



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

GADSDEN

NO CHILD LEFT BEHIND SUMMARY

GADSDEN

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	21	100
Schools in School Improvement	3	14
Schools in Corrective Action	4	19
Schools in Restructuring	4	19

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*

	GADSDEN		STATE WIDE	
	Number	Percent	Number	Percent
Female	6760	48.1	159155	48.8
Male	7292	51.9	167000	51.2
Caucasian	507	3.6	99600	30.5
African-American	34	0.2	8523	2.6
Hispanic	13473	95.9	178091	54.6
Asian/Pacific Islander	24	0.2	4246	1.3
American Indian	14	0.1	35679	10.9
English Language Learners	7373	52.5	60832	18.7
Students with Disabilities	1961	14.0	48634	14.9
Free/Reduced Lunch Program	14051	100.0	193840	59.4
Migrant	198	1.4	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
ANTHONY ELEMENTARY	AYP Not Met	Progressing	BERINO ELEMENTARY	AYP Not Met	Progressing
CHAPARRAL ELEMENTARY	AYP Not Met	SI-2	CHAPARRAL HIGH	AYP Not Met	Progressing
CHAPARRAL MIDDLE	AYP Not Met	Restructuring 2	DESERT PRIDE ACADEMY	AYP Not Met	SI-2
DESERT TRAILS ELEM	AYP Not Met	CA	DESERT VIEW ELEM	Meets AYP	Progressing
GADSDEN HIGH	AYP Not Met	CA	GADSDEN MIDDLE	AYP Not Met	Restructuring 2
LA UNION ELEMENTARY	Meets AYP	Progressing	LOMA LINDA ELEM	AYP Not Met	CA
MESQUITE ELEMENTARY	AYP Not Met	Restructuring 1	RIVERSIDE ELEMENTARY	Meets AYP	Progressing
SAN MIGUEL ELEM	Meets AYP	Progressing	SANTA TERESA ELEM	Meets AYP	Progressing
SANTA TERESA HIGH	AYP Not Met	CA	SANTA TERESA MIDDLE	AYP Not Met	Restructuring 2
SUNLAND PARK ELEM	AYP Not Met	SI-2	SUNRISE ELEMENTARY	Meets AYP	Progressing
VADO 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						FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	51.5	64.0	***	51.0	***	***	51.5	49.8	16.1
All students in Grades 6, 7 & 8	Reading Proficiency	42	43.8	63.3	***	43.0	***	***	43.8	33.8	8.5
All Students in Grades 9 & 11	Reading Proficiency	45	36.0	75.0	***	34.3	***	***	36.0	15.3	4.6
ANTHONY ELEMENTARY	Reading Proficiency	44	44.6	***	***	44.5	***	***	44.6	42.3	17.2
BERINO ELEMENTARY	Reading Proficiency	44	46.8	***	***	46.7	***	***	46.8	46.0	12.5
CHAPARRAL ELEMENTARY	Reading Proficiency	44	41.9	51.5	***	40.6	***	***	41.9	41.3	7.7
CHAPARRAL HIGH	Reading Proficiency	45	42.4	79.0	***	38.1	***	***	42.4	21.6	6.7
CHAPARRAL MIDDLE	Reading Proficiency	45	45.7	65.6	***	43.5	***	***	45.7	33.0	13.7
DESERT PRIDE ACADEMY	Reading Proficiency	45	25.0	***	***	25.0	***	***	25.0	20.0	***
DESERT TRAILS ELEM	Reading Proficiency	44	43.4	31.6	***	44.1	***	***	43.4	45.2	15.9
DESERT VIEW ELEM	Reading Proficiency	44	58.5	***	***	58.2	***	***	58.5	58.0	48.0
GADSDEN HIGH	Reading Proficiency	45	36.6	68.6	***	35.1	***	***	36.6	15.2	4.4
GADSDEN MIDDLE	Reading Proficiency	45	47.8	57.1	***	47.5	***	***	47.8	33.7	12.6
LA UNION ELEMENTARY	Reading Proficiency	44	52.2	76.5	***	48.7	***	***	52.2	50.0	15.8
LOMA LINDA ELEM	Reading Proficiency	44	37.8	***	***	37.6	***	***	37.8	34.1	6.3
MESQUITE ELEMENTARY	Reading Proficiency	44	44.3	***	***	44.3	***	***	44.3	40.8	13.3
RIVERSIDE ELEMENTARY	Reading Proficiency	44	46.4	***	***	46.4	***	***	46.4	46.0	15.4
SAN MIGUEL ELEM	Reading Proficiency	44	55.4	***	***	55.3	***	***	55.4	53.2	27.0
SANTA TERESA ELEM	Reading Proficiency	44	65.5	100.0	***	62.1	***	***	65.5	58.2	26.3
SANTA TERESA HIGH	Reading Proficiency	45	33.5	83.3	***	32.5	***	***	33.5	13.6	12.0
SANTA TERESA MIDDLE	Reading Proficiency	45	51.4	68.8	***	50.9	***	***	51.4	40.4	8.7
SUNLAND PARK ELEM	Reading Proficiency	44	41.8	***	***	41.8	***	***	41.8	39.5	12.9
SUNRISE ELEMENTARY	Reading Proficiency	44	46.8	***	***	46.5	***	***	46.8	45.5	8.3
VADO ELEMENTARY	Reading Proficiency	44	42.8	***	***	42.5	***	***	42.8	40.6	16.7
All Students in Grades 3, 4 & 5	Math Proficiency	33	45.8	58.1	***	45.3	***	***	45.8	45.6	21.8
All students in Grades 6, 7 & 8	Math Proficiency	20	26.9	38.5	***	26.3	***	***	26.9	20.3	3.5
All Students in Grades 9 & 11	Math Proficiency	27	27.7	57.4	***	26.5	***	***	27.7	14.0	2.8
ANTHONY ELEMENTARY	Math Proficiency	28	47.3	***	***	46.9	***	***	47.3	47.7	37.9
BERINO ELEMENTARY	Math Proficiency	28	46.2	***	***	46.0	***	***	46.2	46.0	21.9
CHAPARRAL ELEMENTARY	Math Proficiency	28	42.8	39.4	***	43.4	***	***	42.8	43.7	11.5
CHAPARRAL HIGH	Math Proficiency	27	52.0	84.2	***	48.3	***	***	52.0	34.3	6.7
CHAPARRAL MIDDLE	Math Proficiency	20	24.3	31.3	***	23.6	***	***	24.3	16.8	2.0
DESERT PRIDE ACADEMY	Math Proficiency	27	10.0	***	***	10.0	***	***	10.0	10.0	***
DESERT TRAILS ELEM	Math Proficiency	28	33.0	21.1	***	33.6	***	***	33.0	34.8	20.5
DESERT VIEW ELEM	Math Proficiency	28	57.1	***	***	57.1	***	***	57.1	57.2	36.0

