



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	13	81.3
Schools in School Improvement	3	18.8
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

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*

	Alamogordo		STATE WIDE	
	Number	Percent	Number	Percent
Female	3095	48.1	159519	48.6
Male	3344	51.9	168526	51.4
Caucasian	3551	55.1	102066	31.1
African-American	451	7	8226	2.5
Hispanic	2214	34.4	177254	54
Asian/Pacific	132	2.1	4136	1.3
American Indian/Alaskan Native	91	1.4	36453	11.1
SWD	1021	15.9	50048	15.3
ELL	210	3.3	70172	21.4
FRLP	2887	44.8	171635	52.3
Migrant	0	0	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Acad del Sol Alt HS	Meets AYP	None	Alamogordo HS	AYP Not Met	SI-2
Buena Vista ES	Meets AYP	None	Chapparal MS	AYP Not Met	SI-1
Heights ES	Meets AYP	None	High Rolls Mountain ES	Meets AYP	None
Holloman IS	Meets AYP	None	Holloman MS	Meets AYP	None
Holloman PS	Meets AYP	None	La Luz ES	Meets AYP	None
Mountain View MS	AYP Not Met	SI-1	North ES	Meets AYP	None
Oregon ES	Meets AYP	None	Sacramento ES	Meets AYP	None
Sierra ES	Meets AYP	None	Yucca ES	Meets AYP	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	51.4	56.7	38.6	45.9	41.7	60.0	45.6	20.0	23.3	
All Students In Grades 6, 7 & 8	Math Proficiency	15	36.1	44.7	22.2	24.3	45.8	36.4	25.7	7.1	8.7	
All Students In Grades 9 & 11	Math Proficiency	22	39.9	47.6	27.6	30.0	***	***	28.6	0.0	13.2	
Buena Vista ES	Math Proficiency	28	57.6	52.9	***	70.8	***	***	53.7	***	57.1	
Heights ES	Math Proficiency	28	46.9	55.6	28.6	41.5	***	***	39.3	***	13.3	
High Rolls Mountain ES	Math Proficiency	28	61.5	70.0	***	***	***	***	***	***	***	
Holloman IS	Math Proficiency	28	57.9	59.6	50.0	59.3	***	***	56.9	***	12.5	
Holloman PS	Math Proficiency	28	67.1	67.4	60.0	***	***	***	56.0	***	***	
La Luz ES	Math Proficiency	28	78.7	79.4	***	77.5	***	***	71.9	***	40.0	
North ES	Math Proficiency	28	34.6	38.8	***	31.1	***	***	34.6	***	10.0	
Oregon ES	Math Proficiency	28	52.8	59.7	***	46.2	***	***	48.0	***	16.7	
Sacramento ES	Math Proficiency	28	24.2	25.9	***	23.3	***	***	19.4	17.6	13.8	
Sierra ES	Math Proficiency	28	63.2	69.4	***	59.1	***	***	51.7	***	41.7	
Yucca ES	Math Proficiency	28	58.0	54.7	***	63.6	***	***	53.0	41.6	28.6	
Acad del Sol Alt HS	Math Proficiency	22	***	***	***	***	***	***	***	***	***	
Alamogordo HS	Math Proficiency	22	40.5	47.9	27.6	30.6	***	***	29.5	0.0	12.0	
Chapparral MS	Math Proficiency	15	39.4	45.9	25.0	28.8	45.5	40.0	26.2	0.0	7.3	
Holloman MS	Math Proficiency	15	44.3	52.3	17.7	38.5	***	***	44.0	***	***	
Mountain View MS	Math Proficiency	15	30.2	40.7	25.0	19.9	***	***	23.3	15.3	7.3	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	69.4	74.9	62.9	61.8	79.2	80.0	64.6	41.3	34.4	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	61.8	70.3	50.6	50.5	70.8	45.5	47.4	25.0	21.3	
All Students In Grades 9 & 11	Reading Proficiency	41	62.3	70.0	53.5	53.0	***	***	50.6	10.0	20.2	
Buena Vista ES	Reading Proficiency	45	75.8	75.0	***	83.3	***	***	78.1	***	61.9	
Heights ES	Reading Proficiency	45	59.3	68.5	50.0	46.3	***	***	50	***	13.3	
High Rolls Mountain ES	Reading Proficiency	45	76.9	80.0	***	***	***	***	***	***	***	
