



ADEQUATE YEARLY PROGRESS SUMMARY

NEW MEXICO STATEWIDE

	Total Number	Percent
Schools rated in New Mexico	811	100
Schools in School Improvement	164	20
Schools in Corrective Action	97	12
Schools in Restructuring	171	21

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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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:

- State Student Demographics
- ESEA State Summary
- Districts and schools identified for improvement
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- Data on State Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2007-2008 STUDENT DEMOGRAPHICS*

STATE WIDE		
	Number	Percent
Female	159155	48.8
Male	167000	51.2
Caucasian	99600	30.5
African-American	8523	2.6
Hispanic	178091	54.6
Asian/Pacific Islander	4246	1.3
American Indian	35679	10.9
English Language Learners	60832	18.7
Students with Disabilities	48634	14.9
Free/Reduced Lunch Program	193840	59.4
Migrant	796	0.2

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

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
ALAMOGORDO	DISTRICT WIDE	CA	ALAMOGORDO	ACADEMY DEL SOL	SI-1
ALAMOGORDO	ALAMOGORDO HIGH	R-1	ALAMOGORDO	CHAPARRAL MIDDLE	CA
ALAMOGORDO	MOUNTAIN VIEW	CA	ALAMOGORDO	SACRAMENTO ELEM	SI-1
ALBUQUERQUE	DISTRICT WIDE	CA	ALBUQUERQUE	A. MONTOYA ELEM	SI-2
ALBUQUERQUE	ADOBE ACRES ELEM	CA	ALBUQUERQUE	ALBUQUERQUE	R-1
ALBUQUERQUE	ALBUQUERQUE HIGH	R-1	ALBUQUERQUE	ALVARADO	SI-1
ALBUQUERQUE	ATRISCO	R-2	ALBUQUERQUE	BANDELIER	SI-2
ALBUQUERQUE	BARCELONA	SI-2	ALBUQUERQUE	BELLEHAVEN ELEM	SI-2
ALBUQUERQUE	CARLOS REY ELEM	R-2	ALBUQUERQUE	CESAR CHAVEZ COMM	CA
ALBUQUERQUE	CHAPARRAL	SI-1	ALBUQUERQUE	CHELWOOD	SI-1
ALBUQUERQUE	CIBOLA HIGH	SI-2	ALBUQUERQUE	CLEVELAND MIDDLE	CA
ALBUQUERQUE	COCHITI ELEMENTARY	SI-1	ALBUQUERQUE	CREATIVE ED PREP #1	CA
ALBUQUERQUE	CREATIVE ED PREP #2	CA	ALBUQUERQUE	DEL NORTE HIGH	R-1
ALBUQUERQUE	DIGITAL ARTS AND	CA-	ALBUQUERQUE	DURANES	SI-2
ALBUQUERQUE	EAST SAN JOSE ELEM	SI-1	ALBUQUERQUE	EDWARD GONZALES	CA
ALBUQUERQUE	EISENHOWER MIDDLE	SI-2	ALBUQUERQUE	El Camino Real	CA
ALBUQUERQUE	ELDORADO HIGH	R-1	ALBUQUERQUE	EMERSON	CA
ALBUQUERQUE	ERNIE PYLE MIDDLE	R-2	ALBUQUERQUE	GARFIELD MIDDLE	R-2
ALBUQUERQUE	GOV BENT	SI-2	ALBUQUERQUE	GRANT MIDDLE	R-1
ALBUQUERQUE	HARRISON MIDDLE	R-2	ALBUQUERQUE	HAWTHORNE	SI-2
ALBUQUERQUE	HAYES MIDDLE	CA	ALBUQUERQUE	HIGHLAND HIGH	R-1
ALBUQUERQUE	HODGIN ELEMENTARY	CA	ALBUQUERQUE	HOOVER MIDDLE	R-1
ALBUQUERQUE	HORIZON ACADEMY	SI-2	ALBUQUERQUE	JACKSON MIDDLE	CA
ALBUQUERQUE	JAMES MONROE	CA	ALBUQUERQUE	JEFFERSON MIDDLE	CA
ALBUQUERQUE	JIMMY CARTER	R-2	ALBUQUERQUE	JOHN ADAMS MIDDLE	R-2
ALBUQUERQUE	KENNEDY MIDDLE	R-1	ALBUQUERQUE	KIRTLAND	SI-1
ALBUQUERQUE	KIT CARSON ELEM	CA	ALBUQUERQUE	L.B. JOHNSON MIDDLE	SI-1
ALBUQUERQUE	LA ACADEMIA DE	R-1	ALBUQUERQUE	LA LUZ ELEMENTARY	R-2
ALBUQUERQUE	LA MESA	SI-1	ALBUQUERQUE	LA RESOLANA	SI-1
ALBUQUERQUE	LAVALAND	R-2	ALBUQUERQUE	LONGFELLOW ELEM	SI-1
ALBUQUERQUE	LOS PUENTES	R-1	ALBUQUERQUE	LOS RANCHOS ELEM	CA
ALBUQUERQUE	LOWELL ELEMENTARY	SI-1	ALBUQUERQUE	MADISON MIDDLE	SI-2
ALBUQUERQUE	MANZANO HIGH	R-1	ALBUQUERQUE	MARIE M HUGHES	SI-2
ALBUQUERQUE	MARK TWAIN ELEM	CA	ALBUQUERQUE	MC COLLUM	SI-1
ALBUQUERQUE	MC KINLEY MIDDLE	R-1	ALBUQUERQUE	MISSION AVENUE	SI-2
ALBUQUERQUE	MONTEZUMA	R-1	ALBUQUERQUE	NAVAJO ELEMENTARY	R-1

