



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	37.5
Schools in School Improvement	4	50
Schools in Corrective Action	1	12.5
Schools in Restructuring	0	0

**NO CHILD LEFT BEHIND
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
Edgewood ES	AYP Not Met	SI-1
Edgewood MS	AYP Not Met	SI-2
Moriarty ES	Meets AYP	None
Moriarty HS	AYP Not Met	SI-2
Moriarty MS	AYP Not Met	CA
Mountain View ES	AYP Not Met	SI-1
Route 66 ES	Meets AYP	None
South Mountain ES	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*

	Moriarty		STATE WIDE	
	Number	Percent	Number	Percent
Female	1975	48.6	159519	48.6
Male	2087	51.4	168526	51.4
Caucasian	2652	65.3	102066	31.1
African-American	60	1.5	8226	2.5
Hispanic	1257	30.9	177254	54.0
Asian/Pacific	25	.6	4136	1.3
American Indian/Alaskan Native	68	1.7	36453	11.1
SWD	580	14.3	50048	15.3
ELL	193	4.8	70172	21.4
FRLP	0	0	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							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	42.9	46.8	***	36.2	***	23.1	31.5	14.9	11.2	
All Students In Grades 6, 7 & 8	Math Proficiency	15	27.6	32.1	35.7	18.2	***	***	16.2	5.5	1.5	
All Students In Grades 9 & 11	Math Proficiency	22	20.4	24.3	***	11.7	***	***	6.0	0.0	2.6	
Edgewood ES	Math Proficiency	23	38.5	41.9	***	29.6	***	***	28.9	***	5.3	
Moriarty ES	Math Proficiency	23	27.9	30.8	***	25.4	***	***	22.8	13.3	10.0	
Mountain View ES	Math Proficiency	23	36.7	36.7	***	35.2	***	***	29.3	5.88	7.9	
Route 66 ES	Math Proficiency	23	44.4	52.1	***	26.4	***	***	24.6	***	9.5	
South Mountain ES	Math Proficiency	23	54.0	58.3	***	43.6	***	***	41.9	***	11.1	
Moriarty HS	Math Proficiency	22	20.4	24.4	***	11.8	***	***	6.1	0.0	2.6	
Edgewood MS	Math Proficiency	15	36.8	39.3	***	27.6	***	***	22.0	***	2.0	
Moriarty MS	Math Proficiency	15	16.1	18.5	***	12.5	***	***	13.4	4.5	0.0	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	65.8	68.4	***	60.5	***	46.2	57.8	36.2	22.7	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	56.4	61.2	57.1	46.7	***	***	44.1	36.4	14.5	
All Students In Grades 9 & 11	Reading Proficiency	41	50.7	55.7	***	40.1	***	***	34.3	13.9	10.3	
Edgewood ES	Reading Proficiency	40	63.2	67.7	***	50.0	***	***	58.9	***	23.7	
Moriarty ES	Reading Proficiency	40	55.1	59.8	***	50.8	***	***	50.6	31.1	10.0	
Mountain View ES	Reading Proficiency	40	58.9	59.2	***	57.4	***	***	52.8	52.9	18.4	
Route 66 ES	Reading Proficiency	40	62.8	69.4	***	47.2	***	***	39.1	***	14.3	
South Mountain ES	Reading Proficiency	40	68.9	71.9	***	56.4	***	***	60.5	***	25.9	
Moriarty HS	Reading Proficiency	41	50.7	55.6	***	40.4	***	***	33.9	13.9	9.1	
Edgewood MS	Reading Proficiency	41	67.1	68.6	***	62.2	***	***	53.7	***	19.2	
Moriarty MS	Reading Proficiency	41	51.8	55.5	***	46.9	***	***	43.7	31.8	11.1	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	
---District---	Attendance Rate	92	93.2	93.1	95.1	93.4	95.9	91.2	92.7	92.7	92.1	
All Students In Grades 3, 4 & 5	Attendance Rate	92	93.7	93.6	95.9	94.0	***	91.7	93.2	93.7	93.3	
All Students In Grades 6, 7 & 8	Attendance Rate	92	93.6	93.5	95.2	93.8	***	90.6	92.9	92.8	92.6	
All Students In Grades 9 & 11	Attendance Rate	92	92.2	92.3	93.6	92.2	***	90.6	91.0	90.6	89.9	
Edgewood ES	Attendance Rate	92	93.2	93.5	***	93.1	***	85.9	92.3	***	92.6	
Edgewood MS	Attendance Rate	92	94.0	93.9	***	94.2	***	***	93.6	***	94.6	
Moriarty ES	Attendance Rate	92	93.5	93.1	***	93.8	***	92.8	93.3	93.3	91.3	
Moriarty MS	Attendance Rate	92	93.2	93.0	***	93.2	***	***	92.6	92.3	90.4	
Mountain View ES	Attendance Rate	92	94.0	93.7	***	94.5	***	92.2	93.8	93.8	93.6	
Route 66 ES	Attendance Rate	92	93.8	93.5	***	94.6	***	90.2	92.9	***	93.8	
South Mountain ES	Attendance Rate	92	93.9	93.8	95.5	93.7	***	***	92.6	***	94.6	
<<<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	87.6	88.2	***	83.6	***	***	83.0	***	26.9	
Moriarty HS	Graduation Rate	90	87.6	88.2	***	83.6	***	***	83.0	***	26.9	

