



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	2	22.2
Schools in School Improvement	8	88.9
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
Ben Alexander ES	AYP Not Met	SI-1
Jefferson ES	AYP Not Met	SI-1
Lea ES	AYP Not Met	SI-1
Llano ES	AYP Not Met	SI-2
Lovington HS	Meets AYP	None
Lovington Jr HS	AYP Not Met	SI-2
New Hope Alt HS	Meets AYP	SI-1 delay
Taylor MS	AYP Not Met	SI-2
Yarboro ES	AYP Not Met	SI-1

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*

	Lovington		STATE WIDE	
	Number	Percent	Number	Percent
Female	1424	48.5	159519	48.6
Male	1510	51.5	168526	51.4
Caucasian	911	31	102066	31.1
African-American	90	3.1	8226	2.5
Hispanic	1911	65.1	177254	54.0
Asian/Pacific	10	.3	4136	1.3
American Indian/Alaskan Native	12	.4	36453	11.1
SWD	566	19.3	50048	15.3
ELL	471	16.1	70172	21.4
FRLP	1578	53.8	171635	52.3
Migrant	31	1.1	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							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	36.7	55.6	18.8	29.8	***	***	30.0	22.1	7.4	
All Students In Grades 6, 7 & 8	Math Proficiency	15	21.6	35.6	0.0	15.0	***	***	15.5	7.6	4.9	
All Students In Grades 9 & 11	Math Proficiency	22	36.5	50.4	***	29.2	***	***	23.6	7.7	4.8	
Lovington Jr HS	Math Proficiency	18	34.7	49.3	***	26.4	***	***	23.4	8.0	4.2	
Ben Alexander ES	Math Proficiency	28	34.2	49.0	***	31.1	***	***	27.1	28.3	10.0	
Jefferson ES	Math Proficiency	28	35.2	51.0	***	31.1	***	***	26.4	25.8	7.7	
Lea ES	Math Proficiency	28	34.2	49.0	***	31.1	***	***	27.1	28.3	10.0	
Llano ES	Math Proficiency	28	34.2	49.0	***	31.1	***	***	27.1	28.3	10.0	
Yarboro ES	Math Proficiency	28	37.4	57.5	18.2	29.1	***	***	31.7	19.5	7.3	
Lovington HS	Math Proficiency	22	28.9	45.3	***	19.2	***	***	12.5	0.0	0.0	
New Hope Alt HS	Math Proficiency	22	***	***	***	***	***	***	***	***	***	
Taylor MS	Math Proficiency	15	20.2	32.8	0.0	15.3	***	***	15.9	8.75	7.8	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	54.6	73.5	37.5	47.6	***	***	47.7	35.2	9.9	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	43.7	63.0	0.0	34.9	***	***	35.3	22.8	13.6	
All Students In Grades 9 & 11	Reading Proficiency	41	45.0	57.7	***	37.8	***	***	33.8	7.7	4.8	
Lovington Jr HS	Reading Proficiency	41	46.7	61.2	***	37.8	***	***	36.4	12.0	14.6	
Ben Alexander ES	Reading Proficiency	45	47.8	62.8	***	44.1	***	***	40.3	37.3	6.7	
Jefferson ES	Reading Proficiency	45	49.2	63.3	***	45.2	***	***	40.0	37.9	3.9	
Lea ES	Reading Proficiency	45	47.8	62.8	***	44.1	***	***	40.3	37.3	6.7	
Llano ES	Reading Proficiency	45	47.8	62.8	***	44.1	***	***	40.3	37.3	6.7	
Yarboro ES	Reading Proficiency	45	57.5	77.9	45.5	49.0	***	***	51.4	33.3	12.7	
Lovington HS	Reading Proficiency	41	48.2	62.3	***	39.7	***	***	35.9	9.1	0.0	
New Hope Alt HS	Reading Proficiency	41	***	***	***	***	***	***	***	***	***	
Taylor MS	Reading Proficiency	38	41.8	62.5	0.0	34.0	***	***	34.3	23.8	11.8	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	
---District---	Attendance Rate	92	94.6	94.4	94.4	94.8	***	94.0	94.4	95.4	94.3	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.6	94.0	93.9	94.8	***	***	94.5	95.4	93.9	
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.4	93.5	95.0	94.8	***	***	94.1	94.9	95.1	
All Students In Grades 9 & 11	Attendance Rate	92	95.0	95.6	94.8	94.6	***	***	94.5	95.9	94.6	
Ben Alexander ES	Attendance Rate	92	94.4	93.6	***	94.8	***	***	94.1	96.0	93.8	
Jefferson ES	Attendance Rate	92	95.3	94.5	***	95.5	***	***	95.4	96.0	94.5	
Lea ES	Attendance Rate	92	94.4	93.4	92.0	95.0	***	***	94.5	95.8	94.5	
Llano ES	Attendance Rate	92	93.1	93.0	***	93.1	***	***	93.2	93.4	93.0	
Taylor MS	Attendance Rate	92	94.1	93.0	94.2	94.6	***	***	94.2	94.9	94.8	
Yarboro ES	Attendance Rate	92	95.2	94.5	95.1	95.5	***	***	95.0	95.9	93.9	
Lovington Jr HS	Attendance Rate	92	94.8	94.6	96.0	94.8	***	***	94.2	95.7	94.8	
<<<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	87.0	98.4	***	82.2	***	***	85.5	***	95.8	
New Hope Alt Hs	Graduation Rate	90	71.9	***	***	66.7	***	***	72.7	***	***	
Lovington Hs	Graduation Rate	90	90.3	98.3	***	87.5	***	***	88.2	***	93.3	