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
ALBUQUERQUE	NEW FUTURES	CA	ALBUQUERQUE	NUESTROS VALORES	R-1
ALBUQUERQUE	PAJARITO	R-1	ALBUQUERQUE	PETROGLYPH ELEM	SI-1
ALBUQUERQUE	POLK MIDDLE	R-2	ALBUQUERQUE	RIO GRANDE HIGH	R-1
ALBUQUERQUE	ROBERT F. KENNEDY	R-2	ALBUQUERQUE	ROOSEVELT MIDDLE	R-1
ALBUQUERQUE	S. Y. JACKSON ELEM	SI-1	ALBUQUERQUE	SANDIA BASE ELEM	SI-2
ALBUQUERQUE	SANDIA HIGH	CA-	ALBUQUERQUE	SCHOOL FOR	SI-2
ALBUQUERQUE	SCHOOL ON WHEELS	R-1	ALBUQUERQUE	SEVEN-BAR	SI-1
ALBUQUERQUE	SIERRA ALTERNATIVE	SI-2	ALBUQUERQUE	SIERRA VISTA ELEM	CA
ALBUQUERQUE	SOMBRA DEL MONTE	SI-2	ALBUQUERQUE	SUSIE R. MARMON	CA
ALBUQUERQUE	TAFT MIDDLE	SI-2	ALBUQUERQUE	TAYLOR MIDDLE	CA
ALBUQUERQUE	THE LEARNING	CA	ALBUQUERQUE	TOMASITA	SI-2
ALBUQUERQUE	TRUMAN MIDDLE	R-2	ALBUQUERQUE	VALLE VISTA ELEM	R-2
ALBUQUERQUE	VALLEY HIGH	R-1	ALBUQUERQUE	VAN BUREN MIDDLE	R-1
ALBUQUERQUE	WASHINGTON MIDDLE	R-2	ALBUQUERQUE	WEST MESA HIGH	R-1
ALBUQUERQUE	WHERRY	CA	ALBUQUERQUE	WHITTIER	SI-1
ALBUQUERQUE	WILSON MIDDLE	R-1	ALBUQUERQUE	YOUTH BUILD COMM	SI-1
ALBUQUERQUE	ZIA ELEMENTARY	SI-1	ARTESIA	DISTRICT WIDE	SI-2
ARTESIA	ARTESIA HIGH	SI-1	ARTESIA	ARTESIA PARK JH	CA
ARTESIA	ARTESIA ZIA	CA	ARTESIA	GRAND HTS.EARLY	SI-2
ARTESIA	HERMOSA	SI-2	ARTESIA	YESO ELEMENTARY	SI-1
AZTEC	DISTRICT WIDE	CA	AZTEC	AZTEC HIGH	CA
AZTEC	C.V. KOGLER MIDDLE	CA	AZTEC	PARK AVENUE ELEM	CA
BELEN	DISTRICT WIDE	CA	BELEN	BELEN HIGH	R-1
BELEN	BELEN INFINITY HIGH	R-1	BELEN	BELEN MIDDLE	R-2
BELEN	CENTRAL	SI-1	BELEN	DENNIS CHAVEZ ELEM	CA
BELEN	GIL SANCHEZ ELEM	CA	BELEN	LA MERCED	CA
BELEN	RIO GRANDE ELEM	SI-2	BERNALILLO	DISTRICT WIDE	CA
BERNALILLO	ALGODONES	SI-2	BERNALILLO	BERNALILLO HIGH	R-1
BERNALILLO	BERNALILLO MIDDLE	R-1	BERNALILLO	COCHITI ELEMENTARY	R-2
BERNALILLO	COCHITI MIDDLE	SI-2	BERNALILLO	SANTO DOMINGO	R-2
BERNALILLO	VILLAGE ACADEMY	SI-1	BERNALILLO	W.D. CARROLL ELEM	R-1
BLOOMFIELD	DISTRICT WIDE	SI-2	BLOOMFIELD	BLOOMFIELD HIGH	CA-
BLOOMFIELD	CHARLIE Y. BROWN	SI-1	BLOOMFIELD	MESA ALTA JR HIGH	CA
BLOOMFIELD	NAABA ANI	R-1	CARLSBAD	DISTRICT WIDE	CA
CARLSBAD	ALTA VISTA MIDDLE	R-1	CARLSBAD	CARLSBAD HIGH	R-1
CARLSBAD	EDDY ELEMENTARY	SI-1	CARLSBAD	P.R. LEYVA MIDDLE	R-1

