

**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 B

	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 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	5,984	100	337,054	100
Female	2,924	49	164,148	49
Male	3,060	51	172,906	51
Caucasian	3,146	53	84,518	25
African-American	478	8	7,530	2
Hispanic	2,071	35	204,866	61
Asian	173	3	4,489	1
Pacific Islander	30	1	509	0
American Indian	86	1	35,142	10
Multiple Races	0	0	2	0
ED	3,539	59	231,830	69
SWD	997	17	48,479	14
ELL	121	2	51,895	15
Migrant	0	0	458	0
Recently Arrived	1	0	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
Academy Del Sol Alternative	B	Alamogordo High	A
Buena Vista Elementary	B	Chaparral Middle	B
Heights Elementary	B	High Rolls Mountain Elementary	B
Holloman Middle	B	Holloman Primary	C
La Luz Elementary	B	Mountain View Middle	C
North Elementary	C	Oregon Elementary	C
Sacramento Elementary	D **	Sierra Elementary	C
Yucca 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	
Academy Del Sol Alternative														
Reading 61	25.4 *	30.8 *					26.2 *				2.5	-1.4 *	0.25	-1.8 *
Mathematics 55	4.9 *	2.7 *					2.5 *				2.2	-3.6 *	0.15	-2.0 *
Attendance 92	97.0 ✓	98.2 ✓	94.8 ✓	96.0 ✓			99.5 ✓	100.0 ✓						
Graduation 73.7	88.3 ✓	97.9 ✓		75.3 ✓			95.3 ✓							
Alamogordo High														
Reading 61	50.9 *	57.9 *	35.4 *	42.8 *	41.4 *		42.3 *	29.9 *			2.5	-2.2 *	0.25	-2.3 *
Mathematics 55	47.3 *	51.5 *	31.3 *	40.6 *	62.1 ✓		39.5 *	32.0 *			2.2	-1.7 *	0.15	-1.7 *
Attendance 92	99.8 ✓	99.8 ✓	99.8 ✓	99.7 ✓	100.0 ✓	99.9 ✓	99.8 ✓	99.7 ✓	99.9 ✓					
Graduation 73.7	75.7 ✓	78.4 ✓	77.8 ✓	69.9 *	82.4 ✓	90.4 ✓	69.9 *	79.3 ✓	77.7 ✓					
Buena Vista Elementary														
Reading 61	76.9 ✓	77.2 ✓		75.9 ✓			70.7 ✓	34.8 *			2.5	2.6 ✓	0.25	-0.1 *
Mathematics 55	66.2 ✓	69.2 ✓		63.0 ✓			59.5 ✓	26.1 *			2.2	1.3 *	0.15	-1.7 *
Attendance 92	94.6 ✓	94.4 ✓	93.6 ✓	94.9 ✓			94.1 ✓	92.1 ✓						
Chaparral Middle														
Reading 61	70.6 ✓	76.7 ✓	63.0 ✓	63.0 ✓			64.4 ✓	36.1 *			2.5	2.0 *	0.25	0.6 ✓
Mathematics 55	52.9 *	60.4 ✓	43.5 *	43.7 *			43.8 *	18.6 *			2.2	0.8 *	0.15	-0.6 *
Attendance 92	98.3 ✓	98.5 ✓	97.9 ✓	98.2 ✓	98.9 ✓	98.8 ✓	97.9 ✓	97.8 ✓						
Heights Elementary														
Reading 61	50.0 *	59.5 *		42.9 *			40.2 *	27.3 *			2.5	0.9 *	0.25	-1.0 *
Mathematics 55	48.3 *	58.1 ✓		41.1 *			34.1 *	23.8 *			2.2	0.4 *	0.15	-2.4 *
Attendance 92	94.4 ✓	95.0 ✓	93.2 ✓	93.8 ✓			94.1 ✓	92.8 ✓						
High Rolls Mountain Elementary														
Reading 61											2.5		0.25	
Mathematics 55											2.2		0.15	
Attendance 92	94.9 ✓	95.1 ✓					94.3 ✓							
Holloman Middle														
Reading 61	82.5 ✓	82.1 ✓					79.6 ✓				2.5	1.5 *	0.25	0.4 ✓
Mathematics 55	67.0 ✓	68.5 ✓					59.3 ✓				2.2	0.6 *	0.15	-0.6 *
Attendance 92	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓		100.0 ✓	100.0 ✓						
Holloman Primary														
Reading 61	66.8 ✓	68.6 ✓	52.4 *	63.6 ✓			66.7 ✓				2.5	1.1 *	0.25	-0.4 *

