



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

Printed: 10/14/2008

TAOS

NO CHILD LEFT BEHIND SUMMARY

TAOS

AYP Rating: Meets AYP

Improvement Status: SI-1

	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	2	29
Schools in Corrective Action	2	29
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*

	TAOS		STATE WIDE	
	Number	Percent	Number	Percent
Female	1353	46.6	159155	48.8
Male	1548	53.4	167000	51.2
Caucasian	484	16.7	99600	30.5
African-American	13	0.4	8523	2.6
Hispanic	2159	74.4	178091	54.6
Asian/Pacific Islander	26	0.9	4246	1.3
American Indian	217	7.5	35679	10.9
English Language Learners	326	11.2	60832	18.7
Students with Disabilities	485	16.7	48634	14.9
Free/Reduced Lunch Program	2877	99.2	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
ARROYO DEL NORTE ELE	AYP Not Met	Progressing	CHRYSALIS ALTERNATIV	AYP Not Met	SI-2
ENOS GARCIA ELEM	Meets AYP	SI-1 delay	RANCHOS DE TAOS ELEM	Meets AYP	Progressing
TAOS CYBER MAGNET	AYP Not Met	Progressing	TAOS HIGH	AYP Not Met	CA
TAOS MIDDLE	AYP Not Met	CA			

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	50.6	75.0	***	47.0	***	44.0	50.6	34.5	24.2
All students in Grades 6, 7 & 8	Reading Proficiency	42	40.7	63.4	***	39.1	***	8.1	40.7	20.7	7.6
All Students in Grades 9 & 11	Reading Proficiency	45	46.8	77.0	***	40.1	***	39.4	46.8	***	8.1
ARROYO DEL NORTE ELE	Reading Proficiency	49	42.5	66.7	***	33.9	***	***	42.5	23.1	15.8
CHRYSALIS ALTERNATIV	Reading Proficiency	45	***	***	***	***	***	***	***	***	***
ENOS GARCIA ELEM	Reading Proficiency	49	45.4	79.2	***	42.2	***	40.0	45.4	***	22.4
RANCHOS DE TAOS ELEM	Reading Proficiency	49	66.4	70.0	***	64.7	***	***	66.4	43.8	38.9
TAOS CYBER MAGNET	Reading Proficiency	45	***	***	***	***	***	***	***	***	***
TAOS HIGH	Reading Proficiency	45	47.7	76.7	***	40.7	***	44.8	47.7	***	11.3
TAOS MIDDLE	Reading Proficiency	42	40.9	62.3	***	39.5	***	10.3	40.9	20.7	11.9
All Students in Grades 3, 4 & 5	Math Proficiency	33	36.8	68.3	***	31.5	***	36.0	36.8	24.1	19.0
All students in Grades 6, 7 & 8	Math Proficiency	20	14.1	29.6	***	11.3	***	2.7	14.1	<1.0	2.5
All Students in Grades 9 & 11	Math Proficiency	27	33.8	64.9	***	27.2	***	21.2	33.8	***	<1.0
ARROYO DEL NORTE ELE	Math Proficiency	33	27.5	57.1	***	17.9	***	***	27.5	15.4	10.5
CHRYSALIS ALTERNATIV	Math Proficiency	23	***	***	***	***	***	***	***	***	***
ENOS GARCIA ELEM	Math Proficiency	33	33.7	79.2	***	27.9	***	40.0	33.7	***	17.2
RANCHOS DE TAOS ELEM	Math Proficiency	33	47.3	50.0	***	45.7	***	***	47.3	31.3	33.3
TAOS CYBER MAGNET	Math Proficiency	27	***	***	***	***	***	***	***	***	***
TAOS HIGH	Math Proficiency	27	34.9	65.8	***	27.7	***	27.6	34.9	***	4.8
TAOS MIDDLE	Math Proficiency	20	14.8	30.4	***	11.8	***	7.7	14.8	<1.0	7.1
All Students in Grades 3, 4 & 5	Attendance Rate	92	97.7	97.7	***	97.7	***	96.7	97.7	98.6	96.8
All students in Grades 6, 7 & 8	Attendance Rate	92	94.8	94.3	***	95.0	***	93.9	94.8	96.5	94.0
ARROYO DEL NORTE ELE	Attendance Rate	92	99.0	98.7	***	99.2	***	***	99.1	99.3	99.6
CHRYSALIS ALTERNATIV	Attendance Rate	92	***	***	***	***	***	***	***	***	***
ENOS GARCIA ELEM	Attendance Rate	92	97.7	97.7	***	97.7	***	97.1	97.7	***	96.9
RANCHOS DE TAOS ELEM	Attendance Rate	92	97.3	96.7	***	97.3	***	***	97.3	97.7	97.0
TAOS MIDDLE	Attendance Rate	92	94.8	94.3	***	95.0	***	93.9	94.8	96.5	93.9
All Students in Grade 12	Graduation Rate	90	86.3	89.2	***	90.4	***	50.0	86.3	***	33.3
CHRYSALIS ALTERNATIV	Graduation Rate	90	***	***	***	***	***	***	***	***	***
TAOS CYBER MAGNET	Graduation Rate	90	***	***	***	***	***	***	***	***	***
TAOS HIGH	Graduation Rate	90	85.1	93.6	***	86.9	***	50.0	85.1	***	35.3

