



Adequate Yearly Progress (AYP) Summary

Taos Municipal Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	7
Schools in Improvement	1
Schools in Corrective Action	1
Schools in Restructuring	5

Source: NMPED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary and Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2011-2012, but that were derived from the achievement of students in the 2010-2011 school year.

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 attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	2,542	100	334,700	100
Female	1,229	48	163,202	49
Male	1,313	52	171,498	51
Caucasian	355	14	88,508	26
Afr Am	13	< 2	7,765	2
Hispanic	1,980	78	198,850	59
Asian	24	< 2	4,463	< 2
Am Indian	168	7	34,861	10
Native Hawaiian or Other Pacific Islander	2	< 2	253	< 2
SWD	496	20	47,480	14
ELL	290	11	53,815	16
Recently Arrived *	0	0	40	< 2
ED	2,542	100	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Arroyo Del Norte Elementary	Not Met	R-1	Chrysalis Alternative	Not Met	R-2
Enos Garcia Elementary	Not Met	R-2	Ranchos De Taos Elementary	Not Met	CA
Taos Cyber Magnet	Not Met	SI-2	Taos High	Not Met	R-2
Taos Middle	Not Met	R-2			

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD
		%	Students %	%	Am %	%	%	Indian %	%	%	%
LEA	Reading Proficiency*	75	45	61		42		41	45	29	15
Arroyo Del Norte Elementary	Reading Proficiency*	77	56	68		56			56	36	29
Chrysalis Alternative	Reading Proficiency*	75									
Enos Garcia Elementary	Reading Proficiency*	77	44	62		41		40	44	31	11
Ranchos De Taos Elementary	Reading Proficiency*	77	47	38		48			47	43	12
Taos Cyber Magnet	Reading Proficiency*	75									
Taos High	Reading Proficiency*	75	58	76		52			58		32
Taos Middle	Reading Proficiency*	72	42	55		40		44	42	14	16
LEA	Reading Participation	95	99	100		99		98	99	99	99
Arroyo Del Norte Elementary	Reading Participation	95	100			100			100		
Chrysalis Alternative	Reading Participation	95									
Enos Garcia Elementary	Reading Participation	95	99			99			99	98	98
Ranchos De Taos Elementary	Reading Participation	95	100			100			100		
Taos Cyber Magnet	Reading Participation	95									
Taos High	Reading Participation	95	100			100			100		
Taos Middle	Reading Participation	95	99	100		100			99	100	100
LEA	Math Proficiency*	66	34	52		31		29	34	27	14
Arroyo Del Norte Elementary	Math Proficiency*	68	44	74		33			44	18	21
Chrysalis Alternative	Math Proficiency*	64									
Enos Garcia Elementary	Math Proficiency*	68	39	58		36		28	39	41	11
Ranchos De Taos Elementary	Math Proficiency*	68	36	31		37			36	19	8
Taos Cyber Magnet	Math Proficiency*	66									
Taos High	Math Proficiency*	66	40	55		33			40		37
Taos Middle	Math Proficiency*	63	29	43		27		28	29	14	11
LEA	Math Participation	95	99	100		99		100	99	99	99
Arroyo Del Norte Elementary	Math Participation	95	100			100			100		

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Chrysalis Alternative	Math Participation	95									
Enos Garcia Elementary	Math Participation	95	99			99			99	98	98
Ranchos De Taos Elementary	Math Participation	95	100			100			100		
Taos Cyber Magnet	Math Participation	95									
Taos High	Math Participation	95	100			100			100		
Taos Middle	Math Participation	95	99	100		99			99	100	99
Arroyo Del Norte Elementary	Attendance Rate	92	94	95		95		89	94	95	95
Enos Garcia Elementary	Attendance Rate	92	94	93		94		92	94	95	93
Ranchos De Taos Elementary	Attendance Rate	92	95	93		95			95	96	94
Taos Middle	Attendance Rate	92	93	93		94		90	93	95	92
All Students in Grade 12	Graduation Rate	65	72	76		73		51	72	72	81
Chrysalis Alternative	Graduation Rate	65	57			58			57	57	
Taos Cyber Magnet	Graduation Rate	65	34							34	
Taos High	Graduation Rate	65	73	76		74		54	73	73	82