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
CARLSBAD	PATE ELEMENTARY	SI-2	CENTRAL	DISTRICT WIDE	CA
CENTRAL CONS.	CAREER PREP ALT	R-1	CENTRAL CONS.	CENTRAL HIGH	R-1
CENTRAL CONS.	EVA B. STOKELY ELEM	CA	CENTRAL CONS.	GRACE B. WILSON	SI-2
CENTRAL CONS.	KIRTLAND	SI-2	CENTRAL CONS.	KIRTLAND MIDDLE	R-1
CENTRAL CONS.	MESA ELEMENTARY	R-2	CENTRAL CONS.	NASCHITTI	R-2
CENTRAL CONS.	NATAANI NEZ ELEM	R-2	CENTRAL CONS.	NEWCOMB HIGH	R-2
CENTRAL CONS.	NEWCOMB MIDDLE	R-2	CENTRAL CONS.	NIZHONI ELEMENTARY	R-2
CENTRAL CONS.	OJO AMARILLO ELEM	SI-2	CENTRAL CONS.	SHIPROCK HIGH	CA
CENTRAL CONS.	TSE'BIT'AI MIDDLE	R-2	CHAMA	ESCALANTE HIGH	SI-2
CLOVIS	DISTRICT WIDE	CA	CLOVIS	BELLA VISTA ELEM	SI-1
CLOVIS	CAMEO ELEMENTARY	R-2	CLOVIS	CLOVIS HIGH	R-1
CLOVIS	LA CASITA	SI-1	CLOVIS	LOCKWOOD	CA
CLOVIS	W.D. GATTIS	R-2	COBRE	DISTRICT WIDE	SI-1
COBRE CONS.	BAYARD ELEMENTARY	CA	COBRE CONS.	COBRE HIGH	R-1
COBRE CONS.	SNELL MIDDLE	R-1	CUBA	DISTRICT WIDE	CA
CUBA	CUBA ELEMENTARY	R-2	CUBA	CUBA HIGH	R-2
CUBA	CUBA MIDDLE	CA	DEMING	DISTRICT WIDE	SI-2
DEMING	BELL ELEMENTARY	SI-1	DEMING	COLUMBUS	R-1
DEMING	DEMING HIGH	CA	DEMING	MARTIN ELEMENTARY	SI-2
DEMING	SMITH ELEMENTARY	SI-2	DEXTER	DISTRICT WIDE	SI-1
DEXTER	DEXTER ELEMENTARY	SI-2	DEXTER	DEXTER HIGH	SI-2
DEXTER	DEXTER MIDDLE	CA	DULCE	DULCE ELEMENTARY	R-2
DULCE	DULCE HIGH	R-2	DULCE	DULCE MIDDLE	R-2
ESPANOLA	DISTRICT WIDE	CA	ESPANOLA	ABIQUIU ELEMENTARY	SI-2
ESPANOLA	CARLOS F. VIGIL MID	R-2	ESPANOLA	ESPANOLA MIDDLE	R-2
ESPANOLA	ESPANOLA MILITARY	CA	ESPANOLA	ESPANOLA VALLEY	R-2
ESPANOLA	EUTIMIOTIMSALAZAR	CA	ESPANOLA	HERNANDEZ	SI-2
ESPANOLA	JAMES RODRIGUEZ	R-2	ESPANOLA	SAN JUAN	R-1
ESPANOLA	TONY QUINTANA ELEM	R-2	EUNICE	EUNICE HIGH	SI-1
FARMINGTON	DISTRICT WIDE	CA	FARMINGTON	ANIMAS ELEMENTARY	SI-2
FARMINGTON	ESPERANZA	CA	FARMINGTON	FARMINGTON HIGH	R-1
FARMINGTON	HEIGHTS MIDDLE SCH	SI-1	FARMINGTON	HERMOSA MIDDLE	R-1
FARMINGTON	MCCORMICK	SI-2	FARMINGTON	MESA VIEW MIDDLE	R-1
FARMINGTON	PIEDRA VISTA HIGH	CA-	FARMINGTON	ROCINANTE HIGH	R-1
FARMINGTON	TIBBETTS MIDDLE SCH	R-1	FLOYD	FLOYD MIDDLE	SI-1
GADSDEN	DISTRICT WIDE	CA	GADSDEN	ANTHONY	SI-1