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	45	32	16	0	98	122	0	31	57	8	0
	Male	100	100	4	40	38	18	0	99	100	0	36	52	11	0
Ethnicity	Caucasian	100	51	11	50	17	19	0	98	51	0	49	41	7	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	161	2	41	40	14	0	98	161	0	30	57	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	30	0	6	50	43	0	96	30	0	10	60	26	0
	ELL*	100	67	1	35	47	14	0	98	67	1	26	56	13	0
	FRLP	100	144	1	38	42	17	0	97	144	0	27	61	9	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	222	4	43	35	17	0	98	222	0	33	54	9	0
	2004-05	100	205	3	52	30	14	0	100	205	2	41	51	5	0
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	94	12	43	38	5	0	100	94	5	35	53	6	0
	Male	100	108	5	37	42	14	0	99	108	4	25	57	12	0
Ethnicity	Caucasian	100	63	19	57	19	4	0	100	63	11	41	44	3	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	129	4	32	51	10	0	99	129	2	24	61	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	31	3	3	54	38	0	100	31	0	3	64	32	0
	ELL*	100	58	1	34	48	15	0	100	58	0	22	65	12	0
	FRLP	100	141	6	36	45	12	0	100	141	2	26	58	12	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	202	8	40	40	10	0	99	202	4	29	55	9	0
	2004-05	100	221	10	42	38	9	0	100	220	5	33	50	11	1
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	106	17	54	21	5	0	100	106	4	41	44	9	0
	Male	99	116	10	40	37	10	0	99	116	6	26	50	16	0
Ethnicity	Caucasian	98	70	11	57	21	8	1	98	70	8	47	30	12	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	144	15	43	34	6	0	100	144	4	28	54	13	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	28	3	17	46	32	0	100	28	3	10	46	39	0
	ELL*	100	37	8	18	59	13	0	100	37	0	18	59	21	0
	FRLP	99	151	13	43	32	9	0	99	151	3	30	49	15	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	222	13	47	30	8	0	99	222	5	33	47	13	0
	2004-05	100	222	15	44	29	12	0	100	222	3	25	57	14	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	107	4	34	57	3	0	100	107	0	14	51	32	0
	Male	99	129	1	19	59	18	0	99	129	0	12	51	35	0
Ethnicity	Caucasian	100	66	4	36	50	9	0	100	66	1	21	48	28	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	161	2	23	60	12	0	99	161	0	11	53	34	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Native American		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	32	6	0	40	53	0	100	32	0	6	21	71	0
	ELL*	100	42	4	16	57	21	0	100	42	0	9	40	50	0
	FRLP	100	172	2	21	61	13	0	100	172	0	11	49	38	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	236	2	26	58	11	0	99	236	0	13	51	34	0
	2004-05	99	206	2	42	46	8	1	99	206	3	24	54	17	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	106	4	49	33	12	0	100	106	1	18	57	21	0
