



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	9	52.9
Schools in School Improvement	6	35.3
Schools in Corrective Action	1	5.9
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*

	Hobbs		STATE WIDE	
	Number	Percent	Number	Percent
Female	3736	48.5	159519	48.6
Male	3963	51.5	168526	51.4
Caucasian	2898	37.6	102066	31.1
African-American	494	6.4	8226	2.5
Hispanic	4248	55.2	177254	54
Asian/Pacific	44	.6	4136	1.3
American Indian/Alaskan Native	15	.2	36453	11.1
SWD	1003	13	50048	15.3
ELL	1193	15.5	70172	21.4
FRLP	2569	33.4	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
B.T. Washington ES	Meets AYP	SI-1 delay	Broadmoor ES	Meets AYP	None
College Lane ES	Meets AYP	None	Coronado ES	Meets AYP	None
Edison ES	AYP Not Met	None	Highland Jr HS	AYP Not Met	SI-2
Hobbs Alt HS	AYP Not Met	SI-1	Hobbs Freshman Sch	AYP Not Met	SI-2
Hobbs HS	AYP Not Met	SI-2	Houston Jr HS	AYP Not Met	CA
Jerrerson ES	Meets AYP	None	Mills ES	Meets AYP	None
Sanger ES	Meets AYP	None	Southern Heights ES	Meets AYP	None
Stone ES	Meets AYP	None	Taylor ES	AYP Not Met	None
Will Rogers ES	AYP Not Met	SI-1			

