

**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 A

	Total Number	Percent
Schools Rated in District	7	100.0
Schools in Priority Status		
Schools in Focus Status		
Schools in Strategic Status		
Schools in Reward Status		

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 NMAC-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

Attendance

Growth for Q1 and Q3 Subgroups

Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

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%).

SGTs School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

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	3,509	100	337,054	100
Female	1,736	50	164,148	49
Male	1,773	51	172,906	51
Caucasian	2,191	62	84,518	25
African-American	40	1	7,530	2
Hispanic	960	27	204,866	61
Asian	221	6	4,489	1
Pacific Islander	13	0	509	0
American Indian	84	2	35,142	10
Multiple Races	0	0	2	0
ED	198	6	231,830	69
SWD	608	17	48,479	14
ELL	92	3	51,895	15
Migrant	0	0	458	0
Recently Arrived	64	2	19,389	6

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 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Aspen Elementary	B	Barranca Mesa Elementary	A
Chamisa Elementary	B	Los Alamos High	A
Los Alamos Middle	B	Mountain Elementary	A
Pinon Elementary	B		

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency										Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3	
Aspen Elementary														
Reading 61	78.7 ✓	86.7 ✓		60.3 ✗			62.5 ✓	35.4 ✗			2.5	1.6 ✗	0.25	-0.5 ✗
Mathematics 55	76.6 ✓	85.3 ✓		58.9 ✓			50.0 ✗	35.4 ✗			2.2	0.6 ✗	0.15	-0.8 ✗
Attendance 92	96.1 ✓	96.5 ✓		95.4 ✓	97.2 ✓	95.2 ✓	95.9 ✓	95.6 ✓	95.9 ✓					
Barranca Mesa Elementary														
Reading 61	90.9 ✓	96.0 ✓		78.7 ✓			69.2 ✓	64.9 ✓			2.5	3.0 ✓	0.25	0.9 ✓
Mathematics 55	85.8 ✓	91.9 ✓		73.8 ✓			65.4 ✓	48.6 ✗			2.2	1.4 ✗	0.15	0.0 ✗
Attendance 92	96.3 ✓	96.4 ✓		96.1 ✓	96.3 ✓		96.7 ✓	95.3 ✓	95.7 ✓					
Chamisa Elementary														
Reading 61	84.9 ✓	89.1 ✓		80.8 ✓				65.5 ✓			2.5	2.4 ✗	0.25	0.6 ✓
Mathematics 55	75.2 ✓	84.4 ✓		63.5 ✓				50.0 ✗			2.2	1.6 ✗	0.15	-1.5 ✗
Attendance 92	96.2 ✓	96.7 ✓		95.9 ✓			96.3 ✓	95.4 ✓	96.0 ✓					
LEA Current														
Reading 61	85.0 ✓	89.4 ✓	76.2 ✓	74.7 ✓	91.9 ✓	81.6 ✓	71.1 ✓	51.1 ✗	46.9 ✗		2.5	1.0 ✗	0.25	0.0 ✗
Mathematics 55	76.8 ✓	83.9 ✓	47.6 ✗	60.6 ✓	88.7 ✓	65.3 ✓	54.2 ✗	39.4 ✗	49.0 ✗		2.2	0.2 ✗	0.15	-0.9 ✗
Attendance 92	94.4 ✓	94.3 ✓	95.5 ✓	94.1 ✓	95.8 ✓	94.3 ✓	95.1 ✓	93.6 ✓	95.0 ✓					
Graduation 73.7	83.4 ✓	83.2 ✓		84.3 ✓	85.7 ✓				70.6 ✗					
Los Alamos High														
Reading 61	75.7 ✓	79.8 ✓		64.1 ✓	82.9 ✓			18.9 ✗			2.5	-2.1 ✗	0.25	-1.9 ✗
Mathematics 55	71.0 ✓	76.0 ✓		57.7 ✓	80.0 ✓			22.7 ✗			2.2	-1.0 ✗	0.15	-1.3 ✗
Attendance 92	91.1 ✗	90.8 ✗	96.0 ✓	90.6 ✗	94.1 ✓	91.7 ✗	93.9 ✓	89.5 ✗	87.3 ✗					
Graduation 73.7	83.5 ✓	83.4 ✓		84.3 ✓	85.7 ✓				71.0 ✗					
Los Alamos Middle														
Reading 61	92.7 ✓	96.4 ✓		84.7 ✓	96.8 ✓		79.5 ✓	69.9 ✓			2.5	2.2 ✗	0.25	1.4 ✓
Mathematics 55	73.9 ✓	84.2 ✓		50.9 ✗	90.3 ✓		43.6 ✗	36.1 ✗			2.2	0.4 ✗	0.15	-0.8 ✗
Attendance 92	95.1 ✓	95.1 ✓		94.9 ✓	96.8 ✓	91.4 ✗	92.2 ✓	94.0 ✓						
Mountain Elementary														
Reading 61	89.3 ✓	93.0 ✓		79.7 ✓				68.8 ✓			2.5	1.9 ✗	0.25	0.8 ✓
Mathematics 55	84.6 ✓	89.0 ✓		76.5 ✓				60.4 ✓			2.2	1.0 ✗	0.15	-0.7 ✗
Attendance 92	96.0 ✓	96.2 ✓	94.1 ✓	95.7 ✓	96.4 ✓	94.9 ✓		95.5 ✓	95.6 ✓					
Pinon Elementary														
Reading 61	84.3 ✓	87.9 ✓		71.0 ✓				44.8 ✗			2.5	1.1 ✗	0.25	-0.2 ✗
Mathematics 55	80.6 ✓	85.9 ✓		61.3 ✓				41.4 ✗			2.2	0.1 ✗	0.15	-0.9 ✗
Attendance 92	96.0 ✓	96.1 ✓		95.5 ✓	97.8 ✓		95.6 ✓	94.6 ✓						

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

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 3-8 and 10-11, and in science in grades 4, 7, and 11.

		Reading				Mathematics				Science			
Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	27	58	10	5	18	63	17	3				
3	LEA Prior	21	61	11	7	14	62	22	2				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	28	50	18	3	36	42	17	6	26	58	13	3
4	LEA Prior	29	46	22	3	36	44	16	4	33	51	11	5
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	29	49	20	3	31	44	17	7				
5	LEA Prior	28	52	14	6	35	41	17	7				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	36	39	19	5	24	51	18	6				
6	LEA Prior	21	56	21	3	31	46	16	6				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	20	63	12	6	19	57	15	9	37	43	16	4
7	LEA Prior	20	61	18	<2	25	50	22	4	33	45	17	5
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	27	61	11	2	20	48	28	3				
8	LEA Prior	22	69	6	2	21	51	24	4				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	19	51	23	7	24	41	29	5				
10	LEA Prior	26	46	24	5	30	36	29	5				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	30	51	16	3	34	43	19	3	27	52	16	5
11	LEA Prior	32	51	15	2	31	42	22	4	20	62	15	4

Achievement - Proficiency Summaries by Subgroup

		Reading				Mathematics				Science			
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	LEA	27	53	16	4	26	49	20	5	30	51	15	4
Female	LEA	35	49	15	2	25	51	20	5	27	53	16	3
Male	LEA	20	56	17	6	27	47	20	6	32	48	15	4
Caucasian	LEA	32	53	13	2	30	52	15	3	36	49	12	3

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
African American	LEA	29	38	29	5	5	38	48	10				
Hispanic	LEA	13	54	24	8	11	46	32	11	13	57	24	6
Asian	LEA	53	37	8	2	63	24	11	2	50	38	6	6
American Indian	LEA	12	59	24	4	4	55	27	14	13	40	40	7
Economically Disadvantaged	LEA	11	49	26	15	6	45	32	17	14	32	40	14
Students w Disabilities	LEA	7	30	42	20	7	29	42	23	8	30	40	22
English Language Learners, Current	LEA	4	33	37	27	6	39	31	24	5	26	53	16
Q1	LEA	2	37	45	16	<2	28	54	18	<2	32	54	14
Q3	LEA	35	58	7	<2	35	57	8	<2	42	58	<2	<2

