



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

LOS ALAMOS

NO CHILD LEFT BEHIND SUMMARY

LOS ALAMOS

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

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).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	LOS ALAMOS		STATE WIDE	
	Number	Percent	Number	Percent
Female	1736	49.0	159155	48.8
Male	1805	50.9	167000	51.2
Caucasian	2635	74.4	99600	30.5
African-American	24	0.7	8523	2.6
Hispanic	664	18.7	178091	54.6
Asian/Pacific Islander	192	5.4	4246	1.3
American Indian	26	0.7	35679	10.9
English Language Learners	94	2.7	60832	18.7
Students with Disabilities	680	19.2	48634	14.9
Free/Reduced Lunch Program	0	0.0	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ASPEN ELEMENTARY	Meets AYP	Progressing	BARRANCA MESA ELEM	Meets AYP	Progressing
CHAMISA ELEMENTARY	Meets AYP	Progressing	LOS ALAMOS HIGH	Meets AYP	Progressing
LOS ALAMOS MIDDLE	Meets AYP	Progressing	MOUNTAIN ELEMENTARY	Meets AYP	Progressing
PINON ELEMENTARY	Meets AYP	Progressing			

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 fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP		
All Students in Grades 3, 4 & 5	Reading Proficiency	49	82.1	84.9	***	69.2	91.5	***	***	56.5	52.9
All students in Grades 6, 7 & 8	Reading Proficiency	42	80.1	81.8	***	70.7	95.1	***	***	40.0	39.0
All Students in Grades 9 & 11	Reading Proficiency	45	76.1	80.2	***	58.0	90.9	***	***	***	35.2
ASPEN ELEMENTARY	Reading Proficiency	44	68.8	78.7	***	51.0	***	***	***	***	38.9
BARRANCA MESA ELEM	Reading Proficiency	44	80.6	80.6	***	72.7	95.7	***	***	***	50.0
CHAMISA ELEMENTARY	Reading Proficiency	44	81.8	85.7	***	67.7	***	***	***	***	60.0
LOS ALAMOS HIGH	Reading Proficiency	45	75.9	80.1	***	57.8	90.9	***	***	***	35.8
LOS ALAMOS MIDDLE	Reading Proficiency	45	82.7	82.9	***	80.2	95.8	***	***	***	42.7
MOUNTAIN ELEMENTARY	Reading Proficiency	44	79.5	81.9	***	64.5	100.0	***	***	***	50.0
PINON ELEMENTARY	Reading Proficiency	44	88.4	90.6	***	77.8	92.9	***	***	***	40.0
All Students in Grades 3, 4 & 5	Math Proficiency	33	69.7	73.4	***	51.5	85.4	***	***	58.3	41.4
All students in Grades 6, 7 & 8	Math Proficiency	20	67.3	69.1	***	56.7	87.8	***	***	30.0	27.4
All Students in Grades 9 & 11	Math Proficiency	27	72.0	75.9	***	52.3	95.5	***	***	***	30.8
ASPEN ELEMENTARY	Math Proficiency	28	65.5	74.4	***	49.0	***	***	***	***	36.1
BARRANCA MESA ELEM	Math Proficiency	28	75.9	76.3	***	65.9	91.7	***	***	***	44.0
CHAMISA ELEMENTARY	Math Proficiency	28	58.7	61.6	***	45.2	***	***	***	***	43.9
LOS ALAMOS HIGH	Math Proficiency	27	71.8	75.8	***	52.2	95.5	***	***	***	31.6
LOS ALAMOS MIDDLE	Math Proficiency	20	63.7	65.6	***	51.2	83.3	***	***	***	20.8
MOUNTAIN ELEMENTARY	Math Proficiency	28	75.2	76.9	***	71.0	91.7	***	***	***	47.8
PINON ELEMENTARY	Math Proficiency	28	75.9	78.5	***	58.3	92.9	***	***	***	40.0
All Students in Grades 3, 4 & 5	Attendance Rate	92	96.2	96.0	***	96.3	98.0	***	***	97.0	95.1
All students in Grades 6, 7 & 8	Attendance Rate	92	95.7	95.6	***	96.1	96.5	***	***	97.4	93.0
ASPEN ELEMENTARY	Attendance Rate	92	92.0	91.1	***	94.3	***	***	***	***	85.0
BARRANCA MESA ELEM	Attendance Rate	92	97.4	97.3	***	97.0	98.6	***	***	***	96.7
CHAMISA ELEMENTARY	Attendance Rate	92	96.6	96.6	***	96.5	***	***	***	***	95.8
LOS ALAMOS MIDDLE	Attendance Rate	92	96.2	96.0	***	96.7	98.8	***	***	***	95.5
MOUNTAIN ELEMENTARY	Attendance Rate	92	95.7	95.7	***	95.7	97.0	***	***	***	95.8
PINON ELEMENTARY	Attendance Rate	92	96.8	96.6	***	97.1	98.9	***	***	***	96.6
All Students in Grade 12	Graduation Rate	90	95.5	96.0	***	94.6	87.5	***	***	***	100.0
LOS ALAMOS HIGH	Graduation Rate	90	96.6	97.0	***	96.1	88.9	***	***	***	100.0