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	39.9	52.2	35.2	32.8	***	***	33.1	24.6	15.4	
All Students In Grades 6, 7 & 8	Math Proficiency	15	24.0	31.8	14.3	19.3	70.0	***	18.4	8.9	13.9	
All Students In Grades 9 & 11	Math Proficiency	22	32.3	45.1	13.2	24.1	***	***	20.2	18.2	9.8	
B.T. Washington ES	Math Proficiency	28	47.4	***	***	57.1	***	***	41.9	43.7	***	
Broadmoor ES	Math Proficiency	23	49.6	64.4	***	40.5	***	***	41.8	34.6	***	
College Lane ES	Math Proficiency	23	42.4	46.1	***	30.0	***	***	31.9	37.5	8.3	
Coronado ES	Math Proficiency	23	29.4	39.7	***	19.4	***	***	22.0	10.0	21.1	
Edison ES	Math Proficiency	23	41.8	50.0	33.3	42.9	***	***	42.6	36.8	7.7	
Jerrerson ES	Math Proficiency	23	34.2	27.3	35.7	34.7	***	***	33.1	18.8	***	
Mills ES	Math Proficiency	23	32.8	39.2	***	25.4	***	***	25.3	14.2	0.0	
Sanger ES	Math Proficiency	23	45.3	48.5	45.5	41.2	***	***	33.3	22.2	***	
Southern Heights ES	Math Proficiency	23	44.9	66.7	36.4	43.5	***	***	41.8	34.8	0.0	
Stone ES	Math Proficiency	23	55.7	58.4	***	52.2	***	***	38.6	30.0	9.1	
Taylor ES	Math Proficiency	23	25.0	43.2	6.7	19.8	***	***	25.0	20.3	20.0	
Will Rogers ES	Math Proficiency	23	15.9	40.0	***	14.3	***	***	14.6	9.3	5.9	
Hobbs Alt HS	Math Proficiency	22	0.0	***	***	0.0	***	***	0.0	***	***	
Hobbs Freshman Sch	Math Proficiency	22	31.5	41.2	17.9	24.9	***	***	21.2	17.3	9.4	
Hobbs HS	Math Proficiency	22	35.5	53.4	10.5	24.3	***	***	21.4	17.8	7.4	
Highland Jr HS	Math Proficiency	15	20.1	25.6	2.2	18.9	***	***	17.8	9.0	2.1	
Houston Jr HS	Math Proficiency	15	26.2	39.4	40.9	15.7	***	***	17.7	9.5	27.7	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	53.1	67.2	38.1	46.2	***	***	45.2	33.3	16.9	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	49.8	63.0	34.7	42.1	90.0	***	42.4	21.7	19.2	
All Students In Grades 9 & 11	Reading Proficiency	41	55.9	69.0	45.6	46.2	***	***	40.5	37.3	17.0	
B.T. Washington ES	Reading Proficiency	45	47.4	***	***	53.6	***	***	41.9	37.5	***	
Broadmoor ES	Reading Proficiency	40	73.2	77.8	***	70.3	***	***	68.4	53.9	***	
College Lane ES	Reading Proficiency	40	57.6	65.2	***	36.0	***	***	40.6	37.5	8.3	
Coronado ES	Reading Proficiency	40	44.8	55.9	***	37.3	***	***	31.9	25.0	26.3	
Edison ES	Reading Proficiency	40	42.7	50	38.1	42.9	***	***	43.6	21.1	7.7	
Jerrerson ES	Reading Proficiency	40	49.7	36.4	35.7	52.4	***	***	48.5	42.0	***	
Mills ES	Reading Proficiency	40	49.4	54.6	***	42.3	***	***	42.9	28.6	0.0	
Sanger ES	Reading Proficiency	40	64.1	74.2	36.4	56.9	***	***	54.2	33.3	***	
Southern Heights ES	Reading Proficiency	40	42.3	66.7	18.2	41.6	***	***	40.0	36.4	7.1	
