduation - High School 5-Year Cohort Graduation LOS ALAMOS PUBLIC SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Los Alamos Public Schools	327	88	149	86	177	90	241	89	4	***	65	84	14	>98	3	***	5	***	120	86	8	***
Los Alamos High	327	88	149	86	177	90	241	89	4	***	65	84	14	>98	3	***	5	***	120	86	8	***

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.
 *** Too few students to report

Graduation - High School Non-Graduates LOS ALAMOS PUBLIC SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Los Alamos Public Schools	0	0	18	6	20	6	0	0
Los Alamos High	0	0	18	6	20	6	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.
 Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year
 *** Too few students to report

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Los Alamos Public Schools	0	0.0
In Low Poverty Schools	N/A	0.0
In High Poverty Schools	N/A	N/A
Aspen Elementary	0	0.0
Barranca Mesa Elementary	0	0.0
Chamisa Elementary	0	0.0
Los Alamos High	0	0.0
Los Alamos Middle	0	0.0
Mountain Elementary	0	0.0
Pinon Elementary	0	0.0

Source: District's 120th day submission to PED
 Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Los Alamos Public Schools	264	43	57
Aspen Elementary	27	41	59
Barranca Mesa Elementary	33	42	58
Chamisa Elementary	26	58	42
Los Alamos High	81	35	64
Los Alamos Middle	46	41	59
Mountain Elementary	36	53	47
Pinon Elementary	33	33	67

Source: District's 120th day submission to PED
 Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
2	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
3	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
4	Los Alamos Public Schools	2	50.0	50.0	0.0	0.0	0.0	0.0
5	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
6	Los Alamos Public Schools	2	0.0	0.0	50.0	50.0	0.0	0.0
7	Los Alamos Public Schools	2	50.0	50.0	0.0	0.0	0.0	0.0
8	Los Alamos Public Schools	2	50.0	50.0	0.0	0.0	0.0	0.0
9	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
10	Los Alamos Public Schools	2	100	0.0	0.0	0.0	0.0	0.0
	Aspen Elementary							
	Barranca Mesa Elementary							
1	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
2	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
3	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
4	Chamisa Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
5	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
6	Chamisa Elementary	2	0.0	0.0	50.0	50.0	0.0	0.0
7	Chamisa Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
8	Chamisa Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
9	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
10	Chamisa Elementary	2	100	0.0	0.0	0.0	0.0	0.0
	Los Alamos High							
	Los Alamos Middle							
	Mountain Elementary							

Questions:

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Pinon Elementary							

Source: NMPED online anonymous parent survey
Blanks = No Data Available

Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 reading, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic² is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Too few students to report # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

** NAEP does not accommodate students with severe disabilities; participation is not mandatory