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	99	71	4	46	35	13	1	99	71	1	44	42	11	1
	Male	100	102	6	40	31	23	0	100	102	7	33	46	14	0
Ethnicity	Caucasian	100	25	24	56	16	4	0	100	25	16	56	28	0	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	134	2	40	36	22	1	99	134	3	34	47	16	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	12	0	50	33	17	0	100	12	0	42	50	8	0
Status	SWD ²	100	33	3	21	27	48	0	100	33	6	24	48	21	0
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	100	172	5	43	33	19	0	100	172	5	38	45	13	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	173	5	43	33	18	1	99	173	5	38	45	13	1
	2005-06	99	190	4	45	34	16	1	99	190	2	36	51	11	1
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	80	11	44	36	9	0	100	80	8	33	55	5	0
	Male	99	103	5	50	35	10	1	99	103	8	34	50	8	1
Ethnicity	Caucasian	97	31	23	35	35	3	3	97	31	16	32	42	6	3
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	144	4	49	37	10	0	100	144	6	32	56	7	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Status	SWD ²	97	36	8	25	33	31	3	97	36	8	14	67	8	3
	ELL ³	100	12	0	25	33	42	0	100	12	0	25	58	17	0
	FRLP	99	182	8	47	36	9	1	99	182	8	34	52	7	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	183	8	47	36	9	1	99	183	8	33	52	7	1
	2005-06	100	208	6	39	38	16	0	100	209	6	26	56	12	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	97	13	39	42	5	0	100	97	8	20	55	18	0
	Male	99	110	8	37	45	9	1	99	110	3	20	59	17	1
Ethnicity	Caucasian	100	24	29	54	17	0	0	100	24	29	33	33	4	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	99	172	8	36	47	9	1	99	172	2	18	60	19	1
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Status	SWD ²	98	43	0	16	65	16	2	98	43	0	7	72	19	2
	ELL ³	100	13	0	23	62	15	0	100	13	0	0	77	23	0
	FRLP	100	205	11	39	43	7	0	100	205	5	20	57	17	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	207	11	38	43	7	0	100	207	5	20	57	17	0
	2005-06	99	186	10	44	35	10	1	99	186	2	19	57	21	1
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	99	80	1	36	45	16	1	99	80	0	11	61	28	0
	Male	100	99	2	15	57	26	0	100	99	2	6	63	29	0
Ethnicity	Caucasian	100	21	5	43	43	10	0	100	21	5	19	52	24	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	144	1	23	51	24	0	100	144	1	7	64	28	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	91	11	0	9	64	18	9	91	11	0	0	55	45	0
Status	SWD ²	96	27	0	4	41	52	4	96	27	0	0	33	67	0
	ELL ³	100	25	0	8	52	40	0	100	25	0	0	56	44	0
	FRLP	99	179	2	25	51	22	1	99	179	1	8	62	28	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	179	2	25	51	22	1	99	179	1	8	62	28	0
	2005-06	100	201	4	24	61	10	0	100	201	3	13	56	29	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	99	88	9	35	48	7	1	97	88	0	9	57	31	3
