



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	9	42.9
Schools in School Improvement	7	33.3
Schools in Corrective Action	1	4.8
Schools in Restructuring	3	14.3

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:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2005-2006 STUDENT DEMOGRAPHICS*

	Gadsden		STATE WIDE	
	Number	Percent	Number	Percent
Female	6892	48.4	159519	48.6
Male	7353	51.6	168526	51.4
Caucasian	579	4.1	102066	31.1
African-American	35	.2	8226	2.5
Hispanic	13596	95.4	177254	54
Asian/Pacific	23	.2	4136	1.3
American Indian/Alaskan Native	12	.1	36453	11.1
SWD	2104	14.8	50048	15.3
ELL	9586	67.3	70172	21.4
FRLP	13889	97.5	171635	52.3
Migrant	196	1.4	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Anthony ES	Meets AYP	None	Berino ES	Meets AYP	None
Chapparral ES	AYP Not Met	SI-1	Chapparral HS	AYP Not Met	None
Chapparral MS	AYP Not Met	Restructuring 2	Desert Pride Acad HS	Meets AYP	SI-1 delay
Desert Trail ES	AYP Not Met	SI-2	Desert View ES	Restr. 1 Delay	None
Gadsden HS	AYP Not Met	SI-2	Gadsden MS	AYP Not Met	Restructuring 2
La Union ES	Meets AYP	None	Loma Linda ES	Meets AYP	SI-2 delay
Mesquite ES	AYP Not Met	CA	Riverside ES	Meets AYP	None
San Miguel ES	Meets AYP	None	Santa Theresa ES	Meets AYP	None
Santa Theresa HS	AYP Not Met	SI-2	Santa Theresa MS	AYP Not Met	Restructuring 2
Sunland Park ES	AYP Not Met	SI-1	Sunrise ES	AYP Not Met	None
Vado ES	AYP Not Met	None			

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 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE						American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific				
All Students In Grades 3, 4 & 5	Math Proficiency	28	41.4	53.3	***	40.9	***	***	41.4	41.1	20.6
All Students In Grades 6, 7 & 8	Math Proficiency	15	23.2	39.5	***	22.5	***	***	23.2	18.3	7.0
All Students In Grades 9 & 11	Math Proficiency	22	22.6	39.0	***	22.1	***	***	22.6	13.1	5.5
Anthony ES	Math Proficiency	23	63.1	***	***	63.9	***	***	63.1	63.3	27.8
Berino ES	Math Proficiency	23	37.9	***	***	37.7	***	***	37.9	38.5	20.8
Chapparral ES	Math Proficiency	23	29.5	25.0	***	30.3	***	***	29.5	29.3	14.0
Desert Trail ES	Math Proficiency	23	33.6	38.1	***	33.2	***	***	33.6	34.1	26.7
Desert View ES	Math Proficiency	23	50.4	***	***	50.2	***	***	50.4	49.7	42.9
La Union ES	Math Proficiency	23	31.7	58.8	***	28.0	***	***	31.7	32.5	14.3
Loma Linda ES	Math Proficiency	23	20.3	***	***	19.7	***	***	20.3	20.3	5.9
Mesquite ES	Math Proficiency	23	37.6	***	***	37.8	***	***	37.6	33.0	17.9
Riverside ES	Math Proficiency	23	33.3	***	***	33.3	***	***	33.3	34.2	0.0
San Miguel ES	Math Proficiency	23	29.9	***	***	29.3	***	***	29.9	28.8	4.8
Santa Theresa ES	Math Proficiency	23	52.5	83.9	***	48.1	***	***	52.5	51.1	26.9
Sunland Park ES	Math Proficiency	23	28.7	***	***	28.7	***	***	28.7	29.6	6.5
Sunrise ES	Math Proficiency	23	31.8	***	***	31.4	***	***	31.8	31.3	20.6
Vado ES	Math Proficiency	23	29.5	***	***	28.8	***	***	29.5	29.3	18.5
Chapparral HS	Math Proficiency	22	43.4	40.0	***	43.6	***	***	43.4	29.4	12.5
Desert Pride Acad HS	Math Proficiency	22	10.5	***	***	11.1	***	***	10.5	7.6	***
Gadsden HS	Math Proficiency	22	20.5	40.0	***	19.9	***	***	20.4	8.7	4.6
Santa Theresa HS	Math Proficiency	22	21.4	***	***	20.9	***	***	21.4	14.8	1.6
Chapparral MS	Math Proficiency	15	27.5	42.3	***	25.6	***	***	27.5	21.8	0.0
Gadsden MS	Math Proficiency	15	25.8	50.0	***	25.4	***	***	25.8	16.8	3.7
Santa Theresa MS	Math Proficiency	15	20.9	28.6	***	20.7	***	***	20.9	16.6	7.7
All Students In Grades 3, 4 & 5	Reading Proficiency	45	48.5	58.7	***	48.1	***	***	48.5	47.4	17.2
All Students In Grades 6, 7 & 8	Reading Proficiency	38	44.1	61.3	***	43.3	***	***	44.1	35.4	10.9
All Students In Grades 9 & 11	Reading Proficiency	41	42.1	61.7	***	41.4	***	***	42	24.6	14.7
Anthony ES	Reading Proficiency	40	55.6	***	***	56.3	***	***	55.6	53.4	11.1
Berino ES	Reading Proficiency	40	49.1	***	***	48.9	***	***	49.1	47.5	8.3
Chapparral ES	Reading Proficiency	40	35.2	27.8	***	36.0	***	***	35.2	34.1	18.6
Desert Trail ES	Reading Proficiency	40	43.8	47.6	***	43.1	***	***	43.8	42.9	13.3
Desert View ES	Reading Proficiency	40	50.8	***	***	50.6	***	***	50.8	50.2	28.6
La Union ES	Reading Proficiency	40	56.3	82.4	***	52.8	***	***	56.3	50.6	14.3
Loma Linda ES	Reading Proficiency	40	38.4	***	***	37.9	***	***	38.4	39.0	5.9
Mesquite ES	Reading Proficiency	40	54.4	***	***	54.7	***	***	54.4	51.2	21.4
Riverside ES	Reading Proficiency	40	43.8	***	***	43.8	***	***	43.8	44.0	7.1
San Miguel ES	Reading Proficiency	40	39.0	***	***	38.7	***	***	39.0	40.7	9.5
Santa Theresa ES	Reading Proficiency	40	65.6	83.9	***	63.1	***	***	65.6	60.9	34.6
Sunland Park ES	Reading Proficiency	40	35.7	***	***	35.7	***	***	35.7	35.5	6.5
Sunrise ES	Reading Proficiency	40	44.1	***	***	43.6	***	***	44.1	44.2	8.8
Vado ES	Reading Proficiency	40	42.5	***	***	42.0	***	***	42.5	39.6	11.1

