



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **Meets AYP**

	Total Number	Percent
Schools that Met AYP	7	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**NO CHILD LEFT BEHIND
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
Aspen ES	Meets AYP	None
Barrance Mesa ES	Meets AYP	None
Chamisa ES	Meets AYP	None
Los Alamos HS	Meets AYP	None
Los Alamos MS	Meets AYP	None
Mountain ES	Meets AYP	None
Pinon ES	Meets AYP	None

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

2005-2006 STUDENT DEMOGRAPHICS*

	Los Alamos		STATE WIDE	
	Number	Percent	Number	Percent
Female	1789	49.4	159519	48.6
Male	1836	50.6	168526	51.4
Caucasian	2731	75.3	102066	31.1
African-American	18	.5	8226	2.5
Hispanic	650	17.9	177254	54.0
Asian/Pacific	205	5.7	4136	1.3
American Indian/Alaskan Native	21	.6	36453	11.1
SWD	689	19	50048	15.3
ELL	83	2.3	70172	21.4
FRLP	0	0	171635	52.3
Migrant	0	0	1229	0.4

* Source: ADS 40th day submission to Public Education Department.

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 10 students and is indicated by ***.

	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
All Students In Grades 3, 4 & 5	Math Proficiency	28	69.5	72.0	***	56.9	83.9	***	***	31.6	34.5	
All Students In Grades 6, 7 & 8	Math Proficiency	15	59.4	62.2	***	41.1	81.1	***	***	33.3	20.4	
All Students In Grades 9 & 11	Math Proficiency	22	75.2	78.6	***	58.7	95.0	***	***	***	29.0	
Aspen ES	Math Proficiency	23	55.0	60.6	***	44.2	***	***	***	40.0	22.2	
Barrance Mesa ES	Math Proficiency	23	62.9	63.3	***	53.3	78.3	***	***	***	22.0	
Chamisa ES	Math Proficiency	23	68.0	71.3	***	54.3	***	***	***	***	36.1	
Mountain ES	Math Proficiency	23	68.2	68.5	***	64.7	86.7	***	***	***	33.3	
Pinon ES	Math Proficiency	23	80.5	79.7	***	75.9	100.0	***	***	***	41.7	
Los Alamos HS	Math Proficiency	22	75.3	78.6	***	59.2	95.0	***	***	***	28.7	
Los Alamos MS	Math Proficiency	15	58.5	62.2	***	32.9	80.8	***	***	***	20.7	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	82.8	84.9	***	73.6	91.1	***	***	31.6	46.6	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	78.0	78.5	***	74.4	86.5	***	***	33.3	32.1	
All Students In Grades 9 & 11	Reading Proficiency	41	78.9	80.7	***	71.2	85.0	***	***	***	38.7	
Aspen ES	Reading Proficiency	40	72.5	74.5	***	72.1	***	***	***	30.0	30.6	
Barrance Mesa ES	Reading Proficiency	40	80.6	82.3	***	71.1	87.0	***	***	***	36.0	
Chamisa ES	Reading Proficiency	40	82.7	84.3	***	74.3	***	***	***	***	50.0	
Mountain ES	Reading Proficiency	40	81.8	82.1	***	79.4	100.0	***	***	***	45.8	
Pinon ES	Reading Proficiency	40	86.5	86.7	***	82.8	92.3	***	***	***	45.8	
Los Alamos HS	Reading Proficiency	41	79.0	80.9	***	70.9	85.0	***	***	***	39.4	
Los Alamos MS	Reading Proficiency	41	78.8	79.7	***	70.7	88.5	***	***	***	32.9	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	
---District---	Attendance Rate	92	97.3	97.2	96.3	97.2	98.2	98.2	***	97.1	96.7	
All Students In Grades 3, 4 & 5	Attendance Rate	92	96.8	96.6	***	96.9	98.0	***	***	96.9	96.5	
All Students In Grades 6, 7 & 8	Attendance Rate	92	96.1	96.1	***	95.9	97.7	***	***	97.3	95.4	
All Students In Grades 9 & 11	Attendance Rate	92	98.8	98.8	***	98.6	99.3	99.3	***	***	98.0	
Aspen ES	Attendance Rate	92	98.0	98.0	***	97.8	98.6	***	***	98.4	97.5	
Barrance Mesa ES	Attendance Rate	92	96.5	96.3	***	96.4	97.9	***	***	96.1	96.7	
Chamisa ES	Attendance Rate	92	96.2	96.0	***	96.9	97.2	***	***	***	95.3	
Los Alamos MS	Attendance Rate	92	95.8	95.8	***	95.5	97.5	***	***	***	94.8	
Mountain ES	Attendance Rate	92	96.9	96.9	***	96.7	98.5	***	***	95.8	96.6	
Pinon ES	Attendance Rate	92	96.2	96.1	***	96.4	97.9	***	***	***	95.8	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
---Districtwide---	Graduation Rate	90	94.2	93.9	***	95.7	91.7	***	***	***	87.5	
Los Alamos Hs	Graduation Rate	90	94.2	93.9	***	95.7	91.7	***	***	***	87.5	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	108	17	63	14	2	0	99	108	10	66	20	1	0
	Male	100	130	17	63	12	6	0	100	130	16	58	25	0	0
Ethnicity	Caucasian	99	172	17	67	10	4	0	99	172	13	63	20	0	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	46	15	52	26	6	0	100	46	4	58	34	2	0
	Asian/Pacific	100	20	25	60	10	5	0	100	20	30	55	15	0	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	53	1	45	35	16	0	100	53	3	43	50	1	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	238	17	63	13	4	0	99	238	13	62	23	0	0