Holloman IS	Reading Proficiency	45	74.5	75.2	71.4	74.1	***	***	72.6	***	18.8	
Holloman PS	Reading Proficiency	45	76.1	72.0	70.0	***	***	***	76.0	***	***	
La Luz ES	Reading Proficiency	45	87.0	85.7	***	87.5	***	***	77.2	***	60.0	
North ES	Reading Proficiency	45	58.7	63.3	***	46.7	***	***	58.7	***	25.0	
Oregon ES	Reading Proficiency	45	75.2	85.1	***	61.5	***	***	65.8	***	27.8	
Sacramento ES	Reading Proficiency	45	46.8	55.6	***	45.6	***	***	50.0	35.3	24.1	
Sierra ES	Reading Proficiency	45	70.2	72.6	***	65.9	***	***	66.7	***	50.0	
Yucca ES	Reading Proficiency	45	76.7	80.0	***	70.5	***	***	69.9	66.7	33.3	
Acad del Sol Alt HS	Reading Proficiency	41	***	***	***	***	***	***	***	***	***	
Alamogordo HS	Reading Proficiency	41	62.3	70.0	53.5	52.4	***	***	50.0	10.0	19.2	
Chapparral MS	Reading Proficiency	38	67.7	72.5	66.7	60.0	72.7	40.0	54.1	10.0	25.0	
Holloman MS	Reading Proficiency	38	80.3	86.1	70.6	76.9	***	***	72.0	***	***	
Mountain View MS	Reading Proficiency	38	49.3	60.5	37.5	39.3	***	***	37.7	30.8	13.0	
<<<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	93.8	94.0	94.1	93.1	95.6	93.1	93.3	95.0	92.7	
All Students In Grades 3, 4 & 5	Attendance Rate	92	95.3	95.5	95.7	94.7	97.2	94.9	94.8	95.3	95.3	

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 6, 7 & 8	Attendance Rate	92	93.5	93.7	94.1	92.9	95.0	93.0	92.2	94.5	91.2	
All Students In Grades 9 & 11	Attendance Rate	92	91.7	92.2	91.5	90.8	93.5	90.2	90.2	***	89.4	
Buena Vista ES	Attendance Rate	92	95.8	96.0	96.1	95.3	***	***	95.4	***	96.0	
Chapparral MS	Attendance Rate	92	93.2	93.3	93.5	92.8	95.5	91.0	91.6	***	90.6	
Heights ES	Attendance Rate	92	95.2	95.1	95.8	94.9	***	***	94.5	***	94.2	
High Rolls Mountain ES	Attendance Rate	92	96.4	96.1	***	***	***	***	***	***	***	
Holloman IS	Attendance Rate	92	96.3	96.2	97.3	95.7	98.4	***	95.4	***	95.0	
Holloman MS	Attendance Rate	92	94.7	94.9	95.5	90.9	***	***	94.8	***	93.5	
Holloman PS	Attendance Rate	92	96.3	96.4	96.4	95.5	96.4	***	96.0	96.8	96.8	
La Luz ES	Attendance Rate	92	95.7	95.9	***	95.3	***	***	95.5	***	95.4	
Mountain View MS	Attendance Rate	92	93.6	94.0	93.8	93.2	***	94.5	92.6	93.9	91.7	
North ES	Attendance Rate	92	95.2	95.6	96.2	94.6	***	***	95.2	96.6	96.5	
Oregon ES	Attendance Rate	92	94.7	94.8	95.5	94.4	***	***	94.1	93.2	94.0	
Sacramento ES	Attendance Rate	92	93.5	93.0	95.5	93.5	***	***	91.8	94.7	94.6	
Sierra ES	Attendance Rate	92	96.2	95.9	95.3	96.8	***	***	95.9	***	95.3	
Yucca ES	Attendance Rate	92	94.7	94.9	94.3	94.3	96.5	93.7	94.6	95.2	94.7	
<<<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	92.2	94.0	90.3	89.7	***	***	90.2	***	91.1	
Acad Del Sol Alt Hs	Graduation Rate	90	87.0	89.7	***	87.1	***	***	84.9	***	***	
Alamogordo Hs	Graduation Rate	90	93.1	94.5	95.8	90.5	***	***	93.2	***	92.5	

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	238	7	65	19	5	0	99	236	4	49	38	6	0
	Male	100	231	9	54	28	7	0	100	230	4	56	33	5	0
Ethnicity	Caucasian	99	246	10	62	21	4	0	99	244	6	58	29	4	0
	African-American	100	33	15	36	39	9	0	100	33	3	30	57	9	0
