



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	7	43.8
Schools in School Improvement	5	31.3
Schools in Corrective Action	2	12.5
Schools in Restructuring	1	6.3

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*

	Los Lunas		STATE WIDE	
	Number	Percent	Number	Percent
Female	4186	48.2	159519	48.6
Male	4494	51.8	168526	51.4
Caucasian	2449	28.2	102066	31.1
African-American	113	1.3	8226	2.5
Hispanic	5431	62.6	177254	54
Asian/Pacific	40	.5	4136	1.3
American Indian/Alaskan Native	647	7.5	36453	11.1
SWD	1619	18.7	50048	15.3
ELL	1363	15.7	70172	21.4
FRLP	6054	69.7	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
Ann Parish ES	Meets AYP	None	Bosque Farms ES	Meets AYP	None
Century Alt HS	Meets AYP	SI-2 delay	Daniel Fernandez IS	AYP Not Met	SI-2
Desert View IS	AYP Not Met	Restructuring 2	Katherine Gallegos ES	Meets AYP	None
Los Lunas ES	Meets AYP	None	Los Lunas Family Sch	AYP Not Met	None
Los Lunas HS	AYP Not Met	SI-2	Los Lunas MS	AYP Not Met	CA
Manzano Vista MS	AYP Not Met	CA	Mariposa ES	AYP Not Met	SI-2
Peralta ES	Meets AYP	None	Raymond Gabaldon IS	AYP Not Met	SI-2
Tome ES	Meets AYP	None	Valencia 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	35.2	43.9	18.5	31.9	***	33.0	30.4	33.2	12.0	
All Students In Grades 6, 7 & 8	Math Proficiency	15	21.9	35.0	11.1	17.5	***	15.0	16.0	8.9	3.6	
All Students In Grades 9 & 11	Math Proficiency	22	30.6	43.9	15.4	26.4	***	19.3	21.2	8.5	7.8	
Ann Parish ES	Math Proficiency	28	43.2	47.4	***	42.5	***	***	43.2	38.0	15.8	
Bosque Farms ES	Math Proficiency	28	47.6	56.7	***	48.2	***	17.7	31.5	***	23.8	
Daniel Fernandez IS	Math Proficiency	23	27.3	39.9	***	21.2	***	14.8	18.9	13.7	4.0	
Desert View IS	Math Proficiency	23	27.4	47.2	***	24.2	***	***	27.4	21.6	13.1	
Katherine Gallegos ES	Math Proficiency	28	50.3	66.0	***	43.6	***	44.4	46.2	56.2	12.5	
Los Lunas ES	Math Proficiency	28	24.5	15.4	***	25.6	***	***	22.0	***	5.0	
Los Lunas Family Sch	Math Proficiency	19	17.7	30.0	***	***	***	***	***	***	***	
Mariposa ES	Math Proficiency	28	6.3	11.1	***	3.5	***	***	6.3	***	7.7	
Peralta ES	Math Proficiency	28	39.6	51.5	***	32.1	***	***	34.5	25.0	***	
Raymond Gabaldon IS	Math Proficiency	23	28.5	34.4	***	26.9	***	23.1	19.1	21.7	7.6	
Tome ES	Math Proficiency	28	46.4	41.7	***	47.6	***	***	46.4	43.7	11.8	
Valencia ES	Math Proficiency	28	23.3	37.0	***	16.5	***	***	13.0	***	4.2	
Century Alt HS	Math Proficiency	22	9.1	***	***	***	***	***	9.1	***	***	
Los Lunas HS	Math Proficiency	22	31.3	44.2	16.7	27.0	***	20.4	21.7	9.2	7.8	
Los Lunas MS	Math Proficiency	15	22.7	33.3	***	20.5	***	11.8	17.8	15.0	3.5	
Manzano Vista MS	Math Proficiency	15	22.2	38.5	***	16.0	***	12.1	14.5	10.7	5.7	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	56.4	63.5	51.9	53.9	***	50.5	50.0	44.3	21.7	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	48.1	63.9	38.9	42.5	***	41.7	39.5	32.7	13.9	
All Students In Grades 9 & 11	Reading Proficiency	41	53.8	66.3	23.1	49.3	***	46.5	42.2	20.3	17.7	
Ann Parish ES	Reading Proficiency	45	58.6	60.5	***	59.2	***	***	58.6	60	10.5	