	2004-05	99	259	17	69	9	5	1	100	259	15	56	29	1	1
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	141	39	46	11	1	2	97	141	28	41	25	2	2
	Male	100	122	24	48	22	4	0	100	124	23	33	40	3	0
Ethnicity	Caucasian	98	186	34	48	13	2	1	98	187	30	36	29	2	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	50	18	46	28	6	2	98	51	5	39	45	7	1
	Asian/Pacific	100	21	47	47	0	4	0	100	21	38	42	19	0	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	46	4	41	45	8	0	100	46	2	23	60	13	0
	ELL*	100	***	***	***	***	***	***	100	12	8	16	75	0	0
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	263	32	47	16	3	1	98	265	26	37	32	3	1
	2004-05	100	282	27	58	13	1	1	100	282	29	44	26	1	0
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	140	45	43	9	1	0	99	140	25	43	27	2	0
	Male	98	141	36	43	14	3	1	98	141	21	46	26	4	1
Ethnicity	Caucasian	98	194	41	44	11	2	1	98	194	24	45	25	3	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	68	33	45	17	2	0	100	68	11	45	36	5	0
	Asian/Pacific	100	19	63	31	0	5	0	100	19	52	36	10	0	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	55	9	34	43	12	0	100	55	1	25	56	16	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	281	40	43	12	2	0	98	281	23	44	27	3	1
	2004-05	100	273	41	42	13	3	1	100	273	20	43	32	4	1
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	137	21	52	22	2	0	99	137	21	39	28	10	0
	Male	100	135	18	57	20	4	0	100	135	21	38	34	5	0
Ethnicity	Caucasian	99	204	20	54	21	2	0	99	204	23	39	27	8	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	53	16	60	18	3	0	100	53	7	43	45	3	0
	Asian/Pacific	100	11	36	45	9	9	0	100	11	54	27	18	0	0
Native American	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	58	3	25	56	13	0	100	58	0	22	51	25	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	272	20	54	21	3	0	99	272	21	39	31	7	0
	2004-05	100	276	21	57	20	1	1	100	276	25	40	31	3	1
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	139	27	50	18	2	1	97	139	10	47	35	4	2
	Male	98	153	9	66	22	0	1	98	154	11	50	33	3	1
Ethnicity	Caucasian	98	235	17	58	21	1	1	97	236	9	51	32	3	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	40	12	67	20	0	0	100	40	10	35	50	5	0
	Asian/Pacific	100	16	43	43	12	0	0	100	16	37	37	25	0	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	45	0	26	64	6	2	97	45	0	17	57	22	2
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	292	17	58	20	1	1	97	293	10	48	34	3	2
	2004-05	99	286	20	61	16	2	1	99	286	12	45	37	6	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	145	22	64	8	1	2	97	145	17	36	37	6	2
	Male	98	135	5	62	26	2	1	98	135	11	42	36	8	1
Ethnicity	Caucasian	98	211	16	65	15	0	1	98	211	16	43	34	3	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	49	4	57	30	6	2	97	49	2	22	53	20	2
	Asian/Pacific	100	14	28	64	7	0	0	100	14	28	50	21	0	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	48	4	31	54	10	0	97	48	4	14	50	29	2
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	280	14	63	17	2	1	98	280	14	39	37	7	1
	2004-05	99	306	16	64	17	2	1	99	306	14	43	35	7	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	147	3	76	9	10	0	100	147	27	48	20	3	0
	Male	98	170	2	65	18	12	1	98	170	26	46	20	4	1
Ethnicity	Caucasian	99	238	3	70	15	9	0	98	238	26	50	17	4	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	62	1	69	8	20	0	100	62	19	40	35	4	0
	Asian/Pacific	92	13	7	76	7	0	7	100	13	69	23	7	0	0
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	52	0	32	21	44	1	98	52	5	26	50	15	1
	ELL *	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	317	3	70	14	11	0	99	317	26	47	20	4	0
	2004-05	100	297	9	66	19	6	1	99	297	38	41	18	2	1
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	150	52	38	7	2	0	99	150	35	36	22	4	0
	Male	97	150	31	47	16	2	2	96	150	34	40	17	4	3
Ethnicity	Caucasian	98	232	47	40	8	2	1	97	232	39	38	18	2	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	52	11	59	23	3	1	98	52	11	42	28	15	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	47	6	38	38	14	2	95	47	8	17	40	29	4
	ELL *	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	300	41	42	11	2	1	98	300	34	38	20	4	2
	2004-05	99	298	42	48	8	1	1	99	298	42	37	17	3	1
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners **SWD-Students with Disabilities.