Stone ES	Reading Proficiency	40	73.4	76.6	***	69.6	***	***	59.1	40.0	9.1	
Taylor ES	Reading Proficiency	40	40.4	64.9	33.3	31.7	***	***	38.7	24.1	20.0	
Will Rogers ES	Reading Proficiency	40	33.8	40.0	***	32.9	***	***	32.1	22.1	11.8	
Hobbs Alt HS	Reading Proficiency	41	0.0	***	***	0.0	***	***	0.0	***	***	
Hobbs Freshman Sch	Reading Proficiency	41	51.1	64.6	46.4	41.0	***	***	36.9	34.6	15.1	
Hobbs HS	Reading Proficiency	41	66.6	78.9	47.4	58.8	***	***	55.4	42.9	20.4	
Highland Jr HS	Reading Proficiency	41	52.4	64.0	21.7	48.8	***	***	50.2	26.8	12.2	
Houston Jr HS	Reading Proficiency	41	53.6	70.0	59.1	42.0	***	***	44.1	26.6	33.9	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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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					
--District--	Attendance Rate	92	92.8	93.5	93.1	92.3	96.7	92.3	93.7	93.0	91.7	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.6	95.2	94.6	94.3	96.0	***	94.5	94.6	94.2	
All Students In Grades 6, 7 & 8	Attendance Rate	92	93.9	94.5	92.2	93.6	98.1	***	93.8	93.8	92.0	
All Students In Grades 9 & 11	Attendance Rate	92	88.9	90.5	91.2	87.3	96.4	89.8	90.4	87.2	87.5	
B.T. Washington ES	Attendance Rate	92	92.8	92.8	93.4	92.6	***	***	92.5	92.0	93.1	
Broadmoor ES	Attendance Rate	92	95.7	96.1	97.9	95.1	***	***	95.4	95.1	94.6	
College Lane ES	Attendance Rate	92	94.9	95.0	96.2	94.4	***	***	94.2	95.9	93.7	
Coronado ES	Attendance Rate	92	94.7	95.0	94.8	94.4	***	***	94.4	94.3	93.4	
Edison ES	Attendance Rate	92	92.5	94.1	94.6	91.8	***	***	94.7	93.9	94.0	
Hobbs Freshman Sch	Attendance Rate	92	91.5	92.5	93.9	90.4	***	***	91.7	90.5	88.7	
Jerrerson ES	Attendance Rate	92	94.6	93.6	93.9	94.7	***	***	94.6	94.4	94.0	
Mills ES	Attendance Rate	92	94.9	95.3	93.6	94.4	***	***	94.7	95.5	95.4	
Sanger ES	Attendance Rate	92	94.6	95.0	93.0	94.4	***	***	94.2	94.8	93.9	
Southern Heights ES	Attendance Rate	92	94.5	94.2	94.0	94.6	***	***	94.6	94.6	93.6	
Stone ES	Attendance Rate	92	96.0	96.0	97.6	96.0	***	***	95.7	96.5	95.7	
Taylor ES	Attendance Rate	92	94.8	95.3	94.5	94.6	***	***	94.8	94.4	94.0	
Will Rogers ES	Attendance Rate	92	95.1	93.9	97.1	95.2	***	***	95.0	95.0	93.1	
Highland Jr HS	Attendance Rate	92	94.1	94.4	90.9	94.3	***	***	94.1	95.4	92.7	
Houston Jr HS	Attendance Rate	92	92.3	94.0	91.1	91.2	***	***	92.0	91.7	90.5	
<<<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	90.2	95.7	84.2	84.7	***	***	91.8	73.2	86.4	
Hobbs Alt Hs	Graduation Rate	90	54.6	***	***	***	***	***	***	***	***	
Hobbs Hs	Graduation Rate	90	91.3	96.7	84.2	85.8	***	***	91.8	71.8	85.7	