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School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE						FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native			
GADSDEN HIGH	Math Proficiency	27	27.1	42.9	***	26.4	***	***	27.1	12.5	3.7
GADSDEN MIDDLE	Math Proficiency	20	27.3	28.6	***	27.2	***	***	27.3	18.0	4.2
LA UNION ELEMENTARY	Math Proficiency	28	28.7	52.9	***	25.2	***	***	28.7	26.9	10.5
LOMA LINDA ELEM	Math Proficiency	28	31.9	***	***	32.0	***	***	31.9	29.4	12.5
MESQUITE ELEMENTARY	Math Proficiency	28	33.2	***	***	33.2	***	***	33.2	30.6	16.7
RIVERSIDE ELEMENTARY	Math Proficiency	28	35.4	***	***	35.4	***	***	35.4	36.5	23.1
SAN MIGUEL ELEM	Math Proficiency	28	45.2	***	***	43.5	***	***	45.2	43.6	29.7
SANTA TERESA ELEM	Math Proficiency	28	60.4	91.3	***	57.4	***	***	60.4	53.0	21.1
SANTA TERESA HIGH	Math Proficiency	27	24.4	50.0	***	23.9	***	***	24.4	12.1	6.0
SANTA TERESA MIDDLE	Math Proficiency	20	28.9	43.8	***	28.6	***	***	28.9	21.7	4.4
SUNLAND PARK ELEM	Math Proficiency	28	34.7	***	***	34.7	***	***	34.7	36.9	16.1
SUNRISE ELEMENTARY	Math Proficiency	28	35.9	***	***	34.8	***	***	35.9	33.3	12.5
VADO ELEMENTARY	Math Proficiency	28	35.3	***	***	35.0	***	***	35.3	32.7	16.7
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.7	95.0	***	95.7	***	***	95.7	95.8	94.6
All students in Grades 6, 7 & 8	Attendance Rate	92	94.8	94.7	***	94.8	***	***	94.8	94.8	92.7
ANTHONY ELEMENTARY	Attendance Rate	92	94.7	***	***	94.7	***	***	94.7	95.1	94.0
BERINO ELEMENTARY	Attendance Rate	92	95.3	***	***	95.3	***	***	95.3	95.3	94.6
CHAPARRAL ELEMENTARY	Attendance Rate	92	94.6	94.8	***	94.7	***	***	94.6	94.8	93.4
CHAPARRAL MIDDLE	Attendance Rate	92	91.3	90.0	***	91.4	***	***	91.3	91.3	87.8
DESERT TRAILS ELEM	Attendance Rate	92	94.8	94.0	***	94.8	***	***	94.8	94.9	93.6
DESERT VIEW ELEM	Attendance Rate	92	96.3	***	***	96.3	***	***	96.3	96.3	95.0
GADSDEN MIDDLE	Attendance Rate	92	95.0	97.0	***	94.9	***	***	95.0	94.7	93.0
LA UNION ELEMENTARY	Attendance Rate	92	96.8	95.9	***	96.9	***	***	96.8	97.0	95.6
LOMA LINDA ELEM	Attendance Rate	92	95.0	***	***	95.0	***	***	95.0	94.9	93.9
MESQUITE ELEMENTARY	Attendance Rate	92	96.4	***	***	96.4	***	***	96.4	96.5	95.8
RIVERSIDE ELEMENTARY	Attendance Rate	92	95.1	***	***	95.1	***	***	95.1	95.2	93.4
SAN MIGUEL ELEM	Attendance Rate	92	96.1	***	***	96.2	***	***	96.1	96.2	95.1
SANTA TERESA ELEM	Attendance Rate	92	96.2	96.1	***	96.2	***	***	96.2	96.3	95.4
SANTA TERESA MIDDLE	Attendance Rate	92	94.9	96.6	***	94.8	***	***	94.9	94.8	93.5
SUNLAND PARK ELEM	Attendance Rate	92	95.6	***	***	95.6	***	***	95.6	95.7	95.5
SUNRISE ELEMENTARY	Attendance Rate	92	96.1	***	***	96.1	***	***	96.1	96.1	95.6
VADO ELEMENTARY	Attendance Rate	92	94.9	***	***	94.9	***	***	94.9	94.9	94.0
All Students in Grade 12	Graduation Rate	90	89.4	93.3	***	89.2	***	***	89.4	81.6	95.1
DESERT PRIDE ACADEMY	Graduation Rate	90	94.9	***	***	95.8	***	***	94.9	95.1	***
GADSDEN HIGH	Graduation Rate	90	87.6	96.0	***	87.0	***	***	87.6	74.0	91.1

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
SANTA TERESA HIGH	Graduation Rate	90	88.7	85.7	***	88.7	***	***	89.1	81.1	97.0	