	Male	99	106	2	48	39	8	0	99	105	0	26	51	20	0
Ethnicity	Caucasian	100	71	2	70	22	4	0	100	70	1	35	52	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	137	4	38	43	12	0	99	137	1	16	56	24	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	29	6	10	34	48	0	100	29	0	10	37	51	0
	ELL*	100	43	4	23	55	16	0	100	43	0	6	60	32	0
	FRLP	99	153	1	41	42	13	0	99	152	1	18	53	25	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	212	3	48	36	10	0	99	211	1	22	54	20	0
	2004-05	98	211	7	44	36	10	2	100	211	1	15	53	30	0
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	107	10	47	36	4	0	99	107	4	19	57	17	0
	Male	94	99	2	35	44	13	5	94	99	4	16	52	22	5
Ethnicity	Caucasian	100	81	14	49	30	4	0	100	81	8	29	48	13	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	95	120	0	36	46	10	5	95	120	1	10	59	23	5
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	82	34	0	14	29	38	17	82	34	0	0	26	55	17
	ELL*	100	15	0	33	60	6	0	100	15	0	0	73	26	0
	FRLP	94	118	1	38	44	10	5	94	118	0	12	59	22	5
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	97	206	6	41	40	8	2	97	206	4	17	54	19	2
	2004-05	99	199	2	40	44	14	1	99	198	1	22	54	23	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	94	0	41	40	18	0	98	94	1	36	53	8	1
	Male	98	104	0	36	33	26	1	99	103	2	40	44	10	0
Ethnicity	Caucasian	98	71	0	52	30	15	1	100	70	1	52	35	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	121	0	32	41	24	0	98	121	2	32	56	7	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	24	4	4	25	66	0	100	24	0	8	37	54	0
	ELL *	93	15	6	0	53	33	6	100	15	6	6	73	13	0
	FRLP	99	101	0	28	41	27	0	99	100	2	29	56	12	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	198	0	38	36	22	1	98	197	2	38	48	9	1
	2004-05	99	227	3	33	36	28	1	99	226	3	32	49	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	90	13	42	37	6	0	98	90	3	23	44	27	1
	Male	98	72	8	33	36	20	1	98	72	5	22	40	30	1
Ethnicity	Caucasian	100	66	19	39	33	7	0	100	66	7	33	42	16	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	89	5	39	37	16	1	97	89	2	16	41	37	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	21	0	0	42	57	0	100	21	0	0	19	80	0
	ELL *	100	12	0	8	41	50	0	100	12	0	0	16	83	0
	FRLP	98	75	4	32	45	17	1	97	75	0	10	44	42	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	162	11	38	37	12	0	98	162	4	22	42	29	1
	2004-05	98	177	7	42	37	12	2	96	177	4	21	46	25	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
Reeder, Ronny	12
Kidd, LaRhonda	6
McGinnes, Lynda	14
Duncan, Thurman	8
Contreras, Enrique	8