	Hispanic	100	175	4	61	24	9	0	100	174	2	49	41	6	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	65	13	29	38	18	0	100	65	3	30	52	13	0
	ELL*	100	33	6	42	33	18	0	100	32	0	31	53	15	0
	FRLP	99	232	6	56	28	7	0	99	231	3	46	41	8	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	469	8	60	23	6	0	99	466	4	53	36	5	0
	2004-05	99	485	5	59	21	13	1	99	484	3	52	40	4	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	99	236	19	52	22	4	0	99	236	12	39	39	7	0
	Male	100	241	9	48	31	10	0	99	241	13	40	36	9	0
Ethnicity	Caucasian	100	258	15	57	22	4	0	100	258	14	44	35	5	0
	African-American	100	37	5	48	32	13	0	97	37	5	27	43	21	2
	Hispanic	100	166	14	41	31	12	0	99	166	13	36	39	9	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	69	2	20	39	36	1	97	69	1	17	43	34	2
	ELL*	100	29	3	34	34	27	0	100	29	6	17	51	24	0
	FRLP	100	240	12	46	30	10	0	99	240	11	37	39	10	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	477	14	50	27	7	0	99	477	13	40	37	8	0
	2004-05	99	504	12	49	32	6	1	99	505	13	41	40	6	1
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	247	20	58	17	3	0	99	248	6	34	51	6	0
	Male	100	254	12	51	27	8	0	100	254	5	35	48	10	0
Ethnicity	Caucasian	99	262	19	56	18	5	0	100	263	6	39	47	6	0
	African-American	100	30	30	50	16	3	0	96	30	6	46	40	3	3
	Hispanic	100	193	9	51	31	7	0	100	193	6	27	52	12	0
	Asian/Pacific	100	***	***	***	***	***	***	100	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	77	10	27	38	23	0	100	77	2	18	48	31	0
	ELL*	100	24	0	33	54	12	0	100	25	0	0	64	36	0
	FRLP	99	250	14	50	26	7	0	99	250	4	29	56	9	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	501	16	54	22	5	0	99	502	6	34	49	8	0
	2004-05	100	498	19	47	28	6	1	100	499	4	36	54	6	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	233	9	55	31	3	0	100	233	3	30	53	12	0
	Male	100	244	2	41	48	6	0	100	244	4	24	56	14	0
Ethnicity	Caucasian	100	263	8	53	34	3	0	100	263	4	34	50	9	0
	African-American	100	39	2	51	41	5	0	100	39	2	12	74	10	0
	Hispanic	100	158	1	41	48	8	0	100	158	2	20	56	20	0
	Asian/Pacific	100	11	9	45	36	9	0	100	11	0	36	54	9	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	61	3	14	45	36	0	100	61	0	9	49	40	0
	ELL*	100	14	0	35	28	35	0	100	14	0	14	42	42	0
	FRLP	100	222	0	39	51	8	0	100	222	1	18	61	18	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	477	5	48	40	5	0	100	477	3	27	55	13	0
	2004-05	100	465	7	50	36	7	1	100	465	4	20	56	18	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	212	18	51	24	4	0	100	212	3	34	43	18	0
	Male	99	254	12	48	27	10	0	98	254	5	26	44	21	1
Ethnicity	Caucasian	99	249	21	51	21	5	0	99	249	7	36	42	13	0
	African-American	100	35	8	51	17	22	0	100	35	0	22	45	31	0
	Hispanic	99	165	9	47	35	7	0	99	165	1	23	47	27	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	***	***	***	***	***	***	90	***	***	***	***	***	***	
Status	SWD**	98	74	1	16	45	35	1	98	74	1	2	28	66	1
	ELL*	100	13	0	30	38	30	0	92	13	0	0	30	61	7
	FRLP	99	204	8	43	35	11	0	98	204	2	21	44	30	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	466	15	50	26	7	0	99	466	4	30	44	19	0
	2004-05	100	505	6	54	32	8	0	100	505	3	23	53	21	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	99	215	5	66	24	2	0	99	215	5	33	47	13	0