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	516	13	44	35	8	0	100	516	15	40	41	5	0
	Male	100	535	7	42	38	12	0	99	535	16	43	36	5	0
Ethnicity	Caucasian	100	40	5	55	28	13	0	100	40	20	38	35	8	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	1,006	10	43	37	10	0	99	1,006	15	41	38	5	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	98	129	2	15	48	33	2	97	129	5	29	46	18	2
	ELL ³	100	817	12	41	38	9	0	100	817	17	41	36	5	0
	FRLP	100	1,049	10	43	37	10	0	99	1,049	15	41	38	5	0
	Migrant	1.00	24	.00	42.00	58.00	.00	0	1.00	24	8.00	50.00	38.00	4.00	0
All Students	2006-07	100	1,051	10	43	36	10	0	99	1,051	15	41	38	5	0
	2005-06	100	1,069	10	41	36	12	0	100	1,069	10	46	38	6	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	504	10	45	37	8	0	100	504	11	36	45	8	0
	Male	100	538	8	40	39	13	0	100	538	12	39	41	8	0
Ethnicity	Caucasian	97	35	9	49	29	11	3	97	35	14	43	29	11	3
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	999	9	42	38	11	0	100	999	11	37	43	8	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	98	120	4	10	38	46	2	98	120	1	18	55	25	2
	ELL ³	100	852	8	41	39	11	0	100	852	11	37	44	8	0
	FRLP	100	1,039	9	43	38	11	0	100	1,039	12	37	43	8	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	1,042	9	43	38	11	0	100	1,042	12	37	43	8	0
	2005-06	100	1,046	7	41	40	11	0	100	1,045	7	32	50	11	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	482	8	49	35	8	0	100	482	4	26	56	15	0
	Male	100	544	6	40	41	13	0	99	544	3	29	52	15	1
Ethnicity	Caucasian	94	34	24	35	26	9	6	94	34	18	35	32	9	6
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	989	6	45	39	11	0	100	989	3	27	54	15	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	98	131	6	15	32	45	2	98	131	2	12	33	51	2
	ELL ³	100	829	6	43	40	11	0	100	829	3	26	54	16	0
	FRLP	100	1,024	7	44	38	10	0	100	1,024	4	28	54	15	0
	Migrant	1.00	23	13.00	39.00	39.00		0	1.00	23	.00	22.0	65.00	13.0	0
All Students	2006-07	100	1,026	7	44	38	11	0	100	1,026	4	27	54	15	0
	2005-06	100	1,068	9	37	43	10	0	100	1,067	5	23	55	16	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	492	3	34	52	11	0	100	492	3	22	58	16	0
	Male	100	544	3	26	50	20	0	100	544	3	22	53	21	0
Ethnicity	Caucasian	98	42	10	50	31	7	2	98	42	7	29	52	10	2
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	991	3	29	51	16	0	100	991	3	22	56	19	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	97	117	3	7	32	56	3	97	117	1	9	38	50	3
	ELL ³	100	788	2	27	52	19	0	100	788	3	19	57	22	0
	FRLP	100	1,034	3	30	51	16	0	100	1,034	3	22	56	19	0
	Migrant	1.00	17	.00	71.00	24.00	6.00	0	1.00	17	.00	29.00	59.00	12.00	0
All Students	2006-07	100	1,036	3	30	51	16	0	100	1,036	3	22	56	19	0
	2005-06	100	1,100	4	33	52	11	0	100	1,100	2	19	58	20	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	534	8	47	37	8	0	100	534	4	21	54	21	0
	Male	100	578	6	35	47	13	0	100	576	4	19	49	28	0
Ethnicity	Caucasian	100	47	11	60	21	9	0	100	47	15	32	38	15	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	1,059	7	40	43	11	0	100	1,057	4	19	52	25	0
	Asian/Pacific American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	126	2	9	48	40	0	100	126	2	2	28	68	0
	ELL ³	100	807	4	34	49	13	0	100	805	2	16	53	28	0
	FRLP	100	1,108	7	40	42	11	0	100	1,106	4	20	51	24	0
	Migrant	1.00	14	14.00	36.00	50.00	.00	0	1.00	14	14.00	7.00	50.00	29.00	0
All Students	2006-07	100	1,112	7	40	42	11	0	100	1,110	4	20	51	24	0
	2005-06	100	1,145	4	44	41	12	0	99	1,143	2	17	52	28	1
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	535	2	53	38	7	0	100	535	4	26	54	16	0
	Male	100	586	1	46	38	14	0	100	583	4	26	51	19	0
Ethnicity	Caucasian	98	53	4	55	28	11	2	98	53	2	25	58	13	2
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	1,065	2	49	38	11	0	100	1,062	4	26	52	18	0
	Asian/Pacific American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	100	160	3	11	41	45	0	99	160	1	2	38	58	1
	ELL ³	100	669	1	37	47	15	0	100	666	2	20	56	23	0
	FRLP	100	1,117	2	50	38	11	0	100	1,114	4	26	53	17	0
	Migrant	1.00	13	.00	38.00	54.00	8.00	0	1.00	13	.00	8.00	77.00	15.00	0
All Students	2006-07	100	1,122	2	49	38	11	0	100	1,119	4	26	53	17	0
	2005-06	99	1,153	3	47	39	10	1	99	1,153	4	25	48	23	1
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	99	601	1	37	36	25	1	99	608	4	30	53	11	1
	Male	98	639	0	34	34	29	2	98	646	4	29	49	16	2
Ethnicity	Caucasian	100	35	9	74	11	6	0	100	35	20	57	17	6	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	1,201	0	35	36	28	1	98	1,215	4	29	52	14	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	98	152	2	3	22	70	2	99	152	3	3	36	58	1
	ELL ³	98	663	1	19	38	42	2	98	678	1	18	59	20	2
	FRLP	99	1,237	1	36	35	27	1	98	1,251	4	29	51	14	2
	Migrant	.91	20	.00	35.00	25.00	40.00	2	.95	21	.00	24.00	57.00	19.00	1
All Students	2006-07	99	1,242	1	36	35	27	1	98	1,256	4	29	51	14	2
	2005-06	99	1,243	0	37	31	30	1	99	1,243	2	26	54	17	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	422	4	32	43	19	2	97	425	1	17	55	24	3
	Male	98	464	2	30	39	27	2	97	464	1	13	50	33	3
Ethnicity	Caucasian	98	44	14	48	32	5	2	93	44	2	32	41	18	7
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	98	833	2	30	42	24	2	97	836	1	14	53	29	3
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	98	121	2	6	30	60	2	97	121	1	2	18	75	3
	ELL ³	97	387	1	12	43	41	3	96	392	0	5	49	42	4
	FRLP	98	884	3	31	41	23	2	97	887	1	15	52	29	3
	Migrant	.83	5	***	***	***	***	1	1.00	6	***	***	***	***	0
All Students	2006-07	98	886	3	31	41	23	2	97	889	1	15	52	29	3
	2005-06	99	854	6	43	36	15	1	99	854	0	13	59	27	1
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
Castillo, Daniel	6
Ford, Craig	22
Huerta, Manuela	5
Saenz, Maria E	24
Viramontes, Jennifer	32