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
GADSDEN	BERINO ELEMENTARY	SI-1	GADSDEN	CHAPARRAL	CA
GADSDEN	CHAPARRAL HIGH	SI-1	GADSDEN	CHAPARRAL MIDDLE	R-2
GADSDEN	DESERT PRIDE	CA	GADSDEN	DESERT TRAILS ELEM	R-1
GADSDEN	GADSDEN HIGH	R-1	GADSDEN	GADSDEN MIDDLE	R-2
GADSDEN	LOMA LINDA ELEM	R-1	GADSDEN	MESQUITE	R-2
GADSDEN	SANTA TERESA HIGH	R-1	GADSDEN	SANTA TERESA	R-2
GADSDEN	SUNLAND PARK ELEM	CA	GALLUP-MCKINLEY	DISTRICT WIDE	CA
GALLUP	CHEE DODGE ELEM	R-2	GALLUP	CHURCH ROCK ELEM	R-2
GALLUP	CROWNPOINT ELEM	R-2	GALLUP	CROWNPOINT HIGH	CA
GALLUP	CROWNPOINT MIDDLE	CA	GALLUP	DAVID SKEET ELEM	R-2
GALLUP	GALLUP CENTRAL ALT	R-2	GALLUP	GALLUP HIGH	R-1
GALLUP	GALLUP MIDDLE	R-1	GALLUP	INDIAN HILLS ELEM	CA
GALLUP	JEFFERSON	CA	GALLUP	JOHN F. KENNEDY MID	R-2
GALLUP	JUAN DE ONATE ELEM	CA	GALLUP	LINCOLN	SI-2
GALLUP	MIDDLE COLLEGE	SI-1	GALLUP	NAVAJO ELEMENTARY	R-2
GALLUP	NAVAJO MIDDLE	R-1	GALLUP	NAVAJO PINE HIGH	R-1
GALLUP	RAMAH ELEMENTARY	R-2	GALLUP	RAMAH HIGH	CA
GALLUP	RED ROCK	CA	GALLUP	ROCKY VIEW ELEM	R-2
GALLUP	ROOSEVELT	SI-1	GALLUP	STAGECOACH ELEM	R-2
GALLUP	THOREAU	SI-1	GALLUP	THOREAU HIGH	R-2
GALLUP	THOREAU MIDDLE	R-2	GALLUP	TOBE TURPEN ELEM	R-2
GALLUP	TOHATCHI	R-2	GALLUP	TOHATCHI HIGH	R-2
GALLUP	TOHATCHI MIDDLE	R-2	GALLUP	TSE'YI'GAI HIGH	CA
GALLUP	TWIN LAKES ELEM	R-2	GALLUP	WASHINGTON ELEM	SI-2
GRANTS-CIBOLA	DISTRICT WIDE	CA	GRANTS	CUBERO	R-2
GRANTS	GRANTS HIGH	R-1	GRANTS	LAGUNA-ACOMA HIGH	CA
GRANTS	LAGUNA-ACOMA	SI-1	GRANTS	LOS ALAMITOS	R-1
GRANTS	MESA VIEW	R-2	GRANTS	MOUNT TAYLOR ELEM	CA
GRANTS	SEBOYETA	SI-2	HATCH	GARFIELD	SI-2
HATCH	HATCH VALLEY HIGH	SI-2	HATCH	HATCH VALLEY	CA
HATCH VALLEY	DISTRICT WIDE	SI-2	HOBBS	DISTRICT WIDE	CA
HOBBS	CORONADO	SI-1	HOBBS	HIGHLAND JR HIGH	R-1
HOBBS	HOBBS FRESHMAN	R-1	HOBBS	HOBBS HIGH	R-1
HOBBS	HOUSTON JR HIGH	R-2	HOBBS	JEFFERSON	SI-1
HOBBS	SOUTHERN HEIGHTS	SI-1	HOBBS	TAYLOR ELEMENTARY	SI-2
HOBBS	WILL ROGERS ELEM	SI-2	JEMEZ MOUNTAIN	LYBROOK	R-2

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
JEMEZ VALLEY	JEMEZ VALLEY	SI-2	JEMEZ VALLEY	SAN DIEGO RIVERSIDE	R-2
LAS CRUCES	DISTRICT WIDE	CA	LAS CRUCES	ALAMEDA	CA
LAS CRUCES	ALMA D'ARTE	SI-1	LAS CRUCES	BOOKER T.	SI-1
LAS CRUCES	CAMINO REAL MIDDLE	CA	LAS CRUCES	CESAR CHAVEZ ELEM	SI-2
LAS CRUCES	COLUMBIA	SI-2	LAS CRUCES	CONLEE ELEMENTARY	CA
LAS CRUCES	DONA ANA	SI-2	LAS CRUCES	EAST PICACHO ELEM	SI-1
LAS CRUCES	FAIRACRES	SI-1	LAS CRUCES	HERMOSA HGTS ELEM	SI-2
LAS CRUCES	HIGHLAND	SI-1	LAS CRUCES	LA ACADEMIA	SI-1
LAS CRUCES	LAS CRUCES HIGH	R-1	LAS CRUCES	LYNN MIDDLE	CA
LAS CRUCES	MAYFIELD HIGH	R-1	LAS CRUCES	ONATE HIGH	R-1
LAS CRUCES	PICACHO MIDDLE	CA	LAS CRUCES	SAN ANDRES	R-2
LAS CRUCES	SIERRA MIDDLE	CA	LAS CRUCES	SONOMA	SI-1
LAS CRUCES	SUNRISE	CA	LAS CRUCES	TOMBAUGH	SI-1
LAS CRUCES	UNIVERSITY HILLS ELE	SI-2	LAS CRUCES	VALLEY VIEW ELEM	SI-2
LAS CRUCES	VISTA MIDDLE	CA	LAS CRUCES	ZIA MIDDLE	SI-2
LAS VEGAS CITY	DISTRICT WIDE	SI-2	LAS VEGAS CITY	BRIDGE ACADEMY	SI-2
LAS VEGAS CITY	LEGION PARK ELEM	SI-2	LAS VEGAS CITY	LVCS EARLY	SI-2
LAS VEGAS CITY	MEMORIAL MIDDLE	R-1	LAS VEGAS CITY	PAUL D. HENRY ELEM	SI-2
LAS VEGAS CITY	ROBERTSON HIGH	SI-2	LAS VEGAS CITY	SIERRA VISTA ELEM	CA
LORDSBURG	DISTRICT WIDE	SI-1	LORDSBURG	DUGAN-TARANGO	SI-1
LORDSBURG	LORDSBURG HIGH	SI-2	LORDSBURG	R.V. TRAYLOR ELEM	SI-1
LORDSBURG	SOUTHSIDE	SI-1	LOS LUNAS	DISTRICT WIDE	CA
LOS LUNAS	CENTURY ALT HIGH	R-1	LOS LUNAS	DANIEL FERNANDEZ	R-1
LOS LUNAS	DESERT VIEW	R-2	LOS LUNAS	LOS LUNAS	SI-1
LOS LUNAS	LOS LUNAS HIGH	R-1	LOS LUNAS	LOS LUNAS MIDDLE	R-2
LOS LUNAS	MANZANO VISTA	R-2	LOS LUNAS	RAYMOND GABALDON	R-1
LOS LUNAS	VALENCIA	SI-1	LOS LUNAS	VALENCIA HIGH	SI-1
LOVING	LOVING ELEMENTARY	CA	LOVING	LOVING HIGH	SI-1
LOVING	LOVING MIDDLE	SI-1	LOVINGTON	DISTRICT WIDE	SI-2
LOVINGTON	BEN ALEXANDER	SI-2	LOVINGTON	JEFFERSON	SI-2
LOVINGTON	LEA ELEMENTARY	SI-2	LOVINGTON	LLANO ELEMENTARY	SI-2
LOVINGTON	LOVINGTON JR HIGH	R-1	LOVINGTON	NEW HOPE ALT HIGH	CA
LOVINGTON	TAYLOR MIDDLE	R-1	LOVINGTON	YARBRO	CA
MAGDALENA	MAGDALENA	R-2	MAGDALENA	MAGDALENA MIDDLE	CA
MESA VISTA	MESA VISTA MIDDLE	R-2	MESA VISTA	OJO CALIENTE ELEM	R-2
MORA	LAZARO LARRY	R-1	MORA	MORA ELEMENTARY	R-1

