



**Adequate Yearly Progress (AYP) Summary**

<b>Taos Academy Charter</b>	
<b>AYP Rating</b>	Met
<b>Improvement Status</b>	Progressing
<b>Schools rated in the district</b>	1
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	0

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	120	100	334,700	100
Female	51	43	163,202	49
Male	69	57	171,498	51
Caucasian	83	69	88,508	26
Afr Am	5	4	7,765	2
Hispanic	26	22	198,850	59
Asian	0	0	4,463	< 2
Am Indian	6	5	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	12	10	47,480	14
ELL	0	0	53,815	16
Recently Arrived *	0	0	40	< 2
ED	79	66	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
LEA	Met	Progressing			

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 Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
LEA Reading Proficiency*	75	74	85		43			71		
LEA Reading Participation	95	100	100					100		
LEA Math Proficiency*	66	51	60		21			55		
LEA Math Participation	95	100	100					100		
LEA Attendance Rate	92	91	92		91			91		

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

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Expenditures		
	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>640,038</b>	<b>53</b>
<b>Instructional Support</b>	<b>571,909</b>	<b>47</b>
Students	80,250	7
Instruction	0	<1
General Administration	23,000	2
School Administration	160,098	13
Central Services	118,834	10
Operations Maintenance	189,727	16
Student Transportation	0	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>1,211,947</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training	
Board Member	Number of Points*
Bill Macdonald	5
Courtney Tucker	5
Francisco Romero	5
Kelly Farewell	5
Simeon Herskovitz	5

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.

### 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 <sup>1</sup> - 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		6							6												
LEA Prior		8							8						8						
Female		2							2												
Male		4							4												
Caucasian		5							5												
Afr Am		0							0						0						
Hispanic		1							1												
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED		3							3												
SWD		0							0						0						

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

**Proficiencies for Subgroups - All<sup>1</sup> - 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	100	16	0	56	31	12	0	100	16	6	31	38	25	0							
LEA Prior	100	13	0	62	38	0	0	100	13	8	15	77	0	0	100	13	0	46	38	15	0
Female		9							9												
Male		7							7												
Caucasian	100	11	0	64	27	9	0	100	11	9	36	45	9	0							
Afr Am		1							1												
Hispanic		4							4												
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	10	0	50	30	20	0	100	10	10	30	40	20	0							
SWD		4							4												

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

**Proficiencies for Subgroups - All<sup>1</sup> - 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	22	0	64	27	5	5	100	22	0	32	59	5	5	100	22	5	59	23	9	5
LEA Prior	100	15	0	73	27	0	0	100	15	7	27	67	0	0	100	15	0	80	20	0	0
Female	100	10	0	80	10	0	10	100	10	0	30	60	0	10	100	10	0	70	20	0	10
Male	100	12	0	50	42	8	0	100	12	0	33	58	8	0	100	12	8	50	25	17	0
Caucasian	100	17	0	76	18	0	6	100	17	0	41	53	0	6	100	17	6	71	12	6	6
Afr Am		2							2							2					
Hispanic		3							3							3					
Asian		0							0							0					
Am Indian		0							0							0					
ELL		0							0							0					
ED	100	19	0	74	16	5	5	100	19	0	37	58	0	5	100	19	5	63	21	5	5
SWD		2							2							2					

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

**Proficiencies for Subgroups - All<sup>1</sup> - 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	20	5	80	10	5	0	100	20	10	60	20	10	0							
LEA Prior	100	22	0	68	32	0	0	100	22	5	23	73	0	0	100	22	0	32	68	0	0
Female		4							4												
Male	100	16	6	75	12	6	0	100	16	12	62	12	12	0							
Caucasian	100	16	6	88	6	0	0	100	16	12	62	19	6	0							
Afr Am		0							0							0					
Hispanic		4							4												
Asian		0							0							0					
Am Indian		0							0							0					
ELL		0							0							0					
ED	100	14	0	79	14	7	0	100	14	7	71	7	14	0							
SWD		1							1												

Source: NMPED Assessment and Accountability; <sup>1</sup>All 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	16	19	62	12	6	0	100	16	19	31	44	6	0	100	16	12	62	25	0	0
LEA Prior		3							3							3					
Female		7							7							7					
Male		9							9							9					
Caucasian	100	11	18	73	0	9	0	100	11	27	18	55	0	0	100	11	18	64	18	0	0
Afr Am		0							0							0					
Hispanic		2							2							2					
Asian		0							0							0					
Am Indian		3							3							3					
ELL		0							0							0					
ED		9							9							9					
SWD		2							2							2					

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

## Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	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	9	44	44

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	102	41.2	56.9	1.0	0.0	1.0	0.0
2 LEA	102	33.3	58.8	6.9	0.0	0.0	1.0
3 LEA	102	49.0	49.0	0.0	0.0	0.0	2.0
4 LEA	102	51.0	45.1	2.9	0.0	1.0	0.0

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 %
5	LEA	102	56.9	43.1	0.0	0.0	0.0	0.0
6	LEA	102	38.2	45.1	6.9	1.0	5.9	2.9
7	LEA	102	28.4	45.1	15.7	1.0	4.9	4.9
8	LEA	102	54.9	39.2	3.9	1.0	0.0	1.0
9	LEA	102	35.3	47.1	10.8	1.0	3.9	2.0
10	LEA	102	37.3	52.9	6.9	2.9	0.0	0.0

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 <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	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 <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	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/>

Basic<sup>1</sup> 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