



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

Printed: 10/14/2008

WEST LAS VEGAS

NO CHILD LEFT BEHIND SUMMARY

WEST LAS VEGAS

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	9	100
Schools in School Improvement	3	33
Schools in Corrective Action	0	0
Schools in Restructuring	1	11

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*

	WEST LAS VEGAS		STATE WIDE	
	Number	Percent	Number	Percent
Female	853	47.9	159155	48.8
Male	929	52.1	167000	51.2
Caucasian	88	4.9	99600	30.5
African-American	15	0.8	8523	2.6
Hispanic	1671	93.8	178091	54.6
Asian/Pacific Islander	4	0.2	4246	1.3
American Indian	4	0.2	35679	10.9
English Language Learners	915	51.3	60832	18.7
Students with Disabilities	238	13.4	48634	14.9
Free/Reduced Lunch Program	1782	100.0	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
DON CECILIO MTZ ELEM	Meets AYP	Progressing	LUIS E. ARMIJO ELEM	Meets AYP	Progressing
TONY SERNA JR. ELEM	Meets AYP	Progressing	UNION ELEMENTARY	Meets AYP	Progressing
VALLEY ELEMENTARY	Meets AYP	Progressing	VALLEY MIDDLE	AYP Not Met	SI-2
W LAS VEGAS HIGH	AYP Not Met	SI-2	W LAS VEGAS MIDDLE	AYP Not Met	Restructuring 2
WLV FAMILY PARTNERSH	AYP Not Met	SI-2			

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with 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	Pacific	Asian/	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	54.5	50.0	***	54.6	***	***	54.5	54.1	18.9	
All students in Grades 6, 7 & 8	Reading Proficiency	42	42.2	***	***	41.9	***	***	42.2	34.7	4.8	
All Students in Grades 9 & 11	Reading Proficiency	45	34.6	61.5	***	33.2	***	***	34.6	26.8	6.1	
DON CECILIO MTZ ELEM	Reading Proficiency	49	48.2	***	***	48.6	***	***	48.2	48.2	14.3	
LUIS E. ARMIJO ELEM	Reading Proficiency	49	54.6	***	***	54.3	***	***	54.6	54.7	25.0	
TONY SERNA JR. ELEM	Reading Proficiency	49	51.0	***	***	51.6	***	***	51.0	52.8	17.7	
UNION ELEMENTARY	Reading Proficiency	49	87.5	***	***	86.8	***	***	87.5	84.9	***	
VALLEY ELEMENTARY	Reading Proficiency	49	55.8	***	***	55.0	***	***	55.8	55.8	***	
VALLEY MIDDLE	Reading Proficiency	42	36.4	***	***	36.4	***	***	36.4	33.3	***	