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	\$11303724	59
Instructional Support	4127859	22
Administration	422162	2
Business and Support Services	279894	1
Operations/Maintenance of Plant	2444675	13
Food Services	0	0
Athletics	409244	2
Non-Instructional Student Support	71280	0
Community Services	67665	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$19126503	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%
Lovington District Wide	206	64.6	35.4	84.1
Ben Alexander ES	16	81.3	18.8	100
Jefferson ES	15	73.3	26.7	100
Lea ES	17	64.7	35.3	95
Llano ES	25	68	32	94.4
Lovington HS	40	67.5	32.5	85.6
Lovington Jr HS	27	59.3	40.7	82.2
New Hope Alt HS	11	45.5	54.5	58
Taylor MS	28	60.7	39.3	92.9
Yarboro ES	24	58.3	41.7	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.

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= Number % = Percent

SQ# = Question Number SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Lovington District Total	1	335	725	75	26	71	42	26.3	56.9	5.9	2	5.6	3.3
Lovington District Total	2	378	740	63	12	55	26	29.7	58.1	4.9	.9	4.3	2
Lovington District Total	3	362	741	74	14	55	28	28.4	58.2	5.8	1.1	4.3	2.2
Lovington District Total	4	353	699	130	28	34	30	27.7	54.9	10.2	2.2	2.7	2.4
Lovington District Total	5	323	719	67	16	135	24	25.2	56	5.2	1.2	10.5	1.9
Lovington District Total	6	348	708	93	27	70	28	27.3	55.6	7.3	2.1	5.5	2.2
Lovington District Total	7	251	686	128	34	113	62	19.7	53.8	10	2.7	8.9	4.9
Lovington District Total	8	497	645	80	16	19	17	39	50.6	6.3	1.3	1.5	1.3
Lovington District Total	9	334	739	90	14	72	25	26.2	58	7.1	1.1	5.7	2
Lovington District Total	10	409	690	75	29	29	42	32.1	54.2	5.9	2.3	2.3	3.3
New Hope Alt HS	1	6	24	1	***	***	1	18.8	75	3.1	***	***	3.1
New Hope Alt HS	2	7	23	1	***	1	***	21.9	71.9	3.1	***	3.1	***
New Hope Alt HS	3	5	23	2	***	2	***	15.6	71.9	6.3	***	6.3	***
New Hope Alt HS	4	3	21	4	***	3	1	9.4	65.6	12.5	***	9.4	3.1
New Hope Alt HS	5	5	22	1	1	3	***	15.6	68.8	3.1	3.1	9.4	***
New Hope Alt HS	6	5	20	3	2	2	***	15.6	62.5	9.4	6.3	6.3	***
New Hope Alt HS	7	2	21	3	3	3	***	6.3	65.6	9.4	9.4	9.4	***
New Hope Alt HS	8	6	19	4	2	1	***	18.8	59.4	12.5	6.3	3.1	***
New Hope Alt HS	9	3	26	1	***	2	***	9.4	81.3	3.1	***	6.3	***
New Hope Alt HS	10	4	26	***	***	1	1	12.5	81.3	***	***	3.1	3.1
Jefferson ES	1	27	58	2	2	6	1	28.1	60.4	2.1	2.1	6.3	1
Jefferson ES	2	28	64	1	***	2	1	29.2	66.7	1	***	2.1	1
Jefferson ES	3	26	64	1	1	1	3	27.1	66.7	1	1	1	3.1
Jefferson ES	4	27	62	4	1	1	1	28.1	64.6	4.2	1	1	1
Jefferson ES	5	23	61	1	1	9	1	24	63.5	1	1	9.4	1
Jefferson ES	6	24	66	1	1	4	***	25	68.8	1	1	4.2	***
Jefferson ES	7	14	60	9	***	8	5	14.6	62.5	9.4	***	8.3	5.2
Jefferson ES	8	37	55	3	***	1	***	38.5	57.3	3.1	***	1	***
Jefferson ES	9	31	57	2	1	4	1	32.3	59.4	2.1	1	4.2	1
Jefferson ES	10	32	55	5	2	***	2	33.3	57.3	5.2	2.1	***	2.1

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- Q10. My child takes responsibility for his or her learning.

