



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	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

2005-2006 STUDENT DEMOGRAPHICS*

	Deming		STATE WIDE	
	Number	Percent	Number	Percent
Female	2746	49.5	159519	48.6
Male	2800	50.5	168526	51.4
Caucasian	1042	18.8	102066	31.1
African-American	51	.9	8226	2.5
Hispanic	4413	79.6	177254	54
Asian/Pacific	20	.4	4136	1.3
American Indian/Alaskan Native	20	.4	36453	11.1
SWD	523	9.4	50048	15.3
ELL	1298	23.4	70172	21.4
FRLP	5546	100	171635	52.3
Migrant	218	3.9	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Bataan ES	AYP Not Met	None	Bell ES	Meets AYP	None
Chapparral ES	Meets AYP	None	Columbus ES	AYP Not Met	SI-2
Deming HS	AYP Not Met	SI-2	Deming MS	AYP Not Met	SI-2
Hofacket MS	AYP Not Met	SI-2	Martin ES	AYP Not Met	None
Memorial ES	Meets AYP	None	Smith ES	AYP Not Met	SI-1

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	27.9	49.7	10.0	23.4	***	***	27.9	18.9	10.1
All Students In Grades 6, 7 & 8	Math Proficiency	15	13.0	27.2	10.0	10.3	***	***	13.0	8.0	4.9
All Students In Grades 9 & 11	Math Proficiency	22	20.2	43.8	***	14.2	***	***	20.2	10.3	1.4
Hofacket MS	Math Proficiency	18	18.1	39.5	***	13.3	***	***	18.1	11.0	5.1
Bataan ES	Math Proficiency	28	28.4	43.4	***	22.8	***	***	28.4	19.7	10.5
Bell ES	Math Proficiency	28	20.0	***	***	21.7	***	***	20.0	15.3	***
Chapparral ES	Math Proficiency	28	50.3	64.2	***	43.4	***	***	50.3	***	18.2
Columbus ES	Math Proficiency	23	19.1	***	***	19.2	***	***	19.1	20.0	0.0
Martin ES	Math Proficiency	28	16.2	***	***	15.7	***	***	16.2	14.0	***
Memorial ES	Math Proficiency	28	34.7	64.3	***	25.5	***	***	34.7	***	9.1
Smith ES	Math Proficiency	28	17.7	33.3	***	15.0	***	***	17.7	12.9	18.8
Deming HS	Math Proficiency	22	18.8	44.4	***	11.4	***	***	18.8	3.0	0.0
Deming MS	Math Proficiency	15	13.3	22	***	11.6	***	***	13.3	8.4	3.7
All Students In Grades 3, 4 & 5	Reading Proficiency	45	43.5	66.5	40.0	38.6	***	***	43.5	29.6	7.9
All Students In Grades 6, 7 & 8	Reading Proficiency	38	36.8	54.5	20.0	33.4	***	***	36.8	29.2	10.7
All Students In Grades 9 & 11	Reading Proficiency	41	46.3	66.0	***	41.4	***	***	46.3	29.5	8.5
Hofacket MS	Reading Proficiency	41	42.4	63.2	***	37.7	***	***	42.4	34.1	11.4
Bataan ES	Reading Proficiency	45	46.3	62.3	***	39.7	***	***	46.3	30.3	10.5
Bell ES	Reading Proficiency	45	30.0	***	***	32.6	***	***	30.0	23.1	***
Chapparral ES	Reading Proficiency	45	61.6	81.1	***	52.5	***	***	61.6	***	18.2
Columbus ES	Reading Proficiency	40	24.8	***	***	24.5	***	***	24.8	25.0	0.0
Martin ES	Reading Proficiency	45	26.7	***	***	26.5	***	***	26.7	24.0	***
Memorial ES	Reading Proficiency	45	57.5	67.9	***	54.1	***	***	57.5	***	18.2
Smith ES	Reading Proficiency	45	43.5	50.0	***	42.5	***	***	43.5	37.1	6.3
Deming HS	Reading Proficiency	41	51.9	66.7	***	47.8	***	***	51.9	25.8	9.4
Deming MS	Reading Proficiency	38	36.5	50.9	***	33.4	***	***	36.5	27.0	9.3
<<<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	93.7	93.8	94.9	93.6	98.1	91.8	93.7	94.1	92.1
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.7	95.1	95.0	94.6	***	***	94.7	94.4	94.5
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.3	93.9	95.1	94.3	***	***	94.3	94.3	92.9

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	91.7	92.0	94.6	91.5	***	88.0	91.7	93.1	88.7	
Bataan ES	Attendance Rate	92	93.9	93.9	***	93.9	***	***	93.9	95.2	92.6	
Bell ES	Attendance Rate	92	94.3	91.7	***	94.6	***	***	94.3	93.7	95.0	
Chapparral ES	Attendance Rate	92	95.5	95.9	***	95.3	***	***	95.5	96.2	95.1	
Columbus ES	Attendance Rate	92	93.2	***	***	93.2	***	***	93.2	93.3	91.9	
Deming MS	Attendance Rate	92	94.2	93.9	***	94.3	***	***	94.2	94.4	92.8	
Hofacket MS	Attendance Rate	92	94.1	93.8	***	94.2	***	***	94.1	94.3	92.6	
Martin ES	Attendance Rate	92	93.9	***	***	93.9	***	***	93.9	94.9	96.0	
Memorial ES	Attendance Rate	92	94.6	94.5	***	94.7	***	***	94.6	94.6	92.9	
Smith ES	Attendance Rate	92	97.0	97.0	97.3	97.0	***	***	97.0	97.2	97.1	
<<<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	83.3	87.5	***	82.2	***	***	83.3	53.9	91.7	
Deming Hs	Graduation Rate	90	83.3	87.5	***	82.2	***	***	83.3	53.9	91.7	

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	100	178	5	43	34	16	0	100	176	4	32	51	11	0
	Male	100	201	1	37	37	23	0	100	201	0	33	52	13	0
Ethnicity	Caucasian	100	71	8	52	23	15	0	100	70	5	42	37	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	304	2	36	39	21	0	100	303	1	31	55	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	32	6	9	12	71	0	100	32	0	21	40	37	0
	ELL*	100	153	3	22	47	27	0	100	152	2	27	53	16	0
	FRLP	100	379	3	40	35	20	0	100	377	2	33	51	12	0
	Migrant	100	13	0	23	46	30	0	100	13	0	23	53	23	0
All Students	2005-06	100	379	3	40	35	20	0	100	377	2	33	51	12	0
	2004-05	95	412	2	38	36	19	5	99	411	2	36	52	10	5
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	198	5	38	42	13	0	100	198	3	21	59	15	0
	Male	100	217	4	30	43	22	0	100	217	6	20	50	22	0
Ethnicity	Caucasian	100	78	10	50	24	15	0	100	78	11	29	44	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	330	3	30	48	18	0	100	330	3	19	56	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	30	3	3	20	73	0	100	30	3	0	36	60	0
	ELL*	100	187	0	26	50	22	0	100	187	0	18	55	25	0
	FRLP	100	415	4	34	43	18	0	100	415	5	20	54	19	0
	Migrant	100	25	0	16	60	24	0	100	25	0	12	76	12	0
All Students	2005-06	100	415	4	34	43	18	0	100	415	5	20	54	19	0
	2004-05	98	425	5	32	40	21	2	100	425	2	23	57	17	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	217	11	41	32	13	0	100	217	2	22	48	26	0
	Male	99	224	6	34	41	16	0	99	224	2	15	50	31	0
Ethnicity	Caucasian	100	72	23	54	13	8	0	100	72	1	52	33	12	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	362	6	34	41	16	0	99	362	2	12	52	32	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	37	2	5	37	54	0	97	37	0	5	27	64	2
	ELL*	98	193	4	30	40	23	1	100	193	1	7	45	45	0
	FRLP	99	441	9	38	37	14	0	99	441	2	18	49	29	0
	Migrant	100	18	11	16	66	5	0	100	18	5	11	55	27	0
All Students	2005-06	99	441	9	38	37	14	0	99	441	2	18	49	29	0
	2004-05	99	425	8	34	40	16	2	100	425	0	11	59	29	0
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	100	214	4	26	61	7	0	100	214	0	14	50	35	0
	Male	99	222	1	17	54	25	0	99	222	2	8	36	50	2
Ethnicity	Caucasian	100	75	8	37	52	2	0	100	75	2	20	53	24	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	357	2	18	58	19	0	99	357	1	9	41	46	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	29	3	3	37	55	0	100	29	3	0	17	79	0
	ELL*	99	211	0	15	58	26	0	99	211	0	6	40	51	1
	FRLP	99	436	3	21	58	16	0	99	436	1	11	43	42	1
	Migrant	100	17	0	11	52	35	0	100	17	0	0	41	58	0
All Students	2005-06	99	436	3	21	58	16	0	99	436	1	11	43	42	1
	2004-05	99	425	1	27	55	16	1	99	425	1	7	50	41	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	100	215	4	46	41	7	0	99	215	0	7	55	36	0
	Male	100	214	3	34	44	17	0	99	213	1	13	45	38	0
Ethnicity	Caucasian	100	59	5	52	37	5	0	100	59	1	22	52	23	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	362	4	38	44	13	0	99	361	0	8	49	40	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	38	2	5	31	60	0	97	38	2	0	13	81	2
	ELL*	100	209	3	34	47	14	0	99	209	0	7	49	41	0
	FRLP	100	429	4	40	43	12	0	99	428	0	10	50	37	0
	Migrant	100	19	5	47	42	5	0	100	19	5	10	52	31	0
All Students	2005-06	100	429	4	40	43	12	0	99	428	0	10	50	37	0
	2004-05	98	452	6	36	42	14	2	97	451	1	6	47	43	3
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	100	207	1	45	43	8	0	100	207	0	16	45	37	0
	Male	99	236	3	33	43	18	0	99	236	2	12	47	38	0
Ethnicity	Caucasian	100	84	5	55	27	10	0	100	84	2	32	44	21	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	352	2	35	46	15	0	99	352	1	9	47	41	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	48	6	10	37	45	0	100	48	4	2	25	68	0
	ELL*	99	227	2	34	43	18	0	99	227	0	9	42	46	0
	FRLP	99	443	2	39	43	13	0	99	443	1	14	46	37	0
	Migrant	100	16	6	43	31	18	0	100	16	0	12	56	31	0
All Students	2005-06	99	443	2	39	43	13	0	99	443	1	14	46	37	0
	2004-05	100	472	2	43	43	12	0	100	472	2	12	55	31	0
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	100	231	0	46	33	19	0	100	231	4	15	67	11	0
	Male	100	218	0	33	27	37	0	100	217	2	17	60	18	0
Ethnicity	Caucasian	100	89	2	61	24	11	0	100	89	11	29	52	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	354	0	34	32	32	0	100	353	1	13	66	17	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	42	0	7	21	71	0	100	42	0	2	52	45	0
	ELL*	100	213	0	28	31	38	0	100	213	2	10	70	16	0
	FRLP	100	449	0	40	30	28	0	100	448	3	16	64	15	0
	Migrant	100	19	0	36	21	42	0	100	19	0	5	73	21	0
All Students	2005-06	100	449	0	40	30	28	0	100	448	3	16	64	15	0
	2004-05	100	419	1	34	32	33	0	100	419	1	23	54	21	0
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	170	11	47	33	7	0	98	170	3	17	54	22	1
	Male	98	144	6	36	38	17	1	97	144	2	14	50	29	2
Ethnicity	Caucasian	100	71	21	47	28	2	0	100	71	9	36	39	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	241	4	41	38	14	1	97	241	1	9	56	29	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	94	37	0	10	32	51	5	94	37	0	0	21	72	5
	ELL*	100	69	0	24	56	18	0	98	69	0	4	62	31	1
	FRLP	99	314	8	42	35	11	0	97	314	3	16	52	26	2
	Migrant	100	11	0	18	45	36	0	100	11	0	9	45	45	0
All Students	2005-06	99	314	8	42	35	11	0	97	314	3	16	52	26	2
	2004-05	99	276	4	46	34	14	1	99	276	2	14	60	22	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
Torres, Ruben	36
Orosco, Robert	6
Sayre, Tony C.	15
Keeler, Anne	16
McSherry, David	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

	Expenditure	Percent
Direct Instruction	\$19741541	63
Instructional Support	5312989	17
Administration	773373	2
Business and Support Services	461982	1
Operations/Maintenance of Plant	3689724	12
Food Services	0	0
Athletics	564631	2
Non-Instructional Student Support	292327	1
Community Services	39143	0
Transportation Services	6881	0
Capital Outlay	260000	1
Total	\$31142591	99

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%	
Deming District Wide	327	61.8	38.2	92.9	
Bataan ES	27	66.7	33.3	93.1	
Bell ES	14	57.1	42.9	94.1	
Chapparal ES	28	57.1	42.9	100	
Columbus ES	28	71.4	28.6	93.3	
Deming HS	61	59	41	86.9	
Deming MS	46	76.1	23.9	96.3	
Hofacket MS	51	45.1	54.9	90	
Martin ES	20	60	40	94.4	
Memorial ES	25	60	40	100	
Smith ES	24	70.8	29.2	89.5	

* 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.

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A=Agree

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	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
Deming District Total	1	139	120	29	6	25	15	41.6	35.9	8.7	1.8	7.5	4.5
Deming District Total	2	140	106	47	13	21	7	41.9	31.7	14.1	3.9	6.3	2.1
Deming District Total	3	182	91	20	4	30	7	54.5	27.2	6	1.2	9	2.1
Deming District Total	4	176	96	27	6	12	17	52.7	28.7	8.1	1.8	3.6	5.1
Deming District Total	5	196	97	10	3	24	3	58.9	29.1	3	.9	7.2	.9
Deming District Total	6	175	92	33	10	19	5	52.4	27.5	9.9	3	5.7	1.5
Deming District Total	7	130	119	36	10	27	12	38.9	35.6	10.8	3	8.1	3.6
Deming District Total	8	165	108	17	12	19	13	49.4	32.3	5.1	3.6	5.7	3.9
Deming District Total	9	154	119	17	6	23	15	46.1	35.6	5.1	1.8	6.9	4.5
Deming District Total	10	166	125	22	2	7	12	49.7	37.4	6.6	.6	2.1	3.6
My Little School ES	1	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	2	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	3	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	4	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	5	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	6	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	7	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	8	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	9	***	***	***	***	***	***	***	***	***	***	***	***
My Little School ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Bataan ES	9	***	***	***	***	***	***	***	***	***	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Bataan ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Bell ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Deming MS	1	95	46	23	6	24	14	45.7	22.1	11.1	2.9	11.5	6.7
Deming MS	2	94	49	30	9	20	6	45.2	23.6	14.4	4.3	9.6	2.9
Deming MS	3	105	54	12	4	26	7	50.5	26	5.8	1.9	12.5	3.4
Deming MS	4	103	57	16	6	10	16	49.5	27.4	7.7	2.9	4.8	7.7
Deming MS	5	129	49	5	3	19	3	62	23.6	2.4	1.4	9.1	1.4
Deming MS	6	117	41	23	7	15	5	56.3	19.7	11.1	3.4	7.2	2.4
Deming MS	7	89	65	14	7	23	10	42.8	31.3	6.7	3.4	11.1	4.8
Deming MS	8	100	56	11	11	17	13	48.1	26.9	5.3	5.3	8.2	6.3
Deming MS	9	93	65	13	4	18	15	44.7	31.3	6.3	1.9	8.7	7.2
Deming MS	10	120	61	9	2	6	10	57.7	29.3	4.3	1	2.9	4.8
Chapparral ES	1	34	42	2	***	1	***	43	53.2	2.5	***	1.3	***
Chapparral ES	2	39	34	5	***	1	***	49.4	43	6.3	***	1.3	***
Chapparral ES	3	54	22	1	***	2	***	68.4	27.8	1.3	***	2.5	***
Chapparral ES	4	51	24	4	***	***	***	64.6	30.4	5.1	***	***	***
Chapparral ES	5	47	28	1	***	2	***	60.3	35.9	1.3	***	2.6	***
Chapparral ES	6	43	27	5	***	4	***	54.4	34.2	6.3	***	5.1	***
Chapparral ES	7	28	32	13	1	3	2	35.4	40.5	16.5	1.3	3.8	2.5
Chapparral ES	8	49	24	4	***	2	***	62	30.4	5.1	***	2.5	***