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	58,636,673	66
Instructional Support Services	30,239,722	34
Students	9,024,149	30
Instruction	2,852,980	9
General Administration	1,111,372	4
School Administration	5,202,592	17
Central Services	1,851,023	6
Operations & Maintenance	10,112,913	33
Student Transportation	84,693	<1
Non-Instructional Support	28,310	<1
Food Services	0	0
Community Services	28,310	100
Capital Outlay	0	0
Total Expenditures	88,904,705	

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: 0.00%

		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	1303	62.9	34.0	12.6
ANTHONY ELEMENTARY	53	81.1	17.0	9.3
BERINO ELEMENTARY	59	59.3	40.7	0.0
CHAPARRAL ELEMENTARY	59	72.9	27.1	12.6
CHAPARRAL HIGH	48	75.0	25.0	24.8
CHAPARRAL MIDDLE	40	67.5	32.5	17.9
DESERT PRIDE ACADEMY	13	61.5	38.5	32.7
DESERT TRAILS ELEM	53	58.5	41.5	2.7
DESERT VIEW ELEM	38	76.3	18.4	25.6
GADSDEN DIST OFFICE	221	54.3	31.7	***
GADSDEN HIGH	126	61.1	37.3	4.6
GADSDEN MIDDLE	75	70.7	29.3	12.2
HOMEBOUND/HOSPITAL	12	58.3	41.7	***
LA MESA ELEMENTARY	1	0.0	.0	***
LA UNION ELEMENTARY	26	65.4	34.6	0.0
LOMA LINDA ELEM	47	57.4	42.6	0.0
MESQUITE ELEMENTARY	40	50.0	50.0	10.8
RIVERSIDE ELEMENTARY	48	58.3	39.6	2.4
RTC-RESIDENTAL TR CT	6	66.7	33.3	***
SAN MIGUEL ELEM	36	63.9	33.3	6.8
SANTA TERESA ELEM	46	78.3	19.6	2.6
SANTA TERESA HIGH	79	39.2	60.8	3.3
SANTA TERESA MIDDLE	53	67.9	30.2	18.1
SUNLAND PARK ELEM	39	76.9	23.1	3.2
SUNRISE ELEMENTARY	44	61.4	38.6	15.8
VADO ELEMENTARY	41	73.2	24.4	11.5

* See explanation of data source on last page.

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

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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.

#=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	#O	%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	1646	3391	413	61	255	230	27.5	56.6	6.9	1.0	4.3	3.8	
DISTRICT WIDE TOTALS	2	1674	3192	610	110	201	209	27.9	53.2	10.2	1.8	3.4	3.5	
DISTRICT WIDE TOTALS	3	1623	3776	228	57	146	166	27.1	63.0	3.8	1.0	2.4	2.8	
DISTRICT WIDE TOTALS	4	1816	3463	272	72	266	107	30.3	57.8	4.5	1.2	4.4	1.8	
DISTRICT WIDE TOTALS	5	1550	3054	454	196	620	122	25.9	50.9	7.6	3.3	10.3	2.0	
DISTRICT WIDE TOTALS	6	1680	3507	321	115	267	106	28.0	58.5	5.4	1.9	4.5	1.8	
DISTRICT WIDE TOTALS	7	1151	2920	770	398	425	332	19.2	48.7	12.8	6.6	7.1	5.5	
DISTRICT WIDE TOTALS	8	2561	2964	317	76	65	13	42.7	49.4	5.3	1.3	1.1	0.2	
DISTRICT WIDE TOTALS	9	1544	3433	314	67	490	148	25.8	57.3	5.2	1.1	8.2	2.5	
DISTRICT WIDE TOTALS	10	2035	3602	195	8	65	91	33.9	60.1	3.3	0.1	1.1	1.5	
ANTHONY ELEMENTARY	1	84	292	0	0	22	6	20.8	72.3	0.0	0.0	5.4	1.5	
ANTHONY ELEMENTARY	2	69	273	32	13	0	17	17.1	67.6	7.9	3.2	0.0	4.2	
ANTHONY ELEMENTARY	3	132	213	27	12	18	2	32.7	52.7	6.7	3.0	4.5	0.5	
ANTHONY ELEMENTARY	4	53	336	4	0	11	0	13.1	83.2	1.0	0.0	2.7	0.0	
ANTHONY ELEMENTARY	5	147	221	17	8	11	0	36.4	54.7	4.2	2.0	2.7	0.0	
ANTHONY ELEMENTARY	6	172	221	0	0	7	4	42.6	54.7	0.0	0.0	1.7	1.0	
ANTHONY ELEMENTARY	7	73	237	36	13	30	15	18.1	58.7	8.9	3.2	7.4	3.7	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
ANTHONY ELEMENTARY	8	199	168	26	9	2	0	49.3	41.6	6.4	2.2	0.5	0.0
ANTHONY ELEMENTARY	9	152	232	19	0	1	0	37.6	57.4	4.7	0.0	0.2	0.0
ANTHONY ELEMENTARY	10	163	203	12	0	12	14	40.3	50.2	3.0	0.0	3.0	3.5
BERINO ELEMENTARY	1	136	211	0	0	0	7	38.4	59.6	0.0	0.0	0.0	2.0
BERINO ELEMENTARY	2	99	204	39	0	7	5	28.0	57.6	11.0	0.0	2.0	1.4
BERINO ELEMENTARY	3	104	239	11	0	0	0	29.4	67.5	3.1	0.0	0.0	0.0
BERINO ELEMENTARY	4	127	208	14	0	5	0	35.9	58.8	4.0	0.0	1.4	0.0
BERINO ELEMENTARY	5	102	204	37	9	0	2	28.8	57.6	10.5	2.5	0.0	0.6
BERINO ELEMENTARY	6	146	198	5	0	4	1	41.2	55.9	1.4	0.0	1.1	0.3
BERINO ELEMENTARY	7	67	183	68	36	0	0	18.9	51.7	19.2	10.2	0.0	0.0
BERINO ELEMENTARY	8	214	140	0	0	0	0	60.5	39.5	0.0	0.0	0.0	0.0
BERINO ELEMENTARY	9	93	234	21	0	6	0	26.3	66.1	5.9	0.0	1.7	0.0
BERINO ELEMENTARY	10	114	221	14	0	5	0	32.2	62.4	4.0	0.0	1.4	0.0
CHAPARRAL	1	27	553	20	12	0	0	4.4	90.4	3.3	2.0	0.0	0.0
CHAPARRAL	2	21	244	115	20	109	103	3.4	39.9	18.8	3.3	17.8	16.8
CHAPARRAL	3	90	460	0	0	9	53	14.7	75.2	0.0	0.0	1.5	8.7
CHAPARRAL	4	74	407	49	23	59	0	12.1	66.5	8.0	3.8	9.6	0.0
CHAPARRAL	5	28	359	0	67	158	0	4.6	58.7	0.0	10.9	25.8	0.0
CHAPARRAL	6	26	414	24	39	109	0	4.2	67.6	3.9	6.4	17.8	0.0
CHAPARRAL	7	42	162	94	173	72	69	6.9	26.5	15.4	28.3	11.8	11.3
CHAPARRAL	8	162	393	35	22	0	0	26.5	64.2	5.7	3.6	0.0	0.0
CHAPARRAL	9	16	432	35	0	97	32	2.6	70.6	5.7	0.0	15.8	5.2
CHAPARRAL	10	97	502	13	0	0	0	15.8	82.0	2.1	0.0	0.0	0.0
CHAPARRAL HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
CHAPARRAL MIDDLE	1	29	82	42	0	7	1	18.0	50.9	26.1	0.0	4.3	0.6
CHAPARRAL MIDDLE	2	24	121	16	0	0	0	14.9	75.2	9.9	0.0	0.0	0.0
CHAPARRAL MIDDLE	3	21	108	14	7	9	2	13.0	67.1	8.7	4.3	5.6	1.2