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) 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 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer 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	130	21	57	18	4	1	99	131	11	54	32	2	1
	Male	99	109	10	66	18	5	1	99	109	10	67	19	3	1
Ethnicity	Caucasian	99	178	19	62	15	3	1	99	178	11	65	22	2	1
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	49	2	59	31	8	0	100	49	8	43	45	4	0
	Asian/Pacific	100	11	36	55	9	0	0	100	12	25	67	8	0	0
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	98	47	0	57	30	11	2	98	47	0	51	43	4	2
	ELL ³	100	12	17	42	17	25	0	100	13	15	46	38	0	0
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	239	16	61	18	4	1	99	240	11	60	26	2	1
	2005-06	100	238	18	64	13	5	0	100	238	13	62	23	1	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

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	100	103	37	53	6	4	0	100	104	29	49	20	2	0
	Male	100	134	20	54	22	3	0	99	135	34	37	26	2	1
Ethnicity	Caucasian	100	169	29	56	12	2	0	99	170	34	42	23	1	1
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	50	16	50	26	8	0	100	50	20	42	30	8	0
	Asian/Pacific	100	18	44	44	11	0	0	100	19	47	42	11	0	0
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	57	12	46	32	11	0	98	58	10	40	41	7	2
	ELL ³	100	10	20	40	30	10	0	100	11	9	73	18	0	0
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	237	27	54	15	3	0	100	239	32	42	23	2	0
	2005-06	99	263	32	47	16	3	1	99	265	26	37	32	3	1
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

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	146	47	44	6	3	0	100	146	25	45	26	4	0
	Male	98	126	31	42	19	6	2	98	127	23	34	38	4	2
Ethnicity	Caucasian	99	189	46	41	9	3	1	99	190	27	44	26	3	1
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	55	20	45	24	11	0	100	55	5	31	55	9	0
	Asian/Pacific	100	21	43	52	5	0	0	100	21	48	33	19	0	0
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	98	56	13	25	41	20	2	98	56	5	18	57	18	2
	ELL ³	***	7	***	***	***	***	***	***	8	***	***	***	***	***
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	272	39	43	12	5	1	99	273	24	40	32	4	1
	2005-06	99	281	41	44	12	2	1	99	281	23	45	27	4	1
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

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	25	53	20	1	1	99	137	34	38	22	5	1
	Male	98	138	15	55	25	2	2	98	138	26	50	18	4	2
Ethnicity	Caucasian	98	186	21	58	18	2	2	98	186	31	45	19	2	2
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	71	13	44	41	1	1	99	71	21	44	25	10	0
	Asian/Pacific	100	17	41	53	6	0	0	100	17	59	35	6	0	0
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	96	56	0	32	57	7	4	96	56	4	39	38	16	4
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	275	20	54	23	1	1	99	275	30	44	20	4	1
	2005-06	100	272	20	55	21	3	0	100	272	21	39	32	8	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	99	144	28	50	19	1	1	99	144	21	41	27	10	1
	Male	99	141	19	54	23	3	1	98	141	17	32	40	9	2
Ethnicity	Caucasian	99	212	24	52	20	2	1	99	212	19	39	31	9	1
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	57	18	56	23	4	0	98	57	9	33	49	7	2
	Asian/Pacific American Indian ¹	100	12	58	33	8	0	0	100	12	67	17	8	8	0
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	98	61	8	23	57	10	2	95	61	3	13	49	30	5
	FRLP	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	285	24	52	21	2	1	99	285	19	36	34	9	1
	2005-06	99	292	18	59	21	1	1	98	293	11	49	34	4	2
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