	Male	99	269	2	52	33	11	0	99	269	8	30	44	15	0
Ethnicity	Caucasian	99	282	4	67	22	4	0	99	282	9	38	40	9	0
	African-American	100	30	0	50	40	10	0	100	30	0	20	66	13	0
	Hispanic	100	153	3	44	40	11	0	100	153	3	19	52	24	0
	Asian/Pacific	100	***	***	***	***	***	***	100	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	70	2	27	34	35	0	100	70	2	10	35	51	0
	ELL*	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	FRLP	99	208	3	46	37	11	0	99	208	4	24	46	24	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	484	4	58	29	7	0	99	484	7	31	46	14	0
	2004-05	100	472	3	60	31	6	0	100	472	4	27	56	12	0
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	100	239	2	65	20	10	0	99	240	4	43	43	8	0
	Male	100	243	2	55	26	16	0	100	243	6	34	46	11	0
Ethnicity	Caucasian	100	268	3	67	19	9	0	100	268	8	43	41	6	0
	African-American	100	35	2	62	34	0	0	100	35	0	34	57	8	0
	Hispanic	100	170	1	50	28	20	0	99	171	2	32	49	14	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	70	2	21	25	50	0	98	71	1	11	45	40	1
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	159	2	49	27	20	0	100	159	2	31	54	11	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	482	2	60	23	13	0	99	483	5	39	45	9	0
	2004-05	98	517	4	57	25	12	2	98	517	7	40	39	11	2
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	225	21	47	22	8	0	99	225	4	28	45	21	0
	Male	99	229	12	42	26	18	0	99	229	7	27	40	23	0
Ethnicity	Caucasian	99	248	20	48	20	9	0	99	248	8	32	44	13	0
	African-American	0	37	13	35	29	21	0	0	37	0	21	40	37	0
	Hispanic	100	151	12	40	29	17	0	99	151	2	20	42	33	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	79	7	10	40	41	0	100	79	3	10	21	64	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	125	12	36	30	21	0	99	125	3	18	41	36	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	454	16	44	24	13	0	99	454	5	27	43	22	0
	2004-05	98	478	7	48	30	13	2	97	478	6	24	49	18	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
Bloom, Harry	8
French, James	2
Pittman, Irene	8
Medina, Sue	24
Halbig, Dr. Joseph	5
Arana, Lesalee	15

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	\$23518699	60
Instructional Support	7322367	19
Administration	836186	2
Business and Support Services	1007199	3
Operations/Maintenance of Plant	5433395	14
Food Services	60000	0
Athletics	653779	2
Non-Instructional Student Support	217356	1
Community Services	29588	0
Transportation Services	0	0
Capital Outlay	42000	0
Total	\$39120569	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 0.5 %

	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%
Alamogordo District Wide	430	70	30	95.2
Acad del Sol Alt HS	9	33.3	66.7	100
Alamogordo HS	111	62.2	37.8	96.5
Buena Vista ES	17	76.5	23.5	100
Chapparal MS	45	62.2	37.8	96.9
Heights ES	18	66.7	33.3	100
High Rolls Mountain ES	2	100	0	100
Holloman IS	12	75	25	100
Holloman MS	17	82.4	17.6	95.7
Holloman PS	23	69.6	30.4	95.2
La Luz ES	17	82.4	17.6	100
Mountain View MS	38	81.6	18.4	80.6
North ES	20	75	25	100
Oregon ES	19	78.9	21.1	100
Sacramento ES	24	75	25	97.2
Sierra ES	19	68.4	31.6	100
Yucca ES	27	70.4	29.6	100

* 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.