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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	#O	%SA	%A	%D	%SD	%K	%O				
CHAPARRAL MIDDLE	4	19	114	21	0	6	1	11.8	70.8	13.0	0.0	3.7	0.6			
CHAPARRAL MIDDLE	5	23	79	11	0	41	7	14.3	49.1	6.8	0.0	25.5	4.3			
CHAPARRAL MIDDLE	6	19	123	9	0	6	4	11.8	76.4	5.6	0.0	3.7	2.5			
CHAPARRAL MIDDLE	7	13	97	17	0	24	10	8.1	60.2	10.6	0.0	14.9	6.2			
CHAPARRAL MIDDLE	8	51	62	31	12	5	0	31.7	38.5	19.3	7.5	3.1	0.0			
CHAPARRAL MIDDLE	9	32	96	16	0	0	17	19.9	59.6	9.9	0.0	0.0	10.6			
CHAPARRAL MIDDLE	10	22	117	4	0	9	9	13.7	72.7	2.5	0.0	5.6	5.6			
DESERT PRIDE ACADEMY	1	7	29	18	2	11	7	9.5	39.2	24.3	2.7	14.9	9.5			
DESERT PRIDE ACADEMY	2	16	28	13	11	5	1	21.6	37.8	17.6	14.9	6.8	1.4			
DESERT PRIDE ACADEMY	3	14	27	8	0	18	7	18.9	36.5	10.8	0.0	24.3	9.5			
DESERT PRIDE ACADEMY	4	9	32	0	0	19	14	12.2	43.2	0.0	0.0	25.7	18.9			
DESERT PRIDE ACADEMY	5	13	36	4	0	17	4	17.6	48.6	5.4	0.0	23.0	5.4			
DESERT PRIDE ACADEMY	6	22	35	9	6	2	0	29.7	47.3	12.2	8.1	2.7	0.0			
DESERT PRIDE ACADEMY	7	2	34	15	23	0	0	2.7	45.9	20.3	31.1	0.0	0.0			
DESERT PRIDE ACADEMY	8	26	33	12	3	0	0	35.1	44.6	16.2	4.1	0.0	0.0			
DESERT PRIDE ACADEMY	9	14	32	8	11	9	0	18.9	43.2	10.8	14.9	12.2	0.0			
DESERT PRIDE ACADEMY	10	32	24	12	6	0	0	43.2	32.4	16.2	8.1	0.0	0.0			
DESERT TRAILS ELEM	1	119	253	23	0	0	12	29.2	62.2	5.7	0.0	0.0	2.9			
DESERT TRAILS ELEM	2	79	294	16	7	5	6	19.4	72.2	3.9	1.7	1.2	1.5			
DESERT TRAILS ELEM	3	221	173	13	0	0	0	54.3	42.5	3.2	0.0	0.0	0.0			
DESERT TRAILS ELEM	4	164	213	9	6	7	8	40.3	52.3	2.2	1.5	1.7	2.0			
DESERT TRAILS ELEM	5	147	209	16	8	26	1	36.1	51.4	3.9	2.0	6.4	0.2			
DESERT TRAILS ELEM	6	199	167	36	5	0	0	48.9	41.0	8.8	1.2	0.0	0.0			
DESERT TRAILS ELEM	7	115	231	16	0	29	16	28.3	56.8	3.9	0.0	7.1	3.9			
DESERT TRAILS ELEM	8	153	219	23	0	12	0	37.6	53.8	5.7	0.0	2.9	0.0			
DESERT TRAILS ELEM	9	84	271	25	4	21	2	20.6	66.6	6.1	1.0	5.2	0.5			
DESERT TRAILS ELEM	10	176	215	0	0	7	9	43.2	52.8	0.0	0.0	1.7	2.2			

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- Q10. My child takes responsibility for his or her learning.