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	99	135	19	70	8	1	1	99	135	24	49	24	2	1
	Male	99	153	9	80	10	0	1	99	153	27	41	31	1	1
Ethnicity	Caucasian	99	234	14	75	9	0	1	99	234	25	46	27	1	1
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	39	5	85	10	0	0	100	39	15	44	38	3	0
	Asian/Pacific American Indian ¹	100	14	36	64	0	0	0	100	14	57	29	14	0	0
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	95	40	3	55	35	3	5	98	40	3	23	63	10	3
	FRLP	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	288	14	76	9	0	1	99	288	25	45	28	1	1
	2005-06	98	280	15	64	18	2	2	98	280	14	40	37	7	2
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	152	11	70	13	6	1	99	152	28	45	24	2	1
	Male	96	140	1	66	20	9	4	96	140	27	43	21	5	4
Ethnicity	Caucasian	97	218	7	71	15	5	3	97	218	28	47	18	3	3
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	54	0	59	20	19	2	100	54	15	37	43	6	0
	Asian/Pacific American Indian ¹	100	15	13	80	7	0	0	100	15	73	27	0	0	0
Status	SWD ²	100	53	2	36	34	28	0	100	53	8	26	47	19	0
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	292	6	68	16	7	2	98	292	28	44	23	3	2
	2005-06	99	317	3	70	14	11	1	99	317	27	48	21	4	1
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

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	95	129	25	54	16	1	5	96	129	36	34	22	4	4
	Male	95	148	16	59	18	3	5	98	148	34	37	22	5	2
Ethnicity	Caucasian	96	216	22	59	15	1	4	97	216	38	35	20	3	3
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	94	48	10	52	29	2	6	96	48	15	44	27	10	4
	Asian/Pacific American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	83	47	2	28	47	6	17	96	47	6	19	47	23	4
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	95	279	20	56	17	2	5	97	279	35	35	22	5	3
	2005-06	98	300	42	43	12	2	2	98	300	35	39	20	5	2
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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
Ahlers, Joan	19
Beckman, Alison	21
Benson, Jody	15
Girrens, Steve	9
Johnson, Kenneth	16

Source: 2006-07 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 Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	19,376,136	57
Instructional Support Services	14,765,837	43
Students	4,083,121	28
Instruction	1,216,095	8
General Administration	1,180,312	8
School Administration	1,856,466	13
Central Services	1,194,420	8
Operations & Maintenance	5,042,737	34
Student Transportation	188,458	1
Non-Instructional Support	60,410	<1
Food Services	0	0
Community Services	60,410	100
Capital Outlay	0	0
Total Expenditures	34,202,384	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	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 not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	305	42.0	57.7	4.4
ASPEN ELEMENTARY	29	44.8	55.2	4.3
BARRANCA MESA ELEM	39	43.6	56.4	1.1
CHAMISA ELEMENTARY	26	57.7	42.3	7.5
LOS ALAMOS DIST OFF	9	11.1	88.9	***
LOS ALAMOS HIGH	81	32.1	66.7	2.6
LOS ALAMOS MIDDLE	50	48.0	52.0	9.2
MOUNTAIN ELEMENTARY	36	58.3	41.7	2.8
PINON ELEMENTARY	35	31.4	68.6	3.5

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	118	208	22	11	11	1	31.8	56.1	5.9	3.0	3.0	0.3	
DISTRICT WIDE TOTALS	2	26	167	93	71	9	5	7.0	45.0	25.1	19.1	2.4	1.3	
DISTRICT WIDE TOTALS	3	168	170	20	6	3	4	45.3	45.8	5.4	1.6	0.8	1.1	
DISTRICT WIDE TOTALS	4	90	170	58	39	1	13	24.3	45.8	15.6	10.5	0.3	3.5	
DISTRICT WIDE TOTALS	5	120	190	24	11	18	8	32.3	51.2	6.5	3.0	4.9	2.2	
DISTRICT WIDE TOTALS	6	73	185	53	28	26	6	19.7	49.9	14.3	7.5	7.0	1.6	
DISTRICT WIDE TOTALS	7	97	180	51	17	8	18	26.1	48.5	13.7	4.6	2.2	4.9	
DISTRICT WIDE TOTALS	8	109	179	55	17	5	6	29.4	48.2	14.8	4.6	1.3	1.6	
DISTRICT WIDE TOTALS	9	92	187	56	16	13	7	24.8	50.4	15.1	4.3	3.5	1.9	
DISTRICT WIDE TOTALS	10	119	199	34	9	5	5	32.1	53.6	9.2	2.4	1.3	1.3	
ASPEN ELEMENTARY	1	10	13	0	0	0	0	43.5	56.5	0.0	0.0	0.0	0.0	
ASPEN ELEMENTARY	2	1	15	5	2	0	0	4.3	65.2	21.7	8.7	0.0	0.0	
ASPEN ELEMENTARY	3	13	10	0	0	0	0	56.5	43.5	0.0	0.0	0.0	0.0	
ASPEN ELEMENTARY	4	14	7	2	0	0	0	60.9	30.4	8.7	0.0	0.0	0.0	
ASPEN ELEMENTARY	5	12	11	0	0	0	0	52.2	47.8	0.0	0.0	0.0	0.0	
ASPEN ELEMENTARY	6	10	10	1	0	2	0	43.5	43.5	4.3	0.0	8.7	0.0	
ASPEN ELEMENTARY	7	6	8	7	1	1	0	26.1	34.8	30.4	4.3	4.3	0.0	

