



## 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	19	68
Schools in School Improvement	1	4
Schools in Corrective Action	1	4
Schools in Restructuring	1	4

### 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).

## 2003-2004 STUDENT DEMOGRAPHICS\*

	SANTA FE PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	6,230	49	156,715	49
Male	6,504	51	166,351	51
Caucasian	2,945	23	105,823	33
African-American	72	1	7,833	2
Hispanic	9,231	72	169,453	52
Asian/Pacific	117	1	3,833	1
Native American	369	3	36,124	11
ELL	2,409	19	54,528	17
Special Education	1,655	13	51,111	16
Migrant	0	0	2,382	1
Total	12,734	100	323,066	100

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

## NO CHILD LEFT BEHIND 2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
ACEQUIA MADRE ES	Meets AYP	None
AGUA FRIA ES	Meets AYP	CA-delay
ALAMEDA MS	AYP Not Met	SI-1
ALVORD ES	Meets AYP	None
ATALAYA ES	Meets AYP	None
CALVIN CAPSHAW MS	AYP Not Met	None
CAPITAL HS	AYP Not Met	None
CARLOS GILBERT ES	Meets AYP	None
CESAR CHAVEZ ES	AYP Not Met	None
CHAPARRAL ES	Meets AYP	None
DE VARGAS MS	Meets AYP	None
E.J. MARTINEZ ES	Meets AYP	None
EDWARD ORTIZ MS	AYP Not Met	Restructuring 1
EL DORADO ES	Meets AYP	None
FRANCIS X. NAVA ES	Meets AYP	None
GONZALES ES	AYP Not Met	None
KAUNE ES	Meets AYP	None
KEARNY ES	Meets AYP	None
LARRAGOITE ES	Meets AYP	None
NYE EARLY CHILDHOOD*	AYP Not Met	None
PINON ES	Meets AYP	None
R.M. SWEENEY ES	Meets AYP	None
RAMIREZ THOMAS ES	AYP Not Met	None
SALAZAR ES	Meets AYP	None
SANTA FE HS	AYP Not Met	None
SER/SFPS CAREER ACADEMY	Meets AYP	None
TESUQUE ES	Meets AYP	None
WOOD GORMLEY ES	Meets AYP	None

\*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	52	75	***	45	***	45	40	26	22
ACEQUIA MADRE ES	Reading Proficiency	34	83	***	***	***	***	***	**	**	***
AGUA FRIA ES	Reading Proficiency	34	35	***	***	34	***	***	35	**	***
ALAMEDA MS	Reading Proficiency	45	52	***	***	50	***	***	52	**	18
ALVORD ES	Reading Proficiency	34	43	***	***	***	***	***	**	**	***
ATALAYA ES	Reading Proficiency	34	70	88	***	***	***	***	**	**	***
CALVIN CAPSHAW MS	Reading Proficiency	45	61	78	***	53	***	***	40	**	28
CAPITAL HS	Reading Proficiency	44	49	75	***	45	***	***	42	**	22
CARLOS GILBERT ES	Reading Proficiency	34	58	***	***	***	***	***	**	**	***
CESAR CHAVEZ ES	Reading Proficiency	34	29	***	***	29	***	***	20	5	***
CHAPARRAL ES	Reading Proficiency	34	45	***	***	***	***	***	**	**	***
DE VARGAS MS	Reading Proficiency	45	51	***	***	53	***	***	**	**	35
E.J. MARTINEZ ES	Reading Proficiency	34	47	***	***	***	***	***	**	**	***
EDWARD ORTIZ MS	Reading Proficiency	45	46	***	***	43	***	***	48	38	16
EL DORADO ES	Reading Proficiency	34	69	82	***	***	***	***	**	**	***
FRANCIS X. NAVA ES	Reading Proficiency	34	29	***	***	28	***	***	**	**	***
GONZALES ES	Reading Proficiency	34	43	***	***	38	***	***	37	**	***
KAUNE ES	Reading Proficiency	34	30	***	***	***	***	***	**	**	***
KEARNY ES	Reading Proficiency	34	47	***	***	45	***	***	36	**	***
LARRAGOITE ES	Reading Proficiency	34	53	***	***	50	***	***	50	**	***
NYE EARLY CHILDHOOD	Reading Proficiency	34	50	77	***	41	***	43	37	24	25
PINON ES	Reading Proficiency	34	55	***	***	55	***	***	42	**	***
R.M. SWEENEY ES	Reading Proficiency	34	26	***	***	28	***	***	27	**	***
RAMIREZ THOMAS ES	Reading Proficiency	34	28	***	***	26	***	***	**	**	***
SALAZAR ES	Reading Proficiency	34	53	***	***	47	***	***	53	**	***
SANTA FE HS	Reading Proficiency	44	70	82	***	62	***	***	**	**	***
SER/SFPS CAREER ACADEMY	Reading Proficiency	44	63	***	***	***	***	***	**	**	***
TESUQUE ES	Reading Proficiency	34	52	***	***	***	***	***	**	**	***
WOOD GORMLEY ES	Reading Proficiency	34	90	90	***	***	***	***	**	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	45	72	***	37	***	40	34	20	21
ACEQUIA MADRE ES	Math Proficiency	38	96	***	***	***	***	***	**	**	***
AGUA FRIA ES	Math Proficiency	38	34	***	***	33	***	***	34	**	***