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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	#O	%SA	%A	%D	%SD	%K	%O		
DESERT VIEW ELEM	1	32	286	1	0	0	10.0	89.7	0.3	0.0	0.0	0.0		
DESERT VIEW ELEM	2	26	260	31	2	0	8.2	81.5	9.7	0.6	0.0	0.0		
DESERT VIEW ELEM	3	21	292	6	0	0	6.6	91.5	1.9	0.0	0.0	0.0		
DESERT VIEW ELEM	4	16	303	0	0	0	5.0	95.0	0.0	0.0	0.0	0.0		
DESERT VIEW ELEM	5	61	157	13	0	88	19.1	49.2	4.1	0.0	27.6	0.0		
DESERT VIEW ELEM	6	42	251	5	0	21	13.2	78.7	1.6	0.0	6.6	0.0		
DESERT VIEW ELEM	7	29	202	57	0	26	9.1	63.3	17.9	0.0	8.2	1.6		
DESERT VIEW ELEM	8	53	232	9	0	23	16.6	72.7	2.8	0.0	7.2	0.6		
DESERT VIEW ELEM	9	118	133	13	0	51	37.0	41.7	4.1	0.0	16.0	1.3		
DESERT VIEW ELEM	10	97	222	0	0	0	30.4	69.6	0.0	0.0	0.0	0.0		
GADSDEN HIGH	1	53	89	46	5	23	19.4	32.6	16.8	1.8	8.4	20.9		
GADSDEN HIGH	2	103	111	36	16	4	37.7	40.7	13.2	5.9	1.5	1.1		
GADSDEN HIGH	3	76	165	24	0	0	27.8	60.4	8.8	0.0	0.0	2.9		
GADSDEN HIGH	4	79	183	6	0	0	28.9	67.0	2.2	0.0	0.0	1.8		
GADSDEN HIGH	5	58	197	18	0	0	21.2	72.2	6.6	0.0	0.0	0.0		
GADSDEN HIGH	6	81	192	0	0	0	29.7	70.3	0.0	0.0	0.0	0.0		
GADSDEN HIGH	7	50	223	0	0	0	18.3	81.7	0.0	0.0	0.0	0.0		
GADSDEN HIGH	8	112	158	0	0	3	41.0	57.9	0.0	0.0	1.1	0.0		
GADSDEN HIGH	9	109	132	22	0	6	39.9	48.4	8.1	0.0	2.2	1.5		
GADSDEN HIGH	10	92	181	0	0	0	33.7	66.3	0.0	0.0	0.0	0.0		
GADSDEN MIDDLE	1	49	61	10	0	0	40.2	50.0	8.2	0.0	0.0	1.6		
GADSDEN MIDDLE	2	41	59	11	0	7	33.6	48.4	9.0	0.0	5.7	3.3		
GADSDEN MIDDLE	3	32	63	13	0	9	26.2	51.6	10.7	0.0	7.4	4.1		
GADSDEN MIDDLE	4	61	49	7	1	4	50.0	40.2	5.7	0.8	3.3	0.0		
GADSDEN MIDDLE	5	39	61	12	5	4	32.0	50.0	9.8	4.1	3.3	0.8		
GADSDEN MIDDLE	6	27	78	8	1	6	22.1	63.9	6.6	0.8	4.9	1.6		
GADSDEN MIDDLE	7	45	54	13	2	7	36.9	44.3	10.7	1.6	5.7	0.8		

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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	#O	%SA	%A	%D	%SD	%K	%O		
GADSDEN MIDDLE	8	52	63	5	1	0	1	42.6	51.6	4.1	0.8	0.0	0.8	
GADSDEN MIDDLE	9	41	67	7	0	5	2	33.6	54.9	5.7	0.0	4.1	1.6	
GADSDEN MIDDLE	10	64	54	4	0	0	0	52.5	44.3	3.3	0.0	0.0	0.0	
LA UNION ELEMENTARY	1	47	107	0	0	18	2	27.0	61.5	0.0	0.0	10.3	1.1	
LA UNION ELEMENTARY	2	16	115	39	1	0	3	9.2	66.1	22.4	0.6	0.0	1.7	
LA UNION ELEMENTARY	3	37	135	2	0	0	0	21.3	77.6	1.1	0.0	0.0	0.0	
LA UNION ELEMENTARY	4	79	93	0	2	0	0	45.4	53.4	0.0	1.1	0.0	0.0	
LA UNION ELEMENTARY	5	76	82	15	1	0	0	43.7	47.1	8.6	0.6	0.0	0.0	
LA UNION ELEMENTARY	6	39	98	28	9	0	0	22.4	56.3	16.1	5.2	0.0	0.0	
LA UNION ELEMENTARY	7	23	89	44	0	0	18	13.2	51.1	25.3	0.0	0.0	10.3	
LA UNION ELEMENTARY	8	102	59	11	2	0	0	58.6	33.9	6.3	1.1	0.0	0.0	
LA UNION ELEMENTARY	9	18	124	0	0	14	18	10.3	71.3	0.0	0.0	8.0	10.3	
LA UNION ELEMENTARY	10	73	94	7	0	0	0	42.0	54.0	4.0	0.0	0.0	0.0	
LOMA LINDA ELEM	1	218	146	41	0	31	1	49.9	33.4	9.4	0.0	7.1	0.2	
LOMA LINDA ELEM	2	163	251	14	6	0	3	37.3	57.4	3.2	1.4	0.0	0.7	
LOMA LINDA ELEM	3	88	311	6	0	26	6	20.1	71.2	1.4	0.0	5.9	1.4	
LOMA LINDA ELEM	4	174	229	17	1	7	9	39.8	52.4	3.9	0.2	1.6	2.1	
LOMA LINDA ELEM	5	76	242	63	7	34	15	17.4	55.4	14.4	1.6	7.8	3.4	
LOMA LINDA ELEM	6	158	193	54	9	16	7	36.2	44.2	12.4	2.1	3.7	1.6	
LOMA LINDA ELEM	7	81	176	43	16	109	12	18.5	40.3	9.8	3.7	24.9	2.7	
LOMA LINDA ELEM	8	209	182	37	6	0	3	47.8	41.6	8.5	1.4	0.0	0.7	
LOMA LINDA ELEM	9	126	261	11	8	23	8	28.8	59.7	2.5	1.8	5.3	1.8	
LOMA LINDA ELEM	10	182	239	6	0	7	3	41.6	54.7	1.4	0.0	1.6	0.7	
MESQUITE ELEMENTARY	1	149	243	54	0	0	44	30.4	49.6	11.0	0.0	0.0	9.0	
MESQUITE ELEMENTARY	2	234	187	69	0	0	0	47.8	38.2	14.1	0.0	0.0	0.0	
MESQUITE ELEMENTARY	3	126	362	0	0	0	2	25.7	73.9	0.0	0.0	0.0	0.4	
MESQUITE ELEMENTARY	4	182	287	0	0	0	21	37.1	58.6	0.0	0.0	0.0	4.3	

