



**NO CHILD LEFT BEHIND SUMMARY**

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

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	3	30
Schools in School Improvement	5	50
Schools in Corrective Action	0	0
Schools in Restructuring	2	20

**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

**2005-2006 STUDENT DEMOGRAPHICS\***

	Bernalillo		STATE WIDE	
	Number	Percent	Number	Percent
Female	1627	48	159519	48.6
Male	1762	52	168526	51.4
Caucasian	321	9.5	102066	31.1
African-American	12	.4	8226	2.5
Hispanic	1658	48.9	177254	54
Asian/Pacific	6	.2	4136	1.3
American Indian/Alaskan Native	1392	41.1	36453	11.1
SWD	590	17.4	50048	15.3
ELL	2004	59.1	70172	21.4
FRLP	371	10.9	171635	52.3
Migrant	2	.1	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Algodones ES	AYP Not Met	SI-1	Bernalillo HS	AYP Not Met	SI-2
Bernalillo MS	AYP Not Met	SI-2	Cochiti ES	AYP Not Met	Restructuring 2
Cochito MS	AYP Not Met	SI-1	Placitas ES	Meets AYP	None
Roosevelt PS	AYP Not Met	None	Santo Domingo ES	Meets AYP	None
Santo Domingo MS	Meets AYP	Restr. 2 delay	W.D. Carroll ES	AYP Not Met	SI-2

# 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 \*\*\*.

School Name	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	35.2	42.1	***	36.7	***	31.5	33.9	33.3	11.3
All Students In Grades 6, 7 & 8	Math Proficiency	15	19.4	39.0	***	20.0	***	14.7	19.3	11.4	3.8
All Students In Grades 9 & 11	Math Proficiency	22	20.1	40.7	***	24.1	***	13.1	20.1	14.2	3.8
Algodones ES	Math Proficiency	28	15.8	***	***	20.0	***	15.0	15.8	16.3	12.5
Cochiti ES	Math Proficiency	28	12.3	***	***	5.9	***	16.7	12.3	10.4	***
Placitas ES	Math Proficiency	28	49.3	50.0	***	52.9	***	***	41.2	40.0	26.3
Roosevelt PS	Math Proficiency	28	36.8	35.7	***	35.0	***	44.4	36.8	37.1	11.1
Santo Domingo ES	Math Proficiency	28	39.4	***	***	***	***	39.4	39.4	39.3	10.0
W.D. Carroll ES	Math Proficiency	28	37.1	44.7	***	37.2	***	31.8	36.9	36.4	10.3
Bernalillo HS	Math Proficiency	22	20.1	40.7	***	24.1	***	13.1	20.1	14.1	3.8
Bernalillo MS	Math Proficiency	15	21.9	37.9	***	20.5	***	17	21.9	10.4	4.7
Cochito MS	Math Proficiency	15	9.0	***	***	11.8	***	8.0	9.0	6.6	0.0
Santo Domingo MS	Math Proficiency	15	14.6	***	***	***	***	14.6	14.6	14.6	0.0
All Students In Grades 3, 4 & 5	Reading Proficiency	45	50.1	69.7	***	49.6	***	45.3	48.7	45.8	17.3
All Students In Grades 6, 7 & 8	Reading Proficiency	38	43.6	64.4	***	49.1	***	33.0	43.5	33.1	12.4
All Students In Grades 9 & 11	Reading Proficiency	41	38.2	74.1	***	38.7	***	32.6	38.3	28.5	12.7
Algodones ES	Reading Proficiency	45	31.6	***	***	46.7	***	25.0	31.6	30.9	18.8
Cochiti ES	Reading Proficiency	45	36.8	***	***	29.4	***	41.7	36.8	29.2	***
Placitas ES	Reading Proficiency	45	65.2	76.7	***	58.8	***	***	58.8	45.0	36.8
Roosevelt PS	Reading Proficiency	45	43.8	50.0	***	47.6	***	25.9	43.8	39.8	11.1
Santo Domingo ES	Reading Proficiency	45	54.3	***	***	***	***	54.3	54.3	54.3	15.0
W.D. Carroll ES	Reading Proficiency	45	50.5	68.4	***	50.2	***	39.7	50.4	47.7	16.2
Bernalillo HS	Reading Proficiency	41	38.2	74.1	***	38.7	***	32.6	38.3	28.5	12.7
Bernalillo MS	Reading Proficiency	38	49.7	63.8	***	50.5	***	38.7	49.7	35.6	17.2
Cochito MS	Reading Proficiency	38	23.9	***	***	23.5	***	24.0	23.9	21.7	7.1
Santo Domingo MS	Reading Proficiency	38	31.5	***	***	***	***	31.5	31.5	31.5	0.0
<<<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	92.4	92.9	96.4	92.7	***	91.9	92.6	92.3	90.9
All Students In Grades 3, 4 & 5	Attendance Rate	92	93.9	94.3	***	94.2	***	93.3	93.9	93.7	92.9
All Students In Grades 6, 7 & 8	Attendance Rate	92	92.7	93.0	***	93.2	***	92.2	92.9	92.5	91.0

