



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	50
Schools in School Improvement	3	50
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
Aztec HS	AYP Not Met	SI-1
C.V. Koogler MS	AYP Not Met	SI-1
Lydia Rippey ES	Meets AYP	None
McCoy Avenue ES	Meets AYP	None
Park Avenue ES	AYP Not Met	SI-1
Vista Nueva HS	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*

	Aztec		STATE WIDE	
	Number	Percent	Number	Percent
Female	1557	48	159519	48.6
Male	1687	52	168526	51.4
Caucasian	2074	63.9	102066	31.1
African-American	16	.5	8226	2.5
Hispanic	709	21.9	177254	54.0
Asian/Pacific	20	.6	4136	1.3
American Indian/Alaskan Native	425	13.1	36453	11.1
SWD	620	19.1	50048	15.3
ELL	166	5.1	70172	21.4
FRLP	1328	40.9	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
All Students In Grades 3, 4 & 5	Math Proficiency	28	44.2	49.1	***	36.9	***	29.4	32.9	25.0	24.0
All Students In Grades 6, 7 & 8	Math Proficiency	15	24.1	26.8	***	18.9	***	18.8	15.1	10.0	8.0
All Students In Grades 9 & 11	Math Proficiency	22	43.4	48.0	***	36.9	***	26.0	30.0	12.5	9.8
Lydia Rippey ES	Math Proficiency	28	37.9	43.3	***	30.0	***	***	30.3	***	25.0
McCoy Avenue ES	Math Proficiency	28	45.2	52.3	***	32.1	***	36.4	26.1	***	36.4
Park Avenue ES	Math Proficiency	28	46.2	51.1	***	39.6	***	30.3	35.7	26.9	21.7
Aztec HS	Math Proficiency	22	45.7	50.8	***	37.5	***	27.1	31.9	7.69	9.6
Vista Nueva HS	Math Proficiency	22	9.1	10.0	***	***	***	***	***	***	***
C.V. Koogler MS	Math Proficiency	15	24.1	26.8	***	18.9	***	18.8	15.1	10.0	8.0
All Students In Grades 3, 4 & 5	Reading Proficiency	45	64.4	70.1	***	58.4	***	41.2	52.2	27.8	28.1
All Students In Grades 6, 7 & 8	Reading Proficiency	38	45.4	51.3	***	33.8	***	34.4	34.7	20.0	11.7
All Students In Grades 9 & 11	Reading Proficiency	41	61.2	65.8	***	50.8	***	50.0	45.0	31.3	22.0
Lydia Rippey ES	Reading Proficiency	45	64.4	71.7	***	55.0	***	***	54.6	***	41.7
McCoy Avenue ES	Reading Proficiency	45	56.7	63.1	***	50.0	***	36.4	37.0	***	22.7
Park Avenue ES	Reading Proficiency	45	67.4	73.2	***	61.4	***	45.5	56.6	23.1	27.7
Aztec HS	Reading Proficiency	41	62.2	66.4	***	51.6	***	52.1	46.2	23.1	19.2
Vista Nueva HS	Reading Proficiency	41	27.3	30.0	***	***	***	***	***	***	***
C.V. Koogler MS	Reading Proficiency	38	45.4	51.3	***	33.8	***	34.4	34.7	20.0	11.7
<<<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	94.0	94.3	93.0	93.7	96.3	93.3	93.5	93.5	93.2
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.4	94.5	***	94.0	95.7	94.2	93.7	94.1	94.2
All Students In Grades 6, 7 & 8	Attendance Rate	92	93.7	94.0	***	93.4	***	92.4	92.7	94.5	92.9
All Students In Grades 9 & 11	Attendance Rate	92	93.8	94.3	***	93.4	***	92.8	93.8	92.1	92.3
C.V. Koogler MS	Attendance Rate	92	93.7	94.0	***	93.4	***	92.4	92.7	94.5	92.9
Lydia Rippey ES	Attendance Rate	92	94.9	95.1	***	94.2	***	95.4	94.1	92.3	94.4
McCoy Avenue ES	Attendance Rate	92	93.4	93.4	***	93.7	***	93.2	93.2	94.0	93.4
Park Avenue ES	Attendance Rate	92	94.9	95.2	***	94.3	***	94.0	94.1	95.7	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	80.6	80.8	***	97.3	***	65.1	73.5	***	51.4
Vista Nueva Hs	Graduation Rate	90	86.7	***	***	***	***	***	***	***	***
Aztec Hs	Graduation Rate	90	80.2	81.0	***	96.9	***	64.3	70.7	***	52.8