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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
Alamogordo District Total	1	205	236	35	15	4	2	41.2	47.5	7	3	.8	.4
Alamogordo District Total	2	107	274	66	39	9	2	21.5	55.1	13.3	7.8	1.8	.4
Alamogordo District Total	3	208	232	28	19	8	2	41.9	46.7	5.6	3.8	1.6	.4
Alamogordo District Total	4	249	175	68	21	***	6	48	33.7	13.1	4	***	1.2
Alamogordo District Total	5	196	227	34	7	30	3	39.4	45.7	6.8	1.4	6	.6
Alamogordo District Total	6	185	222	32	33	17	7	37.3	44.8	6.5	6.7	3.4	1.4
Alamogordo District Total	7	107	205	97	40	26	22	21.5	41.2	19.5	8	5.2	4.4
Alamogordo District Total	8	266	167	38	21	3	2	53.5	33.6	7.6	4.2	.6	.4
Alamogordo District Total	9	192	219	34	21	25	6	38.6	44.1	6.8	4.2	5	1.2
Alamogordo District Total	10	175	268	33	9	5	7	35.2	53.9	6.6	1.8	1	1.4
Mountain View MS	1	2	12	2	1	***	***	11.8	70.6	11.8	5.9	***	***
Mountain View MS	2	6	10	1	***	***	***	35.3	58.8	5.9	***	***	***
Mountain View MS	3	6	8	2	1	***	***	35.3	47.1	11.8	5.9	***	***
Mountain View MS	4	7	6	3	***	***	1	41.2	35.3	17.6	***	***	5.9
Mountain View MS	5	6	7	***	***	4	***	35.3	41.2	***	***	23.5	***
Mountain View MS	6	1	10	2	1	2	1	5.9	58.8	11.8	5.9	11.8	5.9
Mountain View MS	7	5	8	3	***	***	1	29.4	47.1	17.6	***	***	5.9
Mountain View MS	8	6	8	1	1	***	1	35.3	47.1	5.9	5.9	***	5.9
Mountain View MS	9	3	10	1	***	3	***	17.6	58.8	5.9	***	17.6	***
Mountain View MS	10	3	12	1	***	1	***	17.6	70.6	5.9	***	5.9	***
Acad del Sol Alt HS	1	3	10	1	***	***	***	21.4	71.4	7.1	***	***	***
Acad del Sol Alt HS	2	2	10	1	1	***	***	14.3	71.4	7.1	7.1	***	***
Acad del Sol Alt HS	3	8	6	***	***	***	***	57.1	42.9	***	***	***	***
Acad del Sol Alt HS	4	4	10	2	***	***	***	25	62.5	12.5	***	***	***
Acad del Sol Alt HS	5	7	5	2	***	***	***	50	35.7	14.3	***	***	***
Acad del Sol Alt HS	6	6	8	***	***	***	***	42.9	57.1	***	***	***	***
Acad del Sol Alt HS	7	***	1	8	2	1	2	***	7.1	57.1	14.3	7.1	14.3
Acad del Sol Alt HS	8	9	5	***	***	***	***	64.3	35.7	***	***	***	***
Acad del Sol Alt HS	9	10	4	***	***	***	***	71.4	28.6	***	***	***	***

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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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	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
Acad del Sol Alt HS	10	1	12	***	***	***	1	7.1	85.7	***	***	***	7.1
Alamogordo HS	1	4	35	9	6	1	1	7.1	62.5	16.1	10.7	1.8	1.8
Alamogordo HS	2	2	25	20	8	1	***	3.6	44.6	35.7	14.3	1.8	***
Alamogordo HS	3	6	24	12	11	3	***	10.7	42.9	21.4	19.6	5.4	***
Alamogordo HS	4	9	16	19	11	***	1	16.1	28.6	33.9	19.6	***	1.8
Alamogordo HS	5	8	29	9	1	9	***	14.3	51.8	16.1	1.8	16.1	***
Alamogordo HS	6	6	13	12	16	8	1	10.7	23.2	21.4	28.6	14.3	1.8
Alamogordo HS	7	9	33	7	6	***	1	16.1	58.9	12.5	10.7	***	1.8
Alamogordo HS	8	5	28	13	9	1	***	8.9	50	23.2	16.1	1.8	***