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator		Goal %	All %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	46	61		44		38	46	33	17	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	43	61		39		50	43	14	17	
District Wide-Grades 11	Reading Proficiency*	75	54	70		47		50	54		24	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	37	53		35		24	37	33	13	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	28	41		26		28	28	12	12	
District Wide-Grades 11	Math Proficiency*	66	37	54		29		40	37		28	

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures		
	Expenditure (\$)	%
Direct Instruction	12,379,932	61
Instructional Support	8,008,586	39
Students	2,460,776	12
Instruction	237,515	1
General Administration	756,139	4
School Administration	1,117,462	5
Central Services	829,229	4
Operations Maintenance	2,559,671	13
Student Transportation	0	<1
Other	47,794	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	20,388,518	100

School Board Training	
Board Member	Number of Points*
David Chavez	6
Jason Silva	6
Stella Gallegos	12
Thomas Tafoya	7
Zach Cordova	6

Source: New Mexico School Board Association
 * Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

Source: Projected expenditures reported to NMPED School Budget Office.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups - All ¹ - within LEA																					
3rd Grade	READING							MATH							SCIENCE						
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	187	5	37	32	26	0	100	187	3	48	35	15	0							
LEA Prior	100	220	4	44	33	20	0	100	220	9	36	49	5	0	100	220	7	73	20	1	0
Female	100	80	8	36	38	19	0	100	80	5	42	36	16	0							
Male	100	107	3	38	28	31	0	100	107	1	51	34	14	0							
Caucasian	100	22	14	27	36	23	0	100	22	5	55	23	18	0							
Afr Am		1							1												
Hispanic	100	159	3	39	31	27	0	100	159	3	47	36	15	0							
Asian		0							0						0						
Am Indian		5							5												
ELL	100	44	5	34	32	30	0	100	44	2	52	27	18	0							
ED	100	186	4	38	32	26	0	100	186	3	47	35	15	0							
SWD	100	37	0	14	24	62	0	100	37	0	19	38	43	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

4th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	209	6	40	39	15	0	100	209	6	23	44	26	0	100	209	1	38	36	24	0
LEA Prior	99	193	5	34	40	20	1	99	193	3	26	58	12	1	99	193	0	39	56	4	1
Female	100	95	12	43	35	11	0	100	95	7	28	38	26	0	100	95	1	39	34	26	0
Male	100	114	2	37	43	18	0	100	114	5	19	49	26	0	100	114	2	38	38	23	0
Caucasian	100	26	8	58	27	8	0	100	26	12	42	38	8	0	100	26	0	62	31	8	0
Afr Am		1							1							1					
Hispanic	100	171	6	39	40	15	0	100	171	6	22	46	27	0	100	171	2	36	36	27	0
Asian		1							1							1					
Am Indian	100	10	0	10	50	40	0	100	10	0	10	20	70	0	100	10	0	30	40	30	0
ELL	100	47	4	30	49	17	0	100	47	6	17	43	34	0	100	47	2	30	34	34	0
ED	100	208	6	40	39	15	0	100	208	6	23	44	26	0	100	208	1	38	36	25	0
SWD	100	34	3	15	35	47	0	100	34	3	0	50	47	0	100	34	3	15	35	47	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

5th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	99	188	5	45	32	18	1	99	188	5	27	40	27	1							
LEA Prior	100	208	8	38	45	9	0	100	208	4	27	60	8	0	99	208	2	43	48	6	1
Female	100	97	6	52	31	11	0	100	97	4	28	42	26	0							
Male	99	91	3	37	34	24	1	99	91	7	26	38	27	1							
Caucasian	100	28	7	64	11	18	0	100	28	7	39	29	25	0							
Afr Am		3							3												
Hispanic	99	139	4	39	37	19	1	99	139	5	23	45	27	1							
Asian		4							4												
Am Indian	100	14	0	57	29	14	0	100	14	0	29	36	36	0							
ELL	96	27	4	19	41	33	4	96	27	0	15	44	37	4							
ED	99	187	5	44	33	18	1	99	187	5	27	41	27	1							
SWD	98	44	2	16	20	59	2	98	44	5	11	25	57	2							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