# 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 \*\*\*.

School Name	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 9 & 11	Attendance Rate	92	89.6	89.3	***	89.5	***	89.7	90.7	88.8	87.6
Algodones ES	Attendance Rate	92	92.7	***	***	94.9	***	91.7	92.7	92.5	90.4
Bernalillo MS	Attendance Rate	92	92.5	93.0	***	93.3	***	90.4	92.7	92.0	90.7
Cochiti ES	Attendance Rate	92	93.2	***	***	93.2	***	93.3	93.3	93.2	94.0
Cochito MS	Attendance Rate	92	92.3	***	***	92.0	***	92.4	92.3	92.3	90.9
Placitas ES	Attendance Rate	92	94.5	93.9	***	95.3	***	***	***	95.0	93.8
Roosevelt PS	Attendance Rate	92	93.7	94.8	***	94.0	***	91.0	***	93.3	92.7
Santo Domingo ES	Attendance Rate	92	94.5	***	***	***	***	94.5	94.6	94.4	93.3
Santo Domingo MS	Attendance Rate	92	93.7	***	***	***	***	93.7	94.0	93.8	91.5
W.D. Carroll ES	Attendance Rate	92	94.3	94.7	***	94.6	***	92.6	94.3	94.0	94.1
<<<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	80.0	78.6	***	85.1	***	74.1	88.4	67.2	92.3
Bernalillo Hs	Graduation Rate	90	80.0	78.6	***	85.1	***	74.1	88.4	67.2	92.3

