



ADEQUATE YEARLY PROGRESS SUMMARY

TAOS MUNICIPAL SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	2	29
Schools in Corrective Action	1	14
Schools in Restructuring	2	29

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

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).

2007-2008 STUDENT DEMOGRAPHICS*

	TAOS MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	1292	46.8	157911	48.9
Male	1467	53.2	165190	51.1
Caucasian	403	14.6	95275	29.5
African-American	21	0.8	8424	2.6
Hispanic	2117	76.7	17918	55.5
Asian/Pacific Islander	23	0.8	4441	1.4
American Indian	195	7.1	35780	11.1
English Language Learners	346	12.5	59903	18.5
Students with Disabilities	504	18.3	48691	15.1
Free/Reduced Lunch Program	2755	99.9	205601	63.6
Migrant	0	0.0	616	0.2

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

Adequate Yearly Progress**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	SI-1	CHRYSALIS ALTERNATIV	AYP Not Met	CA
ENOS GARCIA ELEM	AYP Not Met	SI-2	RANCHOS DE TAOS ELEM	AYP Not Met	Progressing
TAOS CYBER MAGNET	Meets AYP	Progressing	TAOS HIGH	AYP Not Met	R-1
TAOS MIDDLE	AYP Not Met	R-1			

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	53.9	75.4	***	50.6	***	48.0	53.9	46.3	28.8
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	48.2	67.2	***	46.3	***	29.0	48.2	30.2	7.1
District Wide-Grades 11	Reading Proficiency	56	57.9	82.4	***	52.1	***	52.6	57.9	***	12.9
ARROYO DEL NORTE ELE	Reading Proficiency	59	48.0	81.3	***	37.0	***	***	48.0	***	30.8
CHRYSALIS ALTERNATIV	Reading Proficiency	56	***	***	***	***	***	***	***	***	***
ENOS GARCIA ELEM	Reading Proficiency	59	49.2	69.2	***	47.3	***	38.9	49.2	47.5	28.6
RANCHOS DE TAOS ELEM	Reading Proficiency	59	61.9	69.2	***	60.7	***	***	61.9	50.0	26.7
TAOS CYBER MAGNET	Reading Proficiency	56	***	***	***	***	***	***	***	***	***
TAOS HIGH	Reading Proficiency	56	58.7	81.8	***	53.7	***	50.0	58.7	***	14.3
TAOS MIDDLE	Reading Proficiency	53	48.5	66.7	***	46.7	***	29.0	48.5	30.7	7.3
District Wide-Grades 3, 4 & 5	Math Proficiency	44	31.2	47.7	***	28.4	***	28.0	31.2	25.9	26.0
District Wide-Grades 6, 7 & 8	Math Proficiency	35	26.6	53.5	***	23.3	***	12.9	26.6	4.8	8.6
District Wide-Grades 11	Math Proficiency	40	36.0	73.5	***	25.7	***	42.1	36.0	***	3.2
ARROYO DEL NORTE ELE	Math Proficiency	44	20.6	43.8	***	14.8	***	***	20.6	***	7.7
CHRYSALIS ALTERNATIV	Math Proficiency	37	***	***	***	***	***	***	***	***	***
ENOS GARCIA ELEM	Math Proficiency	44	32.8	53.9	***	30.2	***	27.8	32.8	24.6	33.3
RANCHOS DE TAOS ELEM	Math Proficiency	44	33.9	38.5	***	32.7	***	***	33.9	38.2	20.0
TAOS CYBER MAGNET	Math Proficiency	40	***	***	***	***	***	***	***	***	***
TAOS HIGH	Math Proficiency	40	37.0	72.7	***	26.5	***	50.0	37.0	***	3.6
TAOS MIDDLE	Math Proficiency	35	26.6	54.4	***	23.2	***	12.9	26.6	4.8	8.7
All Students-Grade K-5	Attendance Rate	92	94.4	94.5	***	94.6	***	91.1	94.4	95.9	92.5
All Students-Grades 6, 7 & 8	Attendance Rate	92	89.4	89.4	***	89.6	***	85.8	89.4	90.2	88.4
ARROYO DEL NORTE ELE	Attendance Rate	92	95.0	95.0	***	95.2	***	***	95.0	***	95.6
ENOS GARCIA ELEM	Attendance Rate	92	92.9	93.1	***	93.3	***	89.6	92.9	95.1	90.4
RANCHOS DE TAOS ELEM	Attendance Rate	92	96.1	96.7	***	96.1	***	***	96.1	96.8	94.9
TAOS MIDDLE	Attendance Rate	92	89.4	89.4	***	89.6	***	85.8	89.4	90.2	88.4
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	50.0	***	***	***	***	***	***	***	***
TAOS CYBER MAGNET	Graduation Rate	90	.0	***	***	***	***	***	***	***	***
TAOS HIGH	Graduation Rate	90	85.1	93.6	***	86.9	***	50.0	85.1	***	35.3