Bosque Farms ES	Reading Proficiency	45	60.0	68.3	***	63.0	***	29.4	44.4	***	28.6	
Daniel Fernandez IS	Reading Proficiency	40	52.0	59.4	***	48.9	***	40.7	43.4	51.0	9.3	
Desert View IS	Reading Proficiency	40	42.1	58.3	***	39.6	***	***	42.1	29.9	21.3	
Katherine Gallegos ES	Reading Proficiency	45	65.1	82.0	***	61.7	***	48.2	56.6	56.3	20.8	
Los Lunas ES	Reading Proficiency	45	60.3	61.5	***	59.8	***	***	55.9	***	30.0	
Los Lunas Family Sch	Reading Proficiency	41	52.9	60.0	***	***	***	***	***	***	***	
Mariposa ES	Reading Proficiency	45	12.5	33.3	***	0.0	***	***	12.5	***	15.4	
Peralta ES	Reading Proficiency	45	63.7	69.7	***	60.4	***	***	58.6	41.7	***	
Raymond Gabaldon IS	Reading Proficiency	40	50.9	59.0	***	48.5	***	46.2	41.5	47.8	13.6	
Tome ES	Reading Proficiency	45	52.6	41.7	***	53.7	***	***	52.6	43.8	29.4	
Valencia ES	Reading Proficiency	45	48.6	58.7	***	42.9	***	***	32.6	***	20.8	
Century Alt HS	Reading Proficiency	41	18.2	***	***	***	***	***	18.2	***	***	
Los Lunas HS	Reading Proficiency	41	54.4	67.4	25.0	49.4	***	47.2	42.4	18.5	18.3	
Los Lunas MS	Reading Proficiency	41	51.5	66.7	***	46.5	***	43.3	44.8	42.5	19.1	
Manzano Vista MS	Reading Proficiency	41	53.1	69.9	***	46.8	***	42.4	41.8	35.5	14.2	
<<<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	93.3	93.9	94.0	93.2	96.7	91.8	92.8	93.6	92.0	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.5	94.8	95.3	94.4	95.1	93.0	94.1	94.5	93.9	

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 6, 7 & 8	Attendance Rate	92	93.9	94.4	93.8	93.6	97.0	93.8	93.2	93.0	92.6	
All Students In Grades 9 & 11	Attendance Rate	92	91.1	92.2	92.2	90.7	97.7	89.4	89.5	89.2	89.0	
Ann Parish ES	Attendance Rate	92	95.8	94.9	94.6	96.2	***	96.0	95.8	96.8	96.1	
Bosque Farms ES	Attendance Rate	92	94.7	94.6	***	95.2	***	93.4	94.5	***	93.5	
Daniel Fernandez IS	Attendance Rate	92	94.4	93.9	***	94.7	***	94.3	93.6	96.2	94.1	
Desert View IS	Attendance Rate	92	94.0	94.9	***	93.9	***	***	94.0	94.3	92.9	
Katherine Gallegos ES	Attendance Rate	92	94.8	95.0	97.3	95.1	***	92.4	93.9	94.2	93.1	
Los Lunas ES	Attendance Rate	92	94.3	95.0	***	94.4	***	89.1	94.0	95.2	94.1	
Los Lunas Family Sch	Attendance Rate	92	96.4	97.1	***	95.3	***	***	96.9	***	***	
Los Lunas MS	Attendance Rate	92	94.7	95.1	90.3	94.8	***	93.9	94.0	91.6	94.2	
Manzano Vista MS	Attendance Rate	92	92.5	93.1	***	92.2	***	91.9	91.4	93.0	89.6	
Mariposa ES	Attendance Rate	92	93.6	94.4	***	93.1	***	***	93.6	***	93.3	
Peralta ES	Attendance Rate	92	95.6	95.7	***	95.5	***	***	95.2	96.7	95.1	
Raymond Gabaldon IS	Attendance Rate	92	94.1	94.8	***	93.8	***	93.3	93.3	92.5	93.3	
Tome ES	Attendance Rate	92	93.0	94.0	***	92.8	***	93.9	93.0	93.4	93.2	
Valencia ES	Attendance Rate	92	93.5	93.9	***	93.3	***	93.4	92.9	92.6	92.8	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
---Districtwide---	Graduation Rate	90	85.3	86.8	***	85.1	***	80.4	77.8	75.0	75.5	
Century Alt Hs	Graduation Rate	90	52.9	***	***	54.6	***	***	52.9	***	***	
Los Lunas Hs	Graduation Rate	90	86.8	87.3	***	87.0	***	83.3	80.4	75.0	78.3	

