



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: **AYP not Met**

District NCLB Determination: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	14	74
Schools in School Improvement	3	16
Schools in Corrective Action	1	5
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- Achieve a 95% participation rate on state assessments.
- Reach targets for proficiency or reduce non-proficiency.
- 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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

NO CHILD LEFT BEHIND 2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
BERRENDO ES	Meets AYP	None
BERRENDO MS	Meets AYP	None
DEL NORTE ES	Meets AYP	None
EAST GRAND PLAINS ES	Meets AYP	None
EL CAPITAN ES	Meets AYP	None
GODDARD HS	AYP Not Met	None
MESA MS	AYP Not Met	None
MILITARY HEIGHTS ES	Meets AYP	None
MISSOURI AVENUE ES	Meets AYP	None
MONTERREY ES	Meets AYP	None
MOUNTAIN VIEW MS	AYP Not Met	SI-1
NANCY LOPEZ ES	Meets AYP	None
PECOS ES	Meets AYP	CA-delay
ROSWELL HS	AYP Not Met	None
SIERRA MS	Meets AYP	None
SUNSET ES	Meets AYP	SI-2 delay
UNIVERSITY HS	AYP Not Met	SI-1
VALLEY VIEW ES	Meets AYP	None
WASHINGTON AVENUE ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	ROSWELL INDEPENDENT SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	4,598	49	156,715	49
Male	4,761	51	166,351	51
Caucasian	3,436	37	105,823	33
African-American	270	3	7,833	2
Hispanic	5,560	59	169,453	52
Asian/Pacific	58	1	3,833	1
Native American	35	0	36,124	11
ELL	548	6	54,528	17
Special Education	1,827	20	51,111	16
Migrant	74	1	2,382	1
Total	9,359	100	323,066	100

*Source: ADS 40th day submission to Public Education Department.

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	56	71	47	47	***	***	47	39	23
BERRENDO ES	Reading Proficiency	34	70	69	***	***	***	***	**	**	***
BERRENDO MS	Reading Proficiency	45	67	72	***	55	***	***	51	**	31
DEL NORTE ES	Reading Proficiency	34	53	***	***	37	***	***	**	**	***
EAST GRAND PLAINS ES	Reading Proficiency	34	47	***	***	***	***	***	47	**	***
EL CAPITAN ES	Reading Proficiency	34	52	***	***	34	***	***	48	**	***
GODDARD HS	Reading Proficiency	44	76	83	***	66	***	***	66	**	22
MESA MS	Reading Proficiency	45	41	***	***	38	***	***	41	**	17
MILITARY HEIGHTS ES	Reading Proficiency	34	74	***	***	61	***	***	69	**	***
MISSOURI AVENUE ES	Reading Proficiency	34	43	***	***	***	***	***	43	**	***
MONTERREY ES	Reading Proficiency	34	50	***	***	49	***	***	48	**	***
MOUNTAIN VIEW MS	Reading Proficiency	45	43	57	***	38	***	***	37	**	***
NANCY LOPEZ ES	Reading Proficiency	34	48	***	***	48	***	***	48	**	***
PECOS ES	Reading Proficiency	34	61	***	***	***	***	***	**	**	***
ROSWELL HS	Reading Proficiency	44	61	75	***	54	***	***	57	**	17
SIERRA MS	Reading Proficiency	45	61	74	***	52	***	***	56	**	***
SUNSET ES	Reading Proficiency	34	40	***	***	39	***	***	40	**	***
UNIVERSITY HS	Reading Proficiency	44	44	***	***	***	***	***	**	**	***
VALLEY VIEW ES	Reading Proficiency	34	51	***	***	44	***	***	48	**	***
WASHINGTON AVENUE ES	Reading Proficiency	34	60	***	***	***	***	***	**	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	57	70	38	50	***	***	49	46	27
BERRENDO ES	Math Proficiency	38	68	72	***	***	***	***	**	**	***
BERRENDO MS	Math Proficiency	37	63	71	***	47	***	***	46	**	28
DEL NORTE ES	Math Proficiency	38	60	***	***	44	***	***	**	**	***
EAST GRAND PLAINS ES	Math Proficiency	38	41	***	***	***	***	***	41	**	***
EL CAPITAN ES	Math Proficiency	38	65	***	***	53	***	***	60	**	***
GODDARD HS	Math Proficiency	35	73	81	***	61	***	***	60	**	22
MESA MS	Math Proficiency	37	41	***	***	36	***	***	40	**	17
MILITARY HEIGHTS ES	Math Proficiency	38	81	***	***	81	***	***	80	**	***
MISSOURI AVENUE ES	Math Proficiency	38	57	***	***	***	***	***	57	**	***
MONTERREY ES	Math Proficiency	38	58	***	***	55	***	***	56	**	***
MOUNTAIN VIEW MS	Math Proficiency	37	43	54	***	38	***	***	36	**	***