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	143	7	58	27	6	0	97	144	1	41	48	6	0
	Male	99	139	3	51	29	15	0	100	139	0	46	47	6	0
Ethnicity	Caucasian	99	196	7	55	25	11	0	98	196	1	46	44	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	78	1	55	34	8	0	100	79	0	39	55	5	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	39	2	25	15	56	0	97	40	0	22	50	25	0
	ELL*	100	24	0	41	33	25	0	100	24	0	16	79	4	0
	FRLP	100	149	2	48	33	14	0	98	150	0	33	58	7	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	282	5	54	28	10	0	98	283	0	43	48	6	0
	2004-05	98	275	5	56	24	13	2	99	274	1	45	46	6	2
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	135	19	48	29	2	0	100	135	11	34	48	4	0
	Male	99	161	10	47	31	9	0	100	161	5	37	45	10	0
Ethnicity	Caucasian	99	189	17	52	22	5	0	100	189	10	40	42	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	92	7	41	43	7	0	100	92	4	29	56	9	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	***	***	***	***	***	***	100	***	***	***	***	***	***	
Status	SWD**	97	40	0	12	50	35	2	100	40	0	15	57	27	0
	ELL*	100	24	4	16	66	12	0	100	24	4	8	75	12	0
	FRLP	99	160	10	41	38	8	0	100	160	3	28	59	8	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	296	14	47	30	6	0	100	296	8	36	47	7	0
	2004-05	98	304	12	53	25	8	2	99	302	6	36	46	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	151	15	49	31	3	0	100	151	3	25	57	13	0
	Male	98	149	18	46	24	9	1	100	148	6	34	45	14	0
Ethnicity	Caucasian	98	193	19	46	28	5	1	100	192	6	32	50	11	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	95	12	48	28	10	0	100	95	3	24	52	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	44	0	20	45	34	0	100	44	0	0	59	40	0
	ELL*	100	15	6	13	53	26	0	100	15	0	13	26	60	0
	FRLP	100	157	10	48	31	9	0	100	157	2	23	55	18	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	300	16	48	27	6	0	100	299	5	29	51	13	0
	2004-05	99	334	18	43	31	8	1	98	332	2	22	61	13	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	163	8	44	40	6	0	100	163	3	26	50	19	0
	Male	100	177	3	38	47	10	0	100	177	2	19	57	19	1
Ethnicity	Caucasian	100	206	8	47	37	7	0	100	206	3	28	52	15	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	120	2	31	55	10	0	100	120	2	13	57	25	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Native American		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	60	1	11	53	33	0	100	60	0	1	46	46	5
	ELL*	100	31	0	22	58	19	0	100	31	0	3	45	51	0
	FRLP	100	169	3	33	52	10	0	100	169	0	14	55	27	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	340	6	41	44	8	0	100	340	2	22	54	19	0
	2004-05	100	338	8	48	37	7	0	100	338	3	22	54	18	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	181	8	59	29	2	0	100	181	3	20	48	26	0
	Male	99	163	1	49	35	13	0	99	163	1	23	39	35	0
Ethnicity	Caucasian	100	228	7	55	31	6	0	100	228	3	23	45	27	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	104	0	50	35	11	0	99	104	0	17	41	40	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	61	0	19	45	32	1	98	61	0	1	14	81	1
	ELL*	100	16	0	31	50	18	0	100	16	0	0	37	62	0
	FRLP	99	174	1	45	39	13	0	99	174	0	14	43	40	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	344	4	54	32	7	0	99	344	2	22	44	30	0
	2004-05	100	353	4	53	35	8	0	98	353	1	20	54	24	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	100	165	4	63	28	3	0	100	165	0	24	53	21	0
	Male	99	199	2	53	35	8	0	100	198	3	29	51	16	0
Ethnicity	Caucasian	99	239	4	61	30	2	0	100	238	2	30	52	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	116	1	52	33	12	0	100	116	0	20	53	25	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	44	0	13	52	34	0	100	43	0	2	27	69	0
	ELL*	100	20	0	50	30	20	0	100	20	0	10	55	35	0
	FRLP	100	152	1	50	38	9	0	100	152	1	15	57	25	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	364	3	57	32	6	0	100	363	1	27	52	18	0
	2004-05	100	348	2	55	36	8	0	99	348	1	24	55	18	1
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	148	0	54	26	18	0	100	148	0	17	64	17	0
	Male	98	181	0	32	33	32	1	98	182	0	18	54	25	1
Ethnicity	Caucasian	99	223	0	48	30	19	0	99	224	0	21	62	15	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	96	0	30	31	37	1	98	96	0	10	55	33	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	38	2	7	21	68	0	97	38	0	0	26	71	2
	ELL *	100	24	0	8	20	70	0	100	24	0	0	37	62	0
	FRLP	97	121	0	33	25	38	2	98	122	0	6	62	29	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	329	0	42	30	26	0	99	330	0	17	59	21	0
	2004-05	98	359	1	44	27	26	2	97	359	3	28	48	18	3
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	153	16	52	24	7	0	100	153	1	24	48	25	0
	Male	97	146	6	39	30	21	2	99	146	2	15	50	32	0
Ethnicity	Caucasian	98	197	13	48	23	13	1	99	197	2	23	48	24	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	91	7	39	35	16	1	100	91	0	13	48	38	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	48	2	8	31	58	0	100	48	0	4	16	79	0
	ELL *	100	17	0	17	41	41	0	100	17	0	0	23	76	0
	FRLP	98	73	5	35	31	26	1	100	73	0	8	42	49	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	299	11	45	27	14	1	99	299	1	20	49	28	0
	2004-05	95	265	11	52	23	9	5	94	265	5	22	49	19	6
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
Weingarten, Alan	1
McCarty, Todd	7
Schaub, Mishalla	5
Anaya, Phil	7
Chavez, James	5