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	100	317	6	55	27	10	0	100	317	1	34	53	10	0
	Male	99	352	4	47	27	19	0	99	352	1	34	54	9	0
Ethnicity	Caucasian	99	193	8	55	21	13	0	99	193	2	42	47	7	0
	African-American	100	11	0	54	18	27	0	100	11	0	18	36	45	0
	Hispanic	99	425	4	48	31	15	0	99	425	1	31	57	9	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	39	5	53	23	17	0	100	39	0	33	53	12	0	
Status	SWD**	100	91	1	28	27	42	0	100	91	1	12	59	27	0
	ELL*	100	115	0	42	40	16	0	100	115	2	29	59	8	0
	FRLP	99	514	4	46	32	16	0	99	514	1	31	55	11	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	669	5	51	27	15	0	99	669	1	34	54	9	0
	2004-05	97	658	3	50	27	17	3	100	656	1	28	60	9	3
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	334	14	41	34	8	0	99	334	6	30	51	11	0
	Male	99	314	9	39	36	14	0	99	313	6	31	48	13	0
Ethnicity	Caucasian	98	179	16	44	30	7	1	99	179	7	35	44	11	0
	African-American	100	14	7	35	42	14	0	100	14	7	14	50	28	0
	Hispanic	99	418	10	38	37	13	0	100	418	5	29	52	13	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	97	37	8	37	40	10	2	97	36	8	33	50	5	2	
Status	SWD**	99	105	1	14	38	44	0	100	105	0	6	53	40	0
	ELL*	100	106	8	32	48	11	0	100	106	1	41	46	10	0
	FRLP	99	493	9	36	40	12	0	99	493	5	27	53	12	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	648	12	40	35	11	0	99	647	6	31	49	12	0
	2004-05	100	641	10	45	35	10	0	100	641	5	35	51	10	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	282	18	45	29	6	0	100	282	2	29	52	15	0
	Male	99	348	10	39	40	10	0	99	348	4	24	50	20	0
Ethnicity	Caucasian	100	181	18	43	28	9	0	99	181	5	33	48	12	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	402	12	40	38	7	0	99	402	2	24	52	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	38	7	44	36	10	0	100	38	2	18	52	26	0
Status	SWD**	99	100	1	17	44	37	1	98	100	1	14	36	47	2
	ELL*	100	92	5	40	45	8	0	100	92	1	19	57	21	0
	FRLP	100	442	8	40	38	11	0	99	442	2	20	53	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	630	13	42	35	8	0	99	630	3	26	51	18	0
	2004-05	100	622	14	40	33	13	1	99	623	1	17	61	21	1
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	300	6	41	46	5	0	100	300	2	21	59	17	0
	Male	99	304	0	32	51	14	0	99	304	2	18	50	28	0
Ethnicity	Caucasian	100	172	5	50	39	4	0	100	172	4	30	50	13	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	383	2	32	54	10	0	99	383	1	14	57	25	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	36	5	33	33	27	0	100	36	2	19	41	36	0
Status	SWD**	99	115	0	7	52	38	0	99	115	0	1	34	61	0
	ELL*	100	84	1	22	60	15	0	100	84	0	3	57	39	0
	FRLP	99	421	2	29	53	13	0	99	421	1	14	54	28	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	604	3	36	49	10	0	99	604	2	19	54	23	0
	2004-05	99	691	4	38	49	8	1	99	691	2	15	55	28	0
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	97	343	9	47	34	5	2	97	345	1	18	47	29	2
	Male	98	358	1	43	36	16	1	96	364	1	18	45	31	3
Ethnicity	Caucasian	98	183	8	52	30	7	1	97	184	3	26	43	25	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	442	4	44	38	11	1	97	447	0	16	46	33	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	97	69	8	36	37	14	2	97	70	1	14	51	30	2	
Status	SWD**	97	142	2	16	40	39	2	95	144	0	4	24	66	4