# 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
ALAMEDA MS	Math Proficiency	37	32	***	***	29	***	***	29	**	3
ALVORD ES	Math Proficiency	38	57	***	***	***	***	***	**	**	***
ATALAYA ES	Math Proficiency	38	84	96	***	***	***	***	**	**	***
CALVIN CAPSHAW MS	Math Proficiency	37	43	62	***	31	***	***	23	**	13
CAPITAL HS	Math Proficiency	35	35	63	***	30	***	***	29	**	16
CARLOS GILBERT ES	Math Proficiency	38	61	***	***	***	***	***	**	**	***
CESAR CHAVEZ ES	Math Proficiency	38	34	***	***	32	***	***	26	12	***
CHAPARRAL ES	Math Proficiency	38	55	***	***	***	***	***	**	**	***
DE VARGAS MS	Math Proficiency	37	46	***	***	47	***	***	**	**	41
E.J. MARTINEZ ES	Math Proficiency	38	35	***	***	***	***	***	**	**	***
EDWARD ORTIZ MS	Math Proficiency	37	26	***	***	25	***	***	29	13	6
EL DORADO ES	Math Proficiency	38	70	80	***	***	***	***	**	**	***
FRANCIS X. NAVA ES	Math Proficiency	38	45	***	***	44	***	***	**	**	***
GONZALES ES	Math Proficiency	38	20	***	***	19	***	***	7	**	***
KAUNE ES	Math Proficiency	38	35	***	***	***	***	***	**	**	***
KEARNY ES	Math Proficiency	38	41	***	***	37	***	***	36	**	***
LARRAGOITE ES	Math Proficiency	38	58	***	***	56	***	***	58	**	***
NYE EARLY CHILDHOOD	Math Proficiency	38	53	78	***	44	***	40	40	28	32
PINON ES	Math Proficiency	38	66	***	***	67	***	***	56	**	***
R.M. SWEENEY ES	Math Proficiency	38	34	***	***	33	***	***	35	**	***
RAMIREZ THOMAS ES	Math Proficiency	38	16	***	***	13	***	***	**	**	***
SALAZAR ES	Math Proficiency	38	56	***	***	50	***	***	56	**	***
SANTA FE HS	Math Proficiency	35	65	83	***	54	***	***	**	**	***
SER/SFPS CAREER ACADEMY	Math Proficiency	35	20	***	***	***	***	***	**	**	***
TESUQUE ES	Math Proficiency	38	35	***	***	***	***	***	**	**	***
WOOD GORMLEY ES	Math Proficiency	38	90	93	***	***	***	***	**	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	99	99	***	99	***	99	**	99	99
ACEQUIA MADRE ES	Attendance Rate	92	98	***	***	***	***	***	**	**	***
AGUA FRIA ES	Attendance Rate	92	98	***	***	98	***	***	**	98	***
ALAMEDA MS	Attendance Rate	92	99	***	***	99	***	***	**	**	99
ALVORD ES	Attendance Rate	92	98	***	***	***	***	***	**	**	***
ATALAYA ES	Attendance Rate	92	99	99	***	***	***	***	**	**	***
CALVIN CAPSHAW MS	Attendance Rate	92	99	99	***	99	***	***	**	**	99