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Johnson, Kenneth	20
Janecky, Louise	19
Pontgratz, Morris	18
Beckman, Alison	17
Girrens, Steve	10

Source: 2005-06 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Budgeted Expenditures

Includes state general fund budgeted operational monies only for 2005-2006

	Expenditure	Percent
Direct Instruction	\$18691505	56
Instructional Support	6763505	20
Administration	1112484	3
Business and Support Services	826205	2
Operations/Maintenance of Plant	4718006	14
Food Services	0	0
Athletics	547647	2
Non-Instructional Student Support	293956	1
Community Services	132597	0
Transportation Services	127618	0
Capital Outlay	0	0
Total	\$33213523	98

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:	STATE WIDE: 0.68%	DISTRICT: 0 %		
	Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.		
Percent of Teachers High Poverty Schools	0.79%	94.8%		
Percent of Teachers Low Poverty Schools	0.72%	87.7%		
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Los Alamos District Wide	287	47.7	52.3	97.5
Aspen ES	27	40.7	59.3	90.3
Barrance Mesa ES	38	50	50	95.2
Chamisa ES	25	56	44	84.6
Los Alamos HS	80	37.5	62.5	98.5
Los Alamos MS	44	54.5	45.5	98.7
Mountain ES	34	61.8	38.2	100
Pinon ES	29	48.3	51.7	100

* See explanation of data source on last page. *** = missing or not available Difference in teacher totals and school totals may occur because of district assignments.

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- 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.