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	297	6	53	27	12	0	99	297	1	46	44	6	0
	Male	100	291	5	37	32	24	0	99	291	1	37	51	9	0
Ethnicity	Caucasian	100	198	10	56	22	10	0	99	198	1	58	38	1	0
	African-American	100	41	2	31	43	21	0	97	41	4	21	58	12	0
	Hispanic	100	347	3	40	33	22	0	99	347	1	35	51	11	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	46	0	10	23	65	0	97	46	0	13	43	41	0
	ELL*	100	211	2	31	37	27	0	99	211	1	26	57	13	0
	FRLP	99	403	2	38	35	23	0	99	403	1	35	52	10	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	588	5	45	30	18	0	99	588	1	42	47	7	0
	2004-05	97	552	3	51	26	17	3	99	552	2	45	45	7	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	285	7	44	36	11	0	100	285	8	37	43	11	0
	Male	99	272	4	41	38	15	0	100	272	6	32	48	11	0
Ethnicity	Caucasian	99	199	11	51	28	8	0	100	199	11	44	40	4	0
	African-American	100	36	2	38	36	22	0	100	36	5	41	30	22	0
	Hispanic	100	320	3	38	43	15	0	100	320	5	28	50	15	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	53	5	13	30	50	0	100	53	1	16	50	30	0
	ELL*	100	177	2	25	50	20	0	100	177	4	17	59	18	0
	FRLP	100	382	3	40	40	14	0	100	382	5	31	50	13	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	557	6	42	37	13	0	100	557	7	35	45	11	0
	2004-05	99	543	6	39	40	13	1	100	544	5	32	52	10	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	279	13	45	31	8	0	99	279	3	26	55	14	0
	Male	99	280	8	43	34	12	0	100	280	5	29	51	14	0
Ethnicity	Caucasian	99	209	16	54	19	9	0	99	209	5	34	49	9	0
	African-American	97	37	8	27	51	10	2	100	37	0	27	51	21	0
	Hispanic	100	311	8	40	39	11	0	100	311	3	23	55	16	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	50	8	14	22	54	2	100	50	10	6	44	40	0
	ELL*	100	144	2	28	52	15	0	100	144	0	18	56	25	0
	FRLP	99	396	9	38	38	13	0	100	396	4	22	54	18	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	559	11	44	32	10	0	99	559	4	27	53	14	0
	2004-05	99	572	15	41	33	9	1	100	572	3	23	62	12	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	273	9	43	39	6	0	100	273	5	23	54	15	0
	Male	99	320	3	32	51	12	0	99	320	0	24	54	20	0
Ethnicity	Caucasian	100	218	9	45	38	5	0	100	218	2	28	55	13	0
	African-American	100	30	0	36	53	10	0	100	30	0	13	66	16	3
	Hispanic	99	341	4	31	50	12	0	99	341	3	21	53	21	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	57	5	8	33	50	1	98	57	3	5	38	49	3
	ELL*	99	115	1	18	47	31	0	99	115	0	12	50	35	0
	FRLP	99	380	3	30	51	13	0	99	380	2	18	55	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	593	6	37	46	9	0	99	593	3	23	54	18	0
	2004-05	100	602	4	40	45	11	0	100	602	1	21	53	24	0
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	306	7	50	36	5	0	100	306	2	18	54	25	0
	Male	99	323	4	43	40	10	0	99	322	3	20	47	28	0
Ethnicity	Caucasian	100	234	5	59	29	5	0	100	234	3	29	50	15	0
	African-American	100	39	7	28	51	12	0	100	39	5	10	41	43	0
	Hispanic	99	351	5	41	43	9	0	99	350	1	13	52	32	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	72	13	6	41	37	0	100	71	12	4	18	64	0
	ELL*	100	102	5	23	48	22	0	100	101	2	1	41	53	0
	FRLP	100	320	3	45	40	10	0	100	319	2	15	52	30	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	629	5	47	38	8	0	99	628	2	19	50	26	0
	2004-05	98	608	3	41	40	14	2	98	607	1	13	54	30	2
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	299	4	53	35	5	0	99	298	3	20	53	21	0
	Male	99	329	0	44	38	15	0	99	328	2	19	42	35	0
Ethnicity	Caucasian	99	238	2	61	30	5	0	99	236	3	26	50	18	0
	African-American	100	41	7	26	43	21	0	100	41	7	4	48	39	0
	Hispanic	99	345	2	42	41	13	0	99	345	1	16	46	35	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	68	11	13	30	44	0	98	68	10	4	16	67	1
	ELL*	98	94	1	30	45	21	1	100	94	1	12	39	46	0
	FRLP	99	317	2	42	41	12	0	99	317	1	15	47	35	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	628	2	48	37	10	0	99	626	2	19	47	29	0
	2004-05	96	588	2	46	37	12	4	96	587	1	17	52	26	4
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	291	1	47	26	24	0	100	290	2	27	55	14	0
	Male	98	296	0	44	27	26	1	99	296	1	25	53	18	0
Ethnicity	Caucasian	99	233	0	57	22	19	0	99	232	3	33	52	10	0
	African-American	100	36	0	47	19	33	0	100	36	0	22	58	19	0
	Hispanic	99	314	1	36	31	29	0	99	314	0	21	56	21	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	68	7	7	13	72	0	100	68	1	8	33	55	0
	ELL*	97	69	4	28	21	42	2	98	69	1	14	49	33	1
	FRLP	98	277	1	31	34	31	1	99	277	0	18	58	21	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	587	1	45	27	25	0	99	586	1	26	54	16	0
	2004-05	99	563	1	44	30	24	1	99	563	2	27	54	15	1
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	215	19	50	25	5	0	100	215	2	31	52	13	0
	Male	99	218	15	44	30	9	0	99	218	7	26	47	17	0
Ethnicity	Caucasian	100	183	28	48	18	4	0	100	183	8	43	40	7	0
	African-American	0	39	2	43	35	15	2	0	39	2	7	51	35	2
	Hispanic	100	205	9	46	35	8	0	100	205	2	20	57	19	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	57	7	14	42	35	1	98	57	5	1	45	45	1
	ELL*	100	70	5	35	38	20	0	100	70	2	12	50	34	0
	FRLP	100	123	14	40	33	11	0	100	123	4	17	58	20	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	433	17	47	27	7	0	99	433	5	29	49	15	0
	2004-05	97	474	9	40	36	13	3	97	474	1	14	50	32	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
Puckett, Joseph	0
Jones, Patricia	3
Calderon, Joseph	2
Simpson, Tejay	1
Wiseman, Lance	0