	Male	100	111	4	32	48	17	0	100	111	3	8	46	43	0
Ethnicity	Caucasian	100	28	7	39	54	0	0	100	28	0	11	61	29	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	150	5	35	45	15	0	99	150	1	9	52	37	1
	Asian/Pacific American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	30	10	10	33	47	0	100	30	7	3	20	70	0
	ELL ³	100	21	0	33	57	10	0	100	21	0	0	29	71	0
	FRLP	99	196	6	33	48	13	1	99	196	2	8	51	38	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	199	6	33	48	13	1	98	199	2	9	51	38	2
	2005-06	99	230	6	43	37	14	1	99	230	2	10	52	36	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	116	9	54	30	7	0	100	116	6	17	56	21	0
	Male	98	119	0	44	35	19	2	97	119	1	18	51	28	3
Ethnicity	Caucasian	97	31	13	71	3	10	3	97	31	6	42	42	6	3
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	179	2	49	35	13	1	99	179	1	15	56	27	1
	Asian/Pacific American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	95	41	2	5	41	46	5	95	41	2	5	27	61	5
	ELL ³	100	18	0	44	56	0	0	100	18	0	0	67	33	0
	FRLP	99	232	4	49	33	13	1	99	232	3	18	54	23	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	235	4	49	33	13	1	99	235	3	17	54	24	1
	2005-06	99	247	4	45	40	10	1	99	248	3	18	47	31	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	151	4	47	27	21	1	99	151	5	28	51	15	1
	Male	96	133	1	38	32	26	4	96	133	9	27	45	15	4
Ethnicity	Caucasian	97	62	6	65	18	8	3	95	62	16	47	31	2	5
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	97	191	1	36	32	28	3	98	191	4	21	54	19	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	28	0	39	39	21	0	100	28	4	29	54	14	0
Status	SWD ²	93	43	0	14	26	53	7	88	43	0	2	42	44	12
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	98	280	3	43	29	23	2	98	280	7	28	48	15	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	284	2	43	30	23	2	98	284	7	28	48	15	2
	2005-06	99	283	3	43	29	23	1	99	283	6	27	46	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	100	112	9	51	33	7	0	100	112	5	28	50	17	0
	Male	98	116	4	40	45	9	2	97	116	7	27	45	19	3
Ethnicity	Caucasian	100	45	13	67	11	9	0	100	45	16	42	33	9	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	159	5	38	48	8	1	98	159	4	24	51	19	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	100	20	0	50	40	10	0	100	20	5	20	50	25	0
Status	SWD ²	97	35	3	9	54	31	3	97	35	6	3	43	46	3
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	99	227	7	45	39	8	1	99	227	6	27	47	18	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	228	7	45	39	8	1	99	228	6	27	47	18	1
	2005-06	100	218	19	46	22	13	0	100	218	12	23	44	21	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
Coca-Ruiz, Lorraine	19
Cordova, Arsenio	13
Embler, Gary	1
Romero, Patrick.J	24
Torrez, Michael	24