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Q#	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
MESQUITE ELEMENTARY	5	203	131	22	27	45	62	41.4	26.7	4.5	5.5	9.2	12.7
MESQUITE ELEMENTARY	6	133	298	2	0	1	56	27.1	60.8	0.4	0.0	0.2	11.4
MESQUITE ELEMENTARY	7	88	251	3	0	2	146	18.0	51.2	0.6	0.0	0.4	29.8
MESQUITE ELEMENTARY	8	312	176	0	0	2	0	63.7	35.9	0.0	0.0	0.4	0.0
MESQUITE ELEMENTARY	9	201	217	31	0	0	41	41.0	44.3	6.3	0.0	0.0	8.4
MESQUITE ELEMENTARY	10	127	321	42	0	0	0	25.9	65.5	8.6	0.0	0.0	0.0
RIVERSIDE ELEMENTARY	1	152	117	35	0	41	36	39.9	30.7	9.2	0.0	10.8	9.4
RIVERSIDE ELEMENTARY	2	197	93	63	0	28	0	51.7	24.4	16.5	0.0	7.3	0.0
RIVERSIDE ELEMENTARY	3	189	126	29	0	0	37	49.6	33.1	7.6	0.0	0.0	9.7
RIVERSIDE ELEMENTARY	4	148	167	27	0	39	0	38.8	43.8	7.1	0.0	10.2	0.0
RIVERSIDE ELEMENTARY	5	158	112	78	33	0	0	41.5	29.4	20.5	8.7	0.0	0.0
RIVERSIDE ELEMENTARY	6	153	171	22	15	13	7	40.2	44.9	5.8	3.9	3.4	1.8
RIVERSIDE ELEMENTARY	7	143	87	115	21	15	0	37.5	22.8	30.2	5.5	3.9	0.0
RIVERSIDE ELEMENTARY	8	195	147	36	3	0	0	51.2	38.6	9.4	0.8	0.0	0.0
RIVERSIDE ELEMENTARY	9	112	193	37	32	7	0	29.4	50.7	9.7	8.4	1.8	0.0
RIVERSIDE ELEMENTARY	10	187	126	68	0	0	0	49.1	33.1	17.8	0.0	0.0	0.0
SAN MIGUEL ELEM	1	26	97	13	1	7	7	17.2	64.2	8.6	0.7	4.6	4.6
SAN MIGUEL ELEM	2	13	76	32	5	17	8	8.6	50.3	21.2	3.3	11.3	5.3
SAN MIGUEL ELEM	3	34	114	0	2	0	1	22.5	75.5	0.0	1.3	0.0	0.7
SAN MIGUEL ELEM	4	52	66	14	2	9	8	34.4	43.7	9.3	1.3	6.0	5.3
SAN MIGUEL ELEM	5	24	109	6	1	11	0	15.9	72.2	4.0	0.7	7.3	0.0
SAN MIGUEL ELEM	6	36	113	2	0	0	0	23.8	74.8	1.3	0.0	0.0	0.0
SAN MIGUEL ELEM	7	32	78	22	7	12	0	21.2	51.7	14.6	4.6	7.9	0.0
SAN MIGUEL ELEM	8	72	78	0	1	0	0	47.7	51.7	0.0	0.7	0.0	0.0
SAN MIGUEL ELEM	9	18	123	0	1	9	0	11.9	81.5	0.0	0.7	6.0	0.0
SAN MIGUEL ELEM	10	33	116	0	2	0	0	21.9	76.8	0.0	1.3	0.0	0.0
SANTA TERESA ELEM	1	134	55	23	17	23	0	53.2	21.8	9.1	6.7	9.1	0.0