	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		
Mathematics	55	65.2 ✓	67.4 ✓	33.3 ✗	72.7 ✓			60.9 ✓			2.2	-0.7 ✗	0.15	-1.4 ✗
Attendance	92	95.5 ✓	95.5 ✓	97.0 ✓	94.0 ✓	96.5 ✓		95.4 ✓	95.1 ✓	94.8 ✓				
La Luz Elementary														
Reading	61	67.5 ✓	65.3 ✓		70.2 ✓			58.1 ✗			2.5	-0.2 ✗	0.25	-1.1 ✗
Mathematics	55	62.6 ✓	62.5 ✓		59.6 ✓			55.4 ✓			2.2	0.0 ✗	0.15	-1.4 ✗
Attendance	92	94.8 ✓	94.8 ✓		95.2 ✓			94.6 ✓	95.0 ✓					
LEA Current														
Reading	61	61.6 ✓	67.9 ✓	51.9 ✗	54.4 ✗	64.5 ✓	36.2 ✗	55.1 ✗	29.9 ✗	26.5 ✗	2.5	0.8 ✗	0.25	-0.6 ✗
Mathematics	55	52.4 ✗	58.8 ✓	41.7 ✗	43.7 ✗	63.7 ✓	42.6 ✗	43.7 ✗	24.8 ✗	30.0 ✗	2.2	-0.2 ✗	0.15	-1.4 ✗
Attendance	92	96.8 ✓	97.0 ✓	97.0 ✓	96.3 ✓	97.3 ✓	96.6 ✓	96.3 ✓	96.2 ✓	94.8 ✓				
Graduation	73.7	76.8 ✓	80.1 ✓	77.3 ✓	70.3 ✗	81.1 ✓	92.5 ✓	73.0 ✗	79.8 ✓	79.2 ✓				
Mountain View Middle														
Reading	61	62.1 ✓	71.5 ✓	45.5 ✗	54.9 ✗			55.2 ✗	37.3 ✗		2.5	1.4 ✗	0.25	-0.3 ✗
Mathematics	55	50.7 ✗	56.5 ✓	54.5 ✗	41.2 ✗			40.1 ✗	24.0 ✗		2.2	0.3 ✗	0.15	-0.7 ✗
Attendance	92	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓	100.0 ✓					
North Elementary														
Reading	61	53.2 ✗	59.1 ✗		47.5 ✗			53.2 ✗	22.2 ✗		2.5	1.7 ✗	0.25	0.1 ✗
Mathematics	55	40.2 ✗	43.2 ✗		39.0 ✗			40.2 ✗	29.6 ✗		2.2	0.1 ✗	0.15	-1.8 ✗
Attendance	92	93.4 ✓	93.8 ✓	94.7 ✓	92.9 ✓	89.1 ✗		93.5 ✓	92.7 ✓					
Oregon Elementary														
Reading	61	49.0 ✗	56.9 ✗		37.7 ✗			47.7 ✗	30.4 ✗		2.5	1.4 ✗	0.25	-0.8 ✗
Mathematics	55	50.0 ✗	65.3 ✓		33.3 ✗			45.4 ✗	30.4 ✗		2.2	0.2 ✗	0.15	-2.0 ✗
Attendance	92	94.9 ✓	94.8 ✓	94.2 ✓	95.0 ✓			94.9 ✓	94.2 ✓	95.8 ✓				
Sacramento Elementary														
Reading	61	48.7 ✗	71.0 ✓		39.7 ✗			48.7 ✗	25.0 ✗		2.5	2.3 ✗	0.25	0.3 ✓
Mathematics	55	31.6 ✗	45.2 ✗		24.6 ✗			31.6 ✗	7.1 ✗		2.2	1.6 ✗	0.15	-0.8 ✗
Attendance	92	92.4 ✓	92.3 ✓	95.0 ✓	92.0 ✓			92.4 ✓	92.7 ✓	94.3 ✓				
Sierra Elementary														
Reading	61	69.0 ✓	76.8 ✓		63.1 ✓			64.5 ✓	26.5 ✗		2.5	0.8 ✗	0.25	-0.9 ✗
Mathematics	55	61.8 ✓	72.0 ✓		57.8 ✓			56.6 ✓	27.3 ✗		2.2	-1.9 ✗	0.15	-2.5 ✗
Attendance	92	95.0 ✓	95.3 ✓	95.8 ✓	94.7 ✓	93.7 ✓	95.2 ✓	94.4 ✓	93.9 ✓					
Yucca Elementary														
Reading	61	61.3 ✓	66.4 ✓	45.5 ✗	61.8 ✓			50.4 ✗	20.6 ✗		2.5	0.9 ✗	0.25	-0.8 ✗
Mathematics	55	56.2 ✓	63.5 ✓	40.9 ✗	47.1 ✗			47.3 ✗	32.4 ✗		2.2	-0.3 ✗	0.15	-2.4 ✗
Attendance	92	93.7 ✓	93.9 ✓	94.9 ✓	92.7 ✓	95.6 ✓		92.9 ✓	93.2 ✓	91.2 ✗				