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	\$26858878	63
Instructional Support	7676424	18
Administration	1069312	3
Business and Support Services	715067	2
Operations/Maintenance of Plant	4915057	12
Food Services	0	0
Athletics	1045396	2
Non-Instructional Student Support	168128	0
Community Services	167955	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$42616217	100

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%
Hobbs District Wide	522	61.3	38.7	98.5
B.T. Washington ES	15	73.3	26.7	100
Broadmoor ES	23	47.8	52.2	100
College Lane ES	27	59.3	40.7	100
Coronado ES	28	64.3	35.7	100
Edison ES	24	66.7	33.3	100
Highland Jr HS	35	60	40	100
Hobbs Alt HS	9	44.4	55.6	100
Hobbs Freshman Sch	44	65.9	34.1	96
Hobbs HS	90	56.7	43.3	95.5
Houston Jr HS	38	71.1	28.9	97.8
Jerrerson ES	26	61.5	38.5	100
Mills ES	27	44.4	55.6	100
Sanger ES	22	59.1	40.9	100
Southern Heights ES	33	78.8	21.2	100
Stone ES	26	61.5	38.5	100
Taylor ES	24	66.7	33.3	100
Will Rogers ES	27	51.9	48.1	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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	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
Hobbs District Total	1	684	1016	63	29	73	25	36.2	53.8	3.3	1.5	3.9	1.3
Hobbs District Total	2	643	988	88	28	72	19	35	53.8	4.8	1.5	3.9	1
Hobbs District Total	3	730	919	73	19	73	24	39.7	50	4	1	4	1.3
Hobbs District Total	4	674	975	136	35	30	58	35.3	51.1	7.1	1.8	1.6	3
Hobbs District Total	5	729	932	49	12	103	13	39.7	50.7	2.7	.7	5.6	.7
Hobbs District Total	6	648	909	120	48	73	40	35.3	49.5	6.5	2.6	4	2.2
Hobbs District Total	7	470	908	193	36	165	61	25.6	49.5	10.5	2	9	3.3
Hobbs District Total	8	736	897	96	47	32	30	40	48.8	5.2	2.6	1.7	1.6
Hobbs District Total	9	603	854	88	31	112	60	34.5	48.9	5	1.8	6.4	3.4
Hobbs District Total	10	665	976	110	34	25	28	36.2	53.1	6	1.8	1.4	1.5
Hobbs Alt HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	4	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Alt HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Broadmoor ES	1	35	21	1	1	1	***	59.3	35.6	1.7	1.7	1.7	***
Broadmoor ES	2	24	23	8	3	1	***	40.7	39	13.6	5.1	1.7	***
Broadmoor ES	3	40	19	***	***	***	***	67.8	32.2	***	***	***	***
Broadmoor ES	4	42	16	1	***	***	***	71.2	27.1	1.7	***	***	***
Broadmoor ES	5	38	18	1	***	2	***	64.4	30.5	1.7	***	3.4	***
Broadmoor ES	6	34	22	2	***	1	***	57.6	37.3	3.4	***	1.7	***
Broadmoor ES	7	22	24	6	1	2	4	37.3	40.7	10.2	1.7	3.4	6.8
Broadmoor ES	8	43	14	2	***	***	***	72.9	23.7	3.4	***	***	***
Broadmoor ES	9	40	16	1	***	2	***	67.8	27.1	1.7	***	3.4	***

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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
Broadmoor ES	10	29	28	2	***	***	***	49.2	47.5	3.4	***	***	***
College Lane ES	1	2	7	***	***	***	***	22.2	77.8	***	***	***	***
College Lane ES	2	4	5	***	***	***	***	44.4	55.6	***	***	***	***
College Lane ES	3	2	6	***	***	***	1	22.2	66.7	***	***	***	11.1
College Lane ES	4	3	6	***	***	***	***	33.3	66.7	***	***	***	***
College Lane ES	5	3	5	***	***	1	***	33.3	55.6	***	***	11.1	***
College Lane ES	6	1	7	***	1	***	***	11.1	77.8	***	11.1	***	***
College Lane ES	7	2	2	4	1	***	***	22.2	22.2	44.4	11.1	***	***
College Lane ES	8	2	7	***	***	***	***	22.2	77.8	***	***	***	***
College Lane ES	9	4	5	***	***	***	***	44.4	55.6	***	***	***	***
College Lane ES	10	3	4	***	***	1	1	33.3	44.4	***	***	11.1	11.1
Coronado ES	1	3	6	1	***	***	***	30	60	10	***	***	***
Coronado ES	2	3	6	1	***	***	***	30	60	10	***	***	***
Coronado ES	3	4	3	2	1	***	***	40	30	20	10	***	***
Coronado ES	4	3	4	2	1	***	***	30	40	20	10	***	***
Coronado ES	5	3	6	***	1	***	***	30	60	***	10	***	***
Coronado ES	6	3	2	***	3	1	1	30	20	***	30	10	10
Coronado ES	7	2	***	5	2	1	***	20	***	50	20	10	***
Coronado ES	8	4	3	2	1	***	***	40	30	20	10	***	***
Coronado ES	9	3	4	1	1	***	1	30	40	10	10	***	10
Coronado ES	10	3	6	1	***	***	***	30	60	10	***	***	***
Edison ES	1	54	70	4	***	8	***	39.7	51.5	2.9	***	5.9	***
Edison ES	2	50	77	3	***	4	2	36.8	56.6	2.2	***	2.9	1.5
Edison ES	3	56	64	3	***	10	3	41.2	47.1	2.2	***	7.4	2.2
Edison ES	4	61	63	5	2	2	3	44.9	46.3	3.7	1.5	1.5	2.2
Edison ES	5	68	60	1	***	5	2	50	44.1	.7	***	3.7	1.5
Edison ES	6	66	57	7	1	3	2	48.5	41.9	5.1	.7	2.2	1.5
Edison ES	7	27	67	20	3	16	3	19.9	49.3	14.7	2.2	11.8	2.2
Edison ES	8	54	65	7	1	1	8	39.7	47.8	5.1	.7	.7	5.9

