

**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	8	100.0

Schools in Priority Status**Schools in Focus Status****Schools in Strategic Status****Schools in Reward Status**

Source: PED Accountability Bureau

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 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

- LEA Demographic Profile
- Accountability
 - Summaries of School Grades
 - Cohort Graduation Rates (4, 5, and 6 Year)
 - Status of Non-Graduates
- Achievement
 - Proficiencies in Reading, Mathematics, and Science
 - NAEP Statewide Summary for Grades 4 and 8
- School Board Member Training
- Budgeted Expenditures
- Teacher Credentials
- Post-Secondary Achievement (College Going, Credit Accumulation)
- Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Agency 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
Amer Indian:	American Indian
Cauc:	Caucasian
ELL:	English Language Learners
ED:	Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program
SWD:	Students with disabilities; does not include special education students who are gifted
Q1:	The lowest performing 25% (one quarter) of students in reading or mathematics
Q3:	The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	3,683	1.1	336,326	100.0
Female	1,798	48.8	164,089	48.8
Male	1,885	51.2	172,237	51.2
Caucasian	2,157	58.6	81,394	24.2
African American	48	1.3	7,600	2.3
Hispanic	1,166	31.7	206,348	61.4
Asian	207	5.6	4,457	1.3
American Indian	93	2.5	35,884	10.7
ED	444	12.1	249,348	74.1
SWD	639	17.3	52,927	15.7
ELL	93	2.5	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	66	1.8	16,801	5.0

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 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 its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2017 represented 685 schools.

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

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	57	43	56	44		
3	LEA Prior	59	41	58	42		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	55	45	54	46	76	24
4	LEA Prior	56	44	58	42	79	21
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	56	44	54	46		
5	LEA Prior	43	57	50	50		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	61	39	58	42		
6	LEA Prior	56	44	61	39		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	47	53	43	57	75	25
7	LEA Prior	40	60	46	54	74	26
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	42	58	42	58		
8	LEA Prior	54	46	51	49		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	59	41	54	46		
9	LEA Prior	57	43	68	32		
10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	61	39	52	48		
10	LEA Prior	58	42	37	63		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	73	27	19	81	81	19

Grade	LEA Prior	Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
11		79	21	39	61	85	15

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

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	37	63	20	80	40	60
All Students	LEA Current	63	37	49	51	77	23
Female	State Current	42	58	20	80	39	61
Female	LEA Current	69	31	49	51	78	22
Male	State Current	32	68	20	80	42	58
Male	LEA Current	56	44	50	50	76	24
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	69	31	59	41	85	15
African American	State Current	34	66	15	85	37	63
African American	LEA Current	61	39	43	57	77	23
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	48	52	29	71	60	40
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current	83	17	81	19	89	11
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current	44	56	28	72	60	40
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	43	57	25	75	48	52
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	37	63	24	76	47	53
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	34	66	32	68	45	55

Achievement - Proficiency Summaries by School						
	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Aspen Elementary	54	46	49	51	85	15
Barranca Mesa Elementary	69	31	60	40	78	22
Chamisa Elementary	69	31	47	53	58	42
Los Alamos High	67	33	39	61	81	19
Los Alamos Middle	45	55	43	57	75	25
Mountain Elementary	75	25	55	45	69	31
Pinon Elementary	72	28	64	36	86	14
Topper Freshman Academy	59	41	54	46		

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability 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 its locally authorized charter schools.		
	Amount	Percent
	\$	%
Capital Outlay	\$5,733,760	11.2
Central Services	\$1,644,747	3.2
Community Services	\$167,201	0.3

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
Andrea Cunningham	18

	Amount \$	Percent %
Debt Service	\$5,796,591	11.3
Food Services	\$173,128	0.3
General Administration	\$1,011,461	2.0
Instruction	\$22,811,348	44.4
Instruction Support Services	\$1,469,389	2.9
Operations & Maintenance	\$5,244,237	10.2
Other Support Services	\$0	0.0
School Administration	\$2,039,945	4.0
Student Support Services	\$4,327,070	8.4
Student Transportation	\$933,622	1.8

Source: PED School Budget and Financial Analysis Bureau

Board Member	Number of Points
Bill Hargraves	16
Ellen Ben-Naim	21
Jennifer McCumber	6
Jim Hall	1
Matt Williams	9
Stephen Boerigter	6

Source: NM School Board Association

Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	71	76	61	71	81	63	67	62	67
LEA Current	83	82		82	≥ 80		74	66	68
Los Alamos High	83	82		82	≥ 80		74	67	68

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	75	79	68	74	84	71	72	68	73
LEA Current	89	90		85	≥ 80		≥ 80	73	≥ 80
Los Alamos High	89	90		86	≥ 80		≥ 80	74	≥ 80

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2014

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

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	79	83	76	78	91	75	75	72	76
LEA Current	89	88		93	≥ 80			75	
Los Alamos High	89	88		93	≥ 80			77	

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2016, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2016, 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 Cohort Graduation Rate Technical Manual 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 Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	16	4	15
LEA Current		4.0	3	12.0
Los Alamos High		4.0	3	12.0

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2015 (College Going) and 2013 (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
Los Alamos Public Schools	Eligible	217	142		53	18			28	10
Los Alamos Public Schools	Enrolled in state	113	75		32				13	
Los Alamos Public Schools	Enrolled out of state	57	43							
Los Alamos Public Schools	Credits Earned	114	71		40					
Los Alamos High	Eligible	217	142		53	18			28	10
Los Alamos High	Enrolled in state	113	75		32				13	
Los Alamos High	Enrolled out of state	57	43							
Los Alamos High	Credits Earned	114	71		40					

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

Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		0.3	1.6
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	2.4	1.8

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 %	
Aspen Elementary	35	37.1	54.3	0.0
Barranca Mesa Elementary	32	59.4	40.6	1.4
Chamisa Elementary	23	56.5	43.5	0.0
Los Alamos High	67	43.3	52.2	0.0
Los Alamos Middle	44	47.7	45.5	1.8
Mountain Elementary	37	64.9	32.4	9.4
Pinon Elementary	29	62.1	37.9	0.0
Topper Freshman Academy	6	50.0	50.0	0.0

* 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	764	94	78	94	82	91	76	87	84	83	88
Aspen Elementary	80	96	98	93	88	93	83	79	90	86	90
Barranca Mesa Elementary	96	85	28	88	84	92	75	81	90	86	88

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- 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.
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- 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
Chamisa Elementary	70	100	80	100	97	97	90	87	97	96	93
Los Alamos High	236	91	90	92	68	86	64	91	71	70	84
Los Alamos Middle	84	95	94	95	75	94	70	93	80	80	88
Mountain Elementary	87	98	80	98	98	95	89	86	93	94	93
Pinon Elementary	68	99	53	99	93	88	87	82	93	90	93
Topper Freshman Academy	43	100	95	100	91	100	86	100	84	88	86

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 that 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 2015			
	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero