NO CHILD LEFT BEHIND SUMMARY

CARLSBAD

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	14	100
Schools in School Improvement	1	7
Schools in Corrective Action	3	21
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements…"

What do schools have to do in order to meet AYP?

Schools need to:
a) Achieve a 95% participation rate on state assessments.
b) Reach targets for proficiency or reduce non-proficiency.
c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?
The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

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

2006-2007 STUDENT DEMOGRAPHICS*

	CARLSBAD		STATE WIDE	
	Number	Percent	Number	Percent
Female	2832	47.8	159155	48.8
Male	3092	52.2	167000	51.2
Caucasian	2774	46.8	99600	30.5
African-American	94	1.6	8523	2.6
Hispanic	2958	49.9	178091	54.6
Asian/Pacific Islander	45	0.8	4246	1.3
American Indian	53	0.9	35679	10.9
English Language Learners	242	4.1	60832	18.7
Students with Disabilities	1021	17.2	48634	14.9
Free/Reduced Lunch Program	3516	59.4	193840	59.4
Migrant	0	0.0	796	0.2

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

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

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ALTA VISTA MIDDLE	AYP Not Met	CA	CARLSBAD HIGH	AYP Not Met	CA
CRAFT ELEMENTARY	Meets AYP	Progressing	DR. E.M. SMITH ELEM	Meets AYP	Progressing
ECE CENTER	AYP Not Met	Progressing	EDDY ELEMENTARY	AYP Not Met	Progressing
HILLCREST ELEMENTARY	Meets AYP	Progressing	JOE STANLEY SMITH EL	Meets AYP	Progressing
MONTERREY ELEMENTARY	AYP Not Met	Progressing	P.R. LEYVA MIDDLE	AYP Not Met	CA
PATE ELEMENTARY	Meets AYP	SI-1 delay	PUCKETT ELEMENTARY	Meets AYP	Progressing
RIVERSIDE ELEMENTARY	Meets AYP	Progressing	SUNSET ELEMENTARY	Meets AYP	Progressing

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/ Pacific	American Indian/ Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	62.0	68.7	60.0	56.7	***	25.0	55.6	37.9	22.0
All students in Grades 6, 7 & 8	Reading Proficiency	42	45.8	51.9	26.7	40.3	***	***	36.5	***	9.4
All Students in Grades 9 & 11	Reading Proficiency	45	46.3	59.0	40.0	33.7	***	***	34.8	***	6.6
ALTA VISTA MIDDLE	Reading Proficiency	42	36.2	34.2	***	37.2	***	***	32.7	***	12.2
CARLSBAD HIGH	Reading Proficiency	45	46.8	59.4	40.0	34.2	***	***	35.4	***	10.3
CRAFT ELEMENTARY	Reading Proficiency	49	53.8	48.0	***	57.7	***	***	49.3	40.7	***
DR. E.M. SMITH ELEM	Reading Proficiency	49	56.4	52.6	***	57.1	***	***	58.5	***	36.4
ECE CENTER	Reading Proficiency	49	55.7	62.4	***	51.0	***	***	51.2	38.1	14.3
EDDY ELEMENTARY	Reading Proficiency	49	45.0	43.5	***	46.4	***	***	48.4	29.4	13.6
HILLCREST ELEMENTARY	Reading Proficiency	49	46.3	46.4	***	45.5	***	***	43.9	***	<1.0
JOE STANLEY SMITH EL	Reading Proficiency	49	66.9	71.4	***	63.9	***	***	65.9	***	37.5
MONTERREY ELEMENTARY	Reading Proficiency	49	62.4	63.5	***	62.0	***	***	56.3	***	23.1
P.R. LEYVA MIDDLE	Reading Proficiency	42	54.2	59.4	***	46.3	***	***	43.1	***	17.1
PATE ELEMENTARY	Reading Proficiency	49	64.8	80.0	***	58.0	***	***	58.4	53.3	36.4
PUCKETT ELEMENTARY	Reading Proficiency	49	55.2	62.1	***	53.1	***	***	53.9	***	12.5
RIVERSIDE ELEMENTARY	Reading Proficiency	49	82.7	85.4	***	78.1	***	***	75.7	***	***
SUNSET ELEMENTARY	Reading Proficiency	49	69.4	75.9	***	59.7	***	***	64.5	***	40.0
All Students in Grades 3, 4 & 5	Math Proficiency	33	51.4	59.6	33.3	44.8	***	33.3	44.5	33.0	27.2
All students in Grades 6, 7 & 8	Math Proficiency	20	31.6	37.6	33.3	25.6	***	***	23.2	***	3.1
All Students in Grades 9 & 11	Math Proficiency	27	38.3	49.7	20.0	27.0	***	***	25.4	***	<1.0
ALTA VISTA MIDDLE	Math Proficiency	20	26.9	27.7	***	26.4	***	***	22.5	***	7.5
CARLSBAD HIGH	Math Proficiency	27	38.7	49.6	20.0	27.6	***	***	26.0	***	1.9
CRAFT ELEMENTARY	Math Proficiency	33	45.0	44.0	***	48.1	***	***	40.6	33.3	***
DR. E.M. SMITH ELEM	Math Proficiency	33	50.9	52.6	***	48.6	***	***	53.7	***	36.4
ECE CENTER	Math Proficiency	33	47.4	51.8	***	44.5	***	***	42.2	38.1	28.6
EDDY ELEMENTARY	Math Proficiency	33	41.3	39.1	***	42.9	***	***	43.8	29.4	36.4
HILLCREST ELEMENTARY	Math Proficiency	33	41.1	46.4	***	39.4	***	***	39.0	***	18.8
JOE STANLEY SMITH EL	Math Proficiency	33	46.0	48.6	***	43.4	***	***	40.7	***	31.3
MONTERREY ELEMENTARY	Math Proficiency	33	51.3	55.6	***	48.0	***	***	42.2	***	23.1
P.R. LEYVA MIDDLE	Math Proficiency	20	37.0	42.5	***	27.6	***	***	26.8	***	6.8
PATE ELEMENTARY	Math Proficiency	33	56.5	71.4	***	49.3	***	***	50.7	46.7	40.9
PUCKETT ELEMENTARY	Math Proficiency	33	42.7	55.2	***	37.5	***	***	38.5	***	12.5
RIVERSIDE ELEMENTARY	Math Proficiency	33	71.9	74.8	***	65.6	***	***	64.9	***	***
SUNSET ELEMENTARY	Math Proficiency	33	58.4	65.7	***	46.8	***	***	53.8	***	33.3
All Students in Grades 3, 4 & 5	Attendance Rate	92	96.1	96.2	95.8	96.0	***	96.6	95.7	95.9	95.6

