

**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	16	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	1	6.3
Schools in Strategic Status	1	6.3
Schools in Reward Status	2	12.5

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	8,470	100	337,054	100
Female	4,060	48	164,148	49
Male	4,410	52	172,906	51
Caucasian	2,071	25	84,518	25
African-American	114	1	7,530	2
Hispanic	5,679	67	204,866	61
Asian	29	0	4,489	1
Pacific Islander	8	0	509	0
American Indian	569	7	35,142	10
Multiple Races	0	0	2	0
ED	6,035	71	231,830	69
SWD	1,043	12	48,479	14
ELL	854	10	51,895	15
Migrant	0	0	458	0
Recently Arrived	57	1	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
Ann Parish Elementary	D *	Bosque Farms Elementary	B
Century Alternative High	C **	Desert View Elementary	D
Katherine Gallegos Elementary	A	Los Lunas Elementary	C
Los Lunas Family School	C	Los Lunas High	C ^
Los Lunas Middle	D	Peralta Elementary	B
Raymond Gabaldon Elementary	C	Sundance Elementary	B
Tome Elementary	B	Valencia Elementary	B
Valencia High	B ^	Valencia Middle	D

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
Ann Parish Elementary													
Reading 61	45.5 *	75.0 ✓		42.3 *			43.8 *	22.9 *	22.4 *	2.5	1.6 *	0.25	-0.7 *
Mathematics 55	34.6 *	56.3 ✓		32.2 *			32.8 *	19.4 *	17.9 *	2.2	1.0 *	0.15	-0.9 *
Attendance 92	94.9 ✓	94.5 ✓		95.0 ✓			94.6 ✓	94.3 ✓	95.8 ✓				
Bosque Farms Elementary													
Reading 61	80.9 ✓	81.8 ✓		83.2 ✓		72.9 ✓	72.8 ✓	44.9 *		2.5	2.6 ✓	0.25	0.2 *
Mathematics 55	73.7 ✓	74.5 ✓		78.4 ✓		59.6 ✓	65.8 ✓	36.2 *		2.2	1.4 *	0.15	-0.4 *
Attendance 92	95.7 ✓	95.7 ✓		95.7 ✓		95.7 ✓	94.8 ✓	92.1 ✓	96.9 ✓				
Century Alternative High													
Reading 61	15.9 *	9.1 *		21.4 *			11.8 *			2.5	-3.0 *	0.25	-1.6 *
Mathematics 55	4.4 *	4.5 *		2.4 *			3.9 *			2.2	-3.6 *	0.15	-2.8 *
Attendance 92	89.4 *	91.0 *		88.3 *		89.7 *	89.1 *	86.8 *	89.1 *				
Graduation 73.7	22.7 *			21.9 *			23.7 *						
Desert View Elementary													
Reading 61	45.3 *	45.5 *		45.8 *			46.7 *	13.2 *	22.2 *	2.5	2.6 ✓	0.25	-0.7 *
Mathematics 55	43.6 *	56.8 ✓		41.1 *			42.2 *	5.7 *	23.5 *	2.2	0.6 *	0.15	-1.3 *
Attendance 92	93.3 ✓	93.7 ✓		93.1 ✓			93.2 ✓	87.8 *	94.5 ✓				
Katherine Gallegos Elementary													
Reading 61	80.9 ✓	84.1 ✓		80.3 ✓			76.6 ✓	56.5 *		2.5	3.5 ✓	0.25	0.6 ✓
Mathematics 55	71.5 ✓	78.3 ✓		69.7 ✓			64.2 ✓	26.1 *		2.2	2.0 *	0.15	-0.3 *
Attendance 92	96.2 ✓	96.3 ✓	96.3 ✓	96.1 ✓		95.8 ✓	95.5 ✓	93.7 ✓	94.8 ✓				
LEA Current													
Reading 61	57.2 *	68.7 ✓	58.7 *	53.6 *	77.3 ✓	54.5 *	51.8 *	23.8 *	27.9 *	2.5	1.2 *	0.25	-0.5 *
Mathematics 55	46.4 *	56.7 ✓	42.9 *	43.0 *	81.8 ✓	45.9 *	40.9 *	16.0 *	23.5 *	2.2	-0.1 *	0.15	-1.2 *
Attendance 92	94.7 ✓	94.5 ✓	96.1 ✓	94.8 ✓	97.5 ✓	94.3 ✓	94.3 ✓	92.1 ✓	95.1 ✓				
Graduation 73.7	69.4 *	69.2 *		70.1 *		66.7 *	66.5 *	49.6 *	65.2 *				
Los Lunas Elementary													
Reading 61	52.2 *	70.7 ✓		47.1 *			47.4 *	15.6 *		2.5	1.0 *	0.25	-0.2 *
Mathematics 55	47.5 *	61.4 ✓		44.4 *			43.9 *	9.4 *		2.2	0.0 *	0.15	-1.5 *
Attendance 92	94.7 ✓	93.8 ✓		95.0 ✓		97.2 ✓	94.7 ✓	93.8 ✓	96.7 ✓				
Los Lunas Family School													
Reading 61	41.4 *									2.5		0.25	-0.5 *

