



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	3	30
Schools in School Improvement	3	30
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*

	Artesia		STATE WIDE	
	Number	Percent	Number	Percent
Female	1700	48.5	159519	48.6
Male	1803	51.5	168526	51.4
Caucasian	1576	45	102066	31.1
African-American	43	1.2	8226	2.5
Hispanic	1868	53.3	177254	54
Asian/Pacific	6	.2	4136	1.3
American Indian/Alaskan Native	10	.3	36453	11.1
SWD	605	17.3	50048	15.3
ELL	200	5.7	70172	21.4
FRLP	1664	47.5	171635	52.3
Migrant	37	1.1	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Artesai Park Jr. HS	AYP Not Met	SI-2	Artesia HS	AYP Not Met	None
Artesia Zia IS	AYP Not Met	SI-1	Central ES	Meets AYP	None
Grand Heights Early Childhood	AYP Not Met	None	Hermosa ES	AYP Not Met	SI-1
Penasco ES	Meets AYP	None	Roselawn ES	AYP Not Met	None
Yeso ES	AYP Not Met	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	40.6	57.3	***	27.1	***	***	28.6	30.0	15.6
All Students In Grades 6, 7 & 8	Math Proficiency	15	33.0	42.2	27.3	26.3	***	***	24.0	4.8	8.8
All Students In Grades 9 & 11	Math Proficiency	22	39.4	54.7	***	23.6	***	***	17.6	0.0	9.8
Artesai Park Jr. HS	Math Proficiency	18	25.5	34.9	***	18.1	***	***	14.9	***	9.1
Central ES	Math Proficiency	28	45.6	47.6	***	44.7	***	***	47.4	***	31.3
Grand Heights Early Childhood	Math Proficiency	28	44.6	60.2	***	30.9	***	***	31.4	***	14.3
Hermosa ES	Math Proficiency	28	31.0	46.0	***	15.3	***	***	16.3	***	11.1
Penasco ES	Math Proficiency	19	72.7	***	***	***	***	***	***	***	***
Roselawn ES	Math Proficiency	28	19.4	***	***	19.7	***	***	15.4	***	11.8
Yeso ES	Math Proficiency	28	62.5	71.1	***	45.9	***	***	45.9	***	19.4
Yucca ES	Math Proficiency	28	36.1	49.1	***	27.0	***	***	29.8	***	11.8
Artesia HS	Math Proficiency	22	45.9	64.0	***	25.5	***	***	20.0	***	0.0
Artesia Zia IS	Math Proficiency	15	41.0	52.2	30.0	32.3	***	***	28.2	5.8	10.8
All Students In Grades 3, 4 & 5	Reading Proficiency	45	60.3	74.6	***	49.5	***	***	50.4	30.0	23.0
All Students In Grades 6, 7 & 8	Reading Proficiency	38	49.3	60.1	36.4	42.2	***	***	39.0	42.9	8.8
All Students In Grades 9 & 11	Reading Proficiency	41	60.8	74.6	***	45.2	***	***	41.5	30.0	9.8
Artesai Park Jr. HS	Reading Proficiency	41	51.0	64.7	***	40.1	***	***	39.5	***	10.4
Central ES	Reading Proficiency	45	72.1	76.2	***	70.2	***	***	75.4	***	50.0
Grand Heights Early Childhood	Reading Proficiency	45	64.0	78.1	***	52.4	***	***	55.1	***	26.2
Hermosa ES	Reading Proficiency	45	60.3	71.3	***	49.4	***	***	46.7	***	33.3
Penasco ES	Reading Proficiency	41	72.7	***	***	***	***	***	***	***	***
Roselawn ES	Reading Proficiency	45	41.8	***	***	42.4	***	***	34.6	***	17.7
Yeso ES	Reading Proficiency	45	72.2	80.7	***	55.7	***	***	59.0	***	19.4
Yucca ES	Reading Proficiency	45	57.8	69.8	***	50.6	***	***	53.2	***	5.9
Artesia HS	Reading Proficiency	41	74.6	87.2	***	58.8	***	***	57.8	***	7.1
Artesia Zia IS	Reading Proficiency	38	47.2	56.7	40.0	40.6	***	***	34.9	41.2	9.5
<<<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	95.5	96.1	95.3	95.0	***	93.3	94.5	96.7	94.8
All Students In Grades 3, 4 & 5	Attendance Rate	92	95.7	95.9	98.1	95.4	***	***	94.9	96.7	95.2
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.9	95.5	95.8	94.4	***	***	93.8	98.0	93.9