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

			PERCENT OF STUDENTS PROFICIENT OR ABOVE									
School Name	Academic Indicator	NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/ Pacific	American Indian/ Alaskan Native	FRLP	ELL	SWD
All students in Grades 6, 7 & 8	Attendance Rate	92	96.0	96.1	95.5	96.0	***	***	95.8	***	95.7
ALTA VISTA MIDDLE	Attendance Rate	92	95.8	95.6	***	95.9	***	***	95.7	***	95.8
CRAFT ELEMENTARY	Attendance Rate	92	96.1	96.1	***	96.0	***	***	95.8	95.8	***
DR. E.M. SMITH ELEM	Attendance Rate	92	96.1	96.1	***	96.0	***	***	95.9	***	96.0
EDDY ELEMENTARY	Attendance Rate	92	95.8	96.0	***	95.7	***	***	95.5	95.4	95.2
HILLCREST ELEMENTARY	Attendance Rate	92	95.1	95.5	***	94.9	***	***	95.1	***	95.2
JOE STANLEY SMITH EL	Attendance Rate	92	95.9	95.8	***	95.9	***	***	95.8	***	96.3
MONTERREY ELEMENTARY	Attendance Rate	92	95.9	96.0	***	95.7	***	***	95.4	***	95.9
P.R. LEYVA MIDDLE	Attendance Rate	92	96.2	96.3	***	96.1	***	***	95.9	***	95.6
PATE ELEMENTARY	Attendance Rate	92	95.6	95.0	***	95.7	***	***	95.3	96.9	95.1
PUCKETT ELEMENTARY	Attendance Rate	92	95.6	95.6	***	95.6	***	***	95.3	***	96.1
RIVERSIDE ELEMENTARY	Attendance Rate	92	97.2	97.1	***	97.3	***	***	96.6	***	***
SUNSET ELEMENTARY	Attendance Rate	92	96.8	96.9	***	96.6	***	***	96.8	***	96.6
All Students in Grade 12	Graduation Rate	90	91.2	95.3	100.0	86.7	***	***	91.9	***	100.0
CARLSBAD HIGH	Graduation Rate	90	92.3	95.5	100.0	88.5	***	***	93.2	***	100.0