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	31.0 *									2.2	0.15	-1.2 *	
Attendance 92	95.5 ✓	95.3 ✓		95.7 ✓			94.8 ✓						
Los Lunas High													
Reading 61	40.8 *	55.7 *		37.5 *		33.3 *	35.2 *	2.4 *	3.8 *	2.5	-2.4 *	0.25	-2.2 *
Mathematics 55	26.5 *	36.5 *		24.0 *		22.9 *	23.0 *	2.4 *	0.0 *	2.2	-2.7 *	0.15	-2.4 *
Attendance 92	94.4 ✓	93.7 ✓	97.2 ✓	94.8 ✓		93.1 ✓	94.0 ✓	92.9 ✓	94.8 ✓				
Graduation 73.7	72.9 *	72.2 *		74.8 ✓		69.0 *	69.4 *	49.8 *	74.1 ✓				
Los Lunas Middle													
Reading 61	62.9 ✓	73.1 ✓		59.1 *		63.0 ✓	58.0 *	34.6 *	31.8 *	2.5	1.9 *	0.25	-0.1 *
Mathematics 55	43.9 *	49.4 *		40.6 *		50.6 *	38.9 *	15.0 *	20.9 *	2.2	0.5 *	0.15	-0.9 *
Attendance 92	95.3 ✓	94.9 ✓	94.5 ✓	95.5 ✓		94.5 ✓	95.0 ✓	94.1 ✓	95.7 ✓				
Peralta Elementary													
Reading 61	64.2 ✓	70.1 ✓		61.7 ✓			62.0 ✓	4.8 *		2.5	2.0 *	0.25	-0.2 *
Mathematics 55	61.1 ✓	65.7 ✓		58.3 ✓			56.2 ✓	4.8 *		2.2	1.1 *	0.15	-0.9 *
Attendance 92	94.4 ✓	93.9 ✓		94.6 ✓			94.1 ✓	86.5 *	95.1 ✓				
Raymond Gabaldon Elementary													
Reading 61	53.7 *	71.0 ✓		51.4 *			51.0 *	25.0 *	37.8 *	2.5	2.5 ✓	0.25	-0.1 *
Mathematics 55	42.6 *	64.5 ✓		39.4 *			38.9 *	25.0 *	29.7 *	2.2	1.4 *	0.15	-1.0 *
Attendance 92	95.0 ✓	94.4 ✓		95.2 ✓			95.0 ✓	94.0 ✓	96.6 ✓				
Sundance Elementary													
Reading 61	70.4 ✓	81.3 ✓		67.9 ✓		58.1 *	66.1 ✓	20.0 *		2.5	1.9 *	0.25	-0.7 *
Mathematics 55	76.8 ✓	86.7 ✓		76.1 ✓		61.3 ✓	70.4 ✓	30.0 *		2.2	1.3 *	0.15	-1.4 *
Attendance 92	93.4 ✓	93.7 ✓	96.2 ✓	92.6 ✓	96.2 ✓	94.4 ✓	91.6 *	89.8 *	93.6 ✓				
Tome Elementary													
Reading 61	61.3 ✓	69.2 ✓		60.2 *			57.4 *	24.2 *	36.0 *	2.5	2.5 ✓	0.25	-0.1 *
Mathematics 55	55.9 ✓	61.5 ✓		56.5 ✓			54.5 *	24.2 *	50.0 *	2.2	0.5 *	0.15	-0.6 *
Attendance 92	94.9 ✓	95.1 ✓		94.9 ✓		92.5 ✓	94.4 ✓	93.8 ✓	95.2 ✓				
Valencia Elementary													
Reading 61	63.0 ✓	74.6 ✓		58.2 *			58.1 *	22.2 *		2.5	1.7 *	0.25	-0.5 *
Mathematics 55	54.9 *	57.6 ✓		53.9 *			51.2 *	18.5 *		2.2	0.2 *	0.15	-1.3 *
Attendance 92	95.6 ✓	95.2 ✓	96.9 ✓	95.7 ✓			95.3 ✓	96.0 ✓	96.4 ✓				
Valencia High													
Reading 61	39.6 *	50.4 *		36.6 *		37.5 *	31.1 *	10.6 *	3.6 *	2.5	-1.0 *	0.25	-1.4 *
Mathematics 55	31.5 *	41.6 *		29.0 *		20.8 *	24.0 *	8.7 *	0.0 *	2.2	-1.4 *	0.15	-1.3 *
Attendance 92	94.7 ✓	95.1 ✓	96.7 ✓	94.5 ✓		93.6 ✓	94.1 ✓	92.8 ✓	93.7 ✓				
Graduation 73.7	71.3 *	69.3 *		72.1 *		66.2 *	70.5 *	52.6 *	63.8 *				
Valencia Middle													
Reading 61	66.5 ✓	80.7 ✓		62.8 ✓		61.8 ✓	60.5 *	30.4 *	29.0 *	2.5	2.3 *	0.25	0.4 ✓
Mathematics 55	43.0 *	55.3 ✓		38.8 *		52.9 *	36.8 *	10.7 *	4.8 *	2.2	-0.3 *	0.15	-1.0 *
Attendance 92	95.9 ✓	96.1 ✓		95.9 ✓		95.8 ✓	95.7 ✓	95.2 ✓	95.3 ✓				