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 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
Chapparral HS	Reading Proficiency	41	43.4	46.7	***	43.0	***	***	43.4	27.4	8.3	
Desert Pride Acad HS	Reading Proficiency	41	36.8	***	***	38.9	***	***	36.8	38.5	***	
Gadsden HS	Reading Proficiency	41	42.9	66.7	***	42.1	***	***	42.6	20.7	13.1	
Santa Theresa HS	Reading Proficiency	41	41.8	***	***	41.0	***	***	41.8	27.7	16.4	
Chapparral MS	Reading Proficiency	41	50.8	69.2	***	48.0	***	***	50.8	41.4	6.5	
Gadsden MS	Reading Proficiency	41	50.2	58.3	***	50.1	***	***	50.2	37.5	10.1	
Santa Theresa MS	Reading Proficiency	41	43.2	57.1	***	42.9	***	***	43.2	33.6	12.3	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	
---District---	Attendance Rate	92	93.4	93.1	95.1	93.4	94.6	97.5	93.3	93.4	91.8	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.8	94.6	92.5	94.8	***	***	94.7	94.8	93.9	
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.9	93.7	97.2	94.9	***	***	94.8	94.4	92.9	
All Students In Grades 9 & 11	Attendance Rate	92	89.9	91.0	95.7	89.8	93.6	96.7	89.7	88.4	88.0	
Anthony ES	Attendance Rate	92	94.8	***	***	94.8	***	***	94.8	94.9	91.9	
Berino ES	Attendance Rate	92	94.9	***	***	94.9	***	***	94.9	94.7	94.1	
Chapparral ES	Attendance Rate	92	93.8	93.1	***	93.9	***	***	93.7	93.9	93.0	
Chapparral MS	Attendance Rate	92	90.9	91.4	***	90.8	***	***	91.2	90.0	86.0	
Desert Trail ES	Attendance Rate	92	94.3	94.3	***	94.3	***	***	94.3	94.2	93.8	
Desert View ES	Attendance Rate	92	95.4	***	***	95.4	***	***	95.4	95.6	93.9	
Gadsden MS	Attendance Rate	92	96.2	95.3	***	96.2	***	***	96.2	95.5	95.1	
La Union ES	Attendance Rate	92	95.7	95.5	***	95.7	***	***	95.7	95.7	93.6	
Loma Linda ES	Attendance Rate	92	94.8	***	***	94.9	***	***	94.8	94.9	93.6	
Mesquite ES	Attendance Rate	92	95.8	***	***	95.7	***	***	95.7	95.7	95.4	
Riverside ES	Attendance Rate	92	94.3	***	***	94.3	***	***	94.3	94.3	92.7	
San Miguel ES	Attendance Rate	92	95.3	94.8	***	95.3	***	***	95.3	95.0	95.1	
Santa Theresa ES	Attendance Rate	92	95.9	95.3	***	96.0	***	***	95.9	96.0	94.8	
Santa Theresa MS	Attendance Rate	92	94.6	96.3	***	94.6	***	***	94.6	94.2	93.2	
Sunland Park ES	Attendance Rate	92	95.7	***	***	95.7	***	***	95.6	95.9	95.5	
Sunrise ES	Attendance Rate	92	94.7	94.7	***	94.8	***	***	94.7	94.9	94.9	
Vado ES	Attendance Rate	92	94.0	***	***	94.1	***	***	94.0	94.2	91.4	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
---Districtwide---	Graduation Rate	90	88.9	92.7	***	88.7	***	***	89.2	80.5	94.4	
Desert Pride Acad Hs	Graduation Rate	90	87.5	***	***	87.5	***	***	87.5	84.0	93.3	
Gadsden Hs	Graduation Rate	90	89.1	90.0	***	89.0	***	***	89.1	79.4	91.8	
Santa Theresa Hs	Graduation Rate	90	90.6	100.0	***	90.1	***	***	90.6	80.0	100.0	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) 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 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	512	11	43	34	9	0	99	512	8	45	39	6	0
	Male	100	557	9	39	37	14	0	100	557	11	45	35	6	0
Ethnicity	Caucasian	100	34	5	58	20	14	0	100	34	5	55	29	8	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1031	10	40	36	12	0	99	1031	10	45	38	6	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	99	141	3	14	42	39	0	98	141	2	25	50	20	0
	ELL*	99	869	11	38	39	10	0	99	869	11	45	37	5	0
	FRLP	99	1069	10	41	36	12	0	99	1069	10	45	37	6	0
	Migrant	100	22	18	18	59	4	0	100	22	9	36	40	13	0
All Students	2005-06	99	1069	10	41	36	12	0	99	1069	10	45	37	6	0
	2004-05	99	1033	6	45	36	10	1	100	1030	11	42	41	6	1
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	506	8	45	37	8	0	99	506	7	33	49	9	0
	Male	99	540	5	37	42	13	0	99	539	5	30	50	12	0
Ethnicity	Caucasian	100	38	15	39	31	13	0	100	38	13	34	42	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1004	6	41	40	11	0	99	1004	6	31	50	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	99	125	4	13	32	48	0	99	124	4	14	47	33	0
	ELL*	99	839	6	41	40	10	0	99	839	6	32	50	10	0
	FRLP	99	1046	6	41	40	11	0	99	1045	6	31	50	10	0
