



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	5	45.5
Schools in School Improvement	4	36.4
Schools in Corrective Action	2	18.2
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*

	Grants		STATE WIDE	
	Number	Percent	Number	Percent
Female	1786	49.2	159519	48.6
Male	1843	50.8	168526	51.4
Caucasian	685	18.9	102066	31.1
African-American	36	1	8226	2.5
Hispanic	1475	40.6	177254	54
Asian/Pacific	18	.5	4136	1.3
American Indian/Alaskan Native	1415	39	36453	11.1
SWD	545	15	50048	15.3
ELL	563	15.5	70172	21.4
FRLP	2470	68.1	171635	52.3
Migrant	0	0	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Bluewater ES	Meets AYP	None	Cubero ES	Meets AYP	CA-delay
Grants HS	AYP Not Met	SI-2	Laguna-Acoma HS	AYP Not Met	SI-1
Laguna-Acoma MS	Meets AYP	None	Los Alomitos MS	AYP Not Met	SI-2
Mesa View ES	AYP Not Met	CA	Milan ES	Meets AYP	None
Mount Taylor ES	AYP Not Met	SI-1	San Rafeal ES	Meets AYP	None
Seboyeta ES	AYP Not Met	None			

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	33.7	46.8	***	35.8	***	21.4	29.1	26.7	15.1
All Students In Grades 6, 7 & 8	Math Proficiency	15	14.2	13.3	***	15.1	***	13.2	12.8	9.5	2.3
All Students In Grades 9 & 11	Math Proficiency	22	18.5	34.7	***	16.8	***	13.0	15.0	10.4	0.0
Bluewater ES	Math Proficiency	23	66.7	60.9	***	***	***	***	60.0	***	***
Cubero ES	Math Proficiency	23	23.9	***	***	0.0	***	27.6	20.7	28.5	4.6
Mesa View ES	Math Proficiency	23	30.9	30.9	***	36.1	***	16.2	27.9	32.7	19.2
Milan ES	Math Proficiency	23	43.9	51.5	***	42.4	***	34.9	35.9	26.9	14.3
Mount Taylor ES	Math Proficiency	23	23.6	29.6	***	30.3	***	9.9	20.4	19.2	13.3
San Rafeal ES	Math Proficiency	23	33.3	***	***	41.7	***	***	31.3	27.2	***
Seboyeta ES	Math Proficiency	23	4.2	***	***	8.3	***	0.0	5.6	***	***
Grants HS	Math Proficiency	22	20.7	34.7	***	16.7	***	15.9	16.2	5.45	0.0
Laguna-Acoma HS	Math Proficiency	22	11.5	***	***	20.0	***	10.7	11.5	17.9	0.0
Laguna-Acoma MS	Math Proficiency	15	10.9	***	***	0.0	***	12.9	10.8	0.0	***
Los Alomitos MS	Math Proficiency	15	9.8	9.9	***	10.4	***	8.9	9.1	4.2	2.0
All Students In Grades 3, 4 & 5	Reading Proficiency	45	49.4	62.6	***	52.5	***	36.4	44.1	44.1	11.8
All Students In Grades 6, 7 & 8	Reading Proficiency	38	36.9	48.4	***	36.1	***	30.8	32.0	27.0	10.3
All Students In Grades 9 & 11	Reading Proficiency	41	44.5	58.4	***	44.0	***	38.1	38.0	34.4	8.5
Bluewater ES	Reading Proficiency	40	72.7	73.9	***	***	***	***	64.0	***	***
Cubero ES	Reading Proficiency	40	36.4	***	***	33.3	***	36.8	32.9	32.1	4.6
Mesa View ES	Reading Proficiency	40	40.8	40.0	***	50.5	***	16.2	37.3	50.9	11.5
Milan ES	Reading Proficiency	40	57.1	67.7	***	52.9	***	48.8	47.6	46.2	14.3
Mount Taylor ES	Reading Proficiency	40	45.7	59.3	***	50.3	***	33.0	40.8	36.1	16.7
San Rafeal ES	Reading Proficiency	40	33.3	***	***	37.5	***	***	31.3	27.3	***
Seboyeta ES	Reading Proficiency	40	25.0	***	***	33.3	***	18.2	27.8	***	***
Grants HS	Reading Proficiency	41	47.9	58.4	***	45.0	***	43.0	41.1	40.0	10.3
Laguna-Acoma HS	Reading Proficiency	41	31.0	***	***	30.0	***	31.1	26.9	25.6	4.4
Laguna-Acoma MS	Reading Proficiency	41	37.0	***	***	38.5	***	32.3	37.8	25.0	***
Los Alomitos MS	Reading Proficiency	41	39.9	51.9	***	38.4	***	32.7	34.7	25.7	13.7
<<<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	92.6	93.1	93.5	92.2	97.3	92.7	92.4	92.9	91.8
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.2	95.9	94.3	94.1	96.2	93.3	93.9	93.5	93.3
All Students In Grades 6, 7 & 8	Attendance Rate	92	93.3	93.1	95.6	93.1	***	93.6	93.2	94.0	91.5
All Students In Grades 9 & 11	Attendance Rate	92	90.3	89.4	***	88.9	***	91.7	89.6	91.6	90.5
Bluewater ES	Attendance Rate	92	95.4	95.5	***	***	***	95.5	95.1	***	94.6
Cubero ES	Attendance Rate	92	93.7	***	***	94.0	***	93.7	93.6	94.9	93.7
Laguna-Acoma MS	Attendance Rate	92	95.9	***	***	93.4	***	96.4	95.0	96.8	95.8
Los Alomitos MS	Attendance Rate	92	92.0	91.9	95.1	92.0	***	91.9	92.0	93.0	90.1
Mesa View ES	Attendance Rate	92	94.1	95.5	***	93.9	***	93.4	93.7	92.7	93.2
Milan ES	Attendance Rate	92	97.2	97.8	***	97.2	***	96.3	96.9	96.7	95.6
Mount Taylor ES	Attendance Rate	92	92.3	92.9	***	92.3	***	91.9	92.0	92.0	90.4
San Rafeal ES	Attendance Rate	92	94.6	***	***	94.8	***	94.5	94.6	96.2	***

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					
Seboyeta ES	Attendance Rate	92	94.2	***	***	94.6	***	93.9	93.6	94.4	***	
<<<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	90.2	86.5	***	89.3	***	92.6	90.9	84.6	84.6	
Grants Hs	Graduation Rate	90	89.4	86.5	***	88.9	***	93.3	88.6	***	73.3	
Laguna-Acoma Hs	Graduation Rate	90	92.4	***	***	***	***	92.1	95.0	90.5	100.0	

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	98	96	5	53	22	17	1	98	96	1	36	53	8	1
	Male	99	133	2	42	36	17	0	99	133	0	33	55	9	0
Ethnicity	Caucasian	100	54	5	57	29	7	0	100	54	0	37	59	3	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	96	4	53	26	14	2	97	96	1	41	50	5	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	76	1	32	36	28	0	100	76	0	23	57	18	0	
Status	SWD**	93	29	3	6	34	48	6	93	29	0	10	48	34	6
	ELL*	100	49	2	46	34	16	0	100	49	0	36	61	2	0
	FRLP	98	179	2	42	34	20	1	98	179	0	30	56	11	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	229	3	47	31	17	0	99	229	0	34	54	9	0
	2004-05	98	274	3	49	30	17	2	100	274	2	28	61	9	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	99	128	8	32	47	10	0	99	128	7	19	60	11	0
	Male	100	160	4	43	38	13	0	100	160	6	23	56	13	0
Ethnicity	Caucasian	100	59	20	40	28	10	0	100	59	16	32	40	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	125	4	43	43	8	0	99	125	7	23	58	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	96	1	28	53	17	0	100	96	1	12	68	17	0	
Status	SWD**	100	39	7	17	35	38	0	100	39	7	12	48	30	0
	ELL*	98	66	3	34	48	12	1	98	66	4	12	65	16	1
	FRLP	99	229	3	34	47	13	0	99	229	3	19	62	14	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	288	6	38	42	12	0	99	288	7	21	58	12	0
	2004-05	98	238	5	35	39	19	2	100	238	5	25	53	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	99	109	8	44	39	7	0	99	109	4	23	48	22	0
	Male	96	132	9	40	33	12	3	97	132	9	29	40	18	2
Ethnicity	Caucasian	95	44	18	52	18	6	4	97	44	9	45	29	13	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	109	9	43	36	9	1	98	109	10	24	44	19	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	98	83	4	36	45	12	1	98	83	1	21	53	22	1
Status	SWD**	93	31	0	0	35	58	6	96	31	0	12	19	64	3
	ELL*	100	50	6	38	56	0	0	100	50	6	22	48	24	0
	FRLP	98	199	7	41	38	11	1	98	199	6	25	46	21	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	97	241	9	42	36	10	2	98	241	7	26	44	19	1
	2004-05	99	262	15	40	34	10	1	98	261	3	18	56	21	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	100	141	4	30	58	6	0	100	141	2	21	53	23	0
	Male	99	128	1	25	54	17	0	99	128	1	19	51	26	0
Ethnicity	Caucasian	98	50	4	38	44	12	2	98	50	2	18	54	24	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	119	3	29	52	15	0	100	119	1	25	52	21	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	98	2	21	68	8	0	100	98	2	15	52	30	0
Status	SWD**	96	30	0	6	43	46	3	96	30	0	3	30	63	3
	ELL*	100	57	1	29	57	10	0	100	57	0	21	56	22	0
	FRLP	99	220	2	23	60	13	0	99	220	1	17	53	27	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	269	3	27	56	11	0	99	269	1	20	52	24	0
	2004-05	99	257	1	30	57	11	1	99	257	2	8	56	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	99	135	2	34	46	16	0	100	135	0	8	40	51	0
	Male	99	127	1	36	37	23	0	97	127	0	13	36	47	2
Ethnicity	Caucasian	100	48	4	50	33	12	0	97	48	2	10	50	35	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	108	0	29	45	23	0	98	108	0	5	37	55	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	98	99	1	32	45	20	1	100	99	0	14	34	51	0	
Status	SWD**	94	38	0	7	18	68	5	97	38	0	0	13	84	2
	ELL*	100	52	1	23	65	9	0	100	52	0	3	38	57	0
	FRLP	99	205	0	29	44	24	0	98	205	0	8	34	55	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	262	1	35	42	19	0	98	262	0	10	38	49	1
	2004-05	94	254	3	40	40	11	6	98	254	0	6	45	47	2
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	124	0	45	36	16	0	99	124	0	9	58	30	0
	Male	100	121	0	34	47	16	0	100	121	0	11	62	25	0
Ethnicity	Caucasian	100	55	0	54	38	7	0	100	55	0	12	67	20	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	92	2	46	32	18	0	98	92	0	17	53	28	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	93	0	25	53	20	0	100	93	0	3	63	33	0	
Status	SWD**	100	35	0	11	31	57	0	100	35	0	2	11	85	0
	ELL*	100	32	0	25	62	12	0	100	32	0	3	65	31	0
	FRLP	100	173	0	36	43	19	0	99	173	0	9	58	31	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	245	0	40	42	16	0	99	245	0	10	60	28	0
	2004-05	99	255	0	44	44	11	1	99	255	0	11	58	29	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	191	0	37	34	24	3	97	191	0	15	57	24	2
	Male	98	203	0	29	34	33	1	96	203	1	16	58	18	3
Ethnicity	Caucasian	98	57	1	45	31	19	1	98	57	3	22	63	8	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	95	148	0	39	33	22	4	95	148	2	17	58	17	4
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	97	185	0	23	36	37	2	97	185	0	12	56	28	2	
Status	SWD**	93	75	0	2	22	68	6	92	75	0	0	36	56	8
	ELL*	96	54	0	35	37	24	3	94	54	0	12	59	22	5
	FRLP	96	264	0	28	36	31	3	95	264	0	14	56	24	4
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	97	394	0	33	34	29	2	96	394	1	16	57	21	3
	2004-05	97	437	0	30	32	35	3	97	437	0	21	52	24	3
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	100	147	6	53	32	6	0	98	147	1	14	55	27	1
	Male	99	151	5	38	35	19	0	98	151	3	17	48	28	1
Ethnicity	Caucasian	100	60	11	53	21	13	0	96	60	8	28	38	21	3
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	99	8	44	34	12	1	97	99	2	14	52	29	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	135	2	44	39	13	0	99	135	0	11	57	29	0	
Status	SWD**	100	43	0	13	27	58	0	97	43	0	0	25	72	2
	ELL*	100	45	0	31	57	11	0	100	45	0	6	53	40	0
	FRLP	99	179	5	40	37	16	0	97	179	1	12	50	32	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	298	6	45	33	13	0	98	298	2	15	52	27	1
	2004-05	97	272	8	53	27	9	3	97	272	3	16	58	20	3
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
Felipe, Llyod	22
Sandoval, Dion	7
Thompson, Mark	1
Gaines, Les	7
Chavez, Earl	20

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	\$14429947	58
Instructional Support	4420074	18
Administration	717305	3
Business and Support Services	516946	2
Operations/Maintenance of Plant	3947947	16
Food Services	0	0
Athletics	619343	3
Non-Instructional Student Support	96000	0
Community Services	0	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$24747562	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 %
		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%	
Grants District Wide	294	71.1	28.9	83.1	
Bluewater ES	9	66.7	33.3	100	
Cubero ES	20	80	20	100	
Grants HS	61	77	23	86.8	
Laguna-Acoma HS	32	71.9	28.1	81.3	
Laguna-Acoma MS	15	73.3	26.7	35.5	
Los Alomitos MS	34	52.9	47.1	70.9	
Mesa View ES	34	64.7	35.3	100	
Milan ES	29	65.5	34.5	100	
Mount Taylor ES	36	77.8	22.2	100	
San Rafeal ES	10	80	20	100	
Seboyeta ES	5	60	40	62.5	

* 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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 - Q7. My child has an adequate choice of school-sponsored extracurricular activities.
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= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Grants District Total	1	164	292	11	3	24	4	32.9	58.6	2.2	.6	4.8	.8
Grants District Total	2	78	305	67	30	16	2	15.7	61.2	13.5	6	3.2	.4
Grants District Total	3	153	300	16	5	18	6	30.7	60.2	3.2	1	3.6	1.2
Grants District Total	4	171	293	20	3	3	8	34.3	58.8	4	.6	.6	1.6
Grants District Total	5	108	315	22	10	42	1	21.7	63.3	4.4	2	8.4	.2
Grants District Total	6	123	302	27	13	20	5	25.1	61.6	5.5	2.7	4.1	1
Grants District Total	7	85	253	78	26	35	19	17.1	51	15.7	5.2	7.1	3.8
Grants District Total	8	195	283	15	1	3	1	39.2	56.8	3	.2	.6	.2
Grants District Total	9	137	306	18	4	27	6	27.5	61.4	3.6	.8	5.4	1.2
Grants District Total	10	145	304	32	5	4	6	29.2	61.3	6.5	1	.8	1.2
Cubero ES	1	14	33	***	***	2	***	28.6	67.3	***	***	4.1	***
Cubero ES	2	3	34	10	1	1	***	6.1	69.4	20.4	2	2	***
Cubero ES	3	17	30	***	***	2	***	34.7	61.2	***	***	4.1	***
Cubero ES	4	17	27	3	***	2	***	34.7	55.1	6.1	***	4.1	***
Cubero ES	5	8	27	3	3	8	***	16.3	55.1	6.1	6.1	16.3	***
Cubero ES	6	30	5	2	3	***	1	73.2	12.2	4.9	7.3	***	2.4
Cubero ES	7	28	12	2	4	1	***	59.6	25.5	4.3	8.5	2.1	***
Cubero ES	8	17	30	2	***	***	***	34.7	61.2	4.1	***	***	***
Cubero ES	9	15	26	2	1	4	1	30.6	53.1	4.1	2	8.2	2
Cubero ES	10	17	31	1	***	***	***	34.7	63.3	2	***	***	***
Grants HS	1	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	2	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	3	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	4	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	5	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	6	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	7	***	***	2	***	***	***	***	***	100	***	***	***
Grants HS	8	***	2	***	***	***	***	***	100	***	***	***	***
Grants HS	9	***	***	2	***	***	***	***	***	100	***	***	***

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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
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Grants HS	10	2	***	***	***	***	***	100	***	***	***	***	***
Los Alamos MS	1	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	2	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	3	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	4	1	***	***	***	***	***	100	***	***	***	***	***
Los Alamos MS	5	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	6	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	7	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	8	1	***	***	***	***	***	100	***	***	***	***	***
Los Alamos MS	9	***	1	***	***	***	***	***	100	***	***	***	***
Los Alamos MS	10	***	1	***	***	***	***	***	100	***	***	***	***
Laguna-Acoma HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	1	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	2	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	3	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	4	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	5	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	6	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	7	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	8	***	***	***	***	***	***	***	***	***	***	***	***

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Laguna-Acoma MS	9	***	***	***	***	***	***	***	***	***	***	***	***
Laguna-Acoma MS	10	***	***	***	***	***	***	***	***	***	***	***	***
Mesa View ES	1	34	75	6	***	5	2	27.9	61.5	4.9	***	4.1	1.6
Mesa View ES	2	21	79	11	3	8	***	17.2	64.8	9	2.5	6.6	***
Mesa View ES	3	30	80	3	1	5	3	24.6	65.6	2.5	.8	4.1	2.5
Mesa View ES	4	38	75	3	***	***	6	31.1	61.5	2.5	***	***	4.9
Mesa View ES	5	22	79	9	2	10	***	18	64.8	7.4	1.6	8.2	***
Mesa View ES	6	26	74	12	2	7	1	21.3	60.7	9.8	1.6	5.7	.8
Mesa View ES	7	17	68	22	4	8	3	13.9	55.7	18	3.3	6.6	2.5
Mesa View ES	8	56	61	3	***	2	***	45.9	50	2.5	***	1.6	***
Mesa View ES	9	27	78	5	1	8	3	22.1	63.9	4.1	.8	6.6	2.5
Mesa View ES	10	36	69	12	2	***	3	29.5	56.6	9.8	1.6	***	2.5
Milan ES	1	65	152	3	3	17	1	27	63.1	1.2	1.2	7.1	.4
Milan ES	2	32	148	34	22	5	***	13.3	61.4	14.1	9.1	2.1	***
Milan ES	3	73	144	8	3	10	3	30.3	59.8	3.3	1.2	4.1	1.2
Milan ES	4	75	152	11	2	***	1	31.1	63.1	4.6	.8	***	.4
Milan ES	5	47	165	9	2	17	1	19.5	68.5	3.7	.8	7.1	.4
Milan ES	6	47	167	7	7	11	2	19.5	69.3	2.9	2.9	4.6	.8
Milan ES	7	32	141	32	13	19	4	13.3	58.5	13.3	5.4	7.9	1.7
Milan ES	8	85	147	8	1	***	***	35.3	61	3.3	.4	***	***
Milan ES	9	62	157	7	1	14	***	25.7	65.1	2.9	.4	5.8	***
Milan ES	10	67	158	12	1	2	1	27.8	65.6	5	.4	.8	.4
Mount Taylor ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Mount Taylor ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Mount Taylor ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Mount Taylor ES	4	***	***	***	***	***	***	***	***	***	***	***	***
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Mount Taylor ES	7	***	***	***	***	***	***	***	***	***	***	***	***

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Mount Taylor ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Mount Taylor ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Mount Taylor ES	10	***	***	***	***	***	***	***	***	***	***	***	***
San Rafeal ES	1	28	14	1	***	***	***	65.1	32.6	2.3	***	***	***
San Rafeal ES	2	13	13	10	4	1	2	30.2	30.2	23.3	9.3	2.3	4.7
San Rafeal ES	3	24	17	1	***	1	***	55.8	39.5	2.3	***	2.3	***
San Rafeal ES	4	23	19	1	***	***	***	53.5	44.2	2.3	***	***	***
San Rafeal ES	5	21	15	***	1	6	***	48.8	34.9	***	2.3	14	***
San Rafeal ES	6	16	23	2	***	1	1	37.2	53.5	4.7	***	2.3	2.3
San Rafeal ES	7	6	19	7	1	6	4	14	44.2	16.3	2.3	14	9.3
San Rafeal ES	8	24	18	***	***	1	***	55.8	41.9	***	***	2.3	***
San Rafeal ES	9	22	20	1	***	***	***	51.2	46.5	2.3	***	***	***
San Rafeal ES	10	16	18	5	***	2	2	37.2	41.9	11.6	***	4.7	4.7
Seboyeta ES	1	16	13	1	***	***	1	51.6	41.9	3.2	***	***	3.2
Seboyeta ES	2	5	23	2	***	1	***	16.1	74.2	6.5	***	3.2	***
Seboyeta ES	3	1	25	4	1	***	***	3.2	80.6	12.9	3.2	***	***
Seboyeta ES	4	9	17	2	1	1	1	29	54.8	6.5	3.2	3.2	3.2
Seboyeta ES	5	4	23	1	2	1	***	12.9	74.2	3.2	6.5	3.2	***
Seboyeta ES	6	2	24	3	1	1	***	6.5	77.4	9.7	3.2	3.2	***
Seboyeta ES	7	***	9	10	3	1	8	***	29	32.3	9.7	3.2	25.8
Seboyeta ES	8	4	24	2	***	***	1	12.9	77.4	6.5	***	***	3.2
Seboyeta ES	9	3	23	1	1	1	2	9.7	74.2	3.2	3.2	3.2	6.5
Seboyeta ES	10	3	25	2	1	***	***	9.7	80.6	6.5	3.2	***	***
Bluewater ES	1	7	2	***	***	***	***	77.8	22.2	***	***	***	***
Bluewater ES	2	4	5	***	***	***	***	44.4	55.6	***	***	***	***
Bluewater ES	3	8	1	***	***	***	***	88.9	11.1	***	***	***	***
Bluewater ES	4	8	1	***	***	***	***	88.9	11.1	***	***	***	***
Bluewater ES	5	6	3	***	***	***	***	66.7	33.3	***	***	***	***
Bluewater ES	6	2	6	1	***	***	***	22.2	66.7	11.1	***	***	***

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
Bluewater ES	7	2	3	3	1	***	***	22.2	33.3	33.3	11.1	***	***
Bluewater ES	8	8	1	***	***	***	***	88.9	11.1	***	***	***	***
Bluewater ES	9	8	1	***	***	***	***	88.9	11.1	***	***	***	***
Bluewater ES	10	4	2	***	1	***	***	57.1	28.6	***	14.3	***	***

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%).