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	221	3	58	31	8	0	100	221	3	43	50	4	0
	Male	100	244	4	49	35	13	0	100	244	5	47	44	5	0
Ethnicity	Caucasian	100	209	5	59	27	8	0	100	209	7	47	42	4	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	100	238	2	48	37	13	0	100	238	2	43	50	5	0
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian[1]	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD[2]	100	61	2	16	48	34	0	100	61	3	30	54	13	0
	ELL[3]	100	47	2	34	47	17	0	100	47	0	43	49	9	0
	FRLP	100	333	1	50	36	13	0	100	333	2	42	51	5	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	465	3	53	33	10	0	100	465	4	45	47	4	0
	2005-06	100	438	8	64	21	7	0	100	436	6	51	41	1	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	202	19	50	25	5	0	100	202	14	45	39	3	0
	Male	100	238	10	51	31	8	0	100	238	15	49	34	1	0
Ethnicity	Caucasian	100	215	19	53	23	5	0	100	215	22	49	28	1	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	100	213	10	48	33	8	0	100	213	8	45	44	3	0
	Asian/Pacific	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	American Indian[1]	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD[2]	100	61	2	23	46	30	0	100	61	8	26	54	11	0
	ELL[3]	100	42	7	31	48	14	0	100	42	0	33	64	2	0
	FRLP	100	275	9	48	35	8	0	100	275	8	44	45	3	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	440	14	51	28	6	0	100	440	15	47	36	2	0
	2005-06	100	396	14	54	27	6	0	100	398	15	44	36	5	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

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

5TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	199	20	53	21	7	0	100	199	7	39	48	6	0
	Male	100	207	10	46	32	12	0	100	207	7	36	49	8	0
Ethnicity	Caucasian	100	182	20	49	25	5	0	100	182	8	45	42	5	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	210	10	50	27	13	0	100	210	5	32	54	9	0
	Asian/Pacific	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	American Indian[1]	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Status	SWD[2]	100	76	1	21	34	43	0	100	76	3	13	58	26	0
	ELL[3]	100	29	3	41	34	21	0	100	29	3	28	52	17	0
	FRLP	100	265	11	46	30	12	0	100	265	4	34	54	8	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	406	15	49	27	9	0	100	406	7	37	49	7	0
	2005-06	100	486	20	49	25	6	0	100	486	6	36	48	10	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	237	7	34	46	13	0	100	237	5	24	54	16	0
	Male	100	248	2	28	48	22	0	100	248	4	32	45	19	0
Ethnicity	Caucasian	100	228	4	36	43	18	0	100	228	7	32	46	15	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	100	244	5	28	50	17	0	100	244	2	26	54	19	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian[1]	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD[2]	100	88	3	5	31	61	0	100	88	0	3	33	64	0
	ELL[3]	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	310	2	26	49	23	0	100	310	1	24	53	22	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	485	5	31	47	18	0	100	485	5	28	49	18	0
	2005-06	100	492	8	41	45	7	0	100	492	7	28	49	16	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

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

7TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	237	9	46	37	7	0	100	237	3	29	48	20	0
	Male	100	260	8	43	36	12	0	99	260	5	28	49	18	1
Ethnicity	Caucasian	100	227	12	47	33	7	0	100	227	6	29	49	15	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	99	257	5	42	39	12	1	100	257	2	27	49	21	0
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian[1]	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD[2]	100	76	4	7	45	45	0	100	76	1	5	34	59	0
	ELL[3]	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	99	298	4	42	40	14	1	99	298	2	23	50	24	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	497	9	45	36	10	0	100	497	4	28	48	19	0
	2005-06	100	425	4	51	37	8	0	100	425	3	24	49	24	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	207	1	54	36	9	0	99	207	2	31	50	16	1
	Male	100	207	2	43	42	13	0	100	207	3	25	56	16	0
Ethnicity	Caucasian	100	198	2	53	36	10	0	99	198	3	32	54	11	1
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	209	2	44	41	12	0	99	209	3	23	52	21	1
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian[1]	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD[2]	98	56	5	20	38	36	2	98	56	5	5	39	48	2
	ELL[3]	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	236	1	40	44	14	0	99	236	1	22	54	22	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	415	2	48	39	11	0	99	415	3	28	53	16	1
	2005-06	100	439	3	51	38	8	0	100	437	4	22	53	20	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

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

9TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	214	1	51	27	20	0	100	214	7	35	47	11	0
	Male	100	235	2	31	37	29	0	99	235	8	25	56	10	1
Ethnicity	Caucasian	100	218	2	50	29	18	0	100	218	11	36	46	7	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	99	218	1	31	37	30	1	98	218	4	25	58	12	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian[1]	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD[2]	97	67	4	3	19	70	3	96	67	1	1	60	33	4
	ELL[3]	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	99	218	1	30	36	32	1	98	218	5	20	59	14	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	449	2	41	33	25	0	99	449	8	30	52	10	1
	2005-06	99	566	1	50	24	23	1	99	566	6	31	43	19	1
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE

		READING							MATHEMATICS						
				Percent at Each Proficiency Level							Percent at Each Proficiency Level				
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	197	10	41	35	13	2	97	198	9	26	45	17	3
	Male	99	209	8	37	37	17	1	99	209	9	27	39	24	1
Ethnicity	Caucasian	99	197	14	46	30	9	1	98	198	16	30	39	14	2
	African-American	100	13	8	38	38	15	0	100	13	8	15	46	31	0
	Hispanic	97	182	3	31	42	21	3	97	182	1	22	46	28	3
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian[1]	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD[2]	93	67	1	9	31	51	7	91	67	0	0	25	66	9
	ELL[3]	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	98	183	2	36	37	23	2	98	183	1	21	45	30	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	406	9	39	36	15	2	98	407	9	27	42	21	2
	2005-06	100	320	18	54	22	5	0	100	320	10	29	43	18	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

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

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Campos, Angela	19
Clark, Noel	5
Dorado, Martin	16
McInroy, Bill	15
Wellman, Jo Pat	4

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent	
Direct Instruction	**27,613,095**		**63**
Instructional Support Services	**16,294,779**		**37**
Students	3,637,904	22	
Instruction	1,243,138	8	
General Administration	669,950	4	
School Administration	3,505,267	22	
Central Services	1,224,234	8	
Operations & Maintenance	6,014,286	37	
Student Transportation	0	0	
Non-Instructional Support	**35,394**		**<1**
Food Services	0	0	
Community Services	35,394	100	
Capital Outlay	**21,340**		**<1**
Total Expeditures	**43,964,608**		

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.24%

	Emergency or provisional Credentials.	Core Classes not taught by Highly Qualified Teachers.
Percent of Teachers High Poverty Schools	0.72%	7.8%
Percent of Teachers Low Poverty Schools	0.15%	11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	423	18.4	80.1	2.2
ALTA VISTA MIDDLE	43	32.6	67.4	0.8
CARLSBAD DIST OFFICE	8	25.0	25.0	***
CARLSBAD HIGH	101	14.9	83.2	4.6
CRAFT ELEMENTARY	19	15.8	84.2	0.0
DR. E.M. SMITH ELEM	10	10.0	90.0	0.0
ECE CENTER	38	10.5	89.5	2.9
EDDY ELEMENTARY	17	17.6	82.4	0.0
GRACE HOUSE PROG RTC	1	0.0	100.0	***
HILLCREST ELEMENTARY	21	14.3	85.7	0.0
JOE STANLEY SMITH EL	21	23.8	76.2	0.0
MONTERREY ELEMENTARY	21	9.5	90.5	0.0
P.R. LEYVA MIDDLE	51	23.5	76.5	0.0
PATE ELEMENTARY	14	14.3	85.7	0.0
PUCKETT ELEMENTARY	17	17.6	82.4	0.0
RIVERSIDE ELEMENTARY	19	31.6	68.4	0.0
SUNSET ELEMENTARY	22	13.6	86.4	0.0

* 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.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	796	1769	140	36	148	113	26.5	58.9	4.7	1.2	4.9	3.8
DISTRICT WIDE TOTALS	2	764	1789	214	42	144	49	25.4	59.6	7.1	1.4	4.8	1.6
DISTRICT WIDE TOTALS	3	984	1742	124	28	86	38	32.8	58.0	4.1	0.9	2.9	1.3
DISTRICT WIDE TOTALS	4	896	1640	259	55	55	97	29.8	54.6	8.6	1.8	1.8	3.2
DISTRICT WIDE TOTALS	5	786	1654	127	28	365	42	26.2	55.1	4.2	0.9	12.2	1.4
DISTRICT WIDE TOTALS	6	815	1723	191	60	160	53	27.1	57.4	6.4	2.0	5.3	1.8
DISTRICT WIDE TOTALS	7	623	1531	390	114	226	118	20.8	51.0	13.0	3.8	7.5	3.9
DISTRICT WIDE TOTALS	8	1189	1576	137	39	24	37	39.6	52.5	4.6	1.3	0.8	1.2
DISTRICT WIDE TOTALS	9	831	1748	145	38	181	59	27.7	58.2	4.8	1.3	6.0	2.0
DISTRICT WIDE TOTALS	10	990	1741	163	18	28	62	33.0	58.0	5.4	0.6	0.9	2.1
ALTA VISTA MIDDLE	1	36	133	8	5	13	11	17.5	64.6	3.9	2.4	6.3	5.3
ALTA VISTA MIDDLE	2	26	140	19	7	13	1	12.6	68.0	9.2	3.4	6.3	0.5
ALTA VISTA MIDDLE	3	41	139	8	2	13	3	19.9	67.5	3.9	1.0	6.3	1.5
ALTA VISTA MIDDLE	4	41	117	28	6	3	11	19.9	56.8	13.6	2.9	1.5	5.3
ALTA VISTA MIDDLE	5	38	132	7	1	25	3	18.4	64.1	3.4	0.5	12.1	1.5
ALTA VISTA MIDDLE	6	36	131	19	4	11	5	17.5	63.6	9.2	1.9	5.3	2.4
ALTA VISTA MIDDLE	7	30	121	29	14	10	2	14.6	58.7	14.1	6.8	4.9	1.0

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	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
ALTA VISTA MIDDLE	8	58	121	17	3	4	3	28.2	58.7	8.3	1.5	1.9	1.5
ALTA VISTA MIDDLE	9	37	132	17	2	14	4	18.0	64.1	8.3	1.0	6.8	1.9
ALTA VISTA MIDDLE	10	68	112	19	1	2	4	33.0	54.4	9.2	0.5	1.0	1.9
CARLSBAD HIGH	1	24	210	41	10	26	11	7.5	65.2	12.7	3.1	8.1	3.4
CARLSBAD HIGH	2	29	220	42	11	15	5	9.0	68.3	13.0	3.4	4.7	1.6
CARLSBAD HIGH	3	38	208	41	14	10	11	11.8	64.6	12.7	4.3	3.1	3.4
CARLSBAD HIGH	4	30	161	84	18	18	11	9.3	50.0	26.1	5.6	5.6	3.4
CARLSBAD HIGH	5	49	212	25	7	23	6	15.2	65.8	7.8	2.2	7.1	1.9
CARLSBAD HIGH	6	30	190	53	19	24	6	9.3	59.0	16.5	5.9	7.5	1.9
CARLSBAD HIGH	7	71	192	32	11	9	7	22.0	59.6	9.9	3.4	2.8	2.2
CARLSBAD HIGH	8	50	203	48	13	3	5	15.5	63.0	14.9	4.0	0.9	1.6
CARLSBAD HIGH	9	35	190	52	12	27	6	10.9	59.0	16.1	3.7	8.4	1.9
CARLSBAD HIGH	10	115	185	13	2	1	6	35.7	57.5	4.0	0.6	0.3	1.9
CRAFT ELEMENTARY	1	45	103	12	1	5	5	26.3	60.2	7.0	0.6	2.9	2.9
CRAFT ELEMENTARY	2	30	103	13	4	16	5	17.5	60.2	7.6	2.3	9.4	2.9
CRAFT ELEMENTARY	3	41	113	3	0	9	5	24.0	66.1	1.8	0.0	5.3	2.9
CRAFT ELEMENTARY	4	43	100	17	1	1	9	25.1	58.5	9.9	0.6	0.6	5.3
CRAFT ELEMENTARY	5	41	87	9	0	32	2	24.0	50.9	5.3	0.0	18.7	1.2
CRAFT ELEMENTARY	6	41	102	11	3	12	2	24.0	59.6	6.4	1.8	7.0	1.2
CRAFT ELEMENTARY	7	31	71	33	10	21	5	18.1	41.5	19.3	5.8	12.3	2.9
CRAFT ELEMENTARY	8	55	100	8	2	4	2	32.2	58.5	4.7	1.2	2.3	1.2
CRAFT ELEMENTARY	9	37	106	9	0	14	5	21.6	62.0	5.3	0.0	8.2	2.9
CRAFT ELEMENTARY	10	51	108	6	1	3	2	29.8	63.2	3.5	0.6	1.8	1.2
DR. E.M. SMITH ELEM	1	16	51	2	1	2	4	21.1	67.1	2.6	1.3	2.6	5.3
DR. E.M. SMITH ELEM	2	18	50	3	0	2	3	23.7	65.8	3.9	0.0	2.6	3.9
DR. E.M. SMITH ELEM	3	25	47	1	0	2	1	32.9	61.8	1.3	0.0	2.6	1.3
DR. E.M. SMITH ELEM	4	27	45	1	0	1	2	35.5	59.2	1.3	0.0	1.3	2.6

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	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
DR. E.M. SMITH ELEM	5	22	42	2	0	7	3	28.9	55.3	2.6	0.0	9.2	3.9
DR. E.M. SMITH ELEM	6	27	41	4	1	2	1	35.5	53.9	5.3	1.3	2.6	1.3
DR. E.M. SMITH ELEM	7	14	40	5	5	7	5	18.4	52.6	6.6	6.6	9.2	6.6
DR. E.M. SMITH ELEM	8	31	40	1	1	1	2	40.8	52.6	1.3	1.3	1.3	2.6
DR. E.M. SMITH ELEM	9	23	43	1	1	4	4	30.3	56.6	1.3	1.3	5.3	5.3
DR. E.M. SMITH ELEM	10	30	36	8	0	1	1	39.5	47.4	10.5	0.0	1.3	1.3
ECE CENTER	1	190	198	1	2	9	11	46.2	48.2	0.2	0.5	2.2	2.7
ECE CENTER	2	242	155	6	0	6	2	58.9	37.7	1.5	0.0	1.5	0.5
ECE CENTER	3	227	178	0	0	5	1	55.2	43.3	0.0	0.0	1.2	0.2
ECE CENTER	4	219	174	7	0	5	6	53.3	42.3	1.7	0.0	1.2	1.5
ECE CENTER	5	172	169	2	1	63	4	41.8	41.1	0.5	0.2	15.3	1.0
ECE CENTER	6	198	184	4	2	21	2	48.2	44.8	1.0	0.5	5.1	0.5
ECE CENTER	7	142	169	21	7	45	27	34.5	41.1	5.1	1.7	10.9	6.6
ECE CENTER	8	257	147	2	0	2	3	62.5	35.8	0.5	0.0	0.5	0.7
ECE CENTER	9	220	180	0	1	7	3	53.5	43.8	0.0	0.2	1.7	0.7
ECE CENTER	10	169	208	16	1	7	10	41.1	50.6	3.9	0.2	1.7	2.4
EDDY ELEMENTARY	1	46	88	3	4	9	5	29.7	56.8	1.9	2.6	5.8	3.2
EDDY ELEMENTARY	2	29	102	14	2	7	1	18.7	65.8	9.0	1.3	4.5	0.6
EDDY ELEMENTARY	3	46	89	11	2	5	2	29.7	57.4	7.1	1.3	3.2	1.3
EDDY ELEMENTARY	4	44	83	10	2	2	14	28.4	53.5	6.5	1.3	1.3	9.0
EDDY ELEMENTARY	5	37	99	2	1	12	4	23.9	63.9	1.3	0.6	7.7	2.6
EDDY ELEMENTARY	6	35	101	7	5	3	4	22.6	65.2	4.5	3.2	1.9	2.6
EDDY ELEMENTARY	7	26	73	24	10	7	15	16.8	47.1	15.5	6.5	4.5	9.7
EDDY ELEMENTARY	8	58	84	6	3	0	4	37.4	54.2	3.9	1.9	0.0	2.6
EDDY ELEMENTARY	9	36	95	5	1	11	7	23.2	61.3	3.2	0.6	7.1	4.5
EDDY ELEMENTARY	10	42	91	11	4	3	4	27.1	58.7	7.1	2.6	1.9	2.6
HILLCREST ELEMENTARY	1	50	121	10	0	6	6	25.9	62.7	5.2	0.0	3.1	3.1