# 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), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessment 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	124	0	53	29	16	0	99	124	0	39	46	12	0
	Male	98	142	1	43	31	21	1	99	142	3	35	52	7	1
Ethnicity	Caucasian	97	36	2	55	27	11	2	100	36	2	30	61	5	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	127	0	45	36	17	0	98	127	1	31	55	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	102	1	48	24	24	0	100	102	2	47	39	10	0	
Status	SWD**	100	52	3	17	21	57	0	100	52	3	11	53	30	0
	ELL*	99	210	0	45	30	21	0	99	210	1	39	47	10	0
	FRLP	99	241	0	47	30	20	0	99	241	2	37	48	10	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	266	1	48	30	19	1	99	266	2	37	49	9	1
	2004-05	98	245	2	53	24	18	2	100	245	2	48	44	6	2
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	100	133	14	36	42	6	0	100	133	4	36	50	9	0
	Male	100	114	7	49	32	10	0	100	114	3	32	55	8	0
Ethnicity	Caucasian	100	26	34	46	19	0	0	100	26	15	38	42	3	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	130	9	42	37	10	0	100	130	4	36	46	11	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	89	7	41	43	6	0	100	89	0	29	64	6	0	
Status	SWD**	100	34	0	17	44	38	0	100	34	0	5	67	26	0
	ELL*	100	197	8	41	41	8	0	100	197	3	33	52	10	0
	FRLP	100	229	8	43	39	8	0	100	229	2	34	53	9	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	247	11	42	38	8	0	100	247	4	34	52	8	0
	2004-05	97	281	4	39	39	15	3	97	281	4	24	57	12	3
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	128	6	45	41	7	0	100	128	0	20	55	24	0
	Male	99	151	11	26	45	15	0	98	151	5	23	51	17	1
Ethnicity	Caucasian	100	24	16	45	33	4	0	100	24	16	16	45	20	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	127	12	37	37	11	0	99	127	3	29	50	15	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	124	4	29	52	12	0	99	124	0	16	57	25	0	
Status	SWD**	98	57	1	8	57	29	1	98	57	0	8	57	31	1
	ELL*	99	234	8	31	47	12	0	99	234	2	20	54	22	0
	FRLP	99	268	8	33	45	11	0	99	268	2	20	54	21	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	279	9	35	43	11	0	99	279	3	22	53	20	0
	2004-05	98	254	17	43	33	5	2	98	254	4	24	58	13	2
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	131	5	32	55	5	0	99	131	3	16	66	13	0
	Male	99	120	1	40	45	11	0	99	120	0	23	53	21	0
Ethnicity	Caucasian	100	26	15	46	34	3	0	100	26	7	38	42	11	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	111	3	45	43	6	0	99	111	2	18	64	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	114	0	25	61	11	0	99	114	0	15	59	23	0	
Status	SWD**	94	37	0	16	40	37	5	94	37	0	2	43	48	5
	ELL*	98	187	0	29	58	10	1	98	187	0	12	65	20	1
	FRLP	99	251	3	36	50	8	0	99	251	1	19	60	17	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	251	3	36	50	8	0	99	251	1	19	60	17	0
	2004-05	98	252	2	26	58	11	3	98	252	0	12	52	33	2
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	90	116	2	39	39	8	9	100	116	0	12	54	33	0
	Male	89	138	4	28	42	15	10	100	138	1	7	51	39	0
Ethnicity	Caucasian	100	19	5	47	36	10	0	100	19	0	15	63	21	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	94	129	3	37	38	15	5	100	129	0	10	55	33	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	82	104	2	25	45	8	17	100	104	0	6	48	44	0
Status	SWD**	85	42	4	4	30	45	14	100	42	0	4	23	71	0
	ELL*	88	190	3	26	43	14	11	100	190	0	6	51	42	0
	FRLP	90	254	3	33	40	12	9	100	254	0	9	52	36	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	90	254	3	33	40	12	9	100	254	0	9	52	36	0
	2004-05	100	274	1	43	42	14	0	100	274	0	12	49	39	0
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	99	131	1	65	29	3	0	99	131	0	25	54	18	0
	Male	99	149	0	34	49	14	0	99	149	0	17	53	28	0
Ethnicity	Caucasian	100	25	8	60	24	8	0	100	25	4	32	56	8	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	133	0	57	35	6	0	99	133	0	24	51	24	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	98	122	0	38	48	11	1	99	122	0	16	55	26	0
Status	SWD**	97	39	2	5	51	38	2	100	39	0	2	35	61	0
	ELL*	98	186	0	38	48	11	1	98	186	0	12	55	30	1
	FRLP	99	279	0	49	40	8	0	99	279	0	21	53	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	280	1	49	40	8	0	99	280	0	21	53	23	0
	2004-05	97	270	1	45	40	10	3	97	270	1	16	53	27	3
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	98	119	0	44	30	23	1	98	120	0	25	63	10	1
	Male	97	138	0	30	32	34	2	98	137	1	18	61	17	1
Ethnicity	Caucasian	100	14	0	64	35	0	0	100	14	0	50	50	0	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	96	125	0	36	29	28	4	96	124	1	25	52	17	3
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	117	0	33	33	33	0	100	118	0	14	73	11	0	
Status	SWD**	98	52	0	19	23	55	1	100	52	0	5	69	25	0
	ELL*	98	212	0	33	32	31	1	98	212	0	18	63	15	1
	FRLP	98	257	0	36	31	29	1	98	257	0	21	62	14	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	257	0	36	31	29	1	98	257	0	21	62	14	1
	2004-05	97	255	0	25	36	35	3	97	254	2	21	49	24	4
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	95	102	5	39	40	9	4	92	102	1	12	55	21	7
	Male	98	103	4	30	38	24	1	98	102	3	12	44	37	1
Ethnicity	Caucasian	100	13	23	61	15	0	0	100	13	15	15	61	7	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	90	7	31	36	22	2	94	89	3	13	46	31	5
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	95	101	0	34	45	13	4	95	101	0	11	52	29	4	
Status	SWD**	94	35	0	5	42	45	5	94	35	0	0	28	65	5
	ELL*	95	109	0	21	49	24	4	93	108	0	2	50	40	6
	FRLP	96	204	5	34	39	16	3	95	203	2	12	50	29	4
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	96	205	5	34	39	17	3	95	204	2	12	50	29	4
	2004-05	98	190	5	38	39	16	2	99	190	2	14	49	34	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
Tafova, Lorenzo	0
Trujillo, Ray	9
Walker, Nancy	6
Chavez, Errol	0
Torres, Jack	0