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Edison ES	9	44	61	8	***	10	13	32.4	44.9	5.9	***	7.4	9.6
Edison ES	10	45	78	7	3	2	1	33.1	57.4	5.1	2.2	1.5	.7
Hobbs Freshman Sch	1	2	3	1	***	***	***	33.3	50	16.7	***	***	***
Hobbs Freshman Sch	2	4	1	1	***	***	***	66.7	16.7	16.7	***	***	***
Hobbs Freshman Sch	3	4	2	***	***	***	***	66.7	33.3	***	***	***	***
Hobbs Freshman Sch	4	3	***	1	1	***	1	50	***	16.7	16.7	***	16.7
Hobbs Freshman Sch	5	4	2	***	***	***	***	66.7	33.3	***	***	***	***
Hobbs Freshman Sch	6	4	1	***	1	***	***	66.7	16.7	***	16.7	***	***
Hobbs Freshman Sch	7	4	1	1	***	***	***	66.7	16.7	16.7	***	***	***
Hobbs Freshman Sch	8	4	1	1	***	***	***	66.7	16.7	16.7	***	***	***
Hobbs Freshman Sch	9	4	2	***	***	***	***	66.7	33.3	***	***	***	***
Hobbs Freshman Sch	10	4	2	***	***	***	***	66.7	33.3	***	***	***	***
Highland Jr HS	1	47	151	12	13	19	7	18.9	60.6	4.8	5.2	7.6	2.8
Highland Jr HS	2	52	160	17	2	11	7	20.9	64.3	6.8	.8	4.4	2.8
Highland Jr HS	3	50	150	24	3	12	10	20.1	60.2	9.6	1.2	4.8	4
Highland Jr HS	4	38	121	55	9	10	16	15.3	48.6	22.1	3.6	4	6.4
Highland Jr HS	5	65	144	22	2	14	2	26.1	57.8	8.8	.8	5.6	.8
Highland Jr HS	6	43	138	35	12	13	8	17.3	55.4	14.1	4.8	5.2	3.2
Highland Jr HS	7	34	148	41	3	17	6	13.7	59.4	16.5	1.2	6.8	2.4
Highland Jr HS	8	40	149	31	13	9	7	16.1	59.8	12.4	5.2	3.6	2.8
Highland Jr HS	9	34	153	17	9	27	9	13.7	61.4	6.8	3.6	10.8	3.6
Highland Jr HS	10	72	148	20	5	2	2	28.9	59.4	8	2	.8	.8
Hobbs HS	1	4	8	3	3	2	***	20	40	15	15	10	***
Hobbs HS	2	4	9	***	7	***	***	20	45	***	35	***	***
Hobbs HS	3	5	9	1	4	1	***	25	45	5	20	5	***
Hobbs HS	4	6	6	3	4	1	***	30	30	15	20	5	***
Hobbs HS	5	6	8	1	4	1	***	30	40	5	20	5	***
Hobbs HS	6	2	8	2	6	2	***	10	40	10	30	10	***
Hobbs HS	7	8	5	2	4	1	***	40	25	10	20	5	***