6th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	99	198	6	32	43	18	1	100	198	3	20	45	32	0							
LEA Prior	100	181	2	27	47	24	0	100	181	3	17	63	17	0	100	181	3	31	56	9	0
Female	100	93	5	29	46	19	0	100	93	2	17	51	30	0							
Male	99	105	7	35	41	16	1	100	105	3	23	41	33	0							
Caucasian	100	22	14	36	41	9	0	100	22	5	23	55	18	0							
Afr Am		0							0							0					
Hispanic	100	162	6	30	45	19	0	100	162	2	19	45	34	0							
Asian		2							2												
Am Indian	92	12	0	42	33	17	8	100	12	0	25	42	33	0							
ELL	100	22	0	9	45	45	0	100	22	0	9	32	59	0							
ED	99	198	6	32	43	18	1	100	198	3	20	45	32	0							
SWD	100	35	9	11	40	40	0	100	35	0	9	37	54	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

7th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	177	7	37	37	18	0	99	177	3	29	42	25	1	100	177	6	35	31	29	0
LEA Prior	100	169	6	42	40	12	0	100	169	7	15	59	19	0	100	169	3	35	53	9	0
Female	100	79	8	47	33	13	0	99	79	3	35	42	19	1	100	79	4	35	38	23	0
Male	100	98	7	30	41	22	0	100	98	4	23	42	31	0	100	98	7	35	24	34	0
Caucasian	100	23	22	48	30	0	0	100	23	9	35	52	4	0	100	23	22	43	17	17	0
Afr Am		0							0							0					
Hispanic	100	139	6	35	37	22	0	99	139	2	29	40	29	1	100	139	3	35	32	30	0
Asian		0							0							0					
Am Indian	100	15	0	40	53	7	0	100	15	7	20	47	27	0	100	15	7	27	33	33	0
ELL	100	15	0	20	40	40	0	100	15	0	20	33	47	0	100	15	0	7	33	60	0
ED	100	177	7	37	37	18	0	99	177	3	29	42	25	1	100	177	6	35	31	29	0
SWD	100	38	5	5	29	61	0	100	38	3	11	26	61	0	100	38	3	16	18	63	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

8th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	162	6	41	34	19	0	99	162	4	27	49	20	1							
LEA Prior	100	185	4	50	33	13	0	100	185	4	21	62	14	0	99	185	0	17	61	22	1
Female	100	78	9	41	33	17	0	100	78	3	24	54	19	0							
Male	100	84	4	40	35	21	0	99	84	5	30	44	20	1							
Caucasian	100	14	14	50	29	7	0	100	14	7	50	29	14	0							
Afr Am		1							1												
Hispanic	100	137	4	38	37	20	0	99	137	2	26	50	21	1							
Asian		1							1												
Am Indian		9							9												
ELL	100	12	0	17	58	25	0	100	12	0	8	67	25	0							
ED	100	162	6	41	34	19	0	99	162	4	27	49	20	1							
SWD	100	30	3	17	33	47	0	97	30	3	10	37	47	3							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

11th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	147	18	36	33	14	0	100	148	11	26	48	15	0	99	148	7	33	45	14	1
LEA Prior	99	192	18	45	28	8	1	99	191	14	22	40	23	1	99	191	3	35	54	8	1
Female	100	70	20	40	27	13	0	100	71	8	25	54	13	0	98	71	8	28	45	17	1
Male	100	77	16	32	38	14	0	100	77	13	27	43	17	0	100	77	6	38	44	12	0
Caucasian	100	37	27	43	30	0	0	100	37	19	35	41	5	0	100	37	19	41	38	3	0
Afr Am		0							0							0					
Hispanic	100	98	12	35	34	19	0	100	99	6	23	53	18	0	99	99	1	30	48	19	1
Asian		2							2							2					
Am Indian	100	10	20	30	40	10	0	100	10	10	30	40	20	0	100	10	20	30	40	10	0
ELL		5							5							5					
ED	100	147	18	36	33	14	0	100	148	11	26	48	15	0	99	148	7	33	45	14	1
SWD	100	25	20	4	28	48	0	100	25	20	8	20	52	0	100	25	8	20	28	44	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	297	72	150	73	147	70	64	76	2		198	73	1		32	51	276	72	62	81	284	72
Chrysalis Alternative	14	57	10	72	4		1				11	58			2		14	57	6		14	57
Taos Cyber Magnet	10	34	6		4						6				4		10	34	1		9	
Taos High	293	73	148	73	145	72	64	76	2		195	74	1		31	54	272	73	60	82	280	73