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= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know

O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Los Alamos District Total	1	109	206	20	10	8	1	30.8	58.2	5.6	2.8	2.3	.3
Los Alamos District Total	2	27	161	106	53	6	1	7.6	45.5	29.9	15	1.7	.3
Los Alamos District Total	3	168	158	18	8	2	***	47.5	44.6	5.1	2.3	.6	***
Los Alamos District Total	4	120	152	46	28	2	6	33.9	42.9	13	7.9	.6	1.7
Los Alamos District Total	5	118	191	23	4	14	4	33.3	54	6.5	1.1	4	1.1
Los Alamos District Total	6	91	183	35	23	17	5	25.7	51.7	9.9	6.5	4.8	1.4
Los Alamos District Total	7	85	176	56	15	11	11	24	49.7	15.8	4.2	3.1	3.1
Los Alamos District Total	8	125	151	52	23	***	3	35.3	42.7	14.7	6.5	***	.8
Los Alamos District Total	9	109	163	41	18	18	5	30.8	46	11.6	5.1	5.1	1.4
Los Alamos District Total	10	101	210	30	5	2	6	28.5	59.3	8.5	1.4	.6	1.7
Aspen ES	1	***	***	1	***	***	***	***	***	100	***	***	***
Aspen ES	2	***	***	***	1	***	***	***	***	***	100	***	***
Aspen ES	3	***	***	***	1	***	***	***	***	***	100	***	***
Aspen ES	4	***	1	***	***	***	***	***	100	***	***	***	***
Aspen ES	5	***	***	1	***	***	***	***	***	100	***	***	***
Aspen ES	6	***	1	***	***	***	***	***	100	***	***	***	***
Aspen ES	7	***	1	***	***	***	***	***	100	***	***	***	***
Aspen ES	8	***	***	1	***	***	***	***	***	100	***	***	***
Aspen ES	9	***	***	1	***	***	***	***	***	100	***	***	***
Aspen ES	10	***	***	1	***	***	***	***	***	100	***	***	***
Barrance Mesa ES	1	8	20	***	***	***	***	28.6	71.4	***	***	***	***
Barrance Mesa ES	2	***	18	6	4	***	***	***	64.3	21.4	14.3	***	***
Barrance Mesa ES	3	13	14	***	1	***	***	46.4	50	***	3.6	***	***
Barrance Mesa ES	4	10	15	2	1	***	***	35.7	53.6	7.1	3.6	***	***
Barrance Mesa ES	5	15	12	1	***	***	***	53.6	42.9	3.6	***	***	***
Barrance Mesa ES	6	8	15	1	1	2	1	28.6	53.6	3.6	3.6	7.1	3.6
Barrance Mesa ES	7	7	7	7	2	2	3	25	25	25	7.1	7.1	10.7
Barrance Mesa ES	8	13	13	1	1	***	***	46.4	46.4	3.6	3.6	***	***
Barrance Mesa ES	9	12	11	2	1	2	***	42.9	39.3	7.1	3.6	7.1	***
Barrance Mesa ES	10	10	15	2	***	***	1	35.7	53.6	7.1	***	***	3.6