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.

Grade		Reading				Mathematics				Science			
		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	8	52	22	18	5	54	28	12				
3	LEA Prior	4	51	26	18	3	58	30	9				
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	11	40	38	11	11	43	27	19	9	52	24	15
4	LEA Prior	11	38	41	10	13	45	28	14	7	52	28	14

		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
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	11	49	32	9	12	37	34	17				
5	LEA Prior	11	49	34	7	14	40	31	14				
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	10	38	41	11	6	41	36	17				
6	LEA Prior	10	45	36	9	10	41	35	14				
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	9	57	26	9	9	40	38	13	21	41	25	13
7	LEA Prior	9	57	26	8	9	37	41	13	18	47	22	13
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	10	62	22	7	8	48	37	8				
8	LEA Prior	8	67	20	5	8	52	32	8				
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	4	37	47	12	7	32	49	12				
10	LEA Prior	7	37	42	14	2	30	54	14				
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	12	45	31	12	8	40	39	13	3	46	37	14
11	LEA Prior	14	52	27	7	7	40	44	8	5	52	32	11

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	9	48	32	11	8	42	35	14	12	47	28	14	
Female	LEA	12	51	29	8	8	43	35	14	11	46	31	13	
Male	LEA	6	45	35	14	8	42	35	14	13	47	25	15	
Caucasian	LEA	11	52	28	8	11	46	32	11	13	51	26	10	
African American	LEA	4	41	42	13	5	33	40	21	3	34	36	26	
Hispanic	LEA	7	43	36	15	4	38	40	18	11	42	28	18	
Asian	LEA	10	52	30	8	11	52	28	9	17	47	28	8	
American Indian	LEA	11	19	47	23	6	36	38	19	8	42	33	17	
Economically Disadvantaged	LEA	6	43	36	15	5	37	40	18	7	42	31	19	
Students w Disabilities	LEA	4	18	37	41	3	20	31	47	4	25	30	40	
English Language Learners, Current	LEA	3	21	35	41	<2	28	38	35	<2	24	53	24	
Q1	LEA	<2	15	49	36	<2	6	50	44	<2	4	43	53	
Q3	LEA	13	60	26	<2	11	55	30	3	16	62	22	<2	

Achievement - Proficiency Summaries by School														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient	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	
Alamogordo Public Schools														

Level 1=Beginning Step	4	3	2	1	4	3	2	1	4	3	2	1
Academy Del Sol Alternative	2	24	52	22	<2	5	61	34	<2	22	43	35
Alamogordo High	8	43	38	11	8	39	43	10	4	49	36	11
Buena Vista Elementary	10	53	30	6	11	54	25	9	37	55	5	3
Chaparral Middle	11	51	30	8	7	42	38	13	29	41	18	12
Heights Elementary	9	38	37	16	8	39	34	18	3	45	28	25
High Rolls Mountain Elementary	15	62	15	8	15	62	15	8				
Holloman Middle	14	62	21	3	14	48	31	7	13	54	25	8
Holloman Primary	14	52	26	9	13	53	23	12	5	68	21	6
La Luz Elementary	9	57	24	11	7	55	24	14	12	54	32	2
Mountain View Middle	5	49	34	12	6	42	38	14	11	37	36	16
North Elementary	7	39	42	12	8	32	33	27	4	33	35	29
Oregon Elementary	3	43	40	14	4	43	35	17	2	56	23	19
Sacramento Elementary	7	33	32	28	2	28	35	35	<2	47	29	24
Sierra Elementary	10	57	21	13	12	50	27	11	11	70	9	9
Yucca Elementary	14	46	27	12	10	46	32	12	8	43	31	18