Districts and Schools in Need of Improvement

STATE ACCOUNTABILITY DATA (AYP)

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
MORA	MORA HIGH	SI-1	MORIARTY	DISTRICT WIDE	CA
MORIARTY	EDGEWOOD	SI-2	MORIARTY	EDGEWOOD MIDDLE	R-1
MORIARTY	MORIARTY	SI-1	MORIARTY	MORIARTY HIGH	R-1
MORIARTY	MORIARTY MIDDLE	R-2	MOUNTAINAIR	MOUNTAINAIR JR	SI-1
PECOS	DISTRICT WIDE	SI-1	PECOS	PECOS ELEMENTARY	SI-1
PECOS	PECOS HIGH	SI-2	PECOS	PECOS MIDDLE	CA
PENASCO	PENASCO HIGH	SI-1	PENASCO	PENASCO MIDDLE	SI-2
POJOAQUE	DISTRICT WIDE	CA	POJOAQUE	PABLO ROYBAL ELEM	R-1
POJOAQUE	POJOAQUE HIGH	R-1	POJOAQUE	POJOAQUE	R-2
POJOAQUE	POJOAQUE MIDDLE	R-2	PORTALES	DISTRICT WIDE	CA
PORTALES	BROWN ELEMENTARY	CA	PORTALES	JAMES ELEMENTARY	R-1
PORTALES	LINDSEY	CA	PORTALES	PORTALES HIGH	CA
PORTALES	PORTALES JR HIGH	R-1	PORTALES	STEINER	R-1
PORTALES	VALENCIA	CA	QUESTA	ALTA VISTA	SI-2
QUESTA	QUESTA JR HIGH	SI-1	RATON	KEARNEY	SI-1
RATON	RATON MIDDLE	SI-2	RIO RANCHO	DISTRICT WIDE	SI-1
RIO RANCHO	EAGLE RIDGE MIDDLE	CA	RIO RANCHO	ERNEST STAPLETON	SI-1
RIO RANCHO	INDEPENDENCE HIGH	R-1	RIO RANCHO	LINCOLN MIDDLE	SI-1
RIO RANCHO	MARTIN KING JR ELEM	SI-1	RIO RANCHO	PUESTA DEL SOL	SI-1
RIO RANCHO	RIO RANCHO CYBER	SI-1	RIO RANCHO	RIO RANCHO HIGH	R-1
RIO RANCHO	RIO RANCHO MID	R-1	ROSWELL	DISTRICT WIDE	SI-1
ROSWELL	BERRENDO MIDDLE	SI-2	ROSWELL	GODDARD HIGH	CA
ROSWELL	MESA MIDDLE	R-1	ROSWELL	ROSWELL HIGH	CA-
RUIDOSO	DISTRICT WIDE	SI-2	RUIDOSO	NOB HILL	SI-1
RUIDOSO	RUIDOSO HIGH	SI-2	RUIDOSO	RUIDOSO MIDDLE	CA
RUIDOSO	SIERRA VISTA	SI-1	RUIDOSO	WHITE MOUNTAIN	CA
RUIDOSO	WHITE MOUNTAIN	CA	SANTA FE	DISTRICT WIDE	CA
SANTA FE	AGUA FRIA	R-2	SANTA FE	ALAMEDA MIDDLE	R-2
SANTA FE	ALVORD ELEMENTARY	SI-2	SANTA FE	CALVIN CAPSHAW	SI-2
SANTA FE	CAPITAL HIGH	R-1	SANTA FE	CAREER ACADEMY	SI-2
SANTA FE	CESAR CHAVEZ ELEM	R-1	SANTA FE	CHAPARRAL	SI-2
SANTA FE	CHARTER SCHOOL 37	SI-1	SANTA FE	DE VARGAS MIDDLE	CA
SANTA FE	EDWARD ORTIZ	R-2	SANTA FE	FRANCIS X. NAVA	SI-1
SANTA FE	GONZALES	SI-1	SANTA FE	KAUNE ELEMENTARY	SI-2
SANTA FE	KEARNY ELEMENTARY	CA	SANTA FE	MONTE DEL SOL	CA
SANTA FE	R.M. SWEENEY ELEM	SI-2	SANTA FE	RAMIREZ THOMAS	R-1

Districts and Schools in Need of Improvement**STATE ACCOUNTABILITY DATA (AYP)**

The following districts and schools have been identified as being in need of improvement, corrective action or restructuring under Section 1116 of the Elementary & Secondary Education Act (ESEA) of 2001.