	ELL*	100	89	1	38	43	16	0	100	89	0	11	47	41	0
	FRLP	98	456	3	42	39	14	1	97	461	1	13	46	35	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	701	5	45	35	10	1	97	709	1	18	46	30	2
	2004-05	99	735	9	48	33	9	1	99	735	2	16	51	30	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	353	2	55	31	8	1	98	353	1	19	48	28	1
	Male	97	369	1	40	40	15	2	97	369	2	20	42	31	2
Ethnicity	Caucasian	100	216	3	67	25	4	0	97	216	2	32	50	11	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	435	1	39	41	14	2	97	435	2	14	44	36	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	58	0	43	32	24	0	100	58	0	12	41	46	0	
Status	SWD**	96	126	3	15	36	42	3	99	126	1	3	27	66	0
	ELL*	98	56	5	23	48	21	1	96	56	3	7	30	55	3
	FRLP	97	460	1	36	43	16	2	97	460	1	14	43	37	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	722	2	48	35	12	1	97	722	2	19	45	30	2
	2004-05	99	720	5	52	32	10	1	99	720	3	18	54	24	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	100	362	2	58	24	13	0	99	362	2	29	56	11	0
	Male	99	405	1	33	31	32	0	99	403	4	20	50	23	0
Ethnicity	Caucasian	100	205	2	56	20	20	0	99	205	4	32	45	16	0
	African-American	100	13	0	7	38	53	0	100	13	0	0	61	38	0
	Hispanic	99	468	1	43	29	24	0	98	466	2	23	53	18	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	77	1	38	37	22	0	98	77	2	15	68	11	1	
Status	SWD**	100	148	2	12	21	64	0	97	146	1	6	35	54	2
	ELL*	100	47	0	12	34	53	0	100	47	0	8	44	46	0
	FRLP	99	432	0	36	32	29	0	99	431	1	19	55	22	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	767	1	45	28	23	0	99	765	3	24	52	17	0
	2004-05	93	786	3	35	28	27	7	92	786	3	22	47	20	8
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	233	9	57	25	7	0	99	233	5	23	50	20	0
	Male	99	252	7	44	28	17	0	98	252	5	25	42	26	1
Ethnicity	Caucasian	98	165	15	56	18	9	1	98	165	8	36	41	12	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	267	5	47	32	14	0	98	267	3	18	49	27	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	46	2	50	30	17	0	100	46	4	13	45	36	0	
Status	SWD**	100	75	4	20	36	40	0	97	75	4	5	26	61	2
	ELL*	100	19	5	31	21	42	0	100	19	5	0	47	47	0
	FRLP	100	226	5	45	32	16	0	99	226	3	15	49	31	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	485	8	50	27	12	0	98	485	5	24	46	23	1
	2004-05	96	503	15	51	20	10	4	95	503	7	28	45	16	5
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
Conroy, Delfido	10
Hernandez, Ed	9
Marez, Maria	12
Castillo, Art	13
Carabajal, Gene	8

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	\$32383368	61
Instructional Support	11858134	22
Administration	1089362	2
Business and Support Services	949874	2
Operations/Maintenance of Plant	6361741	12
Food Services	0	0
Athletics	682291	1
Non-Instructional Student Support	78969	0
Community Services	67875	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$53471614	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%
Los Lunas District Wide	577	63.6	36.4	91.7
Ann Parish ES	36	61.1	38.9	94.7
Bosque Farms ES	24	58.3	41.7	100
Century Alt HS	7	57.1	42.9	88.1
Daniel Fernandez IS	36	66.7	33.3	100
Desert View IS	31	74.2	25.8	100
Katherine Gallegos ES	37	51.4	48.6	97.9