	Migrant	100	23	8	39	47	4	0	100	23	4	26	52	17	0
All Students	2005-06	99	1046	6	41	40	11	0	99	1045	6	31	50	10	0
	2004-05	99	1047	7	37	44	11	1	100	1047	6	32	52	10	0
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	511	11	40	40	7	0	99	510	6	22	56	14	0
	Male	99	557	6	34	45	13	0	99	557	3	23	54	17	0
Ethnicity	Caucasian	97	48	22	37	33	4	2	97	48	12	31	43	10	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1015	8	37	43	10	0	99	1014	4	22	56	16	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	99	127	3	11	47	37	0	99	127	1	10	39	48	0
	ELL*	99	853	6	37	44	11	0	99	852	3	22	56	17	0
	FRLP	99	1068	8	37	42	10	0	99	1067	4	23	55	16	0
	Migrant	100	26	7	53	30	7	0	100	25	4	20	64	12	0
All Students	2005-06	99	1068	8	37	42	10	0	99	1067	4	23	55	16	0
	2004-05	100	1100	9	38	41	12	0	100	1100	1	21	61	16	0
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	539	4	38	48	9	0	100	539	2	18	60	18	0
	Male	99	561	2	28	55	12	0	99	561	1	19	56	22	0
Ethnicity	Caucasian	100	49	10	42	42	4	0	100	49	8	28	51	10	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1046	3	32	52	11	0	99	1046	1	18	58	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	99	133	2	8	53	35	0	99	133	3	9	39	46	0
	ELL*	100	870	2	30	53	12	0	100	870	1	17	58	22	0
	FRLP	99	1100	3	33	52	11	0	99	1100	1	19	58	20	0
	Migrant	100	21	9	38	38	14	0	100	21	4	14	47	33	0
All Students	2005-06	99	1100	3	33	52	11	0	99	1100	1	19	58	20	0
	2004-05	100	1126	3	31	52	13	0	100	1126	1	14	62	22	1
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	549	5	44	41	7	0	99	548	2	15	57	24	0
	Male	99	596	2	42	39	15	0	98	595	1	19	46	30	1
Ethnicity	Caucasian	98	56	5	50	32	10	1	96	56	0	30	46	19	3
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1086	3	43	41	11	0	99	1084	2	16	52	28	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	160	3	6	41	46	1	95	160	0	3	19	72	4
	ELL*	99	774	3	35	46	14	0	99	774	1	13	51	32	0
	FRLP	99	1145	3	43	40	11	0	99	1143	2	17	51	27	0
	Migrant	100	22	0	45	45	9	0	100	22	0	4	59	36	0
All Students	2005-06	99	1145	3	43	40	11	0	99	1143	2	17	51	27	0
	2004-05	100	1133	7	42	38	13	0	100	1132	1	16	54	28	0
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	569	3	51	37	7	0	99	569	3	23	50	22	0
	Male	98	584	1	43	41	12	1	98	584	4	25	45	23	1
Ethnicity	Caucasian	100	47	10	59	23	6	0	97	47	17	38	27	14	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1100	2	46	40	10	0	99	1100	3	24	49	23	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	138	2	12	43	39	2	97	138	0	5	23	68	2
	ELL*	99	773	1	38	46	13	0	99	773	1	19	49	28	0
	FRLP	99	1153	2	47	39	10	0	99	1153	3	24	48	22	0
	Migrant	100	19	0	63	26	10	0	100	19	0	5	73	21	0
All Students	2005-06	99	1153	2	47	39	10	0	99	1153	3	24	48	22	0
	2004-05	100	1168	3	48	38	10	1	99	1167	3	19	54	23	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	578	0	44	31	23	0	99	578	1	27	57	13	0
	Male	98	665	0	31	30	36	1	98	665	2	25	50	19	1
Ethnicity	Caucasian	94	54	0	48	16	29	5	94	53	5	35	35	16	5
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	1180	0	36	31	30	0	99	1181	2	25	54	16	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	96	191	0	10	17	68	3	96	192	0	5	34	55	3
	ELL*	99	611	0	22	31	44	0	99	612	0	16	56	25	0
	FRLP	99	1226	0	37	30	30	0	98	1226	2	26	53	16	1
	Migrant	100	18	0	33	33	33	0	100	18	0	11	66	22	0
All Students	2005-06	99	1243	0	37	31	30	0	98	1243	2	26	53	16	1
	2004-05	96	1259	1	32	37	26	4	96	1259	2	21	53	20	4
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	418	6	47	34	10	0	99	418	0	12	60	26	0
	Male	98	432	4	38	37	17	1	98	432	0	14	57	26	1
Ethnicity	Caucasian	100	34	8	70	20	0	0	100	34	0	35	55	8	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	810	5	42	36	15	0	99	810	0	12	59	27	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	126	2	21	29	45	1	99	126	0	6	23	68	0
	ELL*	98	367	2	29	43	23	1	98	367	0	8	57	33	1
	FRLP	99	844	5	42	36	14	0	99	844	0	13	58	26	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	854	5	43	35	14	0	99	854	0	13	58	26	1
	2004-05	98	840	6	40	39	12	2	97	840	1	10	56	29	3
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners

**SWD - Students with Disabilities.

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
Saez, Maria	21
Huerta, Manuela	8
Viramontes, Jennifer	14
Moralez, Andrew	8
Gonnell, Charles	19

Source: 2005-06 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 Budgeted Expenditures

	Expenditure	Percent
Direct Instruction	\$52590533	62
Instructional Support	18399875	22
Administration	2304511	3
Business and Support Services	1105781	1
Operations/Maintenance of Plant	8603152	10
Food Services	0	0
Athletics	1125263	1
Non-Instructional Student Support	149754	0
Community Services	113427	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$84392296	99

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	0.68%	DISTRICT	0 %
		Emergency or Provisional Credentials.		Core Classes and Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.79%		94.8%	
Percent of Teachers Low Poverty Schools		0.72%		87.7%	
	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 taught by Highly Qualified Teachers* Spring 2006	
STATE WIDE	24102	62.3%	37.7%	90.7%	
Gadsden District Wide	934	69	31	89.3	
Anthony ES	47	83	17	76.1	
Berino ES	47	66	34	97.8	
Chapparral ES	48	77.1	22.9	85.4	
Chapparral HS	27	77.8	22.2	84.1	
Chapparral MS	42	83.3	16.7	81.8	
Desert Pride Acad HS	11	72.7	27.3	100	
Desert Trail ES	39	59	41	92.7	
Desert View ES	33	75.8	24.2	78.8	
Gadsden HS	130	62.3	37.7	85.3	
Gadsden MS	75	73.3	26.7	86.1	
La Union ES	21	57.1	42.9	85.7	
Loma Linda ES	35	71.4	28.6	100	
Mesquite ES	37	51.4	48.6	100	
Riverside ES	42	64.3	35.7	86.8	
San Miguel ES	30	70	30	96.9	
Santa Theresa ES	36	88.9	11.1	97.7	
Santa Theresa HS	67	49.3	50.7	89.6	
Santa Theresa MS	49	69.4	30.6	89	
Sunland Park ES	33	84.8	15.2	97	
Sunrise ES	32	62.5	37.5	100	
Vado ES	32	78.1	21.9	94.9	

* See explanation of data source on last page.

*** = missing or not available

Note: Difference in teacher totals and school totals may occur because of district assignments.

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.
- * *** indicates no data reported.

= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Gadsden District Total	1	1150	2949	321	155	348	111	22.8	58.5	6.37	3.07	6.91	2.20
Gadsden District Total	2	1352	2879	418	123	194	60	26.9	57.2	8.31	2.44	3.85	1.19
Gadsden District Total	3	1107	2941	361	104	394	123	22.0	58.4	7.17	2.06	7.83	2.44
Gadsden District Total	4	1420	2771	439	110	105	167	28.3	55.2	8.75	2.19	2.09	3.33
Gadsden District Total	5	1266	2877	225	82	519	71	25.1	57.0	4.46	1.62	10.2	1.40
Gadsden District Total	6	1258	3068	264	117	246	79	25	60.9	5.24	2.32	4.88	1.56
Gadsden District Total	7	856	2492	722	216	557	172	17.0	49.6	14.3	4.30	11.1	3.42
Gadsden District Total	8	1769	2843	192	54	98	61	35.2	56.6	3.82	1.07	1.95	1.21
Gadsden District Total	9	1085	3028	271	101	413	118	21.6	60.3	5.40	2.01	8.23	2.35
Gadsden District Total	10	1527	2791	371	114	77	120	30.5	55.8	7.42	2.28	1.54	2.4
Vado ES	1	56	194	16	12	20	4	18.5	64.2	5.29	3.97	6.62	1.32
Vado ES	2	130	160	6	2	0	4	43.0	52.9	1.98	.662	0	1.32
Vado ES	3	73	185	7	5	23	9	24.1	61.2	2.31	1.65	7.61	2.98
Vado ES	4	74	191	14	2	5	16	24.5	63.2	4.63	.662	1.65	5.29
Vado ES	5	84	183	2	0	29	2	28	61	.666	0	9.66	.666
Vado ES	6	80	176	10	3	25	6	26.6	58.6	3.33	1	8.33	2
Vado ES	7	48	177	23	5	36	13	15.8	58.6	7.61	1.65	11.9	4.30
Vado ES	8	96	173	17	0	4	8	32.2	58.0	5.70	0	1.34	2.68
Vado ES	9	58	198	11	2	20	4	19.7	67.5	3.75	.682	6.82	1.36
Vado ES	10	95	168	18	0	8	7	32.0	56.7	6.08	0	2.70	2.36
Chapparral HS	1	4	21	6	7	2	5	8.88	46.6	13.3	15.5	4.44	11.1
Chapparral HS	2	1	20	9	10	2	3	2.22	44.4	20	22.2	4.44	6.66
Chapparral HS	3	2	21	9	3	3	7	4.44	46.6	20	6.66	6.66	15.5
Chapparral HS	4	2	22	9	4	1	7	4.44	48.8	20	8.88	2.22	15.5
Chapparral HS	5	4	20	7	4	6	4	8.88	44.4	15.5	8.88	13.3	8.88
Chapparral HS	6	3	22	5	6	5	4	6.66	48.8	11.1	13.3	11.1	8.88
Chapparral HS	7	1	25	7	2	4	6	2.22	55.5	15.5	4.44	8.88	13.3
Chapparral HS	8	6	23	3	2	2	9	13.3	51.1	6.66	4.44	4.44	20
Chapparral HS	9	2	26	7	4	2	5	4.34	56.5	15.2	8.69	4.34	10.8

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Chapparal HS	10	12	25	3	1	1	3	26.6	55.5	6.66	2.22	2.22	6.66
Desert Pride Acad HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Desert Pride Acad HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa ES	1	49	99	7	3	8	0	29.5	59.6	4.21	1.80	4.81	0
Santa Theresa ES	2	95	70	1	0	0	0	57.2	42.1	.602	0	0	0
Santa Theresa ES	3	58	94	11	0	2	1	34.9	56.6	6.62	0	1.20	.602
Santa Theresa ES	4	57	100	7	0	1	1	34.3	60.2	4.21	0	.602	.602
Santa Theresa ES	5	60	87	6	0	13	0	36.1	52.4	3.61	0	7.83	0
Santa Theresa ES	6	52	107	2	0	4	1	31.3	64.4	1.20	0	2.40	.602
Santa Theresa ES	7	28	77	27	8	23	3	16.8	46.3	16.2	4.81	13.8	1.80
Santa Theresa ES	8	76	85	3	0	2	0	45.7	51.2	1.80	0	1.20	0
Santa Theresa ES	9	40	110	6	1	8	1	24.0	66.2	3.61	.602	4.81	.602
Santa Theresa ES	10	51	97	15	1	2	0	30.7	58.4	9.03	.602	1.20	0
Sunrise ES	1	67	197	29	0	56	0	19.1	56.4	8.30	0	16.0	0
Sunrise ES	2	109	218	6	0	16	0	31.2	62.4	1.71	0	4.58	0
Sunrise ES	3	84	208	3	3	45	6	24.0	59.5	.859	.859	12.8	1.71
Sunrise ES	4	103	200	19	16	5	6	29.5	57.3	5.44	4.58	1.43	1.71
Sunrise ES	5	134	221	0	0	11	0	36.6	60.3	0	0	3.00	0
Sunrise ES	6	98	238	3	0	21	6	26.7	65.0	.819	0	5.73	1.63
Sunrise ES	7	67	166	48	0	44	24	19.1	47.5	13.7	0	12.6	6.87
Sunrise ES	8	119	227	3	0	0	0	34.0	65.0	.859	0	0	0