W LAS VEGAS HIGH	Reading Proficiency	45	36.4	***	***	35.8	***	***	36.4	29.0	7.4	
W LAS VEGAS MIDDLE	Reading Proficiency	42	45.1	***	***	44.8	***	***	45.1	36.2	6.1	
WLV FAMILY PARTNERSH	Reading Proficiency	45	31.9	***	***	24.3	***	***	31.9	26.3	***	
All Students in Grades 3, 4 & 5	Math Proficiency	33	39.0	42.9	***	38.5	***	***	39.0	38.8	24.3	
All students in Grades 6, 7 & 8	Math Proficiency	20	11.6	***	***	10.8	***	***	11.6	8.6	<1.0	
All Students in Grades 9 & 11	Math Proficiency	27	14.8	30.8	***	13.9	***	***	14.8	8.5	3.0	
DON CECILIO MTZ ELEM	Math Proficiency	33	28.6	***	***	28.0	***	***	28.6	28.7	28.6	
LUIS E. ARMIJO ELEM	Math Proficiency	33	43.4	***	***	42.6	***	***	43.4	43.2	41.7	
TONY SERNA JR. ELEM	Math Proficiency	33	29.8	***	***	29.9	***	***	29.8	30.8	11.8	
UNION ELEMENTARY	Math Proficiency	33	77.5	***	***	76.3	***	***	77.5	78.8	***	
VALLEY ELEMENTARY	Math Proficiency	33	60.5	***	***	60.0	***	***	60.5	60.5	***	
VALLEY MIDDLE	Math Proficiency	20	7.6	***	***	7.6	***	***	7.6	4.8	***	
W LAS VEGAS HIGH	Math Proficiency	27	15.4	***	***	15.4	***	***	15.4	9.5	3.7	
W LAS VEGAS MIDDLE	Math Proficiency	20	12.7	***	***	12.3	***	***	12.7	9.8	3.0	
WLV FAMILY PARTNERSH	Math Proficiency	25	14.9	***	***	5.4	***	***	14.9	7.9	***	
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.5	95.5	***	95.5	***	***	95.5	95.5	94.5	
All students in Grades 6, 7 & 8	Attendance Rate	92	95.3	***	***	95.3	***	***	95.3	95.4	92.0	
DON CECILIO MTZ ELEM	Attendance Rate	92	95.2	***	***	95.2	***	***	95.2	95.2	94.9	
LUIS E. ARMIJO ELEM	Attendance Rate	92	93.2	***	***	93.2	***	***	93.2	93.3	95.2	
TONY SERNA JR. ELEM	Attendance Rate	92	94.3	***	***	94.3	***	***	94.3	94.3	93.6	
UNION ELEMENTARY	Attendance Rate	92	95.7	***	***	95.8	***	***	95.7	95.9	***	
VALLEY ELEMENTARY	Attendance Rate	92	96.7	***	***	96.6	***	***	96.8	96.8	***	
VALLEY MIDDLE	Attendance Rate	92	96.8	***	***	96.8	***	***	96.8	96.9	***	
W LAS VEGAS MIDDLE	Attendance Rate	92	95.4	***	***	95.4	***	***	95.4	95.0	93.3	
All Students in Grade 12	Graduation Rate	90	86.7	100.0	***	86.4	***	***	86.7	83.5	76.5	
W LAS VEGAS HIGH	Graduation Rate	90	91.2	***	***	91.7	***	***	91.2	90.3	73.7	