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)			
		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
Overall													
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)			
		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
Overall													
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

State Assessment Results for District (excluding charter schools)

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 at Each Proficiency Level					Percent at Each Proficiency Level					Percent at Each Proficiency Level							
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step			
	Female	100	93	8	51	33	9	100	93	3	28	61	8	99	93	4	73	19	2
	Male	100	118	14	49	22	15	99	118	6	36	50	8	97	118	10	65	22	0
	Caucasian	100	26	31	46	12	12	96	26	19	23	54	0	96	26	19	58	19	0
	Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
	Hispanic	100	175	7	51	30	12	100	175	2	34	56	7	99	175	6	70	22	1
	Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
	Am.Indian ¹	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
	SWD ²	100	29	3	31	28	38	97	29	3	14	79	0	100	29	3	66	31	0
	ELL ³	100	56	11	45	36	9	100	56	5	36	54	5	98	56	5	45	46	2
	FRLP ⁴	100	210	11	50	27	12	100	210	5	32	55	8	98	210	8	69	21	1
	Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
	All 2007-08	100	211	11	50	27	12	100	211	5	32	55	8	98	211	8	69	21	1
	All 2006-07	99	173	5	43	33	18	99	173	5	38	45	13	99	173	6	68	24	1
	NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
	NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd 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	90	11	43	34	11	100	90	1	21	69	9	100	90	0	43	54	2
Male	100	106	8	38	34	20	100	106	4	21	62	13	99	106	1	49	45	4
Caucasian	100	30	23	50	20	7	100	30	7	40	47	7	100	30	0	77	20	3
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	149	8	37	37	18	100	149	2	16	70	12	99	149	0	40	56	3
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	100	15	0	47	40	13	100	15	0	20	67	13	100	15	7	40	53	0
SWD ²	100	29	7	24	34	34	100	29	7	24	55	14	97	29	3	34	52	7
ELL ³	100	29	3	52	28	17	100	29	3	10	69	17	100	29	0	38	52	10
FRLP ⁴	100	196	10	40	34	16	100	196	3	21	65	11	99	196	1	46	49	3
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	196	10	40	34	16	100	196	3	21	65	11	99	196	1	46	49	3
All 2006-07	99	183	8	47	36	9	99	183	8	33	52	7	99	183	4	58	34	3
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

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	99	81	19	36	36	9	99	81	6	27	58	7	100	80	3	40	54	4
Male	98	96	6	49	33	9	98	96	7	27	56	7	98	96	6	57	32	2
Caucasian	96	26	31	38	23	4	96	26	15	35	46	0	96	26	15	54	27	0
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	99	144	9	43	36	10	99	144	5	25	60	9	99	143	3	49	44	3
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
SWD ²	92	24	4	13	33	42	92	24	4	21	46	21	92	24	4	29	54	4
ELL ³	100	32	0	28	56	16	100	32	0	13	56	31	100	32	0	28	66	6
FRLP ⁴	98	177	12	43	34	9	98	177	7	27	57	7	99	176	5	49	42	3
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	177	12	43	34	9	98	177	7	27	57	7	99	176	5	49	42	3
All 2006-07	100	207	11	38	43	7	100	207	5	20	57	17	100	207	1	33	60	5
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

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	96	93	5	37	43	11	99	93	3	20	57	18	98	93	1	20	63	13
Male	98	106	4	25	52	17	100	106	1	23	58	18	100	105	0	23	64	13
Caucasian	95	19	21	47	26	0	100	19	11	53	37	0	100	19	5	58	37	0
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	98	163	2	30	52	14	100	163	1	19	59	21	99	162	0	17	67	15
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	93	15	0	20	40	33	93	15	0	7	80	7	93	15	0	13	67	13
SWD ²	100	31	0	3	45	52	100	31	0	3	52	45	97	31	0	3	65	29
ELL ³	100	25	0	8	76	16	100	25	0	8	68	24	100	25	0	0	68	32
FRLP ⁴	97	199	5	31	48	14	99	199	2	22	58	18	99	198	1	22	64	13
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	97	199	5	31	48	14	99	199	2	22	58	18	99	198	1	22	64	13
All 2006-07	99	179	2	25	51	22	100	179	1	8	62	28	98	179	1	24	56	17
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	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	100	82	10	48	37	6	100	82	2	22	57	18	99	82	0	29	56	13
Male	99	96	4	36	41	18	100	96	1	16	57	26	100	95	0	20	68	12
Caucasian	100	23	17	35	43	4	100	23	4	26	48	22	100	22	0	45	36	18
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	99	145	5	42	39	14	100	145	1	18	59	22	99	145	0	20	68	12
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
SWD ²	100	15	0	0	40	60	100	15	0	0	20	80	100	15	0	0	60	40
ELL ³	100	25	0	36	48	16	100	25	0	4	52	44	100	25	0	0	76	24
FRLP ⁴	99	178	7	42	39	12	100	178	2	19	57	22	99	177	0	24	63	12
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	178	7	42	39	12	100	178	2	19	57	22	99	177	0	24	63	12
All 2006-07	99	199	6	33	48	13	98	199	2	9	51	38	98	199	1	16	50	32
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	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