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	100	122	4	50	29	15	0	100	122	0	34	61	3	0
	Male	100	112	5	47	27	19	0	100	112	1	37	59	0	0
Ethnicity	Caucasian	100	151	5	54	24	14	0	100	151	0	43	54	1	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	59	3	42	35	18	0	100	59	1	25	71	1	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	23	0	30	34	34	0	100	23	4	17	73	4	0	
Status	SWD**	100	40	7	17	20	55	0	100	40	2	25	65	7	0
	ELL*	100	11	0	36	36	27	0	100	11	0	18	72	9	0
	FRLP	100	105	0	38	35	25	0	100	105	0	22	72	3	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	234	4	49	28	17	0	100	234	1	35	60	2	0
	2004-05	97	218	6	56	25	10	3	100	219	4	43	50	2	3
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	119	20	47	24	8	0	100	119	9	37	45	7	0
	Male	100	112	10	42	35	10	0	100	112	8	33	46	10	0
Ethnicity	Caucasian	100	151	19	49	26	4	0	100	151	10	39	45	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	57	10	40	29	19	0	100	57	5	33	43	17	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	19	0	26	57	15	0	100	19	5	15	63	15	0	
Status	SWD**	100	48	10	14	39	35	0	100	48	6	14	50	29	0
	ELL*	100	15	0	26	60	13	0	100	15	0	33	60	6	0
	FRLP	100	110	9	39	37	14	0	100	110	4	34	47	13	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	231	15	45	29	9	0	100	231	9	35	45	9	0
	2004-05	99	222	12	50	29	8	1	100	222	7	33	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	116	29	50	18	2	0	100	116	6	39	43	11	0
	Male	99	113	17	47	28	5	0	100	113	7	30	53	7	0
Ethnicity	Caucasian	99	146	23	53	18	3	0	100	146	8	37	44	9	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	58	27	41	27	3	0	100	58	5	36	51	6	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	25	12	40	40	8	0	100	25	4	20	60	16	0	
Status	SWD**	98	50	10	22	52	14	2	100	50	8	10	48	34	0
	ELL*	100	13	7	15	76	0	0	100	13	7	15	61	15	0
	FRLP	100	110	17	48	30	4	0	100	110	3	28	58	10	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	229	23	48	23	3	0	100	229	6	35	48	9	0
	2004-05	100	245	20	46	24	10	0	98	245	2	18	66	12	2
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	123	3	37	54	4	0	100	123	0	19	68	12	0
	Male	98	127	1	34	51	10	1	98	127	5	18	53	21	0
Ethnicity	Caucasian	99	161	2	45	45	5	0	99	161	2	24	56	16	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	60	0	16	73	8	1	98	60	3	6	73	15	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Native American	100	26	3	23	57	15	0	100	26	3	15	65	15	0	
Status	SWD**	98	59	1	6	64	25	1	98	59	1	3	49	45	0
	ELL*	100	12	0	0	91	8	0	100	12	0	0	75	25	0
	FRLP	98	123	1	29	58	8	1	98	123	2	12	61	22	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	250	2	36	53	7	0	99	250	2	19	60	16	0
	2004-05	98	254	4	40	50	5	2	98	254	4	24	59	13	2
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	114	13	48	35	2	0	100	114	0	26	57	15	0
	Male	100	133	3	39	46	9	0	99	133	4	21	50	23	0
Ethnicity	Caucasian	100	155	10	45	39	4	0	100	155	1	29	52	17	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	64	4	39	45	10	0	98	64	3	15	57	21	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	25	4	40	48	8	0	100	25	12	8	52	28	0	
Status	SWD**	100	56	3	12	64	19	0	98	56	5	5	37	50	1
	ELL*	100	14	7	42	42	7	0	100	14	7	14	42	35	0
	FRLP	100	93	6	32	50	10	0	98	93	3	10	58	26	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	247	8	43	41	6	0	99	247	2	23	53	19	0
	2004-05	100	232	5	48	40	7	0	99	232	0	17	61	20	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	100	1	51	42	6	0	100	100	0	20	62	18	0
	Male	97	134	0	33	50	12	2	98	134	2	20	48	26	1
Ethnicity	Caucasian	98	157	1	43	44	8	1	98	157	1	20	54	22	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	50	0	42	54	4	0	100	50	0	28	46	26	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	96	25	0	20	52	24	4	100	25	0	8	68	24	0	
Status	SWD**	100	40	2	2	57	37	0	100	40	2	5	30	62	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	98	99	1	31	57	9	1	100	99	2	14	51	32	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	234	0	41	47	9	1	99	234	1	20	54	23	0
	2004-05	98	243	3	57	34	4	2	98	243	2	21	61	14	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	141	2	58	25	12	0	100	141	4	36	51	7	0
	Male	100	133	0	41	33	25	0	99	133	3	38	48	8	0
Ethnicity	Caucasian	100	177	2	54	28	14	0	100	177	5	41	46	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	46	0	39	30	30	0	100	46	4	30	56	8	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		100	47	0	46	27	25	0	97	47	0	27	59	10	2
Status	SWD**	100	52	1	17	42	38	0	98	52	1	11	67	17	1
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	89	2	35	34	26	0	100	89	2	25	57	14	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	274	1	50	29	18	0	99	274	4	37	50	7	0
	2004-05	99	301	1	40	34	24	1	100	301	5	34	48	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	100	100	21	54	19	6	0	100	100	5	37	45	13	0
	Male	100	123	8	51	26	13	0	100	123	5	30	39	24	0
Ethnicity	Caucasian	100	151	17	56	18	7	0	100	151	5	39	39	15	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	31	9	45	19	25	0	100	31	6	22	45	25	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		100	40	2	45	45	7	0	100	40	2	20	50	27	0
Status	SWD**	100	39	2	25	41	30	0	100	39	2	2	41	53	0
	ELL*	100	12	0	41	33	25	0	100	12	0	16	41	41	0
	FRLP	100	48	8	39	41	10	0	100	48	2	25	50	22	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	223	13	52	23	10	0	100	223	5	33	41	19	0
	2004-05	100	233	12	42	36	9	0	100	233	9	28	48	15	0
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
Price, Joe	24
Collins, Roger	14
Lillywhite, Christina	13
Ritter, E. Wayne	14
Waggoner, Mitch	19