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Chapparral ES	9	44	30	2	***	3	***	55.7	38	2.5	***	3.8	***
Chapparral ES	10	32	39	7	***	***	1	40.5	49.4	8.9	***	***	1.3
Columbus ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	6	***	***	***	***	***	***	***	***	***	***	***	***
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Columbus ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Columbus ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Deming HS	1	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	2	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	3	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	4	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	5	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	6	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	7	***	***	***	1	***	***	***	***	***	100	***	***
Deming HS	8	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	9	1	***	***	***	***	***	100	***	***	***	***	***
Deming HS	10	1	***	***	***	***	***	100	***	***	***	***	***
Hofacket MS	1	1	1	2	***	***	***	25	25	50	***	***	***
Hofacket MS	2	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Hofacket MS	3	1	2	1	***	***	***	25	50	25	***	***	***
Hofacket MS	4	1	1	2	***	***	***	25	25	50	***	***	***
Hofacket MS	5	1	1	2	***	***	***	25	25	50	***	***	***
Hofacket MS	6	***	2	1	1	***	***	***	50	25	25	***	***
Hofacket MS	7	2	1	1	***	***	***	50	25	25	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Hofacket MS	8	1	2	***	1	***	***	25	50	***	25	***	***
Hofacket MS	9	***	3	***	1	***	***	***	75	***	25	***	***
Hofacket MS	10	2	2	***	***	***	***	50	50	***	***	***	***
Martin ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Martin ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Memorial ES	1	1	1	***	***	***	***	50	50	***	***	***	***
Memorial ES	2	1	***	***	2	***	***	33.3	***	***	66.7	***	***
Memorial ES	3	1	***	1	***	***	***	50	***	50	***	***	***
Memorial ES	4	1	1	***	***	***	***	50	50	***	***	***	***
Memorial ES	5	1	***	1	***	***	***	50	***	50	***	***	***
Memorial ES	6	1	1	***	***	***	***	50	50	***	***	***	***
Memorial ES	7	1	***	1	***	***	***	50	***	50	***	***	***
Memorial ES	8	1	1	***	***	***	***	50	50	***	***	***	***
Memorial ES	9	1	1	***	***	***	***	50	50	***	***	***	***
Memorial ES	10	1	1	***	***	***	***	50	50	***	***	***	***
Smith ES	1	7	30	2	***	***	1	17.5	75	5	***	***	2.5
Smith ES	2	4	22	11	2	***	1	10	55	27.5	5	***	2.5
Smith ES	3	20	13	5	***	2	***	50	32.5	12.5	***	5	***
Smith ES	4	19	13	5	***	2	1	47.5	32.5	12.5	***	5	2.5
Smith ES	5	17	19	1	***	3	***	42.5	47.5	2.5	***	7.5	***
Smith ES	6	13	21	4	2	***	***	32.5	52.5	10	5	***	***

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 - 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
Smith ES	7	10	21	7	1	1	***	25	52.5	17.5	2.5	2.5	***
Smith ES	8	13	25	2	***	***	***	32.5	62.5	5	***	***	***
Smith ES	9	15	20	2	1	2	***	37.5	50	5	2.5	5	***
Smith ES	10	10	22	6	***	1	1	25	55	15	***	2.5	2.5

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%).