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			
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
Grade		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	51	19	22	7	52	27	14				
3	LEA Prior	4	50	26	20	4	50	34	13				

		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
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	10	40	36	14	13	40	32	16	6	49	27	18
4	LEA Prior	11	39	39	11	15	38	30	18	9	50	25	16
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	13	47	30	9	19	35	31	15				
5	LEA Prior	8	45	35	12	13	37	33	16				
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	14	37	38	11	7	40	36	17				
6	LEA Prior	8	42	39	11	7	39	38	16				
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	4	48	36	12	3	38	41	18	6	31	41	22
7	LEA Prior	3	41	42	13	3	40	40	17	6	33	38	23
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	6	53	31	10	3	39	45	14				
8	LEA Prior	4	54	29	14	2	36	50	12				
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	3	30	49	18	2	22	59	17				
10	LEA Prior	3	30	45	22	2	17	61	20				
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	4	40	41	14	5	26	57	12	2	32	46	20
11	LEA Prior	6	40	43	11	5	22	59	13	<2	32	45	22

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	8	44	35	14	7	37	41	15	5	38	38	20	
Female	LEA	10	46	33	11	7	38	41	14	4	39	37	20	
Male	LEA	6	41	36	17	8	36	40	16	6	36	38	20	
Caucasian	LEA	12	51	28	8	12	42	36	10	9	47	32	11	
African American	LEA	5	43	44	8	13	27	43	17	<2	26	37	37	
Hispanic	LEA	7	41	36	16	6	35	42	17	4	35	38	23	
Asian	LEA	27	32	36	5	45	27	27	<2					
American Indian	LEA	4	42	40	14	2	41	41	16	3	34	45	18	
Economically Disadvantaged	LEA	6	40	38	16	5	34	43	18	3	34	39	24	
Students w Disabilities	LEA	5	10	29	56	2	11	31	57	<2	14	29	55	
English Language Learners, Current	LEA	<2	19	38	41	<2	20	44	35	<2	20	32	48	
Q1	LEA	<2	10	47	43	<2	4	49	47	<2	<2	29	71	
Q3	LEA	11	56	30	3	10	49	38	4	7	52	41	<2	

Achievement - Proficiency Summaries by School

Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	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
Ann Parish Elementary	6	37	33	24	4	30	35	31	2	23	29	47
Bosque Farms Elementary	21	49	20	10	19	47	25	9	6	58	25	10
Century Alternative High	<2	14	58	26	<2	3	69	26	2	9	44	45
Desert View Elementary	7	32	37	24	7	35	36	22	7	47	26	21
Katherine Gallegos Elementary	17	49	28	6	18	45	30	7	5	64	19	12
Los Lunas Elementary	7	42	33	17	9	38	36	17	<2	35	34	30
Los Lunas Family School	<2	41	52	7	3	28	45	24				
Los Lunas High	3	38	43	17	5	22	59	14	<2	34	44	21
Los Lunas Middle	5	50	34	11	3	38	44	15	5	25	47	23
Peralta Elementary	15	44	26	15	10	48	27	15	11	42	34	13
Raymond Gabaldon Elementary	7	39	38	16	5	34	45	16	2	46	33	20
Sundance Elementary	16	48	27	9	23	48	18	10	15	53	22	10
Tome Elementary	6	50	30	14	5	51	30	15	<2	62	32	7
Valencia Elementary	10	47	34	9	11	43	31	14	5	62	18	15
Valencia High	5	35	47	14	3	29	56	13	3	36	49	12
Valencia Middle	5	52	32	11	3	39	42	16	9	39	31	21