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

Includes state general fund budgeted operational monies only for 2005-2006

	Expenditure	Percent
Direct Instruction	\$12287354	61
Instructional Support	3930848	20
Administration	411191	2
Business and Support Services	321306	2
Operations/Maintenance of Plant	2570375	13
Food Services	0	0
Athletics	370614	2
Non-Instructional Student Support	143422	1
Community Services	0	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$20035110	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 %	
		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%
Aztec District Wide	230	70	30	85.1
Aztec HS	57	71.9	28.1	78.2
C.V. Koogler MS	49	73.5	26.5	81.9
Lydia Rippey ES	37	81.1	18.9	100
McCoy Avenue ES	40	65	35	100
Park Avenue ES	40	62.5	37.5	100
Vista Nueva HS	5	60	40	100

* 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
Aztec District Total	1	188	154	7	1	4	2	52.8	43.3	2	.3	1.1	.6
Aztec District Total	2	150	185	12	3	7	1	41.9	51.7	3.4	.8	2	.3
Aztec District Total	3	186	153	13	4	1	1	52	42.7	3.6	1.1	.3	.3
Aztec District Total	4	200	132	16	4	3	3	55.9	36.9	4.5	1.1	.8	.8
Aztec District Total	5	151	177	8	2	19	1	42.2	49.4	2.2	.6	5.3	.3
Aztec District Total	6	158	161	18	4	15	2	44.1	45	5	1.1	4.2	.6
Aztec District Total	7	84	145	68	18	23	22	23.3	40.3	18.9	5	6.4	6.1
Aztec District Total	8	240	104	9	4	***	1	67	29.1	2.5	1.1	***	.3
Aztec District Total	9	162	159	12	5	19	1	45.3	44.4	3.4	1.4	5.3	.3
Aztec District Total	10	167	168	18	1	1	3	46.6	46.9	5	.3	.3	.8
Vista Nueva HS	1	1	2	***	***	1	1	20	40	***	***	20	20
Vista Nueva HS	2	4	***	***	***	***	1	80	***	***	***	***	20
Vista Nueva HS	3	2	2	***	***	***	1	40	40	***	***	***	20
Vista Nueva HS	4	2	1	1	***	***	1	40	20	20	***	***	20
Vista Nueva HS	5	5	***	***	***	***	***	100	***	***	***	***	***
Vista Nueva HS	6	5	***	***	***	***	***	100	***	***	***	***	***
Vista Nueva HS	7	1	1	1	1	***	1	20	20	20	20	***	20
Vista Nueva HS	8	2	1	1	***	***	1	40	20	20	***	***	20
Vista Nueva HS	9	2	3	***	***	***	***	40	60	***	***	***	***
Vista Nueva HS	10	2	1	***	***	***	2	40	20	***	***	***	40
C.V. Koogler MS	1	1	7	1	1	1	***	9.1	63.6	9.1	9.1	9.1	***
C.V. Koogler MS	2	2	10	1	***	***	***	15.4	76.9	7.7	***	***	***
C.V. Koogler MS	3	1	9	1	2	***	***	7.7	69.2	7.7	15.4	***	***
C.V. Koogler MS	4	1	7	3	1	1	***	7.7	53.8	23.1	7.7	7.7	***
C.V. Koogler MS	5	3	8	***	***	2	***	23.1	61.5	***	***	15.4	***
C.V. Koogler MS	6	2	6	2	3	***	***	15.4	46.2	15.4	23.1	***	***
C.V. Koogler MS	7	3	9	2	1	***	***	20	60	13.3	6.7	***	***
C.V. Koogler MS	8	3	5	3	2	***	***	23.1	38.5	23.1	15.4	***	***
C.V. Koogler MS	9	1	9	1	2	***	***	7.7	69.2	7.7	15.4	***	***
C.V. Koogler MS	10	4	7	2	***	***	***	30.8	53.8	15.4	***	***	***