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SQ# = Question Number SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Chamisa ES	1	38	35	***	1	2	***	50	46.1	***	1.3	2.6	***
Chamisa ES	2	15	41	14	5	1	***	19.7	53.9	18.4	6.6	1.3	***
Chamisa ES	3	43	31	2	***	***	***	56.6	40.8	2.6	***	***	***
Chamisa ES	4	40	34	2	***	***	***	52.6	44.7	2.6	***	***	***
Chamisa ES	5	28	39	3	***	5	1	36.8	51.3	3.9	***	6.6	1.3
Chamisa ES	6	29	42	3	***	2	***	38.2	55.3	3.9	***	2.6	***
Chamisa ES	7	24	41	6	2	3	***	31.6	53.9	7.9	2.6	3.9	***
Chamisa ES	8	40	31	4	***	***	1	52.6	40.8	5.3	***	***	1.3
Chamisa ES	9	36	32	6	***	2	***	47.4	42.1	7.9	***	2.6	***
Chamisa ES	10	17	50	5	1	***	3	22.4	65.8	6.6	1.3	***	3.9
Los Alamos HS	1	11	56	12	5	3	***	12.6	64.4	13.8	5.7	3.4	***
Los Alamos HS	2	4	42	24	15	2	***	4.6	48.3	27.6	17.2	2.3	***
Los Alamos HS	3	46	36	4	1	***	***	52.9	41.4	4.6	1.1	***	***
Los Alamos HS	4	12	34	26	8	1	6	13.8	39.1	29.9	9.2	1.1	6.9
Los Alamos HS	5	20	53	5	1	6	2	23	60.9	5.7	1.1	6.9	2.3
Los Alamos HS	6	10	37	20	8	9	3	11.5	42.5	23	9.2	10.3	3.4
Los Alamos HS	7	22	52	9	2	***	2	25.3	59.8	10.3	2.3	***	2.3
Los Alamos HS	8	9	41	30	5	***	2	10.3	47.1	34.5	5.7	***	2.3
Los Alamos HS	9	11	38	18	6	9	5	12.6	43.7	20.7	6.9	10.3	5.7
Los Alamos HS	10	26	45	12	2	1	1	29.9	51.7	13.8	2.3	1.1	1.1
Mountain ES	1	32	42	1	***	2	***	41.6	54.5	1.3	***	2.6	***
Mountain ES	2	5	22	33	17	***	***	6.5	28.6	42.9	22.1	***	***
Mountain ES	3	32	40	3	1	1	***	41.6	51.9	3.9	1.3	1.3	***
Mountain ES	4	39	34	3	1	***	***	50.6	44.2	3.9	1.3	***	***
Mountain ES	5	34	39	2	1	1	***	44.2	50.6	2.6	1.3	1.3	***
Mountain ES	6	26	47	1	1	1	1	33.8	61	1.3	1.3	1.3	1.3
Mountain ES	7	16	29	18	3	5	6	20.8	37.7	23.4	3.9	6.5	7.8
Mountain ES	8	43	29	3	2	***	***	55.8	37.7	3.9	2.6	***	***
Mountain ES	9	34	38	3	2	***	***	44.2	49.4	3.9	2.6	***	***
Mountain ES	10	26	44	4	1	1	1	33.8	57.1	5.2	1.3	1.3	1.3

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Los Alamos MS	1	7	30	6	3	1	1	14.6	62.5	12.5	6.3	2.1	2.1
Los Alamos MS	2	2	14	17	11	3	1	4.2	29.2	35.4	22.9	6.3	2.1
Los Alamos MS	3	16	21	7	3	1	***	33.3	43.8	14.6	6.3	2.1	***
Los Alamos MS	4	3	18	10	16	1	***	6.3	37.5	20.8	33.3	2.1	***
Los Alamos MS	5	10	30	4	1	2	1	20.8	62.5	8.3	2.1	4.2	2.1
Los Alamos MS	6	4	24	9	9	2	***	8.3	50	18.8	18.8	4.2	***
Los Alamos MS	7	6	26	11	4	1	***	12.5	54.2	22.9	8.3	2.1	***
Los Alamos MS	8	4	20	11	13	***	***	8.3	41.7	22.9	27.1	***	***
Los Alamos MS	9	4	23	9	8	4	***	8.3	47.9	18.8	16.7	8.3	***
Los Alamos MS	10	8	34	6	***	***	***	16.7	70.8	12.5	***	***	***
Pinon ES	1	13	23	***	1	***	***	35.1	62.2	***	2.7	***	***
Pinon ES	2	1	24	12	***	***	***	2.7	64.9	32.4	***	***	***
Pinon ES	3	18	16	2	1	***	***	48.6	43.2	5.4	2.7	***	***
Pinon ES	4	16	16	3	2	***	***	43.2	43.2	8.1	5.4	***	***
Pinon ES	5	11	18	7	1	***	***	29.7	48.6	18.9	2.7	***	***
Pinon ES	6	14	17	1	4	1	***	37.8	45.9	2.7	10.8	2.7	***
Pinon ES	7	10	20	5	2	***	***	27	54.1	13.5	5.4	***	***
Pinon ES	8	16	17	2	2	***	***	43.2	45.9	5.4	5.4	***	***
Pinon ES	9	12	21	2	1	1	***	32.4	56.8	5.4	2.7	2.7	***
Pinon ES	10	14	22	***	1	***	***	37.8	59.5	***	2.7	***	***

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).