Los Lunas ES	32	62.5	37.5	100
Los Lunas Family Sch	7	57.1	42.9	83.3
Los Lunas HS	129	58.1	41.9	89.3
Los Lunas MS	43	72.1	27.9	90.6
Manzano Vista MS	37	54.1	45.9	83.9
Mariposa ES	10	80	20	100
Peralta ES	22	63.6	36.4	100
Raymond Gabaldon IS	31	67.7	32.3	100
Tome ES	36	69.4	30.6	100
Valencia ES	27	63	37	100

* 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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 - 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
Los Lunas District Total	1	647	924	81	42	121	45	.347	.496	4.35	2.25	6.50	2.41
Los Lunas District Total	2	665	930	114	55	69	27	.357	.5	6.12	2.95	3.70	1.45
Los Lunas District Total	3	640	925	86	32	108	69	.344	.497	4.62	1.72	5.80	3.70
Los Lunas District Total	4	624	919	136	62	51	68	.335	.494	7.31	3.33	2.74	3.65
Los Lunas District Total	5	593	859	72	42	182	112	.318	.461	3.87	2.25	9.78	6.02
Los Lunas District Total	6	566	937	114	62	87	94	.304	.503	6.12	3.33	4.67	5.05
Los Lunas District Total	7	316	784	310	120	269	61	.169	.421	16.6	6.45	14.4	3.27
Los Lunas District Total	8	869	774	74	46	29	68	.467	.416	3.97	2.47	1.55	3.65
Los Lunas District Total	9	541	958	110	48	138	65	.290	.515	5.91	2.58	7.41	3.49
Los Lunas District Total	10	641	937	132	43	51	56	.344	.503	7.09	2.31	2.74	3.01
Valencia ES	1	33	91	8	2	10	3	22.4	61.9	5.44	1.36	6.80	2.04
Valencia ES	2	64	79	1	0	3	0	43.5	53.7	.680	0	2.04	0
Valencia ES	3	56	81	5	1	3	1	38.0	55.1	3.40	.680	2.04	.680
Valencia ES	4	59	70	11	1	3	3	40.1	47.6	7.48	.680	2.04	2.04
Valencia ES	5	58	74	1	1	11	2	39.4	50.3	.680	.680	7.48	1.36
Valencia ES	6	47	79	11	3	4	3	31.9	53.7	7.48	2.04	2.72	2.04
Valencia ES	7	26	57	26	10	26	2	17.6	38.7	17.6	6.80	17.6	1.36
Valencia ES	8	66	63	8	5	2	3	44.8	42.8	5.44	3.40	1.36	2.04
Valencia ES	9	49	78	9	2	9	0	33.3	53.0	6.12	1.36	6.12	0
Valencia ES	10	39	87	15	0	3	3	26.5	59.1	10.2	0	2.04	2.04
Desert View IS	1	33	90	7	1	16	0	22.4	61.2	4.76	.680	10.8	0
Desert View IS	2	37	93	5	3	3	6	25.1	63.2	3.40	2.04	2.04	4.08
Desert View IS	3	26	77	5	2	11	26	17.6	52.3	3.40	1.36	7.48	17.6
Desert View IS	4	36	77	8	3	2	21	24.4	52.3	5.44	2.04	1.36	14.2
Desert View IS	5	42	8	5	2	6	84	28.5	5.44	3.40	1.36	4.08	57.1
Desert View IS	6	34	70	13	4	3	23	23.1	47.6	8.84	2.72	2.04	15.6
Desert View IS	7	17	72	8	9	16	25	11.5	48.9	5.44	6.12	10.8	17.0
Desert View IS	8	48	60	5	3	0	31	32.6	40.8	3.40	2.04	0	21.0
Desert View IS	9	29	71	11	1	8	27	19.7	48.2	7.48	.680	5.44	18.3

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	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
Desert View IS	10	35	67	18	5	2	20	23.8	45.5	12.2	3.40	1.36	13.6
Century Alt HS	1	2	5	0	0	0	0	28.5	71.4	0	0	0	0
Century Alt HS	2	4	3	0	0	0	0	57.1	42.8	0	0	0	0
Century Alt HS	3	3	4	0	0	0	0	42.8	57.1	0	0	0	0
Century Alt HS	4	3	3	0	0	1	0	42.8	42.8	0	0	14.2	0
Century Alt HS	5	2	3	1	0	1	0	28.5	42.8	14.2	0	14.2	0
Century Alt HS	6	3	2	0	1	1	0	42.8	28.5	0	14.2	14.2	0
Century Alt HS	7	0	3	1	2	1	0	0	42.8	14.2	28.5	14.2	0
Century Alt HS	8	2	4	0	1	0	0	28.5	57.1	0	14.2	0	0
Century Alt HS	9	2	3	0	1	1	0	28.5	42.8	0	14.2	14.2	0