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

	Expenditure	Percent
Direct Instruction	\$15073098	59
Instructional Support	5399717	21
Administration	1054747	4
Business and Support Services	389525	2
Operations/Maintenance of Plant	2978845	12
Food Services	0	0
Athletics	426113	2
Non-Instructional Student Support	46423	0
Community Services	66248	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$25434716	100

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 0.3 %

	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%
Bernalillo District Wide	307	59.3	40.7	87.9
Algodones ES	20	60	40	63.6
Bernalillo HS	73	54.8	45.2	90.8
Bernalillo MS	46	63	37	82.8
Cochiti ES	18	61.1	38.9	96
Cochito MS	8	50	50	96.3
Placitas ES	19	52.6	47.4	91.3
Roosevelt PS	43	67.4	32.6	100
Santo Domingo ES	26	65.4	34.6	100
Santo Domingo MS	12	50	50	83.8
W.D. Carroll ES	37	59.5	40.5	80.8

\* See explanation of data source on last page.

\*\*\* = missing or not available

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

# Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
  - Q10. My child takes responsibility for his or her learning.
- \* \*\*\* indicates no data reported.

# = 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
Bernalillo District Total	1	259	521	55	11	32	30	28.5	57.4	6.1	1.2	3.5	3.3
Bernalillo District Total	2	219	544	82	15	37	11	24.1	59.9	9	1.7	4.1	1.2
Bernalillo District Total	3	270	539	52	6	23	18	29.7	59.4	5.7	.7	2.5	2
Bernalillo District Total	4	310	488	62	8	17	24	34.1	53.7	6.8	.9	1.9	2.6
Bernalillo District Total	5	173	435	95	13	147	45	19.1	47.9	10.5	1.4	16.2	5
Bernalillo District Total	6	240	519	62	11	49	27	26.4	57.2	6.8	1.2	5.4	3
Bernalillo District Total	7	192	473	101	27	79	34	21.2	52.2	11.1	3	8.7	3.8
Bernalillo District Total	8	369	439	53	5	15	27	40.6	48.3	5.8	.6	1.7	3
Bernalillo District Total	9	245	486	57	19	76	25	27	53.5	6.3	2.1	8.4	2.8
Bernalillo District Total	10	278	516	65	11	12	26	30.6	56.8	7.2	1.2	1.3	2.9
Algodones ES	1	70	126	10	***	7	8	31.7	57	4.5	***	3.2	3.6
Algodones ES	2	43	135	24	4	14	1	19.5	61.1	10.9	1.8	6.3	.5
Algodones ES	3	68	141	4	***	5	3	30.8	63.8	1.8	***	2.3	1.4
Algodones ES	4	83	114	9	***	3	12	37.6	51.6	4.1	***	1.4	5.4
Algodones ES	5	43	125	20	***	22	11	19.5	56.6	9	***	10	5
Algodones ES	6	37	145	18	***	13	8	16.7	65.6	8.1	***	5.9	3.6
Algodones ES	7	42	145	15	3	9	7	19	65.6	6.8	1.4	4.1	3.2
Algodones ES	8	85	107	15	***	3	11	38.5	48.4	6.8	***	1.4	5
Algodones ES	9	45	137	7	5	18	9	20.4	62	3.2	2.3	8.1	4.1
Algodones ES	10	57	135	10	***	5	14	25.8	61.1	4.5	***	2.3	6.3
Cochiti ES	1	2	4	***	***	1	***	28.6	57.1	***	***	14.3	***
Cochiti ES	2	2	4	1	***	***	***	28.6	57.1	14.3	***	***	***
Cochiti ES	3	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Cochiti ES	4	1	6	***	***	***	***	14.3	85.7	***	***	***	***
Cochiti ES	5	1	5	***	***	1	***	14.3	71.4	***	***	14.3	***
Cochiti ES	6	1	6	***	***	***	***	14.3	85.7	***	***	***	***
Cochiti ES	7	***	4	1	***	***	***	***	80	20	***	***	***
Cochiti ES	8	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Cochiti ES	9	3	2	***	***	2	***	42.9	28.6	***	***	28.6	***

# Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
  - Q10. My child takes responsibility for his or her learning.
- \* \*\*\* indicates no data reported.