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
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	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
Lea ES	1	60	88	3	4	8	5	35.7	52.4	1.8	2.4	4.8	3
Lea ES	2	69	77	4	3	10	5	41.1	45.8	2.4	1.8	6	3
Lea ES	3	63	89	6	***	6	4	37.5	53	3.6	***	3.6	2.4
Lea ES	4	60	94	9	1	1	3	35.7	56	5.4	.6	.6	1.8
Lea ES	5	61	81	5	***	20	1	36.3	48.2	3	***	11.9	.6
Lea ES	6	64	83	6	1	9	5	38.1	49.4	3.6	.6	5.4	3
Lea ES	7	36	81	16	2	20	13	21.4	48.2	9.5	1.2	11.9	7.7
Lea ES	8	86	74	5	2	***	1	51.2	44	3	1.2	***	.6
Lea ES	9	59	84	5	1	15	4	35.1	50	3	.6	8.9	2.4
Lea ES	10	53	92	7	4	3	9	31.5	54.8	4.2	2.4	1.8	5.4
Llano ES	1	51	59	5	***	6	7	39.8	46.1	3.9	***	4.7	5.5
Llano ES	2	69	46	8	***	2	3	53.9	35.9	6.3	***	1.6	2.3
Llano ES	3	66	51	3	***	5	3	51.6	39.8	2.3	***	3.9	2.3
Llano ES	4	73	46	5	***	2	2	57	35.9	3.9	***	1.6	1.6
Llano ES	5	35	63	4	***	20	6	27.3	49.2	3.1	***	15.6	4.7
Llano ES	6	56	62	2	***	5	3	43.8	48.4	1.6	***	3.9	2.3
Llano ES	7	39	62	11	***	10	6	30.5	48.4	8.6	***	7.8	4.7
Llano ES	8	80	41	4	***	***	3	62.5	32	3.1	***	***	2.3
Llano ES	9	62	52	5	***	5	4	48.4	40.6	3.9	***	3.9	3.1
Llano ES	10	56	51	7	4	3	7	43.8	39.8	5.5	3.1	2.3	5.5
Lovington Jr HS	1	13	49	14	6	5	5	14.1	53.3	15.2	6.5	5.4	5.4
Lovington Jr HS	2	14	57	15	1	5	***	15.2	62	16.3	1.1	5.4	***
Lovington Jr HS	3	16	50	16	4	3	3	17.4	54.3	17.4	4.3	3.3	3.3
Lovington Jr HS	4	14	47	17	5	4	5	15.2	51.1	18.5	5.4	4.3	5.4
Lovington Jr HS	5	17	56	17	4	7	1	16.7	54.9	16.7	3.9	6.9	1
Lovington Jr HS	6	17	42	16	8	4	5	18.5	45.7	17.4	8.7	4.3	5.4
Lovington Jr HS	7	16	52	10	3	6	5	17.4	56.5	10.9	3.3	6.5	5.4
Lovington Jr HS	8	25	47	13	***	4	3	27.2	51.1	14.1	***	4.3	3.3
Lovington Jr HS	9	15	53	13	***	7	4	16.3	57.6	14.1	***	7.6	4.3
Lovington Jr HS	10	29	46	7	2	5	3	31.5	50	7.6	2.2	5.4	3.3