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	\$4,889,482	8.2
Central Services	\$2,081,184	3.5
Community Services		
Debt Service	\$4,384,596	7.3
Food Services	\$2,598,783	4.4
General Administration	\$1,169,706	2.0
Instruction	\$27,710,415	46.4
Instruction Support Services	\$1,656,566	2.8
Operations & Maintenance	\$5,633,830	9.4
Other Support Services	\$104,791	0.2
School Administration	\$2,470,568	4.1
Student Support Services	\$5,423,843	9.1
Student Transportation	\$1,610,786	2.7

Source: The PED School Budget and Financial Analysis Bureau

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
LEA Current	87.4	89.1	86.3	84.5	84.8	>98.0	83.0	89.5	85.4
Academy Del Sol Alternative	87.1	89.7		83.7			87.6	92.8	
Alamogordo High	87.5	89.1	85.9	84.7	83.5	>98.0	82.0	89.3	85.5

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	87.4	90.3	87.5	83.2	80.0	>98.0	82.1	79.7	76.2

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Academy Del Sol Alternative	77.3	86.7		71.9			77.8	54.1	
Alamogordo High	88.8	90.7	92.8	85.3	80.0	>98.0	83.5	81.3	77.0

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		14.0	3.1	4.8
Alamogordo High		14.9	3.7	4.2
Academy Del Sol Alternative		9.2		

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	374	201	26	127	10	10	195	30	
LEA Current	Enrolled, In-State	252	140	20	77			114	16	
LEA Current	Enrolled, Out-of-State	224	124	17	72			103	15	
LEA Current	Credits Earned	160	91		50			56	10	
Academy Del Sol Alternative	Eligible	77	40		29			77		
Academy Del Sol Alternative	Enrolled, In-State	38	20		15			38		
Academy Del Sol Alternative	Enrolled, Out-of-State	38	20		15			38		
Academy Del Sol Alternative	Credits Earned	17						17		
Alamogordo High	Eligible	297	161	21	98			118	27	
Alamogordo High	Enrolled, In-State	214	120	18	62			76	14	
Alamogordo High	Enrolled, Out-of-State	186	104	15	57			65	13	
Alamogordo High	Credits Earned	143	82		44			39	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	.8
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	.5
	Low Poverty Schools	.6

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	33.3	58.3	0
Alamogordo High	92	67.4	31.5	0
Buena Vista Elementary	20	50	50	0
Chaparral Middle	47	70.2	25.5	1.1
Heights Elementary	17	70.6	29.4	0
High Rolls Mountain Elementary	5	60	40	0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Holloman Middle	16	62.5	37.5	0
Holloman Primary	26	61.5	38.5	0
La Luz Elementary	20	85	15	0
Mountain View Middle	32	68.8	31.3	0
North Elementary	21	76.2	23.8	0
Oregon Elementary	19	68.4	31.6	0
Sacramento Elementary	17	88.2	11.8	0
Sierra Elementary	23	73.9	21.7	0
Yucca Elementary	27	63	37	3.3

* 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	96	83	74	83	82	76	72	74	79	82	94
Academy Del Sol Alternative	4	100	75	100	100	100	100	50	100	100	75
Alamogordo High	18	75	83	78	59	53	33	69	61	63	89
Buena Vista Elementary	8	100	88	100	75	71	100	100	100	88	100
Chaparral Middle	8	88	88	100	100	86	86	100	88	100	100
Heights Elementary	7	100	80	100	100	100	100	83	100	100	83
High Rolls Mountain Elementary	0										
Holloman Middle	5	100	100	100	100	67	100	60	100	100	80
Holloman Primary	10	100	60	100	90	100	78	83	90	90	100
La Luz Elementary	3	67	100	67	67	100	67	0	33	0	100
Mountain View Middle	5	80	100	60	60	100	40	100	40	80	100
North Elementary	6	50	50	67	83	33	67	75	40	83	100
Oregon Elementary	6	100	67	83	83	100	100	100	83	80	100
Sacramento Elementary	3	0	0	33	67	67	33	0	67	67	100
Sierra Elementary	6	83	67	83	100	50	83	67	83	83	83
Yucca Elementary	8	75	50	63	88	83	57	75	100	88	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