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	\$11,581,951	13.1
Central Services	\$2,252,778	2.6
Community Services		
Debt Service	\$5,922,763	6.7
Food Services	\$4,119,390	4.7
General Administration	\$1,099,451	1.2
Instruction	\$38,019,489	43.1
Instruction Support Services	\$1,483,769	1.7
Operations & Maintenance	\$8,470,478	9.6
Other Support Services	\$183,025	0.2
School Administration	\$5,234,070	5.9
Student Support Services	\$6,731,101	7.6
Student Transportation	\$3,169,820	3.6

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
Charles Tabet	27
Georgia Otero-Kirkham	10
Robert Archuletta	26
Shaun Gibson	16
Sonya C. Moya	12

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
LEA Current	74.7	72.5	77.9	75.8		69.5	72.4	58.6	71.6
Century Alternative High	34.3	23.8		37.6			36.8	41.0	45.1
Los Lunas High	74.0	69.8		75.8		68.2	73.4	60.6	71.8
Valencia High	80.4	80.9		81.1		73.5	77.5	62.0	74.3

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	72.4	70.1		74.1		69.8	70.2	63.6	75.7
Century Alternative High	29.9	25.3		34.2			33.8	41.9	47.5
Los Lunas High	73.2	69.0		76.1		70.8	72.6	67.3	77.3
Valencia High	75.6	77.5		74.9		68.8	71.8	64.7	76.3

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		19.1	9.6	10.4
Valencia High		16.5	8.8	9.8
Los Lunas High		16.0	9.0	8.2
Century Alternative High		45.0	13.8	21.3

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 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	471	114		314		32	317	12	38
LEA Current	Enrolled, In-State	335	84		219		23	215		17
LEA Current	Enrolled, Out-of-State	316	79		206		23	203		15
LEA Current	Credits Earned	237	73		141		18	133		
Century Alternative High	Eligible	15			12			15		
Los Lunas High	Eligible	241	56		158		19	171		19
Los Lunas High	Enrolled, In-State	169	39		109		14	114		
Los Lunas High	Enrolled, Out-of-State	158	36		102		14	107		
Los Lunas High	Credits Earned	125	37		74		10	65		
Valencia High	Eligible	214	56		143		12	130		14
Valencia High	Enrolled, In-State	156	44		101			91		
Valencia High	Enrolled, Out-of-State	149	42		96			87		
Valencia High	Credits Earned	109	35		66			65		

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*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Ann Parish Elementary	29	58.6	37.9	0
Bosque Farms Elementary	30	56.7	40	0
Century Alternative High	10	70	30	0
Desert View Elementary	30	73.3	26.7	0
Katherine Gallegos Elementary	27	81.5	14.8	0
Los Lunas Elementary	33	78.8	21.2	0
Los Lunas Family School	5	80	20	0
Los Lunas High	57	61.4	38.6	0
Los Lunas Middle	37	67.6	29.7	0
Peralta Elementary	24	66.7	29.2	0
Raymond Gabaldon Elementary	27	70.4	29.6	2
Sundance Elementary	32	68.8	31.3	0
Tome Elementary	30	73.3	26.7	0
Valencia Elementary	27	81.5	18.5	0
Valencia High	45	68.9	31.1	0
Valencia Middle	30	80	20	2.9

* 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	3,186	95	93	93	87	93	89	76	94	90	90
Ann Parish Elementary	135	95	96	89	90	93	96	79	99	93	94
Bosque Farms Elementary	233	97	98	95	94	97	97	75	97	96	88
Century Alternative High	64	90	79	95	85	91	84	62	94	87	82
Desert View Elementary	233	97	98	95	94	97	97	75	97	96	88
Katherine Gallegos Elementary	262	97	96	97	94	90	93	74	98	93	94
Los Lunas Elementary	304	96	98	97	92	96	90	73	99	94	96
Los Lunas Family School	34	100	94	94	97	94	94	41	94	96	94
Los Lunas High	281	90	80	76	62	84	70	84	81	74	91
Los Lunas Middle	316	89	90	88	75	92	81	80	86	84	92
Peralta Elementary	127	98	92	98	91	99	94	74	94	93	94
Raymond Gabaldon Elementary	385	97	86	95	90	95	86	69	94	88	69
Sundance Elementary	261	100	99	99	86	98	96	69	98	97	98
Tome Elementary	209	91	94	96	92	94	94	85	98	93	96
Valencia Elementary	199	97	98	97	92	95	93	66	95	95	94
Valencia High	48	98	89	88	84	80	72	95	93	78	94
Valencia Middle	123	88	81	91	76	92	82	87	83	81	93

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