Alamogordo HS	9	4	27	10	6	8	1	7.1	48.2	17.9	10.7	14.3	1.8
Alamogordo HS	10	15	31	6	3	1	***	26.8	55.4	10.7	5.4	1.8	***
Buena Vista ES	1	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Buena Vista ES	2	1	3	3	***	***	***	14.3	42.9	42.9	***	***	***
Buena Vista ES	3	3	3	***	1	***	***	42.9	42.9	***	14.3	***	***
Buena Vista ES	4	4	1	***	2	***	***	57.1	14.3	***	28.6	***	***
Buena Vista ES	5	2	1	3	***	1	***	28.6	14.3	42.9	***	14.3	***
Buena Vista ES	6	3	1	1	2	***	***	42.9	14.3	14.3	28.6	***	***
Buena Vista ES	7	2	1	3	1	***	***	28.6	14.3	42.9	14.3	***	***
Buena Vista ES	8	4	1	1	1	***	***	57.1	14.3	14.3	14.3	***	***
Buena Vista ES	9	3	3	***	1	***	***	42.9	42.9	***	14.3	***	***
Buena Vista ES	10	5	2	***	***	***	***	71.4	28.6	***	***	***	***
Chapparal MS	1	5	21	5	1	1	***	15.2	63.6	15.2	3	3	***
Chapparal MS	2	6	18	6	***	2	1	18.2	54.5	18.2	***	6.1	3
Chapparal MS	3	11	19	3	***	***	***	33.3	57.6	9.1	***	***	***
Chapparal MS	4	14	11	7	1	***	***	42.4	33.3	21.2	3	***	***
Chapparal MS	5	8	19	2	***	4	***	24.2	57.6	6.1	***	12.1	***
Chapparal MS	6	10	15	2	3	3	***	30.3	45.5	6.1	9.1	9.1	***
Chapparal MS	7	7	16	6	2	1	1	21.2	48.5	18.2	6.1	3	3
Chapparal MS	8	8	19	5	1	***	***	24.2	57.6	15.2	3	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Chapparral MS	9	6	14	5	1	7	***	18.2	42.4	15.2	3	21.2	***
Chapparral MS	10	11	15	4	2	1	***	33.3	45.5	12.1	6.1	3	***
Holloman MS	1	14	9	***	***	***	***	60.9	39.1	***	***	***	***
Holloman MS	2	7	14	2	***	***	***	30.4	60.9	8.7	***	***	***
Holloman MS	3	9	12	2	***	***	***	39.1	52.2	8.7	***	***	***
Holloman MS	4	9	9	4	***	***	1	39.1	39.1	17.4	***	***	4.3
Holloman MS	5	10	10	2	1	***	***	43.5	43.5	8.7	4.3	***	***
Holloman MS	6	8	9	2	2	1	1	34.8	39.1	8.7	8.7	4.3	4.3
Holloman MS	7	7	11	3	2	***	***	30.4	47.8	13	8.7	***	***
Holloman MS	8	10	11	***	2	***	***	43.5	47.8	***	8.7	***	***
Holloman MS	9	8	11	1	1	2	***	34.8	47.8	4.3	4.3	8.7	***
Holloman MS	10	11	11	1	***	***	***	47.8	47.8	4.3	***	***	***
Heights ES	1	19	18	8	2	***	***	40.4	38.3	17	4.3	***	***
Heights ES	2	8	18	8	11	2	***	17	38.3	17	23.4	4.3	***
Heights ES	3	24	20	3	***	***	***	51.1	42.6	6.4	***	***	***
Heights ES	4	27	14	4	2	***	***	57.4	29.8	8.5	4.3	***	***
Heights ES	5	25	15	4	1	2	***	53.2	31.9	8.5	2.1	4.3	***
Heights ES	6	22	22	3	***	***	***	46.8	46.8	6.4	***	***	***
Heights ES	7	9	22	8	5	2	1	19.1	46.8	17	10.6	4.3	2.1
Heights ES	8	32	10	5	***	***	***	68.1	21.3	10.6	***	***	***
Heights ES	9	22	17	1	4	2	1	46.8	36.2	2.1	8.5	4.3	2.1
Heights ES	10	21	21	4	1	***	***	44.7	44.7	8.5	2.1	***	***
High Rolls Mountain ES	1	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	2	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
High Rolls Mountain ES	3	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	4	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	5	2	1	***	***	***	***	66.7	33.3	***	***	***	***
