



NO CHILD LEFT BEHIND SUMMARY

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

District NCLB Rating: **Meets AYP**

	Total Number	Percent
Schools that Met AYP	1	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**NO CHILD LEFT BEHIND
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
Anansi CS	Meets AYP	None

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).

2005-2006 STUDENT DEMOGRAPHICS*

	Anansi CS		STATE WIDE	
	Number	Percent	Number	Percent
Female	20	40.8	159519	48.6
Male	29	59.2	168526	51.4
Caucasian	40	81.6	102066	31.1
African-American	1	2	8226	2.5
Hispanic	7	14.3	177254	54.0
Asian/Pacific	0	0	4136	1.3
American Indian/Alaskan Native	1	2	36453	11.1
SWD	7	14.3	50048	15.3
ELL	0	0	70172	21.4
FRLP	17	34.7	171635	52.3
Migrant	0	0	1229	0.4

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

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

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 10 students and is indicated by ***.

	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE									
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
Anansi CS	Reading Proficiency	45	43.4	62.5	***	40.8	***	***	43.9	20.0	10.5
Anansi CS	Math Proficiency	28	27.3	37.5	***	26.3	***	***	27.6	6.7	15.8
<<<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	94.3	94.7	***	***	***	***	***	***	***
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.3	94.7	***	***	***	***	***	***	***
Anansi CS	Attendance Rate	92	94.3	94.7	***	***	***	***	***	***	***

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), New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	American Indian/Alaskan Native														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	American Indian/Alaskan Native														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	American Indian/Alaskan Native														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	Native American														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	American Indian/Alaskan Native														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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														
	Male														
Ethnicity	Caucasian														
	African-American														
	Hispanic														
	Asian/Pacific														
	American Indian/Alaskan Native														
Status	SWD**														
	ELL*														
	FRLP														
	Migrant														
All Students	2005-06														
	2004-05														
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																Male															Ethnicity	Caucasian																African-American																Hispanic																Asian/Pacific																American Indian/Alaskan Native															Status	SWD**																ELL*																FRLP																Migrant															All Students	2005-06																2004-05															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
	Male															Ethnicity	Caucasian																African-American																Hispanic																Asian/Pacific																American Indian/Alaskan Native															Status	SWD**																ELL*																FRLP																Migrant															All Students	2005-06																2004-05															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																
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11TH GRADE		READING							MATHEMATICS																																																																																																																																																																																																																																						
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	Male															Ethnicity	Caucasian																African-American																Hispanic																Asian/Pacific																American Indian/Alaskan Native															Status	SWD**																ELL*																FRLP																Migrant															All Students	2005-06																2004-05															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																
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*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

Source: 2005-06 New Mexico School Board Association annual report.

* Charter board members are not required to receive training and that there is no statutory provision for training at this time.

Data on District Budgeted Expenditures

Includes state general fund operational monies only for 2005-2006

	Expenditure	Percent
Direct Instruction	\$264745	58
Instructional Support	93509	20
Administration	3645	1
Business and Support Services	21463	5
Operations/Maintenance of Plant	76815	17
Food Services	0	0
Athletics	0	0
Non-Instructional Student Support	0	0
Community Services	0	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$460177	101

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: %		
	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%
Anansi CS	6	66.7	33.3	80

* See explanation of data source on last page. *** = missing or not available 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
Anansi CS	1	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	2	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	3	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	4	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	5	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	6	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	7	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	8	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	9	***	***	***	***	***	***	***	***	***	***	***	***
Anansi CS	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%).