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Sunrise ES	9	96	198	3	0	49	3	27.5	56.7	.859	0	14.0	.859
Sunrise ES	10	109	210	30	0	0	0	31.2	60.1	8.59	0	0	0
Sunland Park ES	1	59	112	15	3	19	3	27.9	53.0	7.10	1.42	9.00	1.42
Sunland Park ES	2	56	127	15	2	6	4	26.6	60.4	7.14	.952	2.85	1.90
Sunland Park ES	3	51	122	17	8	6	6	24.2	58.0	8.09	3.80	2.85	2.85
Sunland Park ES	4	62	117	18	2	3	7	29.6	55.9	8.61	.956	1.43	3.34
Sunland Park ES	5	51	122	9	6	18	5	24.1	57.8	4.26	2.84	8.53	2.36
Sunland Park ES	6	54	128	13	4	9	4	25.4	60.3	6.13	1.88	4.24	1.88
Sunland Park ES	7	36	91	37	12	24	7	17.3	43.9	17.8	5.79	11.5	3.38
Sunland Park ES	8	85	113	5	0	3	4	40.4	53.8	2.38	0	1.42	1.90
Sunland Park ES	9	48	129	9	5	14	5	22.8	61.4	4.28	2.38	6.66	2.38
Sunland Park ES	10	57	123	18	6	1	4	27.2	58.8	8.61	2.87	.478	1.91
Anthony ES	1	28	67	5	0	3	0	27.1	65.0	4.85	0	2.91	0
Anthony ES	2	28	66	3	3	3	0	27.1	64.0	2.91	2.91	2.91	0
Anthony ES	3	23	73	0	0	6	1	22.3	70.8	0	0	5.82	.970
Anthony ES	4	37	63	1	0	0	2	35.9	61.1	.970	0	0	1.94
Anthony ES	5	34	60	1	0	7	1	33.0	58.2	.970	0	6.79	.970
Anthony ES	6	34	68	0	0	0	0	33.3	66.6	0	0	0	0
Anthony ES	7	26	62	5	0	5	3	25.7	61.3	4.95	0	4.95	2.97
Anthony ES	8	46	54	2	0	1	0	44.6	52.4	1.94	0	.970	0
Anthony ES	9	30	66	2	0	3	2	29.1	64.0	1.94	0	2.91	1.94
Anthony ES	10	39	57	4	1	1	0	38.2	55.8	3.92	.980	.980	0
Berino ES	1	147	309	16	0	16	13	29.3	61.6	3.19	0	3.19	2.59
Berino ES	2	166	278	22	8	14	10	33.3	55.8	4.41	1.60	2.81	2.00
Berino ES	3	150	291	27	0	17	16	29.9	58.0	5.38	0	3.39	3.19
Berino ES	4	205	231	42	11	2	10	40.9	46.1	8.38	2.19	.399	1.99
Berino ES	5	169	265	12	6	35	14	33.7	52.8	2.39	1.19	6.98	2.79
Berino ES	6	193	269	12	3	8	10	38.9	54.3	2.42	.606	1.61	2.02
Berino ES	7	123	201	65	26	64	22	24.5	40.1	12.9	5.18	12.7	4.39

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Berino ES	8	207	261	17	6	2	8	41.3	52.0	3.39	1.19	.399	1.59
Berino ES	9	159	270	0	20	29	14	32.3	54.8	0	4.06	5.89	2.84
Berino ES	10	171	268	32	20	2	8	34.1	53.4	6.38	3.99	.399	1.59
Chapparral ES	1	98	341	34	14	52	32	17.1	59.7	5.95	2.45	9.10	5.60
Chapparral ES	2	120	313	76	14	48	0	21.0	54.8	13.3	2.45	8.40	0
Chapparral ES	3	72	381	58	18	34	4	12.6	67.1	10.2	3.17	5.99	.705
Chapparral ES	4	152	325	48	24	2	20	26.6	56.9	8.40	4.20	.350	3.50
Chapparral ES	5	88	321	16	4	134	0	15.6	57.0	2.84	.710	23.8	0
Chapparral ES	6	126	341	28	36	32	8	22.0	59.7	4.90	6.30	5.60	1.40
Chapparral ES	7	64	257	124	46	60	12	11.3	45.6	22.0	8.17	10.6	2.13
Chapparral ES	8	172	357	16	6	16	0	30.3	62.9	2.82	1.05	2.82	0
Chapparral ES	9	104	331	52	14	68	6	18.0	57.5	9.04	2.43	11.8	1.04
Chapparral ES	10	195	288	36	8	12	32	34.1	50.4	6.30	1.40	2.10	5.60
Chapparral MS	1	39	120	18	18	9	7	18.4	56.8	8.53	8.53	4.26	3.31
Chapparral MS	2	27	134	24	9	8	9	12.7	63.5	11.3	4.26	3.79	4.26
Chapparral MS	3	34	111	19	11	22	14	16.1	52.6	9.00	5.21	10.4	6.63
Chapparral MS	4	28	102	55	9	8	9	13.2	48.3	26.0	4.26	3.79	4.26
Chapparral MS	5	41	132	4	2	15	14	19.7	63.4	1.92	.961	7.21	6.73
Chapparral MS	6	35	118	24	9	13	9	16.8	56.7	11.5	4.32	6.25	4.32
Chapparral MS	7	44	121	12	6	16	9	21.1	58.1	5.76	2.88	7.69	4.32
Chapparral MS	8	35	130	16	9	10	11	16.5	61.6	7.58	4.26	4.73	5.21
Chapparral MS	9	20	131	18	0	27	12	9.61	62.9	8.65	0	12.9	5.76
Chapparral MS	10	57	119	22	0	6	7	27.0	56.3	10.4	0	2.84	3.31
Desert View ES	1	80	147	39	12	11	9	26.8	49.3	13.0	4.02	3.69	3.02
Desert View ES	2	71	167	40	6	5	9	23.8	56.0	13.4	2.01	1.67	3.02
Desert View ES	3	86	137	34	0	26	15	28.8	45.9	11.4	0	8.72	5.03
Desert View ES	4	112	128	25	0	12	15	38.3	43.8	8.56	0	4.10	5.13
Desert View ES	5	83	163	15	12	20	5	27.8	54.6	5.03	4.02	6.71	1.67
Desert View ES	6	98	167	17	7	9	0	32.8	56.0	5.70	2.34	3.02	0