High Rolls Mountain ES	6	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	7	1	***	1	1	***	***	33.3	***	33.3	33.3	***	***

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= 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
High Rolls Mountain ES	8	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	9	3	***	***	***	***	***	100	***	***	***	***	***
High Rolls Mountain ES	10	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Holloman PS	1	10	7	1	***	***	***	55.6	38.9	5.6	***	***	***
Holloman PS	2	2	12	2	2	***	***	11.1	66.7	11.1	11.1	***	***
Holloman PS	3	7	10	***	1	***	***	38.9	55.6	***	5.6	***	***
Holloman PS	4	13	3	***	2	***	***	72.2	16.7	***	11.1	***	***
Holloman PS	5	9	8	***	***	***	1	50	44.4	***	***	***	5.6
Holloman PS	6	7	9	1	1	***	***	38.9	50	5.6	5.6	***	***
Holloman PS	7	4	5	6	1	***	2	22.2	27.8	33.3	5.6	***	11.1
Holloman PS	8	15	2	1	***	***	***	83.3	11.1	5.6	***	***	***
Holloman PS	9	11	4	2	1	***	***	61.1	22.2	11.1	5.6	***	***
Holloman PS	10	11	7	***	***	***	***	61.1	38.9	***	***	***	***
Holloman IS	1	43	18	2	***	***	***	68.3	28.6	3.2	***	***	***
Holloman IS	2	17	36	6	3	1	***	27	57.1	9.5	4.8	1.6	***
Holloman IS	3	30	31	***	2	***	***	47.6	49.2	***	3.2	***	***
Holloman IS	4	39	22	22	***	***	***	47	26.5	26.5	***	***	***
Holloman IS	5	27	29	3	1	2	1	42.9	46	4.8	1.6	3.2	1.6
Holloman IS	6	26	29	4	1	1	2	41.3	46	6.3	1.6	1.6	3.2
Holloman IS	7	10	28	11	3	7	4	15.9	44.4	17.5	4.8	11.1	6.3
Holloman IS	8	45	15	2	1	***	***	71.4	23.8	3.2	1.6	***	***
Holloman IS	9	29	28	3	2	1	***	46	44.4	4.8	3.2	1.6	***
Holloman IS	10	24	35	2	1	***	1	38.1	55.6	3.2	1.6	***	1.6
La Luz ES	1	3	9	***	***	1	***	23.1	69.2	***	***	7.7	***
La Luz ES	2	1	10	***	***	1	1	7.7	76.9	***	***	7.7	7.7
La Luz ES	3	7	6	***	***	***	***	53.8	46.2	***	***	***	***
La Luz ES	4	7	6	***	***	***	***	53.8	46.2	***	***	***	***
La Luz ES	5	6	6	***	***	1	***	46.2	46.2	***	***	7.7	***
La Luz ES	6	6	5	1	***	1	***	46.2	38.5	7.7	***	7.7	***

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
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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
La Luz ES	7	1	2	8	1	1	***	7.7	15.4	61.5	7.7	7.7	***
La Luz ES	8	4	4	3	1	1	***	30.8	30.8	23.1	7.7	7.7	***
La Luz ES	9	3	7	2	1	***	***	23.1	53.8	15.4	7.7	***	***
La Luz ES	10	1	10	1	***	***	1	7.7	76.9	7.7	***	***	7.7
North ES	1	***	3	***	***	***	***	***	100	***	***	***	***
North ES	2	***	2	***	1	***	***	***	66.7	***	33.3	***	***
North ES	3	1	2	***	***	***	***	33.3	66.7	***	***	***	***
North ES	4	***	3	***	***	***	***	***	100	***	***	***	***
North ES	5	2	***	1	***	***	***	66.7	***	33.3	***	***	***
North ES	6	***	2	***	***	***	***	***	100	***	***	***	***
North ES	7	***	2	1	***	***	***	***	66.7	33.3	***	***	***
North ES	8	***	3	***	***	***	***	***	100	***	***	***	***