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				
WLV FAMILY PARTNERSH	Graduation Rate	90	50.0	***	***	50.0	***	***	50.0	38.5	***	

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	48	6	60	19	15	0	100	48	6	29	52	13	0
	Male	99	83	10	40	31	18	1	100	83	2	52	35	11	1
Ethnicity	Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	99	119	8	47	28	16	1	100	119	3	43	42	12	1
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	14	0	29	36	36	0	100	14	0	36	36	29	0
	ELL ³	99	119	8	48	28	16	1	100	119	3	44	41	12	1
	FRLP	99	131	8	47	27	17	1	100	131	4	44	41	11	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	131	8	47	27	17	1	100	131	4	44	41	11	1
	2005-06	100	140	8	49	27	16	0	100	140	6	45	39	11	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	57	16	39	30	16	0	100	57	9	28	40	23	0
	Male	100	65	3	49	31	17	0	100	65	2	35	48	15	0
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	115	8	46	30	16	0	100	115	5	31	45	18	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	10	10	0	10	80	0	100	10	0	20	20	60	0
	ELL ³	100	112	8	46	30	16	0	100	112	4	31	46	19	0
	FRLP	100	122	9	44	30	16	0	100	122	5	32	44	19	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	122	9	44	30	16	0	100	122	5	32	44	19	0
	2005-06	98	126	10	37	40	13	2	100	126	2	24	60	14	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	59	8	51	31	10	0	100	59	3	25	51	20	0
	Male	98	59	10	36	37	15	2	98	59	3	32	47	15	2
Ethnicity	Caucasian	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	110	8	45	35	12	1	99	110	3	29	49	18	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	94	17	0	24	6	65	6	94	17	0	12	41	41	6
	ELL ³	99	105	10	42	34	13	1	99	105	4	30	48	18	1
	FRLP	99	118	9	43	34	13	1	99	118	3	29	49	18	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	118	9	43	34	13	1	99	118	3	29	49	18	1
	2005-06	100	128	11	43	37	9	0	100	128	4	24	56	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	98	64	2	39	52	6	2	98	64	0	8	78	13	2
	Male	98	52	2	35	44	17	2	98	52	2	6	75	17	0
Ethnicity	Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	113	1	37	49	12	2	98	113	1	6	77	15	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	94	17	6	18	35	35	6	94	17	0	0	65	35	0
	ELL ³	99	103	1	33	52	13	1	99	103	1	7	75	17	0
	FRLP	98	115	2	37	49	11	2	98	115	1	7	76	15	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	116	2	37	48	11	2	98	116	1	7	77	15	1
	2005-06	100	148	1	38	52	9	0	100	148	1	8	59	32	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	72	1	50	40	8	0	100	72	0	10	60	31	0
	Male	100	67	3	33	51	13	0	100	66	5	8	42	45	0
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	133	2	41	46	11	0	100	132	2	8	52	39	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	19	0	5	47	47	0	100	19	5	0	21	74	0
	ELL ³	100	109	1	31	54	14	0	100	108	2	3	50	45	0
	FRLP	100	139	2	42	45	11	0	100	138	2	9	51	38	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	139	2	42	45	11	0	100	138	2	9	51	38	0
	2005-06	98	176	1	39	45	13	2	100	175	1	10	53	37	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	71	0	49	41	10	0	100	71	0	15	55	30	0
	Male	99	94	0	35	44	20	1	99	94	0	13	51	35	1
Ethnicity	Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	156	0	42	42	15	1	99	156	0	14	53	33	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	95	19	0	5	32	58	5	95	19	0	0	21	74	5
	ELL ³	100	130	0	38	45	16	0	100	130	0	12	53	35	0
	FRLP	99	164	0	41	42	16	1	99	164	0	14	52	33	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	165	0	41	42	16	1	99	165	0	14	53	33	1
	2005-06	99	175	1	42	42	14	1	99	175	1	11	51	36	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	100	90	1	34	38	27	0	99	90	2	12	69	16	1
	Male	100	80	3	29	24	45	0	99	80	1	16	64	18	1
Ethnicity	Caucasian	100	10	0	60	30	10	0	100	10	0	40	50	10	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	160	2	30	31	37	0	99	160	2	13	68	17	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	20	10	10	20	60	0	95	20	10	10	40	35	5
	ELL ³	100	135	1	25	33	40	0	99	135	2	8	70	19	1
	FRLP	100	169	2	32	31	35	0	99	169	2	14	67	16	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	170	2	32	31	35	0	99	170	2	14	66	16	1
	2005-06	96	181	0	35	35	26	4	96	181	1	9	69	18	4
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	61	5	34	43	16	2	98	61	2	16	54	26	2
	Male	97	69	1	29	39	28	3	97	70	1	9	47	40	3
Ethnicity	Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	121	2	30	43	22	2	98	122	0	11	52	34	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	90	21	5	0	19	67	10	90	21	0	5	24	62	10
	ELL ³	97	104	1	26	45	25	3	97	104	1	7	53	37	3
	FRLP	98	130	3	32	41	22	2	98	131	2	12	50	34	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	130	3	32	41	22	2	98	131	2	12	50	34	2
	2005-06	100	149	4	38	38	20	0	99	149	0	7	40	52	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
Garcia, Ralph	5
Gold, Gary	16
Lopez, Caroline	13
Ludi, Christine	17
Lujan, Kenny	15

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	8,037,597	51
Instructional Support Services	7,838,894	49
Students	1,383,855	18
Instruction	511,062	7
General Administration	774,114	10
School Administration	1,617,685	21
Central Services	432,287	6
Operations & Maintenance	2,979,493	38
Student Transportation	140,399	2
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	15,876,491	