# = 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
Cochiti ES	10	1	6	***	***	***	***	14.3	85.7	***	***	***	***
Cochito MS	1	6	8	***	1	***	2	35.3	47.1	***	5.9	***	11.8
Cochito MS	2	7	9	1	***	***	***	41.2	52.9	5.9	***	***	***
Cochito MS	3	3	14	***	***	***	***	17.6	82.4	***	***	***	***
Cochito MS	4	6	11	***	***	***	***	35.3	64.7	***	***	***	***
Cochito MS	5	4	11	***	***	2	***	23.5	64.7	***	***	11.8	***
Cochito MS	6	4	11	1	1	***	***	23.5	64.7	5.9	5.9	***	***
Cochito MS	7	3	11	2	***	***	1	17.6	64.7	11.8	***	***	5.9
Cochito MS	8	7	10	***	***	***	***	41.2	58.8	***	***	***	***
Cochito MS	9	5	10	1	***	***	1	29.4	58.8	5.9	***	***	5.9
Cochito MS	10	7	8	2	***	***	***	41.2	47.1	11.8	***	***	***
Bernalillo MS	1	10	34	5	***	1	2	19.2	65.4	9.6	***	1.9	3.8
Bernalillo MS	2	14	34	3	***	1	***	26.9	65.4	5.8	***	1.9	***
Bernalillo MS	3	13	33	2	2	1	1	25	63.5	3.8	3.8	1.9	1.9
Bernalillo MS	4	10	36	5	***	1	***	19.2	69.2	9.6	***	1.9	***
Bernalillo MS	5	5	29	6	1	3	8	9.6	55.8	11.5	1.9	5.8	15.4
Bernalillo MS	6	11	33	5	***	1	2	21.2	63.5	9.6	***	1.9	3.8
Bernalillo MS	7	9	33	7	2	***	1	17.3	63.5	13.5	3.8	***	1.9
Bernalillo MS	8	12	28	5	***	1	6	23.1	53.8	9.6	***	1.9	11.5
Bernalillo MS	9	12	26	6	1	5	2	23.1	50	11.5	1.9	9.6	3.8
Bernalillo MS	10	27	19	4	***	1	1	51.9	36.5	7.7	***	1.9	1.9
Bernalillo HS	1	4	27	8	3	7	***	8.2	55.1	16.3	6.1	14.3	***
Bernalillo HS	2	5	25	11	3	4	1	10.2	51	22.4	6.1	8.2	2
Bernalillo HS	3	4	27	14	2	2	***	8.2	55.1	28.6	4.1	4.1	***
Bernalillo HS	4	4	24	17	2	2	***	8.2	49	34.7	4.1	4.1	***
Bernalillo HS	5	6	19	11	1	9	3	12.2	38.8	22.4	2	18.4	6.1
Bernalillo HS	6	5	24	8	1	7	4	10.2	49	16.3	2	14.3	8.2
Bernalillo HS	7	7	29	4	2	5	2	14.3	59.2	8.2	4.1	10.2	4.1
Bernalillo HS	8	4	28	13	2	2	***	8.2	57.1	26.5	4.1	4.1	***

# Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
  - Q10. My child takes responsibility for his or her learning.
- \* \*\*\* indicates no data reported.