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	12,106,102	61
Instructional Support Services	7,628,092	39
Students	2,433,765	32
Instruction	396,769	5
General Administration	581,115	8
School Administration	847,813	11
Central Services	665,697	9
Operations & Maintenance	2,698,996	35
Student Transportation	3,937	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	19,734,194	

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	218	61.9	34.9	12.1
ARROYO DEL NORTE ELE	16	62.5	37.5	15.4
CASA DE CORAZON	1	0.0	100.0	***
CHRYSALIS ALTERNATIV	5	60.0	40.0	***
ENOS GARCIA ELEM	56	66.1	28.6	2.9
RANCHOS DE TAOS ELEM	30	70.0	30.0	0.0
TAOS CYBER MAGNET	1	0.0	100.0	***
TAOS HIGH	64	50.0	43.8	5.7
TAOS MIDDLE	45	71.1	28.9	25.1

* 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

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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	354	585	55	23	32	12	33.4	55.1	5.2	2.2	3.0	1.1	
DISTRICT WIDE TOTALS	2	320	534	133	33	30	11	30.2	50.3	12.5	3.1	2.8	1.0	
DISTRICT WIDE TOTALS	3	409	536	56	14	33	13	38.5	50.5	5.3	1.3	3.1	1.2	
DISTRICT WIDE TOTALS	4	406	539	67	18	17	14	38.3	50.8	6.3	1.7	1.6	1.3	
DISTRICT WIDE TOTALS	5	291	553	69	15	116	17	27.4	52.1	6.5	1.4	10.9	1.6	
DISTRICT WIDE TOTALS	6	330	577	70	26	44	14	31.1	54.4	6.6	2.5	4.1	1.3	
DISTRICT WIDE TOTALS	7	260	531	133	40	76	21	24.5	50.0	12.5	3.8	7.2	2.0	
DISTRICT WIDE TOTALS	8	518	470	42	7	15	9	48.8	44.3	4.0	0.7	1.4	0.8	
DISTRICT WIDE TOTALS	9	364	551	66	13	53	14	34.3	51.9	6.2	1.2	5.0	1.3	
DISTRICT WIDE TOTALS	10	402	556	59	10	11	23	37.9	52.4	5.6	0.9	1.0	2.2	
ARROYO DEL NORTE ELE	1	22	60	6	2	3	0	23.7	64.5	6.5	2.2	3.2	0.0	
ARROYO DEL NORTE ELE	2	41	51	0	0	1	0	44.1	54.8	0.0	0.0	1.1	0.0	
ARROYO DEL NORTE ELE	3	42	47	3	0	1	0	45.2	50.5	3.2	0.0	1.1	0.0	
ARROYO DEL NORTE ELE	4	34	49	7	0	2	1	36.6	52.7	7.5	0.0	2.2	1.1	
ARROYO DEL NORTE ELE	5	21	58	2	0	10	2	22.6	62.4	2.2	0.0	10.8	2.2	
ARROYO DEL NORTE ELE	6	26	50	9	2	3	3	28.0	53.8	9.7	2.2	3.2	3.2	
ARROYO DEL NORTE ELE	7	16	47	14	4	9	3	17.2	50.5	15.1	4.3	9.7	3.2	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
ARROYO DEL NORTE ELE	8	51	41	1	0	0	54.8	44.1	1.1	0.0	0.0	0.0	
ARROYO DEL NORTE ELE	9	30	56	4	0	3	32.3	60.2	4.3	0.0	3.2	0.0	
ARROYO DEL NORTE ELE	10	35	51	5	0	1	37.6	54.8	5.4	0.0	1.1	1.1	
CHRYSALIS ALTERNATIV	***	***	***	***	***	***	***	***	***	***	***	***	
ENOS GARCIA ELEM	1	110	263	32	10	17	4	25.2	60.3	7.3	2.3	3.9	0.9
ENOS GARCIA ELEM	2	106	214	77	22	12	5	24.3	49.1	17.7	5.0	2.8	1.1
ENOS GARCIA ELEM	3	121	255	31	6	17	6	27.8	58.5	7.1	1.4	3.9	1.4
ENOS GARCIA ELEM	4	146	248	26	7	6	3	33.5	56.9	6.0	1.6	1.4	0.7
ENOS GARCIA ELEM	5	85	235	38	6	64	8	19.5	53.9	8.7	1.4	14.7	1.8
ENOS GARCIA ELEM	6	109	257	29	12	20	9	25.0	58.9	6.7	2.8	4.6	2.1
ENOS GARCIA ELEM	7	90	227	61	17	33	8	20.6	52.1	14.0	3.9	7.6	1.8
ENOS GARCIA ELEM	8	214	202	9	1	5	5	49.1	46.3	2.1	0.2	1.1	1.1