State Assessments Results for District (excluding charter schools)

8th 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	95	87	11	52	29	3	97	87	7	25	49	15	98	86	0	22	58	17
Male	98	100	8	49	31	10	99	100	7	29	53	10	100	99	3	20	63	14
Caucasian	100	23	4	70	22	4	96	23	9	48	30	9	100	23	0	43	52	4
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	97	144	10	51	30	6	98	144	6	27	52	13	99	142	1	20	63	15
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	89	19	5	26	42	16	100	19	5	5	74	16	95	19	5	0	58	32
SWD ²	100	28	18	7	39	36	96	28	7	14	29	46	100	28	7	14	32	46
ELL ³	94	17	0	53	41	0	100	17	0	0	76	24	100	16	0	0	94	6
FRLP ⁴	97	186	10	51	30	7	98	186	7	27	51	12	99	184	2	21	60	16
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
All 2007-08	97	187	10	50	30	7	98	187	7	27	51	12	99	185	2	21	61	16
All 2006-07	99	235	4	49	33	13	99	235	3	17	54	24	97	234	0	15	63	18
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

11th 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	95	12	53	34	2	100	95	4	24	48	23	100	95	2	33	62	3
Male	100	117	9	43	30	18	100	117	14	27	29	30	100	117	3	38	48	10
Caucasian	100	37	24	59	11	5	100	37	30	46	19	5	100	37	11	62	24	3
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	148	6	45	36	13	100	148	4	21	45	30	100	148	1	30	59	9
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	100	22	9	45	36	9	100	22	5	32	18	45	100	22	5	27	68	0
SWD ²	100	35	0	11	49	40	100	35	0	3	29	69	100	35	0	9	66	26
ELL ³	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
FRLP ⁴	100	212	10	47	32	11	100	212	9	26	38	27	100	212	3	36	54	7
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	212	10	47	32	11	100	212	9	26	38	27	100	212	3	36	54	7
All 2006-07	99	228	7	45	39	8	99	228	6	27	47	18	***	2	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

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	25
Cordova, Arsenio	23
Martinez, Charles Roy	27
Romero, Patrick J	21
Torrez, Michael	19

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	12,278,603	61
Instructional Support Services	7,738,988	39
Students	2,542,375	33
Instruction	285,712	4
General Administration	719,042	9
School Administration	925,258	12
Central Services	681,577	9
Operations & Maintenance	2,584,057	33
Student Transportation	968	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	20,017,591	

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: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	19.3%
Low Poverty Schools	4.2%	N/A

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	178	68.0	31.3	13.0
ARROYO DEL NORTE ELE	11	72.7	27.3	0.0
CHRYSALIS ALTERNATIV	#NUL	***	***	***
ENOS GARCIA ELEM	46	78.3	19.6	0.0
RANCHOS DE TAOS ELEM	28	67.9	28.6	5.0
TAOS CYBER MAGNET	1	0.0	100.0	?
TAOS HIGH	51	51.0	47.1	7.4
TAOS MIDDLE	41	78.0	22.0	25.6