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 9 & 11	Attendance Rate	92	95.7	96.7	92.3	94.9	***	***	94.1	94.3	95.0	
Artesia Zia IS	Attendance Rate	92	95.7	95.9	95.3	95.5	***	***	94.7	98.0	94.5	
Central ES	Attendance Rate	92	93.7	94.8	***	93.3	***	***	93.1	95.9	95.4	
Grand Heights Early Childhood	Attendance Rate	92	97.9	97.9	***	97.8	***	***	97.6	97.9	98.1	
Hermosa ES	Attendance Rate	92	95.6	95.2	***	95.9	***	***	95.0	96.1	94.3	
Penasco ES	Attendance Rate	92	97.5	97.6	***	***	***	***	97.2	***	***	
Roselawn ES	Attendance Rate	92	93.9	94.0	***	94.0	***	***	93.7	94.0	93.1	
Yeso ES	Attendance Rate	92	95.8	95.9	***	95.6	***	***	94.7	96.0	95.1	
Yucca ES	Attendance Rate	92	95.3	95.4	***	95.2	***	***	94.7	94.8	93.9	
Artesai Park Jr. HS	Attendance Rate	92	94.0	95.1	***	93.2	***	***	92.3	***	92.4	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
---Districtwide---	Graduation Rate	90	88.0	89.1	***	86.2	***	***	86.7	***	84.6	
Artesia Hs	Graduation Rate	90	89.0	90.0	***	87.2	***	***	86.7	***	91.7	