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	169	73.4	25.4	8.7
CARE	2	0.0	.0	***
DON CECILIO MTZ ELEM	18	94.4	5.6	4.5
LUIS E. ARMIJO ELEM	21	81.0	19.0	3.4
TONY SERNA JR. ELEM	16	68.8	31.3	12.5
UNION ELEMENTARY	8	75.0	25.0	11.1
VALLEY ELEMENTARY	12	91.7	8.3	7.1
VALLEY MIDDLE	10	80.0	20.0	0.0
W LAS VEGAS HIGH	36	61.1	38.9	9.2
W LAS VEGAS MIDDLE	23	60.9	39.1	13.5
WEST LAS VEGAS DIST	10	70.0	30.0	***
WEST LV HEADSTART	1	0.0	.0	***
WLV FAMILY PARTNERSH	12	66.7	16.7	***

* 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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- 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	209	245	5	2	11	12	43.2	50.6	1.0	0.4	2.3	2.5
DISTRICT WIDE TOTALS	2	181	249	32	9	11	2	37.4	51.4	6.6	1.9	2.3	0.4
DISTRICT WIDE TOTALS	3	219	239	12	2	8	4	45.2	49.4	2.5	0.4	1.7	0.8
DISTRICT WIDE TOTALS	4	232	227	14	2	3	6	47.9	46.9	2.9	0.4	0.6	1.2
DISTRICT WIDE TOTALS	5	173	248	18	2	37	6	35.7	51.2	3.7	0.4	7.6	1.2
DISTRICT WIDE TOTALS	6	195	246	19	3	14	7	40.3	50.8	3.9	0.6	2.9	1.4
DISTRICT WIDE TOTALS	7	172	231	43	6	27	5	35.5	47.7	8.9	1.2	5.6	1.0
DISTRICT WIDE TOTALS	8	273	191	10	3	1	6	56.4	39.5	2.1	0.6	0.2	1.2
DISTRICT WIDE TOTALS	9	205	244	11	3	15	6	42.4	50.4	2.3	0.6	3.1	1.2
DISTRICT WIDE TOTALS	10	216	243	19	1	2	3	44.6	50.2	3.9	0.2	0.4	0.6
DON CECILIO MTZ ELEM	1	45	42	1	1	1	0	50.0	46.7	1.1	1.1	1.1	0.0
DON CECILIO MTZ ELEM	2	29	52	2	1	5	1	32.2	57.8	2.2	1.1	5.6	1.1
DON CECILIO MTZ ELEM	3	38	46	4	0	1	1	42.2	51.1	4.4	0.0	1.1	1.1
DON CECILIO MTZ ELEM	4	44	42	3	0	1	0	48.9	46.7	3.3	0.0	1.1	0.0
DON CECILIO MTZ ELEM	5	29	47	3	0	10	1	32.2	52.2	3.3	0.0	11.1	1.1
DON CECILIO MTZ ELEM	6	38	46	1	0	4	1	42.2	51.1	1.1	0.0	4.4	1.1
DON CECILIO MTZ ELEM	7	32	44	6	1	7	0	35.6	48.9	6.7	1.1	7.8	0.0