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
NANCY LOPEZ ES	Math Proficiency	38	72	***	***	72	***	***	72	**	***
PECOS ES	Math Proficiency	38	95	***	***	***	***	***	**	**	***
ROSWELL HS	Math Proficiency	35	59	70	***	56	***	***	53	**	13
SIERRA MS	Math Proficiency	37	53	73	***	43	***	***	49	**	***
SUNSET ES	Math Proficiency	38	51	***	***	52	***	***	51	**	***
UNIVERSITY HS	Math Proficiency	35	44	***	***	***	***	***	**	**	***
VALLEY VIEW ES	Math Proficiency	38	55	***	***	56	***	***	52	**	***
WASHINGTON AVENUE ES	Math Proficiency	38	60	***	***	***	***	***	**	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	95	94	93	***	***	**	95	92
BERRENDO ES	Attendance Rate	92	96	95	***	***	***	***	**	**	***
BERRENDO MS	Attendance Rate	92	93	94	***	92	***	***	**	**	90
DEL NORTE ES	Attendance Rate	92	96	96	***	96	***	***	**	**	***
EAST GRAND PLAINS ES	Attendance Rate	92	96	***	***	96	***	***	**	**	***
EL CAPITAN ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
MESA MS	Attendance Rate	92	90	***	***	90	***	***	**	91	88
MILITARY HEIGHTS ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
MISSOURI AVENUE ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
MONTERREY ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
MOUNTAIN VIEW MS	Attendance Rate	92	93	92	***	93	***	***	**	**	91
NANCY LOPEZ ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
PECOS ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
SIERRA MS	Attendance Rate	92	93	93	***	93	***	***	**	**	***
SUNSET ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
VALLEY VIEW ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
WASHINGTON AVENUE ES	Attendance Rate	92	95	95	***	94	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	84	86	80	82	***	***	**	20	48
GODDARD HS	Grad Rate	75	89	89	***	88	***	***	**	**	43
ROSWELL HS	Grad Rate	75	88	88	***	88	***	***	**	**	55
UNIVERSITY HS	Grad Rate	75	59	***	***	57	***	***	**	**	***

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment 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 2003-04 school year. The assessments were administered during March 2004 . Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	352	9	47	27	18	0	Gender	Female	11	48	23	18	0		
	Male	97	349	4	41	29	26	0		Male	14	46	22	18	0		
Ethnicity	Caucasian	97	229	12	54	18	16	0	Ethnicity	Caucasian	17	49	21	13	0		
	African-American	100	25	4	32	40	20	4		African-American	4	32	36	28	0		
	Hispanic	100	446	3	40	32	25	1		Hispanic	10	47	23	20	0		
	Asian/Pacific	83	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	4	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	133	2	18	21	56	2	Status	Special Education	5	29	21	44	1		
	ELL*	100	77	3	31	30	34	3		ELL*	6	35	21	36	1		
	Low Income	****	541	3	42	29	26	1		Low Income	9	45	25	21	0		
	Migrant	43	3	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	711	6	44	27	22	1	All Students	2003-04	12	47	23	18	0		
	2002-03	****	727	7	36	29	27	0		2002-03	12	42	22	24	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	368	17	43	27	13	0	Gender	Female	6	46	21	27	0		
	Male	92	339	7	39	31	23	0		Male	8	39	22	31	0		
Ethnicity	Caucasian	94	244	23	45	23	9	0	Ethnicity	Caucasian	13	53	17	17	0		
	African-American	85	17	0	47	18	35	0		African-American	0	35	24	41	0		
	Hispanic	97	447	6	38	33	22	1		Hispanic	4	36	24	36	1		
	Asian/Pacific	100	3	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	64	7	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	88	127	7	17	28	48	0	Status	Special Education	6	16	18	60	0		
	ELL*	65	45	18	38	33	11	0		ELL*	13	33	33	20	0		
	Low Income	****	468	5	40	34	21	0		Low Income	3	38	23	36	0		
	Migrant	50	4	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	95	720	12	41	29	18	1	All Students	2003-04	7	42	21	29	0		
	2002-03	****	739	8	42	29	20	0		2002-03	7	41	20	31	1		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

*ELL - English Language Learners

ASSESSMENTS cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative 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 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups.

Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	300	27	45	23	4	0	Gender	Female	16	50	29	4	0		
	Male	95	292	16	47	29	8	0		Male	19	45	31	5	0		
Ethnicity	Caucasian	90	242	35	45	15	4	1	Ethnicity	Caucasian	27	50	19	3	1		
	African-American	85	11	18	55	0	18	9		African-American	9	36	55	0	0		
	Hispanic	95	313	14	44	36	7	0		Hispanic	11	46	35	7	1		
	Asian/Pacific	100	4	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	****	3	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	87	91	1	24	44	29	2	Status	Special Education	4	18	57	19	2		
	ELL*	100	25	4	20	68	8	0		ELL*	16	44	32	8	0		
	Low Income	****	267	14	44	33	8	0		Low Income	10	46	35	8	1		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	97	596	22	45	26	6	1	All Students	2003-04	17	47	30	5	1		
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2		

*ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Bignell, Jim	13
Oropesa, Juan	11
Ryan, Rusty	6
Silva, Albertina	5
Waldrip, James	6

Source: 2003-04 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$31,801,654	63
Instructional Support	\$9,974,069	20
Administration	\$1,455,593	3
Business and Support Services	\$963,366	2
Operations/Maintenance of Plant	\$5,259,444	10
Food Services	\$0	0
Athletics	\$869,876	2
Non-Instructional Student Support	\$174,715	0
Community Services	\$85,158	0
Transportation Services	\$0	0
Capital Outlay	\$1,241	0
Total	\$50,585,118	100

Source: End of year district-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	4 %	DISTRICT	2 %
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2004 Fall 2004	
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	****	67	29	71	79
BERRENDO ES	27	56	37	74	78
BERRENDO MS	27	52	41	47	89
DEL NORTE ES	26	65	35	74	70
EAST GRAND PLAINS ES	21	62	29	73	83
EL CAPITAN ES	22	73	27	74	97
GODDARD HS	74	66	32	84	82
MESA MS	34	56	38	56	68
MILITARY HEIGHTS ES	29	79	17	83	97
MISSOURI AVENUE ES	24	75	21	84	84
MONTERREY ES	28	79	21	86	91
MOUNTAIN VIEW MS	27	70	22	58	76
NANCY LOPEZ ES	19	63	32	83	92
PECOS ES	16	63	38	65	84
ROSWELL HS	79	67	28	83	82
SIERRA MS	26	73	23	33	46
SUNSET ES	34	62	24	82	96
UNIVERSITY HS	10	60	40	69	85
VALLEY VIEW ES	25	72	28	89	89
WASHINGTON AVENUE ES	23	74	22	88	94

* See explanation of data source on last page.

*** = missing or not available

Parent Survey on the Quality of Education

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.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	72	70	69	87	80	88
====> DISTRICT WIDE <====	2,581	85	78	87	86	82	84	65	90	82	89
BERRENDO ES	156	97	77	93	94	83	93	52	95	93	88
BERRENDO MS	76	86	82	91	74	75	74	80	79	73	91
CHISUM ES	103	91	83	84	86	84	90	68	91	85	90
DEL NORTE ES	127	92	69	88	89	84	84	46	94	84	93
EAST GRAND PLAINS ES	140	78	71	76	89	76	82	59	88	83	81
EDGEWOOD ES	72	89	70	71	88	67	79	60	89	79	76
EL CAPITAN ES	162	77	78	92	88	81	84	51	93	84	96
GODDARD HS	184	83	66	82	60	77	67	77	76	67	91
MESA MS	68	76	76	75	78	75	79	75	85	66	79
MILITARY HEIGHTS ES	97	92	85	98	96	90	92	61	98	88	89
MISSOURI AVENUE ES	133	87	80	86	92	86	86	63	95	87	93
MONTERREY ES	165	85	88	94	92	82	91	61	95	86	87
MOUNTAIN VIEW MS	77	70	82	74	72	90	75	66	82	70	88
NANCY LOPEZ ES	105	76	79	80	90	83	88	60	96	78	86
PARKVIEW ES	97	89	89	98	97	93	90	77	100	93	93
PECOS ES	56	79	88	75	93	89	82	63	89	77	84
ROSWELL HS	216	79	76	86	75	74	76	83	79	79	91
SIERRA MS	101	84	77	92	84	80	86	82	86	85	93
SUNSET ES	105	80	71	83	87	87	77	74	91	80	87
UNIVERSITY HS	22	95	100	86	100	82	86	59	100	82	77
VALLEY VIEW ES	177	95	79	93	94	84	91	59	94	89	93
WASHINGTON AVENUE ES	142	94	85	95	94	84	87	56	93	87	88

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.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to correctly answer each question or item. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.