Achievement - Proficiency Summaries by School

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Aspen Elementary		22	49	20	9	21	52	20	7	30	53	15	2
Barranca Mesa Elementary		39	44	13	4	36	47	12	5	25	57	17	2
Chamisa Elementary		28	48	20	5	17	54	22	8	16	71	8	5
Los Alamos High		24	51	19	5	29	42	25	4	27	51	17	5
Los Alamos Middle		23	62	11	4	20	53	22	6	37	43	16	4
Mountain Elementary		32	52	15	<2	31	49	17	3	26	56	17	<2
Pinon Elementary		30	51	16	3	26	51	17	5	31	59	4	6

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	\$12,823,052	22.2
Central Services	\$1,899,915	3.3
Community Services	\$141,060	0.2
Debt Service	\$6,231,640	10.8
Food Services	\$204,542	0.4
General Administration	\$716,721	1.2
Instruction	\$22,663,994	39.3
Instruction Support Services	\$1,489,776	2.6
Operations & Maintenance	\$4,701,513	8.1
Other Support Services		
School Administration	\$1,876,179	3.3
Student Support Services	\$4,023,468	7.0
Student Transportation	\$940,636	1.6

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	15
David Borunda	0
David Ceballes	9
David Foster	9
Dr. Allan Rickman	15
Jim Hall	8
Judy Bjarke-McKenzie	23
Kevin Honnell	5
Lt Cory Bennett, ex officio	7
Matt Williams	8
Steve Jaszai	16

Source: NM School Board Association

Graduation - 5 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 one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. 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 %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
LEA Current	88.4	87.4		88.4	>98.0			71.3	
Los Alamos High	88.5	87.5		88.4	>98.0			71.3	

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes 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 %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	90.5	91.5		81.7	>98.0			84.7	
Los Alamos High	90.5	91.5		81.7	>98.0			84.7	

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 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 %
State Current	<2.0	20.8	7.3	8.0
LEA Current		12.3	3.2	
Los Alamos High		12.4		

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 2012 (College Going) and 2010 (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
LEA Current	Eligible	251	180		54	15			27	
LEA Current	Enrolled, In-State	206	153		40	12			20	
LEA Current	Enrolled, Out-of-State	136	94		35				18	
LEA Current	Credits Earned	123	93		21				10	
Los Alamos High	Eligible	250	179		54	15			27	
Los Alamos High	Enrolled, In-State	205	152		40	12			20	
Los Alamos High	Enrolled, Out-of-State	135	93		35				18	
Los Alamos High	Credits Earned	123	93		21				10	

Blanks indicate too few students to report (N<10)

Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	.6	.0
NA= Not applicable; LEA did not have schools that qualified as high or low poverty			
Professional Qualifications	Number of Teachers	Highest Degree* Bachelor's Advanced	Core Classes Not Taught by Highly Qualified Teachers

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Aspen Elementary	30	46.7	53.3	0
Barranca Mesa Elementary	32	50	46.9	0
Chamisa Elementary	24	50	41.7	0
Los Alamos High	84	38.1	53.6	0
Los Alamos Middle	45	51.1	48.9	0
Mountain Elementary	37	64.9	29.7	0
Pinon Elementary	28	42.9	57.1	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	194	95	82	96	77	92	85	91	79	81	92
Aspen Elementary	24	92	44	83	83	96	91	80	88	74	96
Barranca Mesa Elementary	8	100	50	100	100	88	88	88	75	88	100
Chamisa Elementary	4	100	100	100	100	75	75	100	100	100	100
Los Alamos High	84	95	98	98	61	90	80	95	69	77	89
Los Alamos Middle	21	95	100	95	70	90	85	95	81	75	81
Mountain Elementary	27	88	69	96	100	96	80	87	89	93	96
Pinon Elementary	26	100	62	100	96	96	100	84	92	92	100

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	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

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

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	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