Century Alt HS	10	1	3	2	0	1	0	14.2	42.8	28.5	0	14.2	0
Mariposa ES	1	39	27	0	1	2	7	51.3	35.5	0	1.31	2.63	9.21
Mariposa ES	2	26	39	7	1	2	1	34.2	51.3	9.21	1.31	2.63	1.31
Mariposa ES	3	31	34	5	1	3	2	40.7	44.7	6.57	1.31	3.94	2.63
Mariposa ES	4	30	37	3	3	2	1	39.4	48.6	3.94	3.94	2.63	1.31
Mariposa ES	5	25	33	3	5	10	0	32.8	43.4	3.94	6.57	13.1	0
Mariposa ES	6	24	33	1	2	3	13	31.5	43.4	1.31	2.63	3.94	17.1
Mariposa ES	7	8	27	24	5	11	1	10.5	35.5	31.5	6.57	14.4	1.31
Mariposa ES	8	40	29	2	2	2	1	52.6	38.1	2.63	2.63	2.63	1.31
Mariposa ES	9	27	37	6	0	4	2	35.5	48.6	7.89	0	5.26	2.63
Mariposa ES	10	27	41	3	2	2	1	35.5	53.9	3.94	2.63	2.63	1.31
Los Lunas Career Acad	1	3	18	2	3	7	0	.090	.545	6.06	9.09	21.2	0
Los Lunas Career Acad	2	8	20	1	2	2	0	.242	.606	3.03	6.06	6.06	0
Los Lunas Career Acad	3	6	12	7	0	8	0	18.1	36.3	21.2	0	24.2	0
Los Lunas Career Acad	4	5	17	7	2	2	0	15.1	51.5	21.2	6.06	6.06	0
Los Lunas Career Acad	5	8	19	2	2	2	0	24.2	57.5	6.06	6.06	6.06	0
Los Lunas Career Acad	6	4	17	8	2	2	0	12.1	51.5	24.2	6.06	6.06	0
Los Lunas Career Acad	7	5	14	6	2	6	0	15.1	42.4	18.1	6.06	18.1	0
Los Lunas Career Acad	8	5	19	8	0	0	1	15.1	57.5	24.2	0	0	3.03

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Los Lunas Career Acad	9	3	19	5	3	3	0	9.09	57.5	15.1	9.09	9.09	0
Los Lunas Career Acad	10	12	16	2	0	3	0	36.3	48.4	6.06	0	9.09	0
Los Lunas Family Sch	1	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	2	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	3	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	4	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	5	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	6	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	7	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	8	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	9	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas Family Sch	10	***	***	***	***	***	***	***	***	***	***	***	***
Manzano Vista MS	1	8	25	16	13	7	4	10.9	34.2	21.9	17.8	9.58	5.47
Manzano Vista MS	2	10	40	11	7	2	3	13.6	54.7	15.0	9.58	2.73	4.10
Manzano Vista MS	3	8	33	13	9	6	4	10.9	45.2	17.8	12.3	8.21	5.47
Manzano Vista MS	4	7	25	25	10	1	5	9.58	34.2	34.2	13.6	1.36	6.84
Manzano Vista MS	5	13	37	8	5	7	3	17.8	50.6	10.9	6.84	9.58	4.10
Manzano Vista MS	6	5	27	18	12	6	5	6.84	36.9	24.6	16.4	8.21	6.84
Manzano Vista MS	7	14	35	11	7	2	4	19.1	47.9	15.0	9.58	2.73	5.47
Manzano Vista MS	8	11	35	10	11	1	5	15.0	47.9	13.6	15.0	1.36	6.84
Manzano Vista MS	9	4	33	14	10	10	2	5.47	45.2	19.1	13.6	13.6	2.73
Manzano Vista MS	10	16	35	10	5	2	5	21.9	47.9	13.6	6.84	2.73	6.84
Bosque Farms ES	1	39	27	0	1	2	7	51.3	35.5	0	1.31	2.63	9.21
Bosque Farms ES	2	26	39	7	1	2	1	34.2	51.3	9.21	1.31	2.63	1.31
Bosque Farms ES	3	31	34	5	1	3	2	40.7	44.7	6.57	1.31	3.94	2.63
Bosque Farms ES	4	30	37	3	3	2	1	39.4	48.6	3.94	3.94	2.63	1.31
Bosque Farms ES	5	25	33	3	5	10	0	32.8	43.4	3.94	6.57	13.1	0
Bosque Farms ES	6	24	33	1	2	3	13	31.5	43.4	1.31	2.63	3.94	17.1
Bosque Farms ES	7	8	27	24	5	11	1	10.5	35.5	31.5	6.57	14.4	1.31

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	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