# 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
CARLOS GILBERT ES	Attendance Rate	92	99	***	***	***	***	***	**	**	***
CESAR CHAVEZ ES	Attendance Rate	92	99	***	***	99	***	***	**	99	***
CHAPARRAL ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
DE VARGAS MS	Attendance Rate	92	99	99	***	99	***	***	**	**	99
E.J. MARTINEZ ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
EDWARD ORTIZ MS	Attendance Rate	92	99	***	***	99	***	***	**	99	99
EL DORADO ES	Attendance Rate	92	99	99	***	***	***	***	**	**	***
FRANCIS X. NAVA ES	Attendance Rate	92	98	***	***	98	***	***	**	**	***
GONZALES ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
KAUNE ES	Attendance Rate	92	98	***	***	98	***	***	**	**	***
KEARNY ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
LARRAGOITE ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
NYE EARLY CHILDHOOD	Attendance Rate	92	99	99	***	99	***	99	**	**	99
PINON ES	Attendance Rate	92	98	***	***	98	***	***	**	98	***
R.M. SWEENEY ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
RAMIREZ THOMAS ES	Attendance Rate	92	99	***	***	99	***	***	**	99	***
SALAZAR ES	Attendance Rate	92	99	***	***	99	***	***	**	**	***
TESUQUE ES	Attendance Rate	92	99	***	***	***	***	***	**	**	***
WOOD GORMLEY ES	Attendance Rate	92	98	98	***	***	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	76	82	***	72	***	73	**	20	62
CAPITAL HS	Grad Rate	75	71	87	100	65	***	***	**	**	45
SANTA FE HS	Grad Rate	75	79	78	***	79	***	***	**	**	73
SER/SFPS CAREER ACADEMY	Grad Rate	75	97	***	***	52	***	***	**	**	***

# 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	98	529	10	42	29	19	0	Gender	Female	10	39	22	30	0		
	Male	98	512	6	36	34	24	0		Male	13	37	23	27	0		
Ethnicity	Caucasian	100	239	16	59	18	7	0	Ethnicity	Caucasian	27	49	10	13	0		
	African-American	100	6	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	99	769	6	33	36	26	0		Hispanic	6	35	26	34	0		
	Asian/Pacific	100	6	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	97	38	5	37	29	29	0		Native American	11	29	26	34	0		
Status	Special Education	99	137	9	14	28	50	0	Status	Special Education	7	22	19	52	0		
	ELL*	94	250	3	20	44	33	0		ELL*	4	20	28	48	0		
	Low Income	****	575	4	31	38	27	0		Low Income	5	35	25	35	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	1,059	8	39	31	22	0	All Students	2003-04	11	38	22	29	0		
	2002-03	****	1,061	9	39	29	22	1		2002-03	11	38	23	27	1		
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	97	428	11	45	32	11	0	Gender	Female	4	31	29	36	0		
	Male	93	421	5	41	34	20	0		Male	3	34	25	38	0		
Ethnicity	Caucasian	89	138	19	49	22	9	1	Ethnicity	Caucasian	9	49	16	25	1		
	African-American	100	11	0	73	9	18	0		African-American	0	18	55	27	0		
	Hispanic	95	667	6	42	36	16	0		Hispanic	2	29	29	40	0		
	Asian/Pacific	100	10	10	50	20	20	0		Asian/Pacific	20	30	10	40	0		
	Native American	90	28	11	25	46	18	0		Native American	4	25	29	43	0		
Status	Special Education	89	151	9	15	28	48	0	Status	Special Education	3	12	15	69	1		
	ELL*	100	98	5	27	39	30	0		ELL*	1	12	30	57	0		
	Low Income	****	378	5	43	37	16	0		Low Income	2	26	30	42	1		
	Migrant	****	1	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	95	859	8	43	33	16	0	All Students	2003-04	3	32	27	37	0		
	2002-03	****	880	8	33	27	28	5		2002-03	4	32	22	37	5		
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	84	285	28	37	28	7	0	Gender	Female	12	42	36	10	0		
	Male	73	270	19	46	25	10	0	Gender	Male	12	45	33	10	0		
Ethnicity	Caucasian	64	136	45	36	13	1	5	Ethnicity	Caucasian	26	52	14	3	5		
	African-American	100	5	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	84	397	13	40	31	10	6		Hispanic	6	34	38	12	10		
	Asian/Pacific	67	6	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	65	11	36	45	9	0	9		Native American	18	55	9	18	0		
Status	Special Education	38	38	8	11	24	47	11	Status	Special Education	0	16	21	39	24		
	ELL*	81	22	5	23	50	23	0		ELL*	5	0	59	23	14		
	Low Income	***	88	10	31	33	20	6		Low Income	5	24	36	16	19		
	Migrant	***	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	84	594	22	39	25	8	6	All Students	2003-04	11	39	31	10	9		
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
Dominguez, Carm.	12
Gonzales, Mary Ellen	10
Litzenberg, Marcy	8
Lujan, Martin	6
Sena, Donita	7