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	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
Hobbs HS	8	6	9	***	5	***	***	30	45	***	25	***	***
Hobbs HS	9	2	10	5	3	***	***	10	50	25	15	***	***
Hobbs HS	10	6	9	2	3	***	***	30	45	10	15	***	***
Houston Jr HS	1	44	133	14	4	12	4	20.9	63	6.6	1.9	5.7	1.9
Houston Jr HS	2	45	131	16	***	15	4	21.3	62.1	7.6	***	7.1	1.9
Houston Jr HS	3	46	139	13	2	8	3	21.8	65.9	6.2	.9	3.8	1.4
Houston Jr HS	4	43	119	21	10	6	12	20.4	56.4	10	4.7	2.8	5.7
Houston Jr HS	5	64	123	7	2	11	4	30.3	58.3	3.3	.9	5.2	1.9
Houston Jr HS	6	44	128	16	9	6	8	20.9	60.7	7.6	4.3	2.8	3.8
Houston Jr HS	7	52	130	7	2	11	4	25.2	63.1	3.4	1	5.3	1.9
Houston Jr HS	8	46	134	19	6	3	3	21.8	63.5	9	2.8	1.4	1.4
Houston Jr HS	9	36	126	21	7	15	6	17.1	59.7	10	3.3	7.1	2.8
Houston Jr HS	10	76	121	10	2	1	1	36	57.3	4.7	.9	.5	.5
Jerrerson ES	1	29	26	1	3	1	1	47.5	42.6	1.6	4.9	1.6	1.6
Jerrerson ES	2	13	38	3	4	2	1	21.3	62.3	4.9	6.6	3.3	1.6
Jerrerson ES	3	21	33	3	***	4	***	34.4	54.1	4.9	***	6.6	***
Jerrerson ES	4	22	36	***	1	2	***	36.1	59	***	1.6	3.3	***
Jerrerson ES	5	22	32	4	***	3	***	36.1	52.5	6.6	***	4.9	***
Jerrerson ES	6	23	36	1	***	1	***	37.7	59	1.6	***	1.6	***
Jerrerson ES	7	15	31	7	***	6	2	24.6	50.8	11.5	***	9.8	3.3
Jerrerson ES	8	22	34	3	***	2	***	36.1	55.7	4.9	***	3.3	***
Jerrerson ES	9	16	37	***	***	4	4	26.2	60.7	***	***	6.6	6.6
Jerrerson ES	10	17	31	6	4	1	2	27.9	50.8	9.8	6.6	1.6	3.3
Mills ES	1	89	166	7	***	1	1	33.7	62.9	2.7	***	.4	.4
Mills ES	2	81	120	7	1	5	***	37.9	56.1	3.3	.5	2.3	***
Mills ES	3	87	114	2	4	5	2	40.7	53.3	.9	1.9	2.3	.9
Mills ES	4	80	188	8	2	1	5	28.2	66.2	2.8	.7	.4	1.8
Mills ES	5	74	124	2	***	13	1	34.6	57.9	.9	***	6.1	.5
Mills ES	6	69	114	11	3	8	9	32.2	53.3	5.1	1.4	3.7	4.2

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 - Q10. My child takes responsibility for his or her learning.
- * *** indicates no data reported.

= Number %=Percent

SQ# = Question Number

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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
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Mills ES	7	45	108	34	2	17	8	21	50.5	15.9	.9	7.9	3.7
Mills ES	8	107	94	4	7	***	2	50	43.9	1.9	3.3	***	.9
Mills ES	9	74	117	5	3	10	5	34.6	54.7	2.3	1.4	4.7	2.3
Mills ES	10	65	136	11	***	***	2	30.4	63.6	5.1	***	***	.9
Stone ES	1	156	137	2	1	3	2	51.8	45.5	.7	.3	1	.7
Stone ES	2	158	120	10	7	5	1	52.5	39.9	3.3	2.3	1.7	.3
Stone ES	3	201	97	2	***	1	***	66.8	32.2	.7	***	.3	***
Stone ES	4	171	123	5	***	***	2	56.8	40.9	1.7	***	***	.7
Stone ES	5	168	123	***	***	9	1	55.8	40.9	***	***	3	.3
Stone ES	6	154	121	14	5	5	2	51.2	40.2	4.7	1.7	1.7	.7
Stone ES	7	100	135	20	7	28	11	33.2	44.9	6.6	2.3	9.3	3.7
Stone ES	8	170	121	7	***	2	1	56.5	40.2	2.3	***	.7	.3
Stone ES	9	150	133	6	1	8	3	49.8	44.2	2	.3	2.7	1
Stone ES	10	146	139	12	***	1	3	48.5	46.2	4	***	.3	1
Sanger ES	1	5	8	2	***	***	***	33.3	53.3	13.3	***	***	***
Sanger ES	2	8	5	***	***	***	***	61.5	38.5	***	***	***	***
Sanger ES	3	8	5	***	***	***	***	61.5	38.5	***	***	***	***
Sanger ES	4	8	5	***	***	***	***	61.5	38.5	***	***	***	***
Sanger ES	5	8	5	***	***	***	***	61.5	38.5	***	***	***	***
Sanger ES	6	7	6	***	***	***	***	53.8	46.2	***	***	***	***
Sanger ES	7	5	3	2	1	***	2	38.5	23.1	15.4	7.7	***	15.4
Sanger ES	8	9	4	***	***	***	***	69.2	30.8	***	***	***	***
Sanger ES	9	7	6	***	***	***	***	53.8	46.2	***	***	***	***
Sanger ES	10	8	4	***	***	***	1	61.5	30.8	***	***	***	7.7
Southern Heights ES	1	7	19	***	2	1	2	22.6	61.3	***	6.5	3.2	6.5
Southern Heights ES	2	10	15	2	3	1	***	32.3	48.4	6.5	9.7	3.2	***
Southern Heights ES	3	6	20	1	2	2	***	19.4	64.5	3.2	6.5	6.5	***
Southern Heights ES	4	8	18	4	1	***	***	25.8	58.1	12.9	3.2	***	***
Southern Heights ES	5	9	17	***	2	3	***	29	54.8	***	6.5	9.7	***