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	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
HILLCREST ELEMENTARY	2	52	121	5	0	12	3	26.9	62.7	2.6	0.0	6.2	1.6
HILLCREST ELEMENTARY	3	51	113	10	4	11	4	26.4	58.5	5.2	2.1	5.7	2.1
HILLCREST ELEMENTARY	4	57	117	8	2	3	6	29.5	60.6	4.1	1.0	1.6	3.1
HILLCREST ELEMENTARY	5	48	108	5	0	27	5	24.9	56.0	2.6	0.0	14.0	2.6
HILLCREST ELEMENTARY	6	48	113	15	1	9	7	24.9	58.5	7.8	0.5	4.7	3.6
HILLCREST ELEMENTARY	7	31	100	26	6	21	9	16.1	51.8	13.5	3.1	10.9	4.7
HILLCREST ELEMENTARY	8	81	105	3	1	1	2	42.0	54.4	1.6	0.5	0.5	1.0
HILLCREST ELEMENTARY	9	52	115	3	2	15	6	26.9	59.6	1.6	1.0	7.8	3.1
HILLCREST ELEMENTARY	10	62	116	7	1	1	6	32.1	60.1	3.6	0.5	0.5	3.1
JOE STANLEY SMITH EL	1	46	110	6	1	13	15	24.1	57.6	3.1	0.5	6.8	7.9
JOE STANLEY SMITH EL	2	38	132	10	0	9	2	19.9	69.1	5.2	0.0	4.7	1.0
JOE STANLEY SMITH EL	3	56	118	10	0	5	2	29.3	61.8	5.2	0.0	2.6	1.0
JOE STANLEY SMITH EL	4	44	117	15	7	3	5	23.0	61.3	7.9	3.7	1.6	2.6
JOE STANLEY SMITH EL	5	37	113	7	1	31	2	19.4	59.2	3.7	0.5	16.2	1.0
JOE STANLEY SMITH EL	6	34	119	14	3	15	6	17.8	62.3	7.3	1.6	7.9	3.1
JOE STANLEY SMITH EL	7	31	100	27	9	19	5	16.2	52.4	14.1	4.7	9.9	2.6
JOE STANLEY SMITH EL	8	69	105	8	4	1	4	36.1	55.0	4.2	2.1	0.5	2.1
JOE STANLEY SMITH EL	9	40	125	10	2	9	5	20.9	65.4	5.2	1.0	4.7	2.6
JOE STANLEY SMITH EL	10	43	126	13	1	0	8	22.5	66.0	6.8	0.5	0.0	4.2
MONTERREY	1	41	84	1	0	3	2	31.3	64.1	0.8	0.0	2.3	1.5
MONTERREY	2	35	85	7	0	2	2	26.7	64.9	5.3	0.0	1.5	1.5
MONTERREY	3	49	77	3	0	2	0	37.4	58.8	2.3	0.0	1.5	0.0
MONTERREY	4	41	79	8	0	1	2	31.3	60.3	6.1	0.0	0.8	1.5
MONTERREY	5	34	77	4	2	13	1	26.0	58.8	3.1	1.5	9.9	0.8
MONTERREY	6	40	79	2	1	8	1	30.5	60.3	1.5	0.8	6.1	0.8
MONTERREY	7	24	64	21	5	13	4	18.3	48.9	16.0	3.8	9.9	3.1
MONTERREY	8	66	61	3	0	1	0	50.4	46.6	2.3	0.0	0.8	0.0

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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.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
MONTERREY	9	40	77	6	2	5	1	30.5	58.8	4.6	1.5	3.8	0.8
MONTERREY	10	50	69	6	0	1	5	38.2	52.7	4.6	0.0	0.8	3.8
P.R. LEYVA MIDDLE	1	34	190	28	6	34	9	11.3	63.1	9.3	2.0	11.3	3.0
P.R. LEYVA MIDDLE	2	30	180	42	8	31	10	10.0	59.8	14.0	2.7	10.3	3.3
P.R. LEYVA MIDDLE	3	60	203	17	2	14	5	19.9	67.4	5.6	0.7	4.7	1.7
P.R. LEYVA MIDDLE	4	41	176	49	14	10	11	13.6	58.5	16.3	4.7	3.3	3.7
P.R. LEYVA MIDDLE	5	44	186	20	4	45	2	14.6	61.8	6.6	1.3	15.0	0.7
P.R. LEYVA MIDDLE	6	47	191	26	10	20	7	15.6	63.5	8.6	3.3	6.6	2.3
P.R. LEYVA MIDDLE	7	37	186	47	10	16	5	12.3	61.8	15.6	3.3	5.3	1.7
P.R. LEYVA MIDDLE	8	72	185	25	9	3	7	23.9	61.5	8.3	3.0	1.0	2.3
P.R. LEYVA MIDDLE	9	49	187	20	7	31	7	16.3	62.1	6.6	2.3	10.3	2.3
P.R. LEYVA MIDDLE	10	87	187	16	4	2	5	28.9	62.1	5.3	1.3	0.7	1.7
PATE ELEMENTARY	1	21	47	3	0	6	1	26.9	60.3	3.8	0.0	7.7	1.3
PATE ELEMENTARY	2	17	50	6	0	4	1	21.8	64.1	7.7	0.0	5.1	1.3
PATE ELEMENTARY	3	21	51	4	0	2	0	26.9	65.4	5.1	0.0	2.6	0.0
PATE ELEMENTARY	4	20	46	9	2	1	0	25.6	59.0	11.5	2.6	1.3	0.0
PATE ELEMENTARY	5	19	40	3	0	13	3	24.4	51.3	3.8	0.0	16.7	3.8
PATE ELEMENTARY	6	22	42	5	2	5	2	28.2	53.8	6.4	2.6	6.4	2.6
PATE ELEMENTARY	7	17	34	8	6	11	2	21.8	43.6	10.3	7.7	14.1	2.6
PATE ELEMENTARY	8	26	45	4	2	1	0	33.3	57.7	5.1	2.6	1.3	0.0
PATE ELEMENTARY	9	16	50	3	0	7	2	20.5	64.1	3.8	0.0	9.0	2.6
PATE ELEMENTARY	10	26	42	7	0	2	1	33.3	53.8	9.0	0.0	2.6	1.3
PUCKETT ELEMENTARY	1	57	102	2	5	7	9	31.3	56.0	1.1	2.7	3.8	4.9
PUCKETT ELEMENTARY	2	43	101	20	7	6	5	23.6	55.5	11.0	3.8	3.3	2.7
PUCKETT ELEMENTARY	3	65	106	4	2	4	1	35.7	58.2	2.2	1.1	2.2	0.5
PUCKETT ELEMENTARY	4	59	106	6	2	2	7	32.4	58.2	3.3	1.1	1.1	3.8
PUCKETT ELEMENTARY	5	56	103	5	2	14	2	30.8	56.6	2.7	1.1	7.7	1.1