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Desert View ES	7	61	112	75	23	15	6	20.8	38.3	25.6	7.87	5.13	2.05
Desert View ES	8	141	139	7	2	6	3	47.3	46.6	2.34	.671	2.01	1.00
Desert View ES	9	83	164	25	8	6	9	28.1	55.5	8.47	2.71	2.03	3.05
Desert View ES	10	106	162	15	0	0	12	35.9	54.9	5.08	0	0	4.06
Desert Trail ES	1	78	189	9	2	16	3	26.2	63.6	3.03	.673	5.38	1.01
Desert Trail ES	2	82	174	19	0	19	3	27.6	58.5	6.39	0	6.39	1.01
Desert Trail ES	3	70	160	23	8	29	7	23.5	53.8	7.74	2.69	9.76	2.35
Desert Trail ES	4	72	172	25	5	4	16	24.4	58.5	8.50	1.70	1.36	5.44
Desert Trail ES	5	66	150	20	6	43	12	22.2	50.5	6.73	2.02	14.4	4.04
Desert Trail ES	6	60	178	21	18	17	0	20.4	60.5	7.14	6.12	5.78	0
Desert Trail ES	7	38	151	40	12	49	7	12.7	50.8	13.4	4.04	16.4	2.35
Desert Trail ES	8	130	152	3	12	0	0	43.7	51.1	1.01	4.04	0	0
Desert Trail ES	9	76	162	15	10	29	3	25.7	54.9	5.08	3.38	9.83	1.01
Desert Trail ES	10	85	163	27	11	0	0	29.7	56.9	9.44	3.84	0	0
Gadsden MS	1	34	122	20	23	0	4	16.7	60.0	9.85	11.3	0	1.97
Gadsden MS	2	36	112	27	14	14	0	17.7	55.1	13.3	6.89	6.89	0
Gadsden MS	3	35	130	7	7	22	2	17.2	64.0	3.44	3.44	10.8	.985
Gadsden MS	4	40	118	30	0	8	0	20.4	60.2	15.3	0	4.08	0
Gadsden MS	5	26	154	14	0	9	0	12.8	75.8	6.89	0	4.43	0
Gadsden MS	6	15	152	23	0	13	0	7.38	74.8	11.3	0	6.40	0
Gadsden MS	7	15	130	46	0	8	6	7.31	63.4	22.4	0	3.90	2.92
Gadsden MS	8	50	132	9	0	7	0	25.2	66.6	4.54	0	3.53	0
Gadsden MS	9	17	175	4	0	9	0	8.29	85.3	1.95	0	4.39	0
Gadsden MS	10	56	125	20	2	0	0	27.5	61.5	9.85	.985	0	0
Gadsden HS	1	32	180	38	19	34	2	10.4	59.0	12.4	6.22	11.1	.655
Gadsden HS	2	19	167	61	36	17	8	6.16	54.2	19.8	11.6	5.51	2.59
Gadsden HS	3	36	182	49	5	26	10	11.6	59.0	15.9	1.62	8.44	3.24
Gadsden HS	4	32	153	76	13	17	17	10.3	49.6	24.6	4.22	5.51	5.51
Gadsden HS	5	31	181	53	25	15	3	10.0	58.7	17.2	8.11	4.87	.974

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
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	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
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	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Gadsden HS	6	19	203	57	7	16	4	6.20	66.3	18.6	2.28	5.22	1.30
Gadsden HS	7	40	203	35	4	22	4	12.9	65.9	11.3	1.29	7.14	1.29
Gadsden HS	8	61	182	46	6	8	7	19.6	58.7	14.8	1.93	2.58	2.25
Gadsden HS	9	33	184	58	4	20	9	10.7	59.7	18.8	1.29	6.49	2.92
Gadsden HS	10	87	163	31	11	10	6	28.2	52.9	10.0	3.57	3.24	1.94
La Union ES	1	99	134	9	3	3	0	39.9	54.0	3.62	1.20	1.20	0
La Union ES	2	81	143	12	0	12	0	32.6	57.6	4.83	0	4.83	0
La Union ES	3	78	146	9	3	6	6	31.4	58.8	3.62	1.20	2.41	2.41
La Union ES	4	102	140	0	3	0	3	41.1	56.4	0	1.20	0	1.20
La Union ES	5	72	170	3	0	3	0	29.0	68.5	1.20	0	1.20	0
La Union ES	6	93	143	3	3	3	3	37.5	57.6	1.20	1.20	1.20	1.20
La Union ES	7	42	125	36	12	21	12	16.9	50.4	14.5	4.83	8.46	4.83
La Union ES	8	105	128	9	0	6	0	42.3	51.6	3.62	0	2.41	0
La Union ES	9	69	164	3	0	9	3	27.8	66.1	1.20	0	3.62	1.20
La Union ES	10	69	163	10	0	0	3	28.1	66.5	4.08	0	0	1.22
Loma Linda ES	1	83	202	26	8	30	16	22.7	55.3	7.12	2.19	8.21	4.38
Loma Linda ES	2	88	214	31	8	22	2	24.1	58.6	8.49	2.19	6.02	.547
Loma Linda ES	3	67	219	28	8	31	12	18.3	60	7.67	2.19	8.49	3.28
Loma Linda ES	4	91	217	28	5	10	14	24.9	59.4	7.67	1.36	2.73	3.83
Loma Linda ES	5	89	206	22	2	41	5	24.3	56.4	6.02	.547	11.2	1.36
Loma Linda ES	6	90	233	10	3	17	12	24.6	63.8	2.73	.821	4.65	3.28
Loma Linda ES	7	59	194	51	19	30	12	16.1	53.1	13.9	5.20	8.21	3.28
Loma Linda ES	8	129	201	16	1	13	5	35.3	55.0	4.38	.273	3.56	1.36
Loma Linda ES	9	81	213	23	6	31	11	22.1	58.3	6.30	1.64	8.49	3.01
Loma Linda ES	10	102	204	24	14	9	11	28.0	56.0	6.59	3.84	2.47	3.02
Mesquite ES	1	97	242	7	21	33	0	24.2	60.5	1.75	5.25	8.25	0
Mesquite ES	2	130	242	21	0	0	0	33.0	61.5	5.34	0	0	0
Mesquite ES	3	90	204	28	7	71	0	22.5	51	7	1.75	17.7	0
Mesquite ES	4	129	215	16	0	20	13	32.8	54.7	4.07	0	5.08	3.30

