



ADEQUATE YEARLY PROGRESS SUMMARY

Turquoise Trail Elementary

AYP Rating: AYP Not Met

Improvement Status: CA

THIS REPORT INCLUDES:

- School Student Demographics
- ESEA Accountability by Subgroup
- Statewide 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- Data on School 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*

	Turquoise Trail Elementary		STATE WIDE	
	Number	Percent	Number	Percent
Female	219	49.4	157911	48.9
Male	224	50.6	165190	51.1
Caucasian	133	30.0	95275	29.5
African-American	5	1.1	8424	2.6
Hispanic	286	64.6	17918	55.5
Asian/Pacific Islander	8	1.8	4441	1.4
American Indian	11	2.5	35780	11.1
English Language Learners	93	21.0	59903	18.5
Students with Disabilities	105	23.7	48691	15.1
Free/Reduced Lunch Program	268	60.5	205601	63.6
Migrant	0	0.0	616	0.2

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

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							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
TURQUOISE TRAIL ELEM	Reading Proficiency	55	54.6	81.8	***	43.7	***	***	44.9	42.5	20.9	
TURQUOISE TRAIL ELEM	Math Proficiency	41	42.1	63.6	***	32.5	***	***	33.3	32.9	20.9	
TURQUOISE TRAIL ELEM	Attendance Rate	92	96.6	96.4	***	96.7	***	***	96.6	97.0	96.3	

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 Charter School

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	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
	Female	100	34	12	53	26	9	100	34	0	38	62	0	100	34	15	65	21	0
	Male	97	33	6	42	30	18	97	34	6	29	47	15	97	34	12	62	21	3
	Caucasian	100	16	19	56	13	13	100	16	0	50	50	0	100	16	13	81	6	0
	Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
	Hispanic	98	49	6	45	33	14	98	50	4	28	56	10	98	50	12	60	24	2
	Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
	Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
	SWD ²	94	16	6	13	31	44	94	16	6	6	63	19	94	16	6	50	31	6
	ELL ³	100	14	7	36	29	29	100	15	7	27	47	20	100	15	7	67	20	7
	FRLP ⁴	97	37	5	43	32	16	97	38	5	21	61	11	97	38	11	58	26	3
	Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
	All 2007-08	99	67	9	48	28	13	99	68	3	34	54	7	99	68	13	63	21	1
	All 2006-07	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
	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 Charter School

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	36	6	58	22	14	100	36	8	33	53	6	100	36	0	61	39	0
Male	100	30	7	23	57	13	100	30	7	27	60	7	100	30	0	53	43	3
Caucasian	100	17	18	59	24	0	100	17	18	29	47	6	100	17	0	59	41	0
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	45	2	33	44	20	100	45	2	27	64	7	100	45	0	56	42	2
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	100	13	8	15	46	31	100	13	0	23	62	15	100	13	0	46	54	0
ELL ³	100	15	13	20	40	27	100	15	7	20	60	13	100	15	0	53	40	7
FRLP ⁴	100	45	2	36	44	18	100	45	0	29	62	9	100	45	0	51	47	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	66	6	42	38	14	100	66	8	30	56	6	100	66	0	58	41	2
All 2006-07	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
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	100	35	14	49	37	0	100	35	17	37	46	0	100	35	6	54	40	0
Male	100	27	0	44	48	7	100	27	19	26	52	4	100	27	7	44	48	0
Caucasian	100	15	20	73	7	0	100	15	33	53	13	0	100	15	20	73	7	0
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	100	45	4	36	56	4	100	45	11	27	60	2	100	45	2	40	58	0
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	10	10	10	60	20	100	10	20	10	60	10	100	10	0	30	70	0
ELL ³	100	12	0	8	92	0	100	12	0	8	92	0	100	12	0	25	75	0
FRLP ⁴	100	38	0	47	47	5	100	38	11	34	53	3	100	38	0	50	50	0
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	62	8	47	42	3	100	62	18	32	48	2	100	62	6	50	44	0
All 2006-07	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
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 Charter School

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	100	21	19	48	29	5	100	21	19	29	43	10	100	21	10	43	38	10
Male	100	24	8	38	46	8	100	24	17	21	54	8	100	24	4	38	42	17
Caucasian	100	16	19	63	19	0	100	16	31	44	25	0	100	16	13	69	13	6
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	100	26	8	35	46	12	100	26	8	15	62	15	100	26	4	23	58	15
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
ELL ³	100	40	13	40	40	8	100	40	20	20	50	10	100	40	5	40	40	15
FRLP ⁴	100	29	14	31	45	10	100	29	14	17	55	14	100	29	7	31	48	14
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	45	13	42	38	7	100	45	18	24	49	9	100	45	7	40	40	13
All 2006-07	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
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																		
Male																		
Caucasian																		
Black																		
Hispanic																		
Asian																		
Am.Indian ¹																		
SWD ²																		
ELL ³																		
FRLP ⁴																		
Migrant																		
All 2007-08																		
All 2006-07																		
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 Charter School

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																		
Male																		
Caucasian																		
Black																		
Hispanic																		
Asian																		
Am.Indian ¹																		
SWD ²																		
ELL ³																		
FRLP ⁴																		
Migrant																		
All 2007-08																		
All 2006-07																		
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																		
Male																		
Caucasian																		
Black																		
Hispanic																		
Asian																		
Am.Indian ¹																		
SWD ²																		
ELL ³																		
FRLP ⁴																		
Migrant																		
All 2007-08																		
All 2006-07																		
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

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	2,074,630	71
Instructional Support Services	815,730	28
Students	218,339	27
Instruction	47,106	6
General Administration	18,587	2
School Administration	214,175	26
Central Services	125,408	15
Operations & Maintenance	186,115	23
Student Transportation	0	0
Non-Instructional Support	46,981	2
Food Services	0	0
Community Services	46,981	100
Capital Outlay	0	0
Total Expenditures	2,937,340	

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% School: 0.00%

	STATEWIDE	SCHOOL
Core Classes not taught by Highly Qualified Teachers		
High Poverty Schools	5.0%	N/A
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%
TURQUOISE TRAIL ELEM	35	60.0	37.1	0.0

* See explanation of data source on last page.

*** = missing or not available

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
TURQUOISE TRAIL ELEM	1	46	66	4	2	5	1	37.1	53.2	3.2	1.6	4.0	0.8
TURQUOISE TRAIL ELEM	2	48	65	8	0	3	0	38.7	52.4	6.5	0.0	2.4	0.0
TURQUOISE TRAIL ELEM	3	55	64	2	0	3	0	44.4	51.6	1.6	0.0	2.4	0.0
TURQUOISE TRAIL ELEM	4	63	58	3	0	0	0	50.8	46.8	2.4	0.0	0.0	0.0
TURQUOISE TRAIL ELEM	5	45	65	1	2	11	0	36.3	52.4	0.8	1.6	8.9	0.0
TURQUOISE TRAIL ELEM	6	48	68	4	1	3	0	38.7	54.8	3.2	0.8	2.4	0.0
TURQUOISE TRAIL ELEM	7	50	62	5	0	6	1	40.3	50.0	4.0	0.0	4.8	0.8
TURQUOISE TRAIL ELEM	8	76	43	3	0	1	1	61.3	34.7	2.4	0.0	0.8	0.8
TURQUOISE TRAIL ELEM	9	46	70	2	1	4	1	37.1	56.5	1.6	0.8	3.2	0.8
TURQUOISE TRAIL ELEM	10	46	69	1	2	3	3	37.1	55.6	0.8	1.6	2.4	2.4

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%).