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	330	71	158	72	172	71	72	66	3		221	73	4		30	68	289	75	97	81	292	76
Chrysalis Alternative	23	56	11	48	12	62	1				20	54			2		17	59	18	72	16	63
Taos Cyber Magnet	5		2		3		2				2				1		4				5	
Taos High	314	73	148	74	166	71	72	67	3		206	75	4		29	70	280	77	86	84	282	77

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			66	22	26	9		
Chrysalis Alternative								
Taos Cyber Magnet								
Taos High			63	22	26	9		

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.2
High Poverty Schools	0	0.2
Low Poverty Schools	N/A	<0.1
Arroyo Del Norte Elementary	0	0.0
Chrysalis Alternative	0	0.0
Enos Garcia Elementary	0	2.6
Ranchos De Taos Elementary	0	0.0
Taos Cyber Magnet	0	0.0
Taos High	0	0.0
Taos Middle	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	213	72	26
Arroyo Del Norte Elementary	16	75	25
Chrysalis Alternative	4	75	25
Enos Garcia Elementary	52	73	21
Ranchos De Taos Elementary	34	88	12
Taos Cyber Magnet	1	0	100
Taos High	38	58	40
Taos Middle	42	81	19

Source: LEA's 120th day submission to NMPED
 Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	1,538	32.0	54.9	5.5	1.8	3.4	2.5
2 LEA	1,538	29.2	51.2	10.7	4.4	2.5	2.0
3 LEA	1,538	30.1	51.4	9.1	2.5	4.1	2.8
4 LEA	1,538	30.5	48.9	9.5	3.4	3.0	4.7
5 LEA	1,538	23.2	41.7	13.5	9.6	9.7	2.2
6 LEA	1,538	25.0	53.9	9.5	3.3	4.7	3.7
7 LEA	1,538	24.1	47.5	14.3	2.7	6.8	4.6
8 LEA	1,538	38.9	45.8	7.7	2.1	2.0	3.4
9 LEA	1,538	25.7	54.4	8.9	2.6	5.0	3.4
10 LEA	1,538	39.8	51.4	4.4	1.4	1.4	1.6

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Arroyo Del Norte Elementary	340	52.4	41.8	2.4	0.6	1.2	1.8
2	Arroyo Del Norte Elementary	340	56.5	39.4	2.1	0.3	1.2	0.6
3	Arroyo Del Norte Elementary	340	45.3	44.1	5.6	2.1	0.9	2.1
4	Arroyo Del Norte Elementary	340	45.3	39.4	3.2	2.6	3.2	6.2
5	Arroyo Del Norte Elementary	340	47.1	36.2	6.8	2.1	6.2	1.8
6	Arroyo Del Norte Elementary	340	38.8	47.9	6.8	0.6	3.5	2.4
7	Arroyo Del Norte Elementary	340	37.9	37.1	14.1	2.1	5.6	3.2
8	Arroyo Del Norte Elementary	340	54.7	32.9	3.8	0.9	1.5	6.2
9	Arroyo Del Norte Elementary	340	41.2	50.9	4.4	0.3	2.4	0.9
10	Arroyo Del Norte Elementary	340	49.7	43.5	3.8	1.2	1.2	0.6
	Chrysalis Alternative							
1	Enos Garcia Elementary	292	29.5	62.3	2.7	0.3	4.1	1.0
2	Enos Garcia Elementary	292	21.9	56.8	13.0	3.8	2.7	1.7
3	Enos Garcia Elementary	292	30.8	53.8	6.2	1.0	6.2	2.1
4	Enos Garcia Elementary	292	37.0	54.8	3.8	0.7	1.4	2.4
5	Enos Garcia Elementary	292	21.6	48.3	12.3	1.7	14.7	1.4
6	Enos Garcia Elementary	292	28.4	57.2	5.8	2.4	5.1	1.0
7	Enos Garcia Elementary	292	21.6	50.0	12.7	1.4	9.6	4.8
8	Enos Garcia Elementary	292	52.1	44.2	1.4	0.7	1.4	0.3
9	Enos Garcia Elementary	292	32.2	57.9	2.4	0.7	4.8	2.1
10	Enos Garcia Elementary	292	36.0	56.5	4.5	1.0	0.7	1.4
1	Ranchos De Taos Elementary	339	34.8	58.7	2.4	0.3	1.5	2.4
2	Ranchos De Taos Elementary	339	36.0	59.3	2.4	0.6	0.9	0.9
3	Ranchos De Taos Elementary	339	37.8	59.3	0.6	0.0	1.5	0.9
4	Ranchos De Taos Elementary	339	37.2	56.9	2.4	0.3	0.6	2.7
5	Ranchos De Taos Elementary	339	25.7	56.3	5.3	0.9	10.3	1.5
6	Ranchos De Taos Elementary	339	28.3	61.1	4.7	0.6	2.1	3.2
7	Ranchos De Taos Elementary	339	19.8	53.4	12.1	0.9	7.4	6.5
8	Ranchos De Taos Elementary	339	44.5	51.6	2.1	0.3	0.0	1.5
9	Ranchos De Taos Elementary	339	28.0	65.2	1.8	0.0	2.4	2.7
10	Ranchos De Taos Elementary	339	31.9	61.4	4.1	0.9	0.6	1.2
1	Taos Cyber Magnet	12	91.7	8.3	0.0	0.0	0.0	0.0
2	Taos Cyber Magnet	12	16.7	33.3	8.3	41.7	0.0	0.0
3	Taos Cyber Magnet	12	83.3	16.7	0.0	0.0	0.0	0.0
4	Taos Cyber Magnet	12	75.0	25.0	0.0	0.0	0.0	0.0
5	Taos Cyber Magnet	12	16.7	8.3	0.0	41.7	0.0	33.3