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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	#O	%SA	%A	%D	%SD	%K	%O		
SANTA TERESA ELEM	2	131	106	0	0	9	6	52.0	42.1	0.0	0.0	3.6	2.4	
SANTA TERESA ELEM	3	97	140	0	0	6	9	38.5	55.6	0.0	0.0	2.4	3.6	
SANTA TERESA ELEM	4	84	146	5	1	7	9	33.3	57.9	2.0	0.4	2.8	3.6	
SANTA TERESA ELEM	5	68	138	18	2	18	8	27.0	54.8	7.1	0.8	7.1	3.2	
SANTA TERESA ELEM	6	94	117	21	7	12	1	37.3	46.4	8.3	2.8	4.8	0.4	
SANTA TERESA ELEM	7	89	103	20	13	17	10	35.3	40.9	7.9	5.2	6.7	4.0	
SANTA TERESA ELEM	8	180	66	6	0	0	0	71.4	26.2	2.4	0.0	0.0	0.0	
SANTA TERESA ELEM	9	82	141	16	0	6	7	32.5	56.0	6.3	0.0	2.4	2.8	
SANTA TERESA ELEM	10	137	115	0	0	0	0	54.4	45.6	0.0	0.0	0.0	0.0	
SANTA TERESA HIGH	1	13	93	25	15	27	12	7.0	50.3	13.5	8.1	14.6	6.5	
SANTA TERESA HIGH	2	19	112	34	4	9	7	10.3	60.5	18.4	2.2	4.9	3.8	
SANTA TERESA HIGH	3	16	97	27	11	18	16	8.6	52.4	14.6	5.9	9.7	8.6	
SANTA TERESA HIGH	4	36	108	7	0	21	13	19.5	58.4	3.8	0.0	11.4	7.0	
SANTA TERESA HIGH	5	17	112	19	0	17	20	9.2	60.5	10.3	0.0	9.2	10.8	
SANTA TERESA HIGH	6	14	103	39	9	11	9	7.6	55.7	21.1	4.9	5.9	4.9	
SANTA TERESA HIGH	7	16	113	29	7	13	7	8.6	61.1	15.7	3.8	7.0	3.8	
SANTA TERESA HIGH	8	32	114	21	0	18	0	17.3	61.6	11.4	0.0	9.7	0.0	
SANTA TERESA HIGH	9	9	121	25	11	14	5	4.9	65.4	13.5	5.9	7.6	2.7	
SANTA TERESA HIGH	10	54	106	9	0	16	0	29.2	57.3	4.9	0.0	8.6	0.0	
SANTA TERESA MIDDLE	1	47	60	13	2	9	0	35.9	45.8	9.9	1.5	6.9	0.0	
SANTA TERESA MIDDLE	2	39	87	5	0	0	0	29.8	66.4	3.8	0.0	0.0	0.0	
SANTA TERESA MIDDLE	3	23	98	10	0	0	0	17.6	74.8	7.6	0.0	0.0	0.0	
SANTA TERESA MIDDLE	4	29	89	13	0	0	0	22.1	67.9	9.9	0.0	0.0	0.0	
SANTA TERESA MIDDLE	5	12	80	28	11	0	0	9.2	61.1	21.4	8.4	0.0	0.0	
SANTA TERESA MIDDLE	6	32	92	7	0	0	0	24.4	70.2	5.3	0.0	0.0	0.0	
SANTA TERESA MIDDLE	7	41	50	23	2	15	0	31.3	38.2	17.6	1.5	11.5	0.0	
SANTA TERESA MIDDLE	8	37	91	0	0	0	3	28.2	69.5	0.0	0.0	0.0	2.3	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
SANTA TERESA MIDDLE	9	26	76	14	0	9	6	19.8	58.0	10.7	0.0	6.9	4.6
SANTA TERESA MIDDLE	10	45	82	4	0	0	0	34.4	62.6	3.1	0.0	0.0	0.0
SUNLAND PARK ELEM	1	131	157	28	1	19	17	37.1	44.5	7.9	0.3	5.4	4.8
SUNLAND PARK ELEM	2	67	243	26	17	0	0	19.0	68.8	7.4	4.8	0.0	0.0
SUNLAND PARK ELEM	3	72	244	25	12	0	0	20.4	69.1	7.1	3.4	0.0	0.0
SUNLAND PARK ELEM	4	112	212	27	1	0	1	31.7	60.1	7.6	0.3	0.0	0.3
SUNLAND PARK ELEM	5	123	164	41	17	6	2	34.8	46.5	11.6	4.8	1.7	0.6
SUNLAND PARK ELEM	6	66	259	18	9	0	1	18.7	73.4	5.1	2.5	0.0	0.3
SUNLAND PARK ELEM	7	53	158	67	52	21	2	15.0	44.8	19.0	14.7	5.9	0.6
SUNLAND PARK ELEM	8	110	214	25	0	0	4	31.2	60.6	7.1	0.0	0.0	1.1
SUNLAND PARK ELEM	9	153	187	0	0	12	1	43.3	53.0	0.0	0.0	3.4	0.3
SUNLAND PARK ELEM	10	117	232	0	0	0	4	33.1	65.7	0.0	0.0	0.0	1.1
SUNRISE ELEMENTARY	1	169	322	0	6	0	0	34.0	64.8	0.0	1.2	0.0	0.0
SUNRISE ELEMENTARY	2	214	239	0	0	1	43	43.1	48.1	0.0	0.0	0.2	8.7
SUNRISE ELEMENTARY	3	172	303	0	13	9	0	34.6	61.0	0.0	2.6	1.8	0.0
SUNRISE ELEMENTARY	4	257	98	43	35	57	7	51.7	19.7	8.7	7.0	11.5	1.4
SUNRISE ELEMENTARY	5	138	216	10	0	133	0	27.8	43.5	2.0	0.0	26.8	0.0
SUNRISE ELEMENTARY	6	153	252	20	6	52	14	30.8	50.7	4.0	1.2	10.5	2.8
SUNRISE ELEMENTARY	7	108	298	53	27	11	0	21.7	60.0	10.7	5.4	2.2	0.0
SUNRISE ELEMENTARY	8	187	270	27	13	0	0	37.6	54.3	5.4	2.6	0.0	0.0
SUNRISE ELEMENTARY	9	97	207	6	0	186	1	19.5	41.6	1.2	0.0	37.4	0.2
SUNRISE ELEMENTARY	10	142	303	0	0	0	52	28.6	61.0	0.0	0.0	0.0	10.5
VADO ELEMENTARY	1	24	138	21	0	17	19	11.0	63.0	9.6	0.0	7.8	8.7
VADO ELEMENTARY	2	103	89	19	8	0	0	47.0	40.6	8.7	3.7	0.0	0.0
VADO ELEMENTARY	3	58	106	13	0	24	18	26.5	48.4	5.9	0.0	11.0	8.2
VADO ELEMENTARY	4	61	123	9	0	15	11	27.9	56.2	4.1	0.0	6.8	5.0
VADO ELEMENTARY	5	37	145	26	0	11	0	16.9	66.2	11.9	0.0	5.0	0.0

Parent Survey on the Quality of Education Spring 2007

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.

#=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	#O	%SA	%A	%D	%SD	%K	%O		
VADO ELEMENTARY	6	68	132	12	0	7	0	31.1	60.3	5.5	0.0	3.2	0.0	
VADO ELEMENTARY	7	41	94	35	6	22	21	18.7	42.9	16.0	2.7	10.0	9.6	
VADO ELEMENTARY	8	103	99	13	4	0	0	47.0	45.2	5.9	1.8	0.0	0.0	
VADO ELEMENTARY	9	43	154	8	0	14	0	19.6	70.3	3.7	0.0	6.4	0.0	
VADO ELEMENTARY	10	81	129	0	0	9	0	37.0	58.9	0.0	0.0	4.1	0.0	

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%).