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 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.
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#=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		
DON CECILIO MTZ ELEM	8	54	35	1	0	0	60.0	38.9	1.1	0.0	0.0	0.0		
DON CECILIO MTZ ELEM	9	38	43	1	0	6	42.2	47.8	1.1	0.0	6.7	2.2		
DON CECILIO MTZ ELEM	10	36	47	6	0	1	40.0	52.2	6.7	0.0	1.1	0.0		
LUIS E. ARMIJO ELEM	1	69	69	0	0	3	46.9	46.9	0.0	0.0	2.0	4.1		
LUIS E. ARMIJO ELEM	2	73	67	5	0	2	49.7	45.6	3.4	0.0	1.4	0.0		
LUIS E. ARMIJO ELEM	3	73	70	0	0	4	49.7	47.6	0.0	0.0	2.7	0.0		
LUIS E. ARMIJO ELEM	4	80	63	3	1	0	54.4	42.9	2.0	0.7	0.0	0.0		
LUIS E. ARMIJO ELEM	5	54	72	2	1	16	36.7	49.0	1.4	0.7	10.9	1.4		
LUIS E. ARMIJO ELEM	6	67	71	2	2	4	45.6	48.3	1.4	1.4	2.7	0.7		
LUIS E. ARMIJO ELEM	7	61	66	9	1	9	41.5	44.9	6.1	0.7	6.1	0.7		
LUIS E. ARMIJO ELEM	8	102	42	0	0	1	69.4	28.6	0.0	0.0	0.7	1.4		
LUIS E. ARMIJO ELEM	9	71	69	2	0	5	48.3	46.9	1.4	0.0	3.4	0.0		
LUIS E. ARMIJO ELEM	10	77	67	3	0	0	52.4	45.6	2.0	0.0	0.0	0.0		
TONY SERNA JR. ELEM	1	49	51	0	1	2	47.6	49.5	0.0	1.0	1.9	0.0		
TONY SERNA JR. ELEM	2	44	54	3	2	0	42.7	52.4	2.9	1.9	0.0	0.0		
TONY SERNA JR. ELEM	3	47	49	2	2	2	45.6	47.6	1.9	1.9	1.9	1.0		
TONY SERNA JR. ELEM	4	51	45	2	1	1	49.5	43.7	1.9	1.0	1.0	2.9		
TONY SERNA JR. ELEM	5	41	54	3	0	3	39.8	52.4	2.9	0.0	2.9	1.9		
TONY SERNA JR. ELEM	6	44	50	1	1	5	42.7	48.5	1.0	1.0	4.9	1.9		
TONY SERNA JR. ELEM	7	37	45	13	1	5	35.9	43.7	12.6	1.0	4.9	1.9		
TONY SERNA JR. ELEM	8	61	40	0	1	0	59.2	38.8	0.0	1.0	0.0	1.0		
TONY SERNA JR. ELEM	9	48	52	0	1	1	46.6	50.5	0.0	1.0	1.0	1.0		
TONY SERNA JR. ELEM	10	40	61	1	0	1	38.8	59.2	1.0	0.0	1.0	0.0		
UNION ELEMENTARY	1	22	16	0	0	0	56.4	41.0	0.0	0.0	0.0	2.6		
UNION ELEMENTARY	2	10	18	5	5	0	25.6	46.2	12.8	12.8	0.0	2.6		
UNION ELEMENTARY	3	26	13	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
UNION ELEMENTARY	4	24	15	0	0	0	61.5	38.5	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		
UNION ELEMENTARY	5	19	16	3	0	1	0	48.7	41.0	7.7	0.0	2.6	0.0	
UNION ELEMENTARY	6	24	14	0	0	0	1	61.5	35.9	0.0	0.0	0.0	2.6	
UNION ELEMENTARY	7	23	11	3	1	1	0	59.0	28.2	7.7	2.6	2.6	0.0	
UNION ELEMENTARY	8	25	12	1	1	0	0	64.1	30.8	2.6	2.6	0.0	0.0	
UNION ELEMENTARY	9	23	14	1	1	0	0	59.0	35.9	2.6	2.6	0.0	0.0	
UNION ELEMENTARY	10	25	13	1	0	0	0	64.1	33.3	2.6	0.0	0.0	0.0	
VALLEY ELEMENTARY	1	0	7	1	0	0	0	0.0	87.5	12.5	0.0	0.0	0.0	
VALLEY ELEMENTARY	2	1	6	0	0	1	0	12.5	75.0	0.0	0.0	12.5	0.0	
VALLEY ELEMENTARY	3	0	7	1	0	0	0	0.0	87.5	12.5	0.0	0.0	0.0	
VALLEY ELEMENTARY	4	2	5	1	0	0	0	25.0	62.5	12.5	0.0	0.0	0.0	
VALLEY ELEMENTARY	5	0	7	0	0	1	0	0.0	87.5	0.0	0.0	12.5	0.0	
VALLEY ELEMENTARY	6	0	7	1	0	0	0	0.0	87.5	12.5	0.0	0.0	0.0	
VALLEY ELEMENTARY	7	0	6	2	0	0	0	0.0	75.0	25.0	0.0	0.0	0.0	
VALLEY ELEMENTARY	8	4	4	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	
VALLEY ELEMENTARY	9	1	6	1	0	0	0	12.5	75.0	12.5	0.0	0.0	0.0	
VALLEY ELEMENTARY	10	2	6	0	0	0	0	25.0	75.0	0.0	0.0	0.0	0.0	
VALLEY MIDDLE	1	1	5	0	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0	
VALLEY MIDDLE	2	0	4	2	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0	
VALLEY MIDDLE	3	1	4	1	0	0	0	16.7	66.7	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	4	1	5	0	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0	
VALLEY MIDDLE	5	2	3	1	0	0	0	33.3	50.0	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	6	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	7	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	8	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	9	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0	
VALLEY MIDDLE	10	2	4	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0	
W LAS VEGAS HIGH	1	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0	