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	\$15092341	60
Instructional Support	4677291	19
Administration	668632	3
Business and Support Services	378039	2
Operations/Maintenance of Plant	3583720	14
Food Services	0	0
Athletics	510542	2
Non-Instructional Student Support	96686	0
Community Services	12275	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$25019526	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%
Moriarty District Wide	297	69.4	30.6	93.6
Edgewood ES	30	70	30	91.4
Edgewood MS	27	66.7	33.3	96.6
Moriarty ES	39	87.2	12.8	100
Moriarty HS	66	63.6	36.4	92.7
Moriarty MS	21	66.7	33.3	90.9
Mountain View ES	34	70.6	29.4	100
Route 66 ES	21	81	19	82.8
South Mountain ES	22	68.2	31.8	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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- Q1. My child is safe at school.
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- 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
Moriarty District Total	1	11	7	3	***	***	***	52.4	33.3	14.3	***	***	***
Moriarty District Total	2	12	8	1	***	***	***	57.1	38.1	4.8	***	***	***
Moriarty District Total	3	9	10	1	1	***	***	42.9	47.6	4.8	4.8	***	***
Moriarty District Total	4	10	6	3	2	***	***	47.6	28.6	14.3	9.5	***	***
Moriarty District Total	5	8	11	1	***	1	***	38.1	52.4	4.8	***	4.8	***
Moriarty District Total	6	9	6	5	***	***	1	42.9	28.6	23.8	***	***	4.8
Moriarty District Total	7	8	8	3	1	***	1	38.1	38.1	14.3	4.8	***	4.8
Moriarty District Total	8	7	11	3	***	***	***	33.3	52.4	14.3	***	***	***
Moriarty District Total	9	9	9	3	***	***	***	42.9	42.9	14.3	***	***	***
Moriarty District Total	10	13	6	1	1	***	***	61.9	28.6	4.8	4.8	***	***
Route 66 ES	1	1	***	***	***	***	***	100	***	***	***	***	***
Route 66 ES	2	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	3	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	4	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	5	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	6	***	***	1	***	***	***	***	***	100	***	***	***
Route 66 ES	7	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	8	***	1	***	***	***	***	***	100	***	***	***	***
Route 66 ES	9	***	***	1	***	***	***	***	***	100	***	***	***
Route 66 ES	10	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood MS	1	2	4	1	***	***	***	28.6	57.1	14.3	***	***	***
Edgewood MS	2	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Edgewood MS	3	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Edgewood MS	4	2	4	***	1	***	***	28.6	57.1	***	14.3	***	***
Edgewood MS	5	2	4	***	***	1	***	28.6	57.1	***	***	14.3	***
Edgewood MS	6	2	2	2	***	***	1	28.6	28.6	28.6	***	***	14.3
Edgewood MS	7	3	4	***	***	***	***	42.9	57.1	***	***	***	***
Edgewood MS	8	2	5	***	***	***	***	28.6	71.4	***	***	***	***
Edgewood MS	9	3	3	1	***	***	***	42.9	42.9	14.3	***	***	***
Edgewood MS	10	4	2	1	***	***	***	57.1	28.6	14.3	***	***	***