District Name	Location	Improvement Status	District Name	Location	Improvement Status
SANTA FE	SALAZAR	CA	SANTA FE	SANTA FE HIGH	R-1
SANTA FE	TURQUOISE TRAIL	CA	SANTA ROSA	ANTON CHICO MIDDLE	SI-2
SANTA ROSA	SANTA ROSA HIGH	SI-2	SANTA ROSA	SANTA ROSA MIDDLE	SI-2
SCHOOL/DEAF	NM SCH FOR THE	R-1	SILVER	DISTRICT WIDE	SI-2
SILVER CITY	LA PLATA MIDDLE	R-1	SILVER CITY	SILVER HIGH	R-1
SOCORRO	DISTRICT WIDE	CA	SOCORRO	R. SARRACINO	CA
SOCORRO	SOCORRO HIGH	R-1	SOCORRO	ZIMMERLY	CA
SPRINGER	MIRANDA JUNIOR	SI-1	T OR C	DISTRICT WIDE	CA
TAOS	DISTRICT WIDE	SI-2	TAOS	ARROYO DEL NORTE	SI-1
TAOS	CHRYSALIS	CA	TAOS	ENOS GARCIA ELEM	SI-2
TAOS	TAOS HIGH	R-1	TAOS	TAOS MIDDLE	R-1
TATUM	TATUM ELEMENTARY	SI-2	TRUTH OR CONS.	HOT SPRINGS HIGH	R-1
TRUTH OR CONS.	SIERRA ELEMENTARY	SI-2	TRUTH OR CONS.	T OR C ELEMENTARY	SI-2
TRUTH OR CONS.	T OR C MIDDLE	CA	TULAROSA	TULAROSA INTER	SI-1
TULAROSA	TULAROSA MIDDLE	SI-2	VAUGHN	VAUGHN	SI-1
VISUALLY HANDICAP	NM SVH	CA	WEST LAS VEGAS	DISTRICT WIDE	SI-2
WEST LAS VEGAS	VALLEY MIDDLE	CA	WEST LAS VEGAS	W LAS VEGAS HIGH	CA
WEST LAS VEGAS	W LAS VEGAS MIDDLE	R-2	WEST LAS VEGAS	WLV FAMILY	SI-2
ZUNI	DISTRICT WIDE	CA	ZUNI	TWIN BUTTES HIGH	R-2
ZUNI	ZUNI HIGH	R-1	ZUNI	ZUNI MIDDLE	SI-2

ESEA ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data for the state are based on students who were enrolled in a public school in New Mexico. In addition to reading and math scores, the statewide graduation rate is reported. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

Statewide	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
STATEWIDE	Reading Proficiency	56	53.2	69.3	49.7	47.2	69.8	38.9	44.5	34.5	18.4
STATEWIDE	Math Proficiency	39	36.0	52.6	27.7	29.5	62.3	22.2	27.4	21.9	12.8
STATEWIDE	Graduation Rate	90	86.7	91.3	85.9	85.2	91.8	78.9	84.4	77.8	84.8

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th GRADE		READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
Reporting Group	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	
White	9	31	36	24	5	38	44	14	3	34	44	19	
Black	1	14	36	48	#	17	43	39	1	8	39	53	
Hispanic	2	14	33	50	1	15	48	37	1	9	34	56	
Asian	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
American Indian ¹	2	11	28	60	1	15	45	38	#	5	31	64	
SWD	2	11	19	68	#	9	35	56	#	4	26	69	
ELL	1	5	21	73	#	6	39	55	#	3	23	74	
FRLP	2	13	33	52	1	15	47	38	#	10	35	55	
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45	
Nation	7	24	34	34	5	33	43	19	2	25	39	34	

8th GRADE		READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
Reporting Group	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	
White	1	28	50	21	6	27	43	23	3	33	34	30	
Black	#	13	46	42	2	11	39	48	3	12	23	63	
Hispanic	#	12	45	43	1	9	38	52	#	9	26	65	
Asian	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
American Indian ¹	#	8	34	58	1	6	32	60	#	7	19	73	
SWD	#	6	24	70	1	5	17	77	#	4	13	83	
ELL	#	2	24	74	#	3	22	75	#	2	11	87	
FRLP	#	10	42	48	1	8	36	55	#	10	24	66	
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54	
Nation	2	27	43	27	7	24	39	30	3	24	30	43	

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

- Rounds to zero ‡ - Reporting standards not met -sample size was insufficient to permit a reliable estimate

The following participation rates refer to the percentage of SWD and ELL students that were able to be included in the NAEP, either with, or without accommodations. The accommodations for testing students differ between the SBA and NAEP and the latter does not accommodate students with severe disabilities.