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	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Lovington HS	1	12	37	6	4	2	4	18.5	56.9	9.2	6.2	3.1	6.2
Lovington HS	2	14	32	6	3	8	2	21.5	49.2	9.2	4.6	12.3	3.1
Lovington HS	3	11	36	10	3	3	2	16.9	55.4	15.4	4.6	4.6	3.1
Lovington HS	4	12	28	12	6	5	2	18.5	43.1	18.5	9.2	7.7	3.1
Lovington HS	5	18	29	9	3	6	***	27.7	44.6	13.8	4.6	9.2	***
Lovington HS	6	11	35	9	2	6	2	16.9	53.8	13.8	3.1	9.2	3.1
Lovington HS	7	13	38	6	1	4	3	20	58.5	9.2	1.5	6.2	4.6
Lovington HS	8	17	35	8	2	3	***	26.2	53.8	12.3	3.1	4.6	***
Lovington HS	9	10	34	12	4	4	1	15.4	52.3	18.5	6.2	6.2	1.5
Lovington HS	10	24	30	5	2	3	1	36.9	46.2	7.7	3.1	4.6	1.5
Taylor MS	1	71	217	27	7	29	10	19.7	60.1	7.5	1.9	8	2.8
Taylor MS	2	76	237	15	4	19	10	21.1	65.7	4.2	1.1	5.3	2.8
Taylor MS	3	84	226	19	4	21	7	23.3	62.6	5.3	1.1	5.8	1.9
Taylor MS	4	70	202	51	11	15	12	19.4	56	14.1	3	4.2	3.3
Taylor MS	5	92	213	17	3	28	8	25.5	59	4.7	.8	7.8	2.2
Taylor MS	6	79	209	33	8	22	10	21.9	57.9	9.1	2.2	6.1	2.8
Taylor MS	7	70	200	36	14	26	15	19.4	55.4	10	3.9	7.2	4.2
Taylor MS	8	95	212	33	8	7	6	26.3	58.7	9.1	2.2	1.9	1.7
Taylor MS	9	68	228	34	5	19	7	18.8	63.2	9.4	1.4	5.3	1.9
Taylor MS	10	112	194	26	7	6	16	31	53.7	7.2	1.9	1.7	4.4
Ben Alexander ES	1	42	68	3	1	5	2	34.7	56.2	2.5	.8	4.1	1.7
Ben Alexander ES	2	39	75	2	***	3	2	32.2	62	1.7	***	2.5	1.7
Ben Alexander ES	3	37	74	5	***	4	1	30.6	61.2	4.1	***	3.3	.8
Ben Alexander ES	4	32	73	13	2	1	***	26.4	60.3	10.7	1.7	.8	***
Ben Alexander ES	5	23	74	2	***	20	2	19	61.2	1.7	***	16.5	1.7
Ben Alexander ES	6	37	71	6	2	4	1	30.6	58.7	5	1.7	3.3	.8
Ben Alexander ES	7	17	61	10	5	19	9	14	50.4	8.3	4.1	15.7	7.4
Ben Alexander ES	8	52	63	5	***	***	1	43	52.1	4.1	***	***	.8
Ben Alexander ES	9	32	77	8	***	4	***	26.4	63.6	6.6	***	3.3	***
Ben Alexander ES	10	30	78	4	3	4	2	24.8	64.5	3.3	2.5	3.3	1.7

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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
Yarboro ES	1	53	125	14	2	10	7	25.1	59.2	6.6	.9	4.7	3.3
Yarboro ES	2	62	129	11	1	5	3	29.4	61.1	5.2	.5	2.4	1.4
Yarboro ES	3	54	128	12	2	10	5	25.6	60.7	5.7	.9	4.7	2.4
Yarboro ES	4	62	126	15	2	2	4	29.4	59.7	7.1	.9	.9	1.9
Yarboro ES	5	49	120	11	4	22	5	23.2	56.9	5.2	1.9	10.4	2.4
Yarboro ES	6	55	120	17	3	14	2	26.1	56.9	8.1	1.4	6.6	.9
Yarboro ES	7	44	111	27	6	17	6	20.9	52.6	12.8	2.8	8.1	2.8
Yarboro ES	8	99	99	5	2	3	3	46.9	46.9	2.4	.9	1.4	1.4
Yarboro ES	9	54	128	10	3	12	4	25.6	60.7	4.7	1.4	5.7	1.9
Yarboro ES	10	69	118	14	5	4	1	32.7	55.9	6.6	2.4	1.9	.5

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%).