ENOS GARCIA ELEM	9	124	244	31	4	26	7	28.4	56.0	7.1	0.9	6.0	1.6
ENOS GARCIA ELEM	10	147	245	26	5	6	7	33.7	56.2	6.0	1.1	1.4	1.6
RANCHOS DE TAOS ELEM	1	194	136	4	1	1	0	57.7	40.5	1.2	0.3	0.3	0.0
RANCHOS DE TAOS ELEM	2	150	153	23	5	2	3	44.6	45.5	6.8	1.5	0.6	0.9
RANCHOS DE TAOS ELEM	3	207	123	3	0	2	1	61.6	36.6	0.9	0.0	0.6	0.3
RANCHOS DE TAOS ELEM	4	199	126	6	3	1	1	59.2	37.5	1.8	0.9	0.3	0.3
RANCHOS DE TAOS ELEM	5	159	151	12	2	10	2	47.3	44.9	3.6	0.6	3.0	0.6
RANCHOS DE TAOS ELEM	6	167	154	8	3	3	1	49.7	45.8	2.4	0.9	0.9	0.3
RANCHOS DE TAOS ELEM	7	128	146	34	7	15	6	38.1	43.5	10.1	2.1	4.5	1.8
RANCHOS DE TAOS ELEM	8	222	105	8	0	1	0	66.1	31.3	2.4	0.0	0.3	0.0
RANCHOS DE TAOS ELEM	9	176	147	7	2	3	1	52.4	43.8	2.1	0.6	0.9	0.3
RANCHOS DE TAOS ELEM	10	160	151	17	2	1	5	47.6	44.9	5.1	0.6	0.3	1.5
TAOS CYBER MAGNET	***	***	***	***	***	***	***	***	***	***	***	***	***
TAOS ELEMENTARY	1	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	2	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
TAOS ELEMENTARY	3	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	4	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	5	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	6	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	7	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	8	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	9	2	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS ELEMENTARY	10	1	0	0	1	0	50.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0
TAOS HIGH	1	0	3	1	4	0	0.0	37.5	12.5	50.0	0.0	0.0	0.0	0.0
TAOS HIGH	2	0	3	5	0	0	0.0	37.5	62.5	0.0	0.0	0.0	0.0	0.0
TAOS HIGH	3	0	2	3	3	0	0.0	25.0	37.5	37.5	0.0	0.0	0.0	0.0
TAOS HIGH	4	0	2	1	4	1	0.0	25.0	12.5	50.0	0.0	12.5	0.0	12.5
TAOS HIGH	5	0	4	0	2	2	0.0	50.0	0.0	25.0	25.0	0.0	0.0	0.0
TAOS HIGH	6	0	0	4	4	0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0
TAOS HIGH	7	0	5	1	1	0	0.0	62.5	12.5	12.5	0.0	12.5	0.0	12.5
TAOS HIGH	8	0	2	3	2	1	0.0	25.0	37.5	25.0	0.0	12.5	0.0	12.5
TAOS HIGH	9	0	2	5	1	0	0.0	25.0	62.5	12.5	0.0	0.0	0.0	0.0
TAOS HIGH	10	0	5	2	0	1	0.0	62.5	25.0	0.0	0.0	0.0	12.5	0.0
TAOS MIDDLE	1	26	123	12	6	11	8	14.0	66.1	6.5	3.2	5.9	4.3	0.0
TAOS MIDDLE	2	21	113	28	6	15	3	11.3	60.8	15.1	3.2	8.1	1.6	0.0
TAOS MIDDLE	3	37	109	16	5	13	6	19.9	58.6	8.6	2.7	7.0	3.2	0.0
TAOS MIDDLE	4	25	114	27	4	8	8	13.4	61.3	14.5	2.2	4.3	4.3	0.0
TAOS MIDDLE	5	24	105	17	5	30	5	12.9	56.5	9.1	2.7	16.1	2.7	0.0
TAOS MIDDLE	6	26	116	20	5	18	1	14.0	62.4	10.8	2.7	9.7	0.5	0.0
TAOS MIDDLE	7	24	106	23	11	19	3	12.9	57.0	12.4	5.9	10.2	1.6	0.0
TAOS MIDDLE	8	29	120	21	4	9	3	15.6	64.5	11.3	2.2	4.8	1.6	0.0
TAOS MIDDLE	9	32	102	19	6	21	6	17.2	54.8	10.2	3.2	11.3	3.2	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
TAOS MIDDLE	10	59	104	9	2	3	9	31.7	55.9	4.8	1.1	1.6	4.8

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%).