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	\$40,387,782	60
Instructional Support	\$13,654,999	20
Administration	\$1,639,619	2
Business and Support Services	\$1,134,332	2
Operations/Maintenance of Plant	\$8,435,330	13
Food Services	\$227,751	0
Athletics	\$718,073	1
Non-Instructional Student Support	\$41,125	0
Community Services	\$351,504	1
Transportation Services	\$51,175	0
Capital Outlay	\$296,005	0
Total	\$66,937,695	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	1 %
	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	****	66	33	72	78
ACEQUIA MADRE ES	15	53	47	68	85
AGUA FRIA ES	39	67	33	73	97
ALAMEDA MS	34	35	56	47	46
ALVORD ES	14	64	36	82	92
ATALAYA ES	22	64	36	85	94
CALVIN CAPSHAW MS	32	69	31	48	53
CAPITAL HS	92	66	33	81	76
CARLOS GILBERT ES	21	57	43	71	100
CESAR CHAVEZ ES	33	73	27	93	93
CHAPARRAL ES	31	81	19	76	93
DE VARGAS MS	36	72	28	55	71
E.J. MARTINEZ ES	26	62	38	81	85
EDWARD ORTIZ MS	46	74	24	51	42
EL DORADO ES	34	56	44	97	98
FRANCIS X. NAVA ES	21	81	19	96	85
GONZALES ES	25	88	12	55	82
KAUNE ES	18	56	44	64	70
KEARNY ES	29	69	31	51	88
LARRAGOITE ES	19	79	21	63	89
NYE EARLY CHILDHOOD	4	75	25	0	100
PINON ES	39	54	46	67	89
R.M. SWEENEY ES	28	89	11	60	81
RAMIREZ THOMAS ES	4	50	50	72	82
SALAZAR ES	28	64	36	82	90
SANTA FE HS	115	58	40	86	80
SER/SFPS CAREER ACADEMY	11	64	36	100	100
TESUQUE ES	11	82	18	73	86
WOOD GORMLEY ES	29	66	34	78	93

\* 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 <====	1,644	83	77	79	82	71	79	70	88	80	87
ACEQUIA MADRE ES	26	100	65	92	96	96	92	88	92	96	88
AGUA FRIA ES	77	79	83	71	86	68	79	69	92	78	72
ALAMEDA MS	87	64	69	68	66	68	61	70	67	62	85
ALVORD ES	35	97	50	63	97	81	83	50	94	92	86
ATALAYA ES	47	87	85	98	94	89	81	74	96	96	96
CALVIN CAPSHAW MS	46	70	74	85	57	78	65	67	72	63	89
CAPITAL HS	95	66	48	50	51	53	48	58	65	53	84
CARLOS GILBERT ES	31	94	42	97	94	68	81	68	90	94	84
CESAR CHAVEZ ES	50	82	88	78	94	72	86	61	90	82	84
CHAPARRAL ES	169	89	84	85	88	59	84	76	95	81	86
DE VARGAS MS	38	74	82	84	76	65	70	79	87	74	97
E.J. MARTINEZ ES	32	91	63	75	94	52	77	63	94	81	88
EL DORADO ES	94	95	99	92	99	91	90	75	97	90	96
FRANCIS X. NAVA ES	42	98	93	88	100	90	95	83	100	93	93
KAUNE ES	70	86	96	83	84	69	92	69	96	80	93
KEARNY ES	44	70	74	70	84	72	80	67	86	88	83
LARRAGOITE ES	94	89	39	78	84	69	80	65	96	91	89
PINON ES	154	94	85	97	94	77	94	78	99	94	89
R.M. SWEENEY ES	97	71	89	73	86	76	80	64	90	76	78
RAMIREZ THOMAS ES	51	78	94	78	88	71	84	50	92	86	73
SALAZAR ES	36	81	80	78	91	72	89	68	94	86	72
SANTA FE HS	119	72	70	55	44	62	44	75	62	51	87
SER/SFPS CAREER ACADEMY	7	100	86	100	71	100	100	29	86	86	100
TESUQUE ES	22	95	73	95	100	95	95	50	95	95	82
WOOD GORMLEY ES	79	99	96	94	86	73	88	75	94	84	94

## 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.