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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Mesquite ES	5	131	184	13	5	67	0	32.7	46	3.25	1.25	16.7	0
Mesquite ES	6	103	242	7	7	29	7	26.0	61.2	1.77	1.77	7.34	1.77
Mesquite ES	7	80	172	26	9	95	18	20	43	6.5	2.25	23.7	4.5
Mesquite ES	8	146	222	7	5	13	0	37.1	56.4	1.78	1.27	3.30	0
Mesquite ES	9	72	226	7	17	65	13	18	56.5	1.75	4.25	16.2	3.25
Mesquite ES	10	100	191	31	31	22	16	25.5	48.8	7.92	7.92	5.62	4.09
Riverside ES	1	60	152	15	10	22	7	22.5	57.1	5.63	3.75	8.27	2.63
Riverside ES	2	81	168	11	2	4	0	30.4	63.1	4.13	.751	1.50	0
Riverside ES	3	53	158	25	12	15	3	19.9	59.3	9.39	4.51	5.63	1.12
Riverside ES	4	79	146	17	14	3	7	29.6	54.8	6.39	5.26	1.12	2.63
Riverside ES	5	64	146	18	7	27	4	24.0	54.8	6.76	2.63	10.1	1.50
Riverside ES	6	66	158	18	7	13	4	24.8	59.3	6.76	2.63	4.88	1.50
Riverside ES	7	45	125	43	27	24	2	16.9	46.9	16.1	10.1	9.02	.751
Riverside ES	8	101	148	7	3	2	4	38.1	55.8	2.64	1.13	.754	1.50
Riverside ES	9	55	167	20	6	6	12	20.6	62.7	7.51	2.25	2.25	4.51
Riverside ES	10	72	149	32	4	0	7	27.2	56.4	12.1	1.51	0	2.65
San Miguel ES	1	24	84	9	0	8	4	18.6	65.1	6.97	0	6.20	3.10
San Miguel ES	2	15	70	26	9	3	6	11.6	54.2	20.1	6.97	2.32	4.65
San Miguel ES	3	32	90	2	0	3	2	24.8	69.7	1.55	0	2.32	1.55
San Miguel ES	4	35	85	5	0	2	2	27.1	65.8	3.87	0	1.55	1.55
San Miguel ES	5	26	78	6	1	17	0	20.3	60.9	4.68	.781	13.2	0
San Miguel ES	6	29	87	7	0	4	1	22.6	67.9	5.46	0	3.12	.781
San Miguel ES	7	23	67	18	3	13	4	17.9	52.3	14.0	2.34	10.1	3.12
San Miguel ES	8	46	81	2	0	1	0	35.3	62.3	1.53	0	.769	0
San Miguel ES	9	28	82	6	0	8	4	21.8	64.0	4.68	0	6.25	3.12
San Miguel ES	10	35	88	3	0	2	2	26.9	67.6	2.30	0	1.53	1.53
Santa Theresa MS	1	16	37	3	0	6	2	25	57.8	4.68	0	9.37	3.12
Santa Theresa MS	2	17	36	8	0	1	2	26.5	56.2	12.5	0	1.56	3.12
Santa Theresa MS	3	13	29	5	6	7	2	20.9	46.7	8.06	9.67	11.2	3.22

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.
- * *** indicates no data reported.

= Number %=Percent

SQ# = Question Number SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Santa Theresa MS	4	8	46	4	2	2	2	12.5	71.8	6.25	3.12	3.12	3.12
Santa Theresa MS	5	13	34	4	2	9	2	20.3	53.1	6.25	3.12	14.0	3.12
Santa Theresa MS	6	10	38	4	4	8	0	15.6	59.3	6.25	6.25	12.5	0
Santa Theresa MS	7	16	36	4	2	4	2	25	56.2	6.25	3.12	6.25	3.12
Santa Theresa MS	8	18	35	4	2	2	2	28.5	55.5	6.34	3.17	3.17	3.17
Santa Theresa MS	9	14	32	2	4	10	2	21.8	50	3.12	6.25	15.6	3.12
Santa Theresa MS	10	29	28	0	4	1	2	45.3	43.7	0	6.25	1.56	3.12
Santa Theresa HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Santa Theresa HS	10	***	***	***	***	***	***	***	***	***	***	***	***

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

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 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 ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately 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 and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).