* 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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- 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.
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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
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
DISTRICT WIDE TOTALS	1	332	605	41	17	28	11	32.1	58.5	4.0	1.6	2.7	1.1
DISTRICT WIDE TOTALS	2	302	508	132	54	25	13	29.2	49.1	12.8	5.2	2.4	1.3
DISTRICT WIDE TOTALS	3	368	540	63	15	29	19	35.6	52.2	6.1	1.5	2.8	1.8
DISTRICT WIDE TOTALS	4	372	538	72	14	19	19	36.0	52.0	7.0	1.4	1.8	1.8
DISTRICT WIDE TOTALS	5	283	561	74	11	85	20	27.4	54.3	7.2	1.1	8.2	1.9
DISTRICT WIDE TOTALS	6	307	553	94	26	40	14	29.7	53.5	9.1	2.5	3.9	1.4
DISTRICT WIDE TOTALS	7	280	494	138	34	59	29	27.1	47.8	13.3	3.3	5.7	2.8
DISTRICT WIDE TOTALS	8	448	491	53	17	13	12	43.3	47.5	5.1	1.6	1.3	1.2
DISTRICT WIDE TOTALS	9	333	565	66	24	31	15	32.2	54.6	6.4	2.3	3.0	1.5
DISTRICT WIDE TOTALS	10	359	565	73	10	11	16	34.7	54.6	7.1	1.0	1.1	1.5
ARROYO DEL NORTE ELE	1	10	52	0	1	0	0	15.9	82.5	0.0	1.6	0.0	0.0
ARROYO DEL NORTE ELE	2	24	36	1	0	1	1	38.1	57.1	1.6	0.0	1.6	1.6
ARROYO DEL NORTE ELE	3	18	36	4	2	2	1	28.6	57.1	6.3	3.2	3.2	1.6
ARROYO DEL NORTE ELE	4	19	34	7	2	0	1	30.2	54.0	11.1	3.2	0.0	1.6
ARROYO DEL NORTE ELE	5	14	38	1	0	8	2	22.2	60.3	1.6	0.0	12.7	3.2
ARROYO DEL NORTE ELE	6	14	31	14	2	1	1	22.2	49.2	22.2	3.2	1.6	1.6

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
ARROYO DEL NORTE ELE	7	11	30	14	6	1	1	17.5	47.6	22.2	9.5	1.6	1.6
ARROYO DEL NORTE ELE	8	29	32	1	1	0	0	46.0	50.8	1.6	1.6	0.0	0.0
ARROYO DEL NORTE ELE	9	13	41	3	2	3	1	20.6	65.1	4.8	3.2	4.8	1.6
ARROYO DEL NORTE ELE	10	19	41	2	1	0	0	30.2	65.1	3.2	1.6	0.0	0.0
CHRYSALIS ALTERNATIVE	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	7	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHRYSALIS ALTERNATIVE	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ENOS GARCIA ELEM	1	114	223	15	7	16	4	30.1	58.8	4.0	1.8	4.2	1.1
ENOS GARCIA ELEM	2	99	162	77	25	8	8	26.1	42.7	20.3	6.6	2.1	2.1
ENOS GARCIA ELEM	3	128	209	19	1	13	9	33.8	55.1	5.0	0.3	3.4	2.4
ENOS GARCIA ELEM	4	122	224	21	1	6	5	32.2	59.1	5.5	0.3	1.6	1.3
ENOS GARCIA ELEM	5	92	207	34	3	33	10	24.3	54.6	9.0	0.8	8.7	2.6
ENOS GARCIA ELEM	6	104	230	21	4	17	3	27.4	60.7	5.5	1.1	4.5	0.8
ENOS GARCIA ELEM	7	96	185	46	10	30	12	25.3	48.8	12.1	2.6	7.9	3.2
ENOS GARCIA ELEM	8	168	187	17	2	4	1	44.3	49.3	4.5	0.5	1.1	0.3
ENOS GARCIA ELEM	9	123	217	17	4	11	7	32.5	57.3	4.5	1.1	2.9	1.8
ENOS GARCIA ELEM	10	136	206	25	3	2	7	35.9	54.4	6.6	0.8	0.5	1.8
RANCHOS DE TAOS ELEM	1	155	191	9	2	5	1	42.7	52.6	2.5	0.6	1.4	0.3
RANCHOS DE TAOS ELEM	2	133	202	13	7	7	1	36.6	55.6	3.6	1.9	1.9	0.3