North ES	9	***	3	***	***	***	***	***	100	***	***	***	***
North ES	10	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Oregon ES	1	3	2	***	***	***	***	60	40	***	***	***	***
Oregon ES	2	1	1	1	1	1	***	20	20	20	20	20	***
Oregon ES	3	2	2	***	***	1	***	40	40	***	***	20	***
Oregon ES	4	4	1	***	***	***	***	80	20	***	***	***	***
Oregon ES	5	1	4	***	***	***	***	20	80	***	***	***	***
Oregon ES	6	3	***	1	***	***	1	60	***	20	***	***	20
Oregon ES	7	1	3	1	***	***	***	20	60	20	***	***	***
Oregon ES	8	5	***	***	***	***	***	100	***	***	***	***	***
Oregon ES	9	3	1	***	***	***	1	60	20	***	***	***	20
Oregon ES	10	4	1	***	***	***	***	80	20	***	***	***	***
Sacramento ES	1	47	46	2	2	1	***	48	46.9	2	2	1	***
Sacramento ES	2	33	56	6	2	1	***	33.7	57.1	6.1	2	1	***
Sacramento ES	3	47	46	2	***	1	2	48	46.9	2	***	1	2
Sacramento ES	4	55	41	1	1	***	***	56.1	41.8	1	1	***	***
Sacramento ES	5	44	47	2	***	4	1	44.9	48	2	***	4.1	1

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 - 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.
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	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
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	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
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	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
Sacramento ES	6	47	47	1	1	1	1	48	48	1	1	1	1
Sacramento ES	7	25	40	11	6	9	7	25.5	40.8	11.2	6.1	9.2	7.1
Sacramento ES	8	58	36	1	1	1	1	59.2	36.7	1	1	1	1
Sacramento ES	9	45	47	4	***	1	1	45.9	48	4.1	***	1	1
Sacramento ES	10	36	47	10	1	2	2	36.7	48	10.2	1	2	2
Sierra ES	1	35	26	1	***	***	1	55.6	41.3	1.6	***	***	1.6
Sierra ES	2	19	36	6	2	***	***	30.2	57.1	9.5	3.2	***	***
Sierra ES	3	30	29	1	***	3	***	47.6	46	1.6	***	4.8	***
Sierra ES	4	43	15	2	***	***	3	68.3	23.8	3.2	***	***	4.8
Sierra ES	5	25	31	4	1	2	***	39.7	49.2	6.3	1.6	3.2	***
Sierra ES	6	31	29	1	2	***	***	49.2	46	1.6	3.2	***	***
Sierra ES	7	25	23	8	1	5	1	39.7	36.5	12.7	1.6	7.9	1.6
Sierra ES	8	47	11	5	***	***	***	74.6	17.5	7.9	***	***	***
Sierra ES	9	33	24	4	***	***	2	52.4	38.1	6.3	***	***	3.2
Sierra ES	10	21	38	1	1	***	2	33.3	60.3	1.6	1.6	***	3.2
Yucca ES	1	11	16	4	3	***	***	32.4	47.1	11.8	8.8	***	***
Yucca ES	2	1	22	3	8	***	***	2.9	64.7	8.8	23.5	***	***
Yucca ES	3	14	14	3	3	***	***	41.2	41.2	8.8	8.8	***	***
Yucca ES	4	11	17	4	2	***	***	32.4	50	11.8	5.9	***	***
Yucca ES	5	14	15	2	2	1	***	41.2	44.1	5.9	5.9	2.9	***
Yucca ES	6	6	23	1	4	***	***	17.6	67.6	2.9	11.8	***	***
Yucca ES	7	1	10	12	9	***	2	2.9	29.4	35.3	26.5	***	5.9
Yucca ES	8	15	14	1	4	***	***	44.1	41.2	2.9	11.8	***	***
Yucca ES	9	9	19	1	4	1	***	26.5	55.9	2.9	11.8	2.9	***
Yucca ES	10	8	24	2	***	***	***	23.5	70.6	5.9	***	***	***

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%).