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), 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	137	5	63	21	9	0	100	137	6	38	50	4	0
	Male	100	148	4	55	25	14	0	100	148	6	37	48	8	0
Ethnicity	Caucasian	100	123	4	73	13	8	0	100	123	11	48	34	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	156	4	48	31	14	0	100	156	2	28	61	7	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	49	4	28	26	40	0	100	49	2	14	61	22	0
	ELL*	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	FRLP	100	161	5	50	29	14	0	100	161	2	29	61	6	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	285	4	59	23	11	0	100	285	6	37	49	6	0
	2004-05	98	233	6	55	23	15	2	99	233	3	46	45	5	2
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	107	11	49	28	10	0	100	107	4	40	47	7	0
	Male	97	131	9	41	35	12	2	98	131	6	35	50	6	1
Ethnicity	Caucasian	96	97	15	51	23	6	3	97	97	9	49	35	4	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	137	5	40	37	15	0	100	137	2	28	59	8	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	44	6	11	40	38	2	100	44	2	18	52	27	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	98	151	7	40	35	15	1	99	151	2	30	57	8	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	238	10	44	32	11	1	99	238	5	37	49	6	0
	2004-05	99	250	15	42	35	7	1	100	250	4	37	54	5	0
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	135	17	48	25	8	0	100	135	5	26	51	15	0
	Male	100	121	19	42	35	3	0	100	121	9	33	47	9	0
Ethnicity	Caucasian	100	117	27	50	19	2	0	100	117	12	42	40	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	134	9	42	40	7	0	100	134	2	19	60	17	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	41	4	17	53	24	0	100	41	2	7	39	51	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	142	8	43	38	9	0	100	142	2	21	57	19	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	256	17	45	30	5	0	100	256	7	29	50	12	0
	2004-05	100	257	18	47	30	5	0	100	257	2	25	63	10	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	99	131	3	40	46	9	0	99	131	12	35	45	5	0
	Male	97	139	1	31	49	15	2	97	139	10	29	40	17	2
Ethnicity	Caucasian	99	111	3	41	46	7	0	99	111	16	36	37	9	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	153	1	32	47	16	1	98	153	7	29	46	14	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	41	2	2	43	48	2	97	41	2	4	53	36	2
	ELL*	100	13	0	46	46	7	0	100	13	0	15	61	23	0
	FRLP	97	135	1	28	49	18	2	97	135	5	25	48	17	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	270	2	35	48	12	1	98	270	11	32	42	11	1
	2004-05	100	264	8	41	42	9	0	100	264	5	29	56	9	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	100	130	7	52	33	6	0	99	130	6	30	41	20	0
	Male	97	143	5	44	32	14	2	97	143	9	30	43	13	2
Ethnicity	Caucasian	99	120	6	59	25	7	0	98	120	11	39	35	11	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	144	6	40	37	13	1	97	144	5	22	47	21	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	97	39	12	0	23	61	2	100	39	12	0	35	51	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	97	144	5	34	41	16	2	97	144	4	21	47	23	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	273	6	48	32	10	1	98	273	8	30	42	17	1
	2004-05	99	272	8	49	35	7	1	99	272	1	22	54	22	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	123	4	58	34	2	0	100	123	0	17	54	26	0
	Male	96	149	0	41	40	13	3	97	149	0	14	49	32	2
Ethnicity	Caucasian	97	109	2	62	28	3	2	98	109	0	22	55	19	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	160	2	41	43	11	1	99	160	0	12	50	36	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	44	4	6	54	34	0	100	44	2	2	29	65	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	98	126	1	43	43	9	1	99	126	0	12	47	38	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	272	2	49	37	8	1	98	272	0	16	51	30	1
	2004-05	98	293	2	35	41	19	2	98	293	4	18	50	25	2
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	130	0	54	30	13	0	100	130	6	26	56	10	0
	Male	99	147	1	40	26	30	0	98	147	5	27	40	24	1
Ethnicity	Caucasian	100	135	1	60	22	14	0	100	135	11	34	38	16	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	140	0	34	33	30	0	98	140	1	21	56	19	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	39	5	5	23	66	0	100	39	5	7	46	41	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	99	104	1	27	34	34	0	99	104	1	13	57	25	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	277	1	47	28	22	0	99	277	6	27	48	17	0
	2004-05	99	266	3	44	30	23	1	100	266	8	35	44	14	0
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	98	117	21	58	16	2	1	99	117	7	38	41	11	0
	Male	100	114	16	53	21	7	0	100	115	12	32	44	11	0
Ethnicity	Caucasian	100	125	27	60	11	1	0	100	125	12	51	29	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	100	9	51	28	10	2	99	101	6	17	58	15	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	92	14	0	7	28	57	7	92	14	0	0	21	71	7
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	64	7	50	29	12	0	100	65	6	13	56	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	231	19	55	19	5	0	99	232	9	35	43	11	0
	2004-05	97	227	8	51	28	10	3	96	227	10	21	40	26	4
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
Irby, Lowell	11
Shearman, Carolyn	20
Aguilar, Margaret	14
Bowman, Jeff	7
Elkins, Alden	18

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	\$13964596	61
Instructional Support	4352681	19
Administration	509272	2
Business and Support Services	452753	2
Operations/Maintenance of Plant	2543854	11
Food Services	0	0
Athletics	564630	2
Non-Instructional Student Support	263441	1
Community Services	207708	1
Transportation Services	0	0
Capital Outlay	0	0
Total	\$22858935	99