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PUCKETT ELEMENTARY	6	61	107	3	6	3	2	33.5	58.8	1.6	3.3	1.6	1.1
PUCKETT ELEMENTARY	7	45	95	24	7	9	2	24.7	52.2	13.2	3.8	4.9	1.1
PUCKETT ELEMENTARY	8	82	97	1	1	0	1	45.1	53.3	0.5	0.5	0.0	0.5
PUCKETT ELEMENTARY	9	55	116	2	2	5	2	30.2	63.7	1.1	1.1	2.7	1.1
PUCKETT ELEMENTARY	10	63	108	4	0	2	5	34.6	59.3	2.2	0.0	1.1	2.7
RIVERSIDE ELEMENTARY	1	66	140	8	0	6	8	28.9	61.4	3.5	0.0	2.6	3.5
RIVERSIDE ELEMENTARY	2	47	148	17	2	10	4	20.6	64.9	7.5	0.9	4.4	1.8
RIVERSIDE ELEMENTARY	3	88	129	6	2	3	0	38.6	56.6	2.6	0.9	1.3	0.0
RIVERSIDE ELEMENTARY	4	65	143	12	1	1	6	28.5	62.7	5.3	0.4	0.4	2.6
RIVERSIDE ELEMENTARY	5	48	119	24	8	27	2	21.1	52.2	10.5	3.5	11.8	0.9
RIVERSIDE ELEMENTARY	6	54	137	17	2	16	2	23.7	60.1	7.5	0.9	7.0	0.9
RIVERSIDE ELEMENTARY	7	31	117	49	8	15	8	13.6	51.3	21.5	3.5	6.6	3.5
RIVERSIDE ELEMENTARY	8	97	124	5	0	1	1	42.5	54.4	2.2	0.0	0.4	0.4
RIVERSIDE ELEMENTARY	9	49	150	12	3	10	4	21.5	65.8	5.3	1.3	4.4	1.8
RIVERSIDE ELEMENTARY	10	64	142	21	0	1	0	28.1	62.3	9.2	0.0	0.4	0.0
SUNSET ELEMENTARY	1	124	192	15	1	9	16	34.7	53.8	4.2	0.3	2.5	4.5
SUNSET ELEMENTARY	2	128	202	10	1	11	5	35.9	56.6	2.8	0.3	3.1	1.4
SUNSET ELEMENTARY	3	176	171	6	0	1	3	49.3	47.9	1.7	0.0	0.3	0.8
SUNSET ELEMENTARY	4	165	176	5	0	4	7	46.2	49.3	1.4	0.0	1.1	2.0
SUNSET ELEMENTARY	5	141	167	12	1	33	3	39.5	46.8	3.4	0.3	9.2	0.8
SUNSET ELEMENTARY	6	142	186	11	1	11	6	39.8	52.1	3.1	0.3	3.1	1.7
SUNSET ELEMENTARY	7	93	169	44	6	23	22	26.1	47.3	12.3	1.7	6.4	6.2
SUNSET ELEMENTARY	8	187	159	6	0	2	3	52.4	44.5	1.7	0.0	0.6	0.8
SUNSET ELEMENTARY	9	142	182	5	3	22	3	39.8	51.0	1.4	0.8	6.2	0.8
SUNSET ELEMENTARY	10	120	211	16	3	2	5	33.6	59.1	4.5	0.8	0.6	1.4

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
  (a) perform a data analysis to determine why it did not make AYP,
  (b) amend its Educational Plan for Student Success (EPSS), and
  (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

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