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6	Taos Cyber Magnet	12	75.0	25.0	0.0	0.0	0.0	0.0
7	Taos Cyber Magnet	12	41.7	25.0	8.3	0.0	8.3	16.7
8	Taos Cyber Magnet	12	58.3	41.7	0.0	0.0	0.0	0.0
9	Taos Cyber Magnet	12	66.7	33.3	0.0	0.0	0.0	0.0
10	Taos Cyber Magnet	12	75.0	16.7	0.0	8.3	0.0	0.0
1	Taos High	308	14.9	54.5	12.7	6.2	6.5	5.2
2	Taos High	308	8.8	41.9	27.9	13.0	3.2	5.2
3	Taos High	308	9.4	40.3	26.9	8.4	9.1	5.8
4	Taos High	308	7.8	37.0	27.3	11.0	8.8	8.1
5	Taos High	308	3.9	20.5	28.6	36.0	7.5	3.6
6	Taos High	308	8.1	43.2	22.1	11.4	5.8	9.4
7	Taos High	308	18.5	45.5	19.2	6.2	6.2	4.5
8	Taos High	308	12.0	47.1	21.8	6.8	5.8	6.5
9	Taos High	308	5.2	42.5	27.6	9.4	6.8	8.4
10	Taos High	308	41.2	44.5	4.5	2.9	3.6	3.2
1	Taos Middle	247	21.5	61.5	8.9	1.6	4.5	2.0
2	Taos Middle	247	17.0	61.9	10.1	3.6	5.3	2.0
3	Taos Middle	247	21.1	63.2	7.3	1.2	3.6	3.6
4	Taos Middle	247	19.4	59.9	13.0	2.4	0.8	4.5
5	Taos Middle	247	13.4	49.8	17.4	6.9	10.9	1.6
6	Taos Middle	247	15.8	63.2	8.9	1.6	8.1	2.4
7	Taos Middle	247	19.8	54.3	13.8	3.6	5.3	3.2
8	Taos Middle	247	26.3	56.3	11.3	2.4	1.2	2.4
9	Taos Middle	247	17.0	56.3	9.7	3.2	10.5	3.2
10	Taos Middle	247	38.1	53.0	5.7	0.8	0.8	1.6

Source: NMPED online anonymous parent survey
Blanks = No data available

Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no students to report; # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

* Information at <http://nationsreportcard.gov/>

** NAEP does not accommodate students with severe disabilities; participation is not mandatory