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	0.68%	DISTRICT	0 %
		Emergency or Provisional Credentials.		Core Classes and Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.79%		94.8%	
Percent of Teachers Low Poverty Schools		0.72%		87.7%	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006	
STATE WIDE	24102	62.3%	37.7%	90.7%	
Artesia District Wide	261	50.2	49.8	96.6	
Artesai Park Jr. HS	39	53.8	46.2	87.7	
Artesia HS	44	52.3	47.7	99.5	
Artesia Zia IS	40	45	55	97.1	
Central ES	14	57.1	42.9	100	
Grand Heights Early Childhood	22	63.6	36.4	100	
Hermosa ES	27	29.6	70.4	100	
Penasco ES	2	50	50	100	
Roselawn ES	17	70.6	29.4	100	
Yeso ES	33	30.3	69.7	100	
Yucca ES	23	69.6	30.4	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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 - 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
Artesia District Total	1	13	1	***	***	***	***	92.9	7.1	***	***	***	***
Artesia District Total	2	9	5	***	***	***	***	64.3	35.7	***	***	***	***
Artesia District Total	3	12	2	***	***	***	***	85.7	14.3	***	***	***	***
Artesia District Total	4	13	1	***	***	***	***	92.9	7.1	***	***	***	***
Artesia District Total	5	11	3	***	***	***	***	78.6	21.4	***	***	***	***
Artesia District Total	6	12	2	***	***	***	***	85.7	14.3	***	***	***	***
Artesia District Total	7	9	5	***	***	***	***	64.3	35.7	***	***	***	***
Artesia District Total	8	13	1	***	***	***	***	92.9	7.1	***	***	***	***
Artesia District Total	9	13	1	***	***	***	***	92.9	7.1	***	***	***	***
Artesia District Total	10	11	3	***	***	***	***	78.6	21.4	***	***	***	***
Yeso ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Yeso ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Artesia HS	9	***	***	***	***	***	***	***	***	***	***	***	***

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Artesia HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Central ES	1	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	2	1	1	***	***	***	***	50	50	***	***	***	***
Central ES	3	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	4	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	5	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	6	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	7	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	8	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	9	2	***	***	***	***	***	100	***	***	***	***	***
Central ES	10	2	***	***	***	***	***	100	***	***	***	***	***
Grand Heights Early Childhood	1	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	2	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	3	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	4	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	5	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	6	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	7	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	8	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	9	***	***	***	***	***	***	***	***	***	***	***	***
Grand Heights Early Childhood	10	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	8	***	***	***	***	***	***	***	***	***	***	***	***

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Hermosa ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Hermosa ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Penasco ES	1	10	1	***	***	***	***	90.9	9.1	***	***	***	***
Penasco ES	2	7	4	***	***	***	***	63.6	36.4	***	***	***	***
Penasco ES	3	9	2	***	***	***	***	81.8	18.2	***	***	***	***
Penasco ES	4	10	1	***	***	***	***	90.9	9.1	***	***	***	***
Penasco ES	5	8	3	***	***	***	***	72.7	27.3	***	***	***	***
Penasco ES	6	9	2	***	***	***	***	81.8	18.2	***	***	***	***
Penasco ES	7	6	5	***	***	***	***	54.5	45.5	***	***	***	***
Penasco ES	8	11	***	***	***	***	***	100	***	***	***	***	***
Penasco ES	9	10	1	***	***	***	***	90.9	9.1	***	***	***	***
Penasco ES	10	8	3	***	***	***	***	72.7	27.3	***	***	***	***
Roselawn ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Roselawn ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	5	***	***	***	***	***	***	***	***	***	***	***	***
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Yucca ES	7	***	***	***	***	***	***	***	***	***	***	***	***

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Yucca ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Yucca ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Artesai Park Jr. HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Artesia Zia IS	1	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	2	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	3	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	4	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	5	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	6	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	7	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	8	***	1	***	***	***	***	***	100	***	***	***	***
Artesia Zia IS	9	1	***	***	***	***	***	100	***	***	***	***	***
Artesia Zia IS	10	1	***	***	***	***	***	100	***	***	***	***	***

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%).