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
RANCHOS DE TAOS ELEM	3	175	175	7	1	2	3	48.2	48.2	1.9	0.3	0.6	0.8
RANCHOS DE TAOS ELEM	4	173	175	9	1	2	3	47.7	48.2	2.5	0.3	0.6	0.8
RANCHOS DE TAOS ELEM	5	140	184	13	2	20	4	38.6	50.7	3.6	0.6	5.5	1.1
RANCHOS DE TAOS ELEM	6	147	176	17	8	11	4	40.5	48.5	4.7	2.2	3.0	1.1
RANCHOS DE TAOS ELEM	7	124	161	40	11	17	10	34.2	44.4	11.0	3.0	4.7	2.8
RANCHOS DE TAOS ELEM	8	185	159	11	3	1	4	51.0	43.8	3.0	0.8	0.3	1.1
RANCHOS DE TAOS ELEM	9	156	182	12	5	6	2	43.0	50.1	3.3	1.4	1.7	0.6
RANCHOS DE TAOS ELEM	10	132	194	23	3	6	5	36.4	53.4	6.3	0.8	1.7	1.4
TAOS CYBER MAGNET HIGH	1	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
TAOS CYBER MAGNET HIGH	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TAOS CYBER MAGNET HIGH	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TAOS CYBER MAGNET HIGH	4	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
TAOS CYBER MAGNET HIGH	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TAOS CYBER MAGNET HIGH	6	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
TAOS CYBER MAGNET HIGH	7	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
TAOS CYBER MAGNET HIGH	8	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
TAOS CYBER MAGNET HIGH	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TAOS CYBER MAGNET HIGH	10	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
TAOS ELEMENTARY	1	23	38	1	0	1	1	35.9	59.4	1.6	0.0	1.6	1.6
TAOS ELEMENTARY	2	27	28	8	1	0	0	42.2	43.8	12.5	1.6	0.0	0.0
TAOS ELEMENTARY	3	21	32	3	0	6	2	32.8	50.0	4.7	0.0	9.4	3.1
TAOS ELEMENTARY	4	27	30	2	0	4	1	42.2	46.9	3.1	0.0	6.3	1.6
TAOS ELEMENTARY	5	19	33	1	1	8	2	29.7	51.6	1.6	1.6	12.5	3.1
TAOS ELEMENTARY	6	19	38	5	0	1	1	29.7	59.4	7.8	0.0	1.6	1.6
TAOS ELEMENTARY	7	21	32	8	0	2	1	32.8	50.0	12.5	0.0	3.1	1.6
TAOS ELEMENTARY	8	30	30	1	1	2	0	46.9	46.9	1.6	1.6	3.1	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
TAOS ELEMENTARY	9	16	41	1	2	4	0	25.0	64.1	1.6	3.1	6.3	0.0
TAOS ELEMENTARY	10	17	40	5	1	0	1	26.6	62.5	7.8	1.6	0.0	1.6
TAOS HIGH	1	24	70	10	7	2	3	20.7	60.3	8.6	6.0	1.7	2.6
TAOS HIGH	2	14	59	19	15	7	2	12.1	50.9	16.4	12.9	6.0	1.7
TAOS HIGH	3	18	59	22	9	5	3	15.5	50.9	19.0	7.8	4.3	2.6
TAOS HIGH	4	23	46	25	7	7	8	19.8	39.7	21.6	6.0	6.0	6.9
TAOS HIGH	5	13	69	20	4	9	1	11.2	59.5	17.2	3.4	7.8	0.9
TAOS HIGH	6	19	51	27	10	6	3	16.4	44.0	23.3	8.6	5.2	2.6
TAOS HIGH	7	25	60	15	4	8	4	21.6	51.7	12.9	3.4	6.9	3.4
TAOS HIGH	8	24	60	15	4	6	7	20.7	51.7	12.9	3.4	5.2	6.0
TAOS HIGH	9	19	58	23	8	5	3	16.4	50.0	19.8	6.9	4.3	2.6
TAOS HIGH	10	39	56	14	2	3	2	33.6	48.3	12.1	1.7	2.6	1.7
TAOS MIDDLE	1	5	31	6	0	4	1	10.6	66.0	12.8	0.0	8.5	2.1
TAOS MIDDLE	2	4	20	14	6	2	1	8.5	42.6	29.8	12.8	4.3	2.1
TAOS MIDDLE	3	7	28	8	2	1	1	14.9	59.6	17.0	4.3	2.1	2.1
TAOS MIDDLE	4	8	28	8	2	0	1	17.0	59.6	17.0	4.3	0.0	2.1
TAOS MIDDLE	5	5	28	5	1	7	1	10.6	59.6	10.6	2.1	14.9	2.1
TAOS MIDDLE	6	3	27	10	2	4	1	6.4	57.4	21.3	4.3	8.5	2.1
TAOS MIDDLE	7	2	26	14	3	1	1	4.3	55.3	29.8	6.4	2.1	2.1
TAOS MIDDLE	8	11	23	8	5	0	0	23.4	48.9	17.0	10.6	0.0	0.0
TAOS MIDDLE	9	5	25	10	3	2	2	10.6	53.2	21.3	6.4	4.3	4.3
TAOS MIDDLE	10	15	28	4	0	0	0	31.9	59.6	8.5	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.

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%).