# = 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
Bernalillo HS	9	3	21	12	2	10	1	6.1	42.9	24.5	4.1	20.4	2
Bernalillo HS	10	11	31	6	***	1	***	22.4	63.3	12.2	***	2	***
Santo Domingo MS	1	***	5	***	***	***	***	***	100	***	***	***	***
Santo Domingo MS	2	1	4	***	***	***	***	20	80	***	***	***	***
Santo Domingo MS	3	1	3	1	***	***	***	20	60	20	***	***	***
Santo Domingo MS	4	***	4	1	***	***	***	***	80	20	***	***	***
Santo Domingo MS	5	1	2	1	***	1	***	20	40	20	***	20	***
Santo Domingo MS	6	***	4	1	***	***	***	***	80	20	***	***	***
Santo Domingo MS	7	***	3	1	***	1	***	***	60	20	***	20	***
Santo Domingo MS	8	2	3	***	***	***	***	40	60	***	***	***	***
Santo Domingo MS	9	1	3	1	***	***	***	20	60	20	***	***	***
Santo Domingo MS	10	***	5	***	***	***	***	***	100	***	***	***	***
Placitas ES	1	18	25	2	***	1	***	39.1	54.3	4.3	***	2.2	***
Placitas ES	2	7	25	11	3	***	***	15.2	54.3	23.9	6.5	***	***
Placitas ES	3	16	29	***	***	1	***	34.8	63	***	***	2.2	***
Placitas ES	4	23	23	***	***	***	***	50	50	***	***	***	***
Placitas ES	5	10	19	6	1	7	3	21.7	41.3	13	2.2	15.2	6.5
Placitas ES	6	13	26	2	***	4	1	28.3	56.5	4.3	***	8.7	2.2
Placitas ES	7	7	19	9	2	3	6	15.2	41.3	19.6	4.3	6.5	13
Placitas ES	8	24	21	1	***	***	***	52.2	45.7	2.2	***	***	***
Placitas ES	9	16	30	***	***	***	***	34.8	65.2	***	***	***	***
Placitas ES	10	17	27	2	***	***	***	37	58.7	4.3	***	***	***
W.D. Carroll ES	1	64	136	15	3	8	10	27.1	57.6	6.4	1.3	3.4	4.2
W.D. Carroll ES	2	64	146	15	1	9	1	27.1	61.9	6.4	.4	3.8	.4
W.D. Carroll ES	3	74	137	17	***	7	1	31.4	58.1	7.2	***	3	.4
W.D. Carroll ES	4	73	137	15	1	4	6	30.9	58.1	6.4	.4	1.7	2.5
W.D. Carroll ES	5	53	106	26	3	43	5	22.5	44.9	11	1.3	18.2	2.1
W.D. Carroll ES	6	76	124	16	5	11	4	32.2	52.5	6.8	2.1	4.7	1.7
W.D. Carroll ES	7	61	108	34	2	26	5	25.8	45.8	14.4	.8	11	2.1

# Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
  - Q10. My child takes responsibility for his or her learning.
- \* \*\*\* indicates no data reported.

# = 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
W.D. Carroll ES	8	108	112	10	***	3	3	45.8	47.5	4.2	***	1.3	1.3
W.D. Carroll ES	9	66	128	16	4	18	4	28	54.2	6.8	1.7	7.6	1.7
W.D. Carroll ES	10	70	143	16	2	1	4	29.7	60.6	6.8	.8	.4	1.7
Roosevelt PS	1	65	87	5	***	4	***	40.4	54	3.1	***	2.5	***
Roosevelt PS	2	54	90	8	2	6	1	33.5	55.9	5	1.2	3.7	.6
Roosevelt PS	3	65	84	6	***	4	2	40.4	52.2	3.7	***	2.5	1.2
Roosevelt PS	4	85	67	6	1	1	1	52.8	41.6	3.7	.6	.6	.6
Roosevelt PS	5	34	57	17	4	38	11	21.1	35.4	10.6	2.5	23.6	6.8
Roosevelt PS	6	73	77	2	***	5	4	45.3	47.8	1.2	***	3.1	2.5
Roosevelt PS	7	47	63	14	7	20	10	29.2	39.1	8.7	4.3	12.4	6.2
Roosevelt PS	8	99	53	3	1	2	3	61.5	32.9	1.9	.6	1.2	1.9
Roosevelt PS	9	71	71	2	3	10	4	44.1	44.1	1.2	1.9	6.2	2.5
Roosevelt PS	10	55	78	12	8	3	5	34.2	48.4	7.5	5	1.9	3.1
Santo Domingo ES	1	20	69	10	4	3	8	17.5	60.5	8.8	3.5	2.6	7
Santo Domingo ES	2	22	72	8	2	3	7	19.3	63.2	7	1.8	2.6	6.1
Santo Domingo ES	3	23	67	8	2	3	11	20.2	58.8	7	1.8	2.6	9.6
Santo Domingo ES	4	25	66	9	4	6	5	21.7	57.4	7.8	3.5	5.2	4.3
Santo Domingo ES	5	16	62	8	3	21	4	14	54.4	7	2.6	18.4	3.5
Santo Domingo ES	6	20	69	9	4	8	4	17.5	60.5	7.9	3.5	7	3.5
Santo Domingo ES	7	16	58	14	9	15	2	14	50.9	12.3	7.9	13.2	1.8
Santo Domingo ES	8	25	73	6	2	4	4	21.9	64	5.3	1.8	3.5	3.5
Santo Domingo ES	9	23	58	12	4	13	4	20.2	50.9	10.5	3.5	11.4	3.5
Santo Domingo ES	10	33	64	13	1	1	2	28.9	56.1	11.4	.9	.9	1.8

## 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%).