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- 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.
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Southern Heights ES	6	4	20	2	3	***	2	12.9	64.5	6.5	9.7	***	6.5
Southern Heights ES	7	6	16	1	3	4	1	19.4	51.6	3.2	9.7	12.9	3.2
Southern Heights ES	8	7	19	2	3	***	***	22.6	61.3	6.5	9.7	***	***
Southern Heights ES	9	4	20	***	3	2	2	12.9	64.5	***	9.7	6.5	6.5
Southern Heights ES	10	11	17	3	***	***	***	35.5	54.8	9.7	***	***	***
Taylor ES	1	57	111	5	***	8	3	31	60.3	2.7	***	4.3	1.6
Taylor ES	2	51	109	8	***	13	3	27.7	59.2	4.3	***	7.1	1.6
Taylor ES	3	64	100	10	***	7	3	34.8	54.3	5.4	***	3.8	1.6
Taylor ES	4	54	101	18	1	2	8	29.3	54.9	9.8	.5	1.1	4.3
Taylor ES	5	61	103	2	***	17	1	33.2	56	1.1	***	9.2	.5
Taylor ES	6	60	89	12	2	18	3	32.6	48.4	6.5	1.1	9.8	1.6
Taylor ES	7	43	86	21	1	24	9	23.4	46.7	11.4	.5	13	4.9
Taylor ES	8	69	98	5	5	2	5	37.5	53.3	2.7	2.7	1.1	2.7
Taylor ES	9	54	10	9	***	14	7	57.4	10.6	9.6	***	14.9	7.4
Taylor ES	10	49	109	14	6	1	5	26.6	59.2	7.6	3.3	.5	2.7
B.T. Washington ES	1	40	29	***	1	1	1	55.6	40.3	***	1.4	1.4	1.4
B.T. Washington ES	2	38	30	1	***	2	1	52.8	41.7	1.4	***	2.8	1.4
B.T. Washington ES	3	43	27	***	***	1	1	59.7	37.5	***	***	1.4	1.4
B.T. Washington ES	4	44	26	***	***	***	2	61.1	36.1	***	***	***	2.8
B.T. Washington ES	5	40	30	***	***	2	***	55.6	41.7	***	***	2.8	***
B.T. Washington ES	6	37	31	1	***	2	1	51.4	43.1	1.4	***	2.8	1.4
B.T. Washington ES	7	35	29	3	***	3	2	48.6	40.3	4.2	***	4.2	2.8
B.T. Washington ES	8	44	26	***	***	1	1	61.1	36.1	***	***	1.4	1.4
B.T. Washington ES	9	39	29	***	***	2	2	54.2	40.3	***	***	2.8	2.8
B.T. Washington ES	10	38	28	2	***	3	1	52.8	38.9	2.8	***	4.2	1.4
Will Rogers ES	1	110	121	10	1	16	4	42	46.2	3.8	.4	6.1	1.5
Will Rogers ES	2	98	139	11	1	13	***	37.4	53.1	4.2	.4	5	***
Will Rogers ES	3	93	131	12	3	22	1	35.5	50	4.6	1.1	8.4	.4
Will Rogers ES	4	88	143	13	3	6	9	33.6	54.6	5	1.1	2.3	3.4

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Will Rogers ES	5	96	132	9	1	22	2	36.6	50.4	3.4	.4	8.4	.8
Will Rogers ES	6	97	129	17	2	13	4	37	49.2	6.5	.8	5	1.5
Will Rogers ES	7	70	123	19	6	35	9	26.7	46.9	7.3	2.3	13.4	3.4
Will Rogers ES	8	109	119	13	6	12	3	41.6	45.4	5	2.3	4.6	1.1
Will Rogers ES	9	92	125	15	4	18	8	35.1	47.7	5.7	1.5	6.9	3.1
Will Rogers ES	10	93	116	20	11	13	9	35.5	44.3	7.6	4.2	5	3.4

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%).