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	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
Bosque Farms ES	8	40	29	2	2	2	1	52.6	38.1	2.63	2.63	2.63	1.31
Bosque Farms ES	9	27	37	6	0	4	2	35.5	48.6	7.89	0	5.26	2.63
Bosque Farms ES	10	27	41	3	2	2	1	35.5	53.9	3.94	2.63	2.63	1.31
Katherine Gallegos ES	1	91	115	7	1	10	9	39.0	49.3	3.00	.429	4.29	3.86
Katherine Gallegos ES	2	81	113	24	6	7	2	34.7	48.4	10.3	2.57	3.00	.858
Katherine Gallegos ES	3	100	109	6	0	6	12	42.9	46.7	2.57	0	2.57	5.15
Katherine Gallegos ES	4	86	115	12	8	3	9	36.9	49.3	5.15	3.43	1.28	3.86
Katherine Gallegos ES	5	75	112	8	1	30	7	32.1	48.0	3.43	.429	12.8	3.00
Katherine Gallegos ES	6	76	123	11	4	5	14	32.6	52.7	4.72	1.71	2.14	6.00
Katherine Gallegos ES	7	43	98	43	16	24	9	18.4	42.0	18.4	6.86	10.3	3.86
Katherine Gallegos ES	8	127	97	2	2	0	5	54.5	41.6	.858	.858	0	2.14
Katherine Gallegos ES	9	77	122	7	5	13	9	33.0	52.3	3.00	2.14	5.57	3.86
Katherine Gallegos ES	10	101	123	8	0	1	0	43.3	52.7	3.43	0	.429	0
Los Lunas ES	1	95	113	2	4	6	4	42.4	50.4	.892	1.78	2.67	1.78
Los Lunas ES	2	100	102	6	3	9	4	44.6	45.5	2.67	1.33	4.01	1.78
Los Lunas ES	3	89	108	8	5	6	8	39.7	48.2	3.57	2.23	2.67	3.57
Los Lunas ES	4	78	115	7	7	3	14	34.8	51.3	3.12	3.12	1.33	6.25
Los Lunas ES	5	54	127	13	5	21	4	24.1	56.6	5.80	2.23	9.37	1.78
Los Lunas ES	6	76	118	9	5	6	10	33.9	52.6	4.01	2.23	2.67	4.46
Los Lunas ES	7	34	109	33	17	27	4	15.1	48.6	14.7	7.58	12.0	1.78
Los Lunas ES	8	102	104	4	4	6	4	45.5	46.4	1.78	1.78	2.67	1.78
Los Lunas ES	9	75	117	12	6	14	0	33.4	52.2	5.35	2.67	6.25	0
Los Lunas ES	10	79	126	6	3	4	6	35.2	56.2	2.67	1.33	1.78	2.67
Raymond Gabaldon IS	1	45	88	9	3	5	1	29.8	58.2	5.96	1.98	3.31	.662
Raymond Gabaldon IS	2	61	60	19	4	6	1	40.3	39.7	12.5	2.64	3.97	.662
Raymond Gabaldon IS	3	40	87	10	3	6	5	26.4	57.6	6.62	1.98	3.97	3.31
Raymond Gabaldon IS	4	33	87	19	3	5	4	21.8	57.6	12.5	1.98	3.31	2.64
Raymond Gabaldon IS	5	41	86	8	2	12	2	27.1	56.9	5.29	1.32	7.94	1.32
Raymond Gabaldon IS	6	34	84	18	5	9	1	22.5	55.6	11.9	3.31	5.96	.662

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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Raymond Gabaldon IS	7	18	54	45	10	20	4	11.9	35.7	29.8	6.62	13.2	2.64
Raymond Gabaldon IS	8	67	66	9	3	1	5	44.3	43.7	5.96	1.98	.662	3.31
Raymond Gabaldon IS	9	22	95	10	5	14	5	14.5	62.9	6.62	3.31	9.27	3.31
Raymond Gabaldon IS	10	57	70	13	4	7	0	37.7	46.3	8.60	2.64	4.63	0
Los Lunas MS	1	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	2	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	3	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	4	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	5	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	6	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	7	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	8	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	9	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas MS	10	***	***	***	***	***	***	***	***	***	***	***	***
Los Lunas HS	1	25	18	2	1	1	0	53.1	38.2	4.25	2.12	2.12	0