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion									
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
ASPEN ELEMENTARY	8	17	5	1	0	0	73.9	21.7	4.3	0.0	0.0	0.0			
ASPEN ELEMENTARY	9	13	8	1	0	0	56.5	34.8	4.3	0.0	0.0	4.3			
ASPEN ELEMENTARY	10	9	12	2	0	0	39.1	52.2	8.7	0.0	0.0	0.0			
BARRANCA MESA ELEM	1	44	43	1	2	0	48.9	47.8	1.1	2.2	0.0	0.0			
BARRANCA MESA ELEM	2	13	54	17	3	1	14.4	60.0	18.9	3.3	1.1	2.2			
BARRANCA MESA ELEM	3	52	32	3	0	2	57.8	35.6	3.3	0.0	2.2	1.1			
BARRANCA MESA ELEM	4	38	46	3	1	0	42.2	51.1	3.3	1.1	0.0	2.2			
BARRANCA MESA ELEM	5	37	42	5	1	4	41.1	46.7	5.6	1.1	4.4	1.1			
BARRANCA MESA ELEM	6	27	50	9	2	1	30.0	55.6	10.0	2.2	1.1	1.1			
BARRANCA MESA ELEM	7	15	47	15	3	2	16.7	52.2	16.7	3.3	2.2	8.9			
BARRANCA MESA ELEM	8	42	43	3	1	0	46.7	47.8	3.3	1.1	0.0	1.1			
BARRANCA MESA ELEM	9	38	43	7	1	1	42.2	47.8	7.8	1.1	1.1	0.0			
BARRANCA MESA ELEM	10	32	46	7	1	2	35.6	51.1	7.8	1.1	2.2	2.2			
CHAMISA ELEMENTARY	1	3	15	1	1	0	15.0	75.0	5.0	5.0	0.0	0.0			
CHAMISA ELEMENTARY	2	1	8	10	1	0	5.0	40.0	50.0	5.0	0.0	0.0			
CHAMISA ELEMENTARY	3	9	8	3	0	0	45.0	40.0	15.0	0.0	0.0	0.0			
CHAMISA ELEMENTARY	4	6	12	2	0	0	30.0	60.0	10.0	0.0	0.0	0.0			
CHAMISA ELEMENTARY	5	5	11	4	0	0	25.0	55.0	20.0	0.0	0.0	0.0			
CHAMISA ELEMENTARY	6	3	13	3	1	0	15.0	65.0	15.0	5.0	0.0	0.0			
CHAMISA ELEMENTARY	7	6	5	4	3	0	30.0	25.0	20.0	15.0	0.0	10.0			
CHAMISA ELEMENTARY	8	5	14	1	0	0	25.0	70.0	5.0	0.0	0.0	0.0			
CHAMISA ELEMENTARY	9	4	11	5	0	0	20.0	55.0	25.0	0.0	0.0	0.0			
CHAMISA ELEMENTARY	10	6	13	1	0	0	30.0	65.0	5.0	0.0	0.0	0.0			
LOS ALAMOS HIGH	1	20	70	12	6	7	17.2	60.3	10.3	5.2	6.0	0.9			
LOS ALAMOS HIGH	2	3	38	30	41	2	2.6	32.8	25.9	35.3	1.7	1.7			
LOS ALAMOS HIGH	3	45	60	5	3	0	38.8	51.7	4.3	2.6	0.0	2.6			
LOS ALAMOS HIGH	4	9	49	27	26	1	7.8	42.2	23.3	22.4	0.9	3.4			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
LOS ALAMOS HIGH	5	34	60	7	5	7	3	29.3	51.7	6.0	4.3	6.0	2.6			
LOS ALAMOS HIGH	6	14	52	22	17	9	2	12.1	44.8	19.0	14.7	7.8	1.7			
LOS ALAMOS HIGH	7	41	56	12	5	1	1	35.3	48.3	10.3	4.3	0.9	0.9			
LOS ALAMOS HIGH	8	16	58	29	8	3	2	13.8	50.0	25.0	6.9	2.6	1.7			
LOS ALAMOS HIGH	9	14	55	28	9	7	3	12.1	47.4	24.1	7.8	6.0	2.6			
LOS ALAMOS HIGH	10	39	58	11	4	3	1	33.6	50.0	9.5	3.4	2.6	0.9			