	Grade 4		Grade 8	
	SWD	ELL	SWD	ELL
Reading	50	66	57	74
Mathematics	79	91	82	88
Science	86	94	86	90

State Assessments

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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					SCIENCE						
Reporting Group	Percent Participating	Percent at Each Proficiency Level					Percent Participating	Number Tested	Percent at Each Proficiency Level			Percent Participating	Number Tested	Percent at Each Proficiency Level				
		Advanced	Proficient	Nearing Proficiency	Beginning Step	Advanced			Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	99	12,113	12	51	25	11	100	12,113	6	39	48	7	99	12,109	11	69	18	1
Male		12,765	9	45	28	18	100	12,765	7	36	48	8	99	12,759	12	67	19	1
Caucasian		6,967	19	55	16	8	100	6,967	12	47	37	4	99	6,964	24	68	7	0
Black		659	7	44	29	19	99	659	2	30	55	13	99	658	8	68	22	2
Hispanic		14,399	7	46	31	16	100	14,399	5	35	52	8	99	14,393	7	68	23	1
Asian		363	19	51	19	9	100	363	16	47	33	4	100	363	21	66	11	1
Am.Indian ¹		2,490	3	38	34	24	100	2,490	2	25	61	12	99	2,490	4	67	28	1
SWD ²		3,154	5	22	29	42	98	3,154	3	19	57	20	98	3,156	5	60	29	3
ELL ³		7,260	5	37	37	20	100	7,261	5	31	53	10	100	7,256	4	60	33	2
FRLP		17,576	7	44	31	17	100	17,576	5	33	53	9	99	17,569	7	68	24	1
Migrant		72	4	33	36	26	100	72	3	38	43	17	100	72	4	54	36	6
NM2007-08		24,878	10	48	27	14	100	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07		24,323	6	49	30	16	100	24,329	5	39	49	8	100	24,320	11	68	19	1

4th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent Participating	Percent at Each Proficiency Level					Percent Participating	Number Tested	Percent at Each Proficiency Level			Percent Participating	Number Tested	Percent at Each Proficiency Level				
		Advanced	Proficient	Nearing Proficiency	Beginning Step	Advanced			Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	100	11,975	10	45	32	12	100	11,977	7	32	52	8	100	11,971	2	48	46	4
Male	99	12,389	6	40	36	17	100	12,390	7	32	52	9	99	12,386	2	49	44	4
Caucasian	100	6,939	15	54	23	8	100	6,939	13	42	40	4	100	6,938	5	67	26	2
Black	100	595	7	41	36	16	100	595	6	27	54	14	99	594	1	45	48	5
Hispanic	100	14,038	5	39	38	17	100	14,039	4	29	57	10	100	14,034	1	42	51	5
Asian	99	357	18	49	24	7	100	358	19	46	34	2	100	358	5	66	28	1
Am.Indian ¹	100	2,435	4	32	42	22	100	2,436	3	22	62	12	100	2,433	1	30	64	5
SWD ²	98	3,099	3	15	34	46	98	3,101	3	14	60	22	98	3,100	1	27	59	11
ELL ³	100	6,569	4	31	42	23	100	6,570	3	23	61	12	100	6,564	1	31	61	7
FRLP	100	17,052	5	37	39	18	100	17,054	4	27	58	10	99	17,042	1	40	53	5
Migrant	100	103	7	28	49	17	100	103	8	20	60	12	99	103	3	28	61	7
NM2007-08	100	24,364	8	43	34	15	100	24,367	7	32	52	8	100	24,357	2	48	45	4
NM2006-07	100	24,231	10	44	33	12	100	24,237	11	35	45	9	100	24,226	3	52	40	4

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

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	11,886	13	48	33	6	100	11,886	8	32	48	11	100	11,885	3	43	51	4
Male	99	12,388	8	43	38	11	100	12,388	9	32	47	12	99	12,385	5	44	47	4
Caucasian	100	7,105	19	54	22	4	100	7,105	16	42	37	6	100	7,106	8	59	31	2
Black	100	611	8	44	36	11	100	611	6	27	52	15	99	610	2	40	52	6
Hispanic	100	13,789	7	42	41	10	100	13,789	5	28	52	14	100	13,784	2	38	55	5
Asian	99	398	24	51	19	5	100	398	28	38	31	3	100	398	12	60	27	1
Am.Indian ¹	99	2,371	5	34	47	14	99	2,371	4	23	55	17	99	2,372	1	25	67	7
SWD ²	98	3,112	4	15	44	35	98	3,112	2	12	52	32	98	3,111	2	21	63	13
ELL ³	100	6,469	3	32	50	15	100	6,469	3	22	55	20	100	6,467	1	27	64	7
FRLP	100	16,583	6	40	42	11	100	16,583	5	27	53	15	100	16,581	2	35	57	5
Migrant	100	75	12	29	52	7	100	75	11	27	47	16	100	75	8	33	55	4
All 2007-08	100	24,274	11	45	35	8	100	24,274	9	32	48	12	100	24,270	4	43	49	4
All 2006-07	100	23,998	14	45	32	9	100	24,013	7	29	51	12	99	23,998	3	41	50	5