Los Lunas HS	2	18	19	6	2	2	0	38.2	40.4	12.7	4.25	4.25	0
Los Lunas HS	3	25	20	2	0	0	0	53.1	42.5	4.25	0	0	0
Los Lunas HS	4	28	16	3	0	0	0	59.5	34.0	6.38	0	0	0
Los Lunas HS	5	16	21	3	0	7	0	34.0	44.6	6.38	0	14.8	0
Los Lunas HS	6	26	20	1	0	0	0	55.3	42.5	2.12	0	0	0
Los Lunas HS	7	14	18	5	1	9	0	29.7	38.2	10.6	2.12	19.1	0
Los Lunas HS	8	27	18	2	0	0	0	57.4	38.2	4.25	0	0	0
Los Lunas HS	9	29	17	0	0	1	0	61.7	36.1	0	0	2.12	0
Los Lunas HS	10	17	19	7	3	0	1	36.1	40.4	14.8	6.38	0	2.12
Daniel Fernandez IS	1	23	60	3	1	8	2	23.7	61.8	3.09	1.03	8.24	2.06
Daniel Fernandez IS	2	15	57	12	3	7	3	15.4	58.7	12.3	3.09	7.21	3.09
Daniel Fernandez IS	3	27	53	5	2	7	3	27.8	54.6	5.15	2.06	7.21	3.09
Daniel Fernandez IS	4	28	40	12	3	7	7	28.8	41.2	12.3	3.09	7.21	7.21
Daniel Fernandez IS	5	30	49	3	3	10	2	30.9	50.5	3.09	3.09	10.3	2.06

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Daniel Fernandez IS	6	25	49	2	1	14	6	25.7	50.5	2.06	1.03	14.4	6.18
Daniel Fernandez IS	7	17	48	17	3	9	3	17.5	49.4	17.5	3.09	9.27	3.09
Daniel Fernandez IS	8	45	40	5	2	2	3	46.3	41.2	5.15	2.06	2.06	3.09
Daniel Fernandez IS	9	27	49	6	1	11	3	27.8	50.5	6.18	1.03	11.3	3.09
Daniel Fernandez IS	10	40	44	4	3	3	3	41.2	45.3	4.12	3.09	3.09	3.09
Peralta ES	1	61	33	0	0	1	2	62.8	34.0	0	0	1.03	2.06
Peralta ES	2	60	28	2	1	2	4	61.8	28.8	2.06	1.03	2.06	4.12
Peralta ES	3	67	26	0	0	1	3	69.0	26.8	0	0	1.03	3.09
Peralta ES	4	66	28	1	0	2	0	68.0	28.8	1.03	0	2.06	0
Peralta ES	5	48	40	0	1	4	4	49.4	41.2	0	1.03	4.12	4.12
Peralta ES	6	53	34	2	1	3	4	54.6	35.0	2.06	1.03	3.09	4.12
Peralta ES	7	30	36	9	1	16	5	30.9	37.1	9.27	1.03	16.4	5.15
Peralta ES	8	64	25	2	1	1	4	65.9	25.7	2.06	1.03	1.03	4.12
Peralta ES	9	49	32	1	0	5	10	50.5	32.9	1.03	0	5.15	10.3
Peralta ES	10	40	37	4	0	2	14	41.2	38.1	4.12	0	2.06	14.4
Ann Parish ES	1	62	94	14	7	21	5	30.5	46.3	6.89	3.44	10.3	2.46
Ann Parish ES	2	74	108	5	6	8	2	36.4	53.2	2.46	2.95	3.94	.985
Ann Parish ES	3	62	108	6	1	24	2	30.5	53.2	2.95	.492	11.8	.985
Ann Parish ES	4	57	108	17	10	8	3	28.0	53.2	8.37	4.92	3.94	1.47
Ann Parish ES	5	73	96	8	3	20	3	35.9	47.2	3.94	1.47	9.85	1.47
Ann Parish ES	6	61	117	8	7	9	1	30.0	57.6	3.94	3.44	4.43	.492
Ann Parish ES	7	36	87	25	13	42	0	17.7	42.8	12.3	6.40	20.6	0
Ann Parish ES	8	104	86	6	2	4	1	51.2	42.3	2.95	.985	1.97	.492
Ann Parish ES	9	49	121	12	3	15	3	24.1	59.6	5.91	1.47	7.38	1.47
Ann Parish ES	10	67	109	14	4	8	1	33.0	53.6	6.89	1.97	3.94	.492
Tome ES	1	88	120	11	4	25	1	35.3	48.1	4.41	1.60	10.0	.401
Tome ES	2	81	130	8	16	14	0	32.5	52.2	3.21	6.42	5.62	0
Tome ES	3	69	139	9	7	24	1	27.7	55.8	3.61	2.81	9.63	.401
Tome ES	4	78	144	8	9	10	0	31.3	57.8	3.21	3.61	4.01	0

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Tome ES	5	83	121	6	7	31	1	33.3	48.5	2.40	2.81	12.4	.401
Tome ES	6	74	131	11	13	19	1	29.7	52.6	4.41	5.22	7.63	.401
Tome ES	7	46	99	33	19	49	3	18.4	39.7	13.2	7.63	19.6	1.20
Tome ES	8	121	99	9	8	8	4	48.5	39.7	3.61	3.21	3.21	1.60
Tome ES	9	72	127	11	11	26	2	28.9	51.0	4.41	4.41	10.4	.803
Tome ES	10	83	119	23	12	11	1	33.3	47.7	9.23	4.81	4.41	.401

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%).