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
Aztec HS	1	2	2	2	***	***	***	33.3	33.3	33.3	***	***	***
Aztec HS	2	2	3	1	***	***	***	33.3	50	16.7	***	***	***
Aztec HS	3	1	2	2	1	***	***	16.7	33.3	33.3	16.7	***	***
Aztec HS	4	***	2	3	1	***	***	***	33.3	50	16.7	***	***
Aztec HS	5	3	3	***	***	***	***	50	50	***	***	***	***
Aztec HS	6	1	4	1	***	***	***	16.7	66.7	16.7	***	***	***
Aztec HS	7	2	4	***	***	***	***	33.3	66.7	***	***	***	***
Aztec HS	8	***	3	2	1	***	***	***	50	33.3	16.7	***	***
Aztec HS	9	***	3	2	1	***	***	***	50	33.3	16.7	***	***
Aztec HS	10	2	4	***	***	***	***	33.3	66.7	***	***	***	***
McCoy Avenue ES	1	16	6	***	***	***	***	72.7	27.3	***	***	***	***
McCoy Avenue ES	2	13	7	2	***	***	***	59.1	31.8	9.1	***	***	***
McCoy Avenue ES	3	15	7	***	***	***	***	68.2	31.8	***	***	***	***
McCoy Avenue ES	4	18	4	***	***	***	***	81.8	18.2	***	***	***	***
McCoy Avenue ES	5	12	9	***	***	1	***	54.5	40.9	***	***	4.5	***
McCoy Avenue ES	6	12	8	1	***	1	***	54.5	36.4	4.5	***	4.5	***
McCoy Avenue ES	7	11	3	4	1	1	2	50	13.6	18.2	4.5	4.5	9.1
McCoy Avenue ES	8	19	3	***	***	***	***	86.4	13.6	***	***	***	***
McCoy Avenue ES	9	13	7	***	***	2	***	59.1	31.8	***	***	9.1	***
McCoy Avenue ES	10	13	9	***	***	***	***	59.1	40.9	***	***	***	***
Park Avenue ES	1	121	110	4	***	2	1	50.8	46.2	1.7	***	.8	.4
Park Avenue ES	2	86	139	5	2	6	***	36.1	58.4	2.1	.8	2.5	***
Park Avenue ES	3	126	106	5	***	1	***	52.9	44.5	2.1	***	.4	***
Park Avenue ES	4	126	101	6	1	2	2	52.9	42.4	2.5	.4	.8	.8
Park Avenue ES	5	94	122	7	1	14	***	39.5	51.3	2.9	.4	5.9	***
Park Avenue ES	6	102	117	6	***	12	1	42.9	49.2	2.5	***	5	.4
Park Avenue ES	7	46	99	46	12	19	16	19.3	41.6	19.3	5	8	6.7
Park Avenue ES	8	164	71	3	***	***	***	68.9	29.8	1.3	***	***	***
Park Avenue ES	9	105	112	4	1	15	1	44.1	47.1	1.7	.4	6.3	.4
Park Avenue ES	10	102	119	14	1	1	1	42.9	50	5.9	.4	.4	.4

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
Lydia Rippey ES	1	47	27	***	***	***	***	63.5	36.5	***	***	***	***
Lydia Rippey ES	2	43	26	3	1	1	***	58.1	35.1	4.1	1.4	1.4	***
Lydia Rippey ES	3	41	27	5	1	***	***	55.4	36.5	6.8	1.4	***	***
Lydia Rippey ES	4	53	17	3	1	***	***	71.6	23	4.1	1.4	***	***
Lydia Rippey ES	5	34	35	1	1	2	1	45.9	47.3	1.4	1.4	2.7	1.4
Lydia Rippey ES	6	36	26	8	1	2	1	48.6	35.1	10.8	1.4	2.7	1.4
Lydia Rippey ES	7	21	29	15	3	3	3	28.4	39.2	20.3	4.1	4.1	4.1
Lydia Rippey ES	8	52	21	***	1	***	***	70.3	28.4	***	1.4	***	***
Lydia Rippey ES	9	41	25	5	1	2	***	55.4	33.8	6.8	1.4	2.7	***
Lydia Rippey ES	10	44	28	2	***	***	***	59.5	37.8	2.7	***	***	***

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%).