LOS ALAMOS MIDDLE	1	24	50	5	2	3	0	28.6	59.5	6.0	2.4	3.6	0.0			
LOS ALAMOS MIDDLE	2	5	37	22	15	4	1	6.0	44.0	26.2	17.9	4.8	1.2			
LOS ALAMOS MIDDLE	3	32	45	6	0	1	0	38.1	53.6	7.1	0.0	1.2	0.0			
LOS ALAMOS MIDDLE	4	9	38	23	7	0	7	10.7	45.2	27.4	8.3	0.0	8.3			
LOS ALAMOS MIDDLE	5	19	48	6	4	5	2	22.6	57.1	7.1	4.8	6.0	2.4			
LOS ALAMOS MIDDLE	6	8	46	15	4	9	2	9.5	54.8	17.9	4.8	10.7	2.4			
LOS ALAMOS MIDDLE	7	18	45	9	3	3	6	21.4	53.6	10.7	3.6	3.6	7.1			
LOS ALAMOS MIDDLE	8	16	46	15	4	2	1	19.0	54.8	17.9	4.8	2.4	1.2			
LOS ALAMOS MIDDLE	9	12	51	9	5	4	3	14.3	60.7	10.7	6.0	4.8	3.6			
LOS ALAMOS MIDDLE	10	22	45	12	3	0	2	26.2	53.6	14.3	3.6	0.0	2.4			
MOUNTAIN ELEMENTARY	1	6	5	1	0	0	0	50.0	41.7	8.3	0.0	0.0	0.0			
MOUNTAIN ELEMENTARY	2	0	2	5	5	0	0	0.0	16.7	41.7	41.7	0.0	0.0			
MOUNTAIN ELEMENTARY	3	4	5	1	2	0	0	33.3	41.7	8.3	16.7	0.0	0.0			
MOUNTAIN ELEMENTARY	4	3	7	0	2	0	0	25.0	58.3	0.0	16.7	0.0	0.0			
MOUNTAIN ELEMENTARY	5	6	4	0	1	1	0	50.0	33.3	0.0	8.3	8.3	0.0			
MOUNTAIN ELEMENTARY	6	2	4	2	2	1	1	16.7	33.3	16.7	16.7	8.3	8.3			
MOUNTAIN ELEMENTARY	7	1	6	2	1	1	1	8.3	50.0	16.7	8.3	8.3	8.3			
MOUNTAIN ELEMENTARY	8	2	3	4	1	0	2	16.7	25.0	33.3	8.3	0.0	16.7			
MOUNTAIN ELEMENTARY	9	2	8	0	1	1	0	16.7	66.7	0.0	8.3	8.3	0.0			
MOUNTAIN ELEMENTARY	10	2	8	1	1	0	0	16.7	66.7	8.3	8.3	0.0	0.0			
PINON ELEMENTARY	1	11	12	2	0	1	0	42.3	46.2	7.7	0.0	3.8	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
PINON ELEMENTARY	2	3	13	4	4	2	0	11.5	50.0	15.4	15.4	7.7	0.0	
PINON ELEMENTARY	3	13	10	2	1	0	0	50.0	38.5	7.7	3.8	0.0	0.0	
PINON ELEMENTARY	4	11	11	1	3	0	0	42.3	42.3	3.8	11.5	0.0	0.0	
PINON ELEMENTARY	5	7	14	2	0	1	2	26.9	53.8	7.7	0.0	3.8	7.7	
PINON ELEMENTARY	6	9	10	1	2	4	0	34.6	38.5	3.8	7.7	15.4	0.0	
PINON ELEMENTARY	7	10	13	2	1	0	0	38.5	50.0	7.7	3.8	0.0	0.0	
PINON ELEMENTARY	8	11	10	2	3	0	0	42.3	38.5	7.7	11.5	0.0	0.0	
PINON ELEMENTARY	9	9	11	6	0	0	0	34.6	42.3	23.1	0.0	0.0	0.0	
PINON ELEMENTARY	10	9	17	0	0	0	0	34.6	65.4	0.0	0.0	0.0	0.0	

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 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School 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 Adequate 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 or Reduced Lunch (Top 25%).

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