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	11,664	8	42	42	8	100	11,663	4	24	59	12	100	11,655	2	27	58	12
Male	99	12,002	4	33	49	14	99	12,003	5	23	57	14	99	11,998	3	29	54	13
Caucasian	99	6,930	10	48	36	6	100	6,930	9	34	50	7	100	6,928	6	45	44	5
Black	99	628	3	37	47	12	99	628	2	16	65	16	99	628	1	26	57	16
Hispanic	99	13,386	4	33	50	13	99	13,385	3	19	62	15	99	13,379	1	21	62	15
Asian	97	339	15	53	25	4	100	339	24	37	34	5	99	339	9	47	35	7
Am.Indian ¹	99	2,382	3	26	54	17	99	2,383	2	17	61	19	99	2,378	1	15	65	19
SWD ²	98	3,029	4	8	44	42	98	3,028	2	6	50	40	99	3,024	2	10	53	33
ELL ³	99	6,069	2	23	55	19	100	6,069	2	13	64	21	100	6,065	1	12	64	22
FRLP	99	15,749	3	31	51	14	99	15,749	2	18	63	17	99	15,741	1	20	62	16
Migrant	99	79	6	32	42	19	100	79	4	19	57	20	100	79	3	20	57	20
NM2007-08	99	23,666	6	37	46	11	100	23,666	5	23	58	13	99	23,653	3	28	56	12
NM2006-07	100	24,110	4	33	48	15	100	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	11,692	10	46	35	9	99	11,692	5	24	53	17	99	11,689	2	31	53	14
Male	99	12,272	6	40	38	15	99	12,272	6	24	50	19	99	12,265	2	31	50	16
Caucasian	99	7,085	13	54	26	6	99	7,085	11	36	44	9	99	7,083	4	51	39	5
Black	99	646	6	41	38	14	99	646	4	19	52	24	99	645	2	26	53	19
Hispanic	99	13,409	5	39	41	15	99	13,409	3	19	55	22	99	13,403	1	24	56	18
Asian	98	303	16	53	24	6	99	303	20	33	41	6	99	303	6	45	44	5
Am.Indian ¹	98	2,521	4	32	47	16	99	2,521	2	16	57	24	99	2,520	0	15	60	23
SWD ²	98	3,129	5	11	38	45	98	3,129	3	5	40	49	98	3,127	2	10	46	40
ELL ³	99	5,570	3	28	47	21	99	5,570	1	11	56	31	99	5,568	1	12	58	29
FRLP	99	15,155	4	36	43	16	99	15,155	3	17	56	24	99	15,148	1	21	57	20
Migrant	99	82	11	40	33	15	100	82	5	20	63	12	99	82	4	23	54	18
NM2007-08	99	23,964	8	43	37	12	99	23,964	5	24	52	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

8th Grade																		
Reporting Group	READING						MATHEMATICS						SCIENCE					
	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	11,995	7	62	26	4	99	11,996	7	50	30	13	99	11,988	1	23	61	15
Male	99	12,581	4	54	32	9	99	12,583	7	48	30	14	99	12,576	1	27	56	15
Caucasian	99	7,289	9	68	19	3	99	7,290	13	38	41	6	99	7,283	2	43	48	7
Black	99	663	5	57	28	8	100	663	5	52	26	16	99	662	1	20	58	20
Hispanic	99	13,465	4	55	33	8	99	13,467	4	54	25	16	99	13,464	0	17	63	18
Asian	99	290	15	62	17	5	99	290	24	26	43	6	99	290	5	42	45	8
Am.Indian ¹	99	2,868	3	51	36	10	99	2,868	3	56	21	20	99	2,864	0	14	65	19
SWD ²	98	3,212	5	17	44	32	98	3,214	3	43	7	44	97	3,215	2	7	46	42
ELL ³	99	5,391	1	43	42	12	99	5,391	2	58	16	24	99	5,388	0	9	64	26
FRLP	99	15,394	3	53	34	9	99	15,397	3	54	23	18	99	15,388	1	16	62	20
Migrant	99	71	7	51	32	8	99	71	7	42	30	20	97	71	1	25	44	27
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	49	30	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	50	25	19	99	25,083	1	23	62	14

11th GRADE																		
Reporting Group	READING						MATHEMATICS						SCIENCE					
	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	98	10,187	8	48	34	8	98	10,187	8	24	43	23	97	10,055	1	30	59	6
Male	97	10,176	4	40	38	15	98	10,178	10	25	36	26	96	10,049	2	34	51	8
Caucasian	98	6,876	10	54	27	7	99	6,877	18	34	33	14	97	6,867	4	49	41	3
Black	98	519	6	40	39	13	98	519	5	19	39	34	95	519	1	23	63	9
Hispanic	97	10,104	4	39	40	14	98	10,105	4	21	43	30	96	9,858	1	24	62	9
Asian	99	290	13	48	27	11	98	290	26	34	25	13	97	290	6	41	43	7
Am.Indian ¹	96	2,574	2	33	47	14	97	2,574	2	15	45	34	96	2,570	0	18	69	9
SWD ²	95	2,704	5	9	38	44	95	2,706	3	5	25	62	93	2,698	2	8	56	27
ELL ³	97	3,257	2	23	49	23	97	3,257	2	10	42	43	96	3,030	0	11	70	15
FRLP	97	9,804	3	35	42	16	97	9,805	4	18	43	33	95	9,622	1	21	64	10
Migrant	100	25	12	24	36	28	100	25	4	20	40	36	90	20	0	20	50	20
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	39	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22	91	170	20	27	24	19

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

Data on State Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	1,465,042,700	62
Instructional Support Services	894,811,043	38
Students	241,409,379	27
Instruction	70,610,964	8
General Administration	49,923,664	6
School Administration	150,850,180	17
Central Services	77,428,638	9
Operations & Maintenance	301,969,811	34
Student Transportation	2,228,989	<1
Non-Instructional Support	6,762,020	<1
Food Services	4,882,281	72
Community Services	1,879,738	28
Capital Outlay	10,139,955	<1
Total Expenditures	2,376,755,718	

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%

	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%

* See explanation of data source on last page.

State Report Card 2007-08

Parent Survey on the Quality of Education Spring 2008

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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4	
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9	
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2	
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7	
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2	
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3	
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0	
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6	
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6	
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5	

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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).