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Q#	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				
W LAS VEGAS HIGH	2	3	3	1	0	0	0	42.9	42.9	14.3	0.0	0.0	0.0			
W LAS VEGAS HIGH	3	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0			
W LAS VEGAS HIGH	4	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
W LAS VEGAS HIGH	5	0	7	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
W LAS VEGAS HIGH	6	1	4	2	0	0	0	14.3	57.1	28.6	0.0	0.0	0.0			
W LAS VEGAS HIGH	7	1	5	0	1	0	0	14.3	71.4	0.0	14.3	0.0	0.0			
W LAS VEGAS HIGH	8	0	7	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
W LAS VEGAS HIGH	9	1	5	0	1	0	0	14.3	71.4	0.0	14.3	0.0	0.0			
W LAS VEGAS HIGH	10	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
W LAS VEGAS MIDDLE	1	15	50	3	0	5	5	19.2	64.1	3.8	0.0	6.4	6.4			
W LAS VEGAS MIDDLE	2	17	43	14	1	3	0	21.8	55.1	17.9	1.3	3.8	0.0			
W LAS VEGAS MIDDLE	3	25	46	4	0	1	2	32.1	59.0	5.1	0.0	1.3	2.6			
W LAS VEGAS MIDDLE	4	24	46	4	0	1	3	30.8	59.0	5.1	0.0	1.3	3.8			
W LAS VEGAS MIDDLE	5	24	42	6	0	6	0	30.8	53.8	7.7	0.0	7.7	0.0			
W LAS VEGAS MIDDLE	6	17	48	10	0	1	2	21.8	61.5	12.8	0.0	1.3	2.6			
W LAS VEGAS MIDDLE	7	14	48	9	0	5	2	17.9	61.5	11.5	0.0	6.4	2.6			
W LAS VEGAS MIDDLE	8	23	46	5	1	0	3	29.5	59.0	6.4	1.3	0.0	3.8			
W LAS VEGAS MIDDLE	9	19	49	4	0	3	3	24.4	62.8	5.1	0.0	3.8	3.8			
W LAS VEGAS MIDDLE	10	25	41	8	1	0	3	32.1	52.6	10.3	1.3	0.0	3.8			
WEST LAS VEGAS DIST	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	4	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	5	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0			
WEST LAS VEGAS DIST	6	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
WEST LAS VEGAS DIST	8	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	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
WEST LAS VEGAS DIST	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
WEST LAS VEGAS DIST	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	1	5	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	2	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	3	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	4	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	5	4	0	0	1	0	0	80.0	0.0	0.0	20.0	0.0	0.0
WLV FAMILY PARTNERSH	6	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	7	4	0	0	1	0	0	80.0	0.0	0.0	20.0	0.0	0.0
WLV FAMILY PARTNERSH	8	4	0	1	0	0	0	80.0	0.0	20.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	9	4	0	1	0	0	0	80.0	0.0	20.0	0.0	0.0	0.0
WLV FAMILY PARTNERSH	10	5	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	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%).