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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
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Moriarty ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty HS	1	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Moriarty HS	2	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Moriarty HS	3	***	1	1	1	***	***	***	33.3	33.3	33.3	***	***
Moriarty HS	4	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Moriarty HS	5	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Moriarty HS	6	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Moriarty HS	7	2	***	1	***	***	***	66.7	***	33.3	***	***	***
Moriarty HS	8	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Moriarty HS	9	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Moriarty HS	10	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Moriarty MS	1	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	2	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	3	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	4	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	5	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	6	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	7	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	8	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	9	***	***	***	***	***	***	***	***	***	***	***	***
Moriarty MS	10	***	***	***	***	***	***	***	***	***	***	***	***

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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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Edgewood ES	1	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	2	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	3	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	4	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	5	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	6	***	1	***	***	***	***	***	100	***	***	***	***
Edgewood ES	7	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	8	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	9	1	***	***	***	***	***	100	***	***	***	***	***
Edgewood ES	10	1	***	***	***	***	***	100	***	***	***	***	***
South Mountain ES	1	5	1	1	***	***	***	71.4	14.3	14.3	***	***	***
South Mountain ES	2	5	1	1	***	***	***	71.4	14.3	14.3	***	***	***
South Mountain ES	3	4	3	***	***	***	***	57.1	42.9	***	***	***	***
South Mountain ES	4	6	***	***	1	***	***	85.7	***	***	14.3	***	***
South Mountain ES	5	5	2	***	***	***	***	71.4	28.6	***	***	***	***
South Mountain ES	6	5	1	1	***	***	***	71.4	14.3	14.3	***	***	***
South Mountain ES	7	2	2	1	1	***	1	28.6	28.6	14.3	14.3	***	14.3
South Mountain ES	8	4	3	***	***	***	***	57.1	42.9	***	***	***	***
South Mountain ES	9	4	3	***	***	***	***	57.1	42.9	***	***	***	***
South Mountain ES	10	4	2	***	1	***	***	57.1	28.6	***	14.3	***	***
Mountain View ES	1	1	1	***	***	***	***	50	50	***	***	***	***
Mountain View ES	2	1	1	***	***	***	***	50	50	***	***	***	***
Mountain View ES	3	1	1	***	***	***	***	50	50	***	***	***	***
Mountain View ES	4	1	***	1	***	***	***	50	***	50	***	***	***
Mountain View ES	5	***	2	***	***	***	***	***	100	***	***	***	***
Mountain View ES	6	1	1	***	***	***	***	50	50	***	***	***	***
Mountain View ES	7	***	1	1	***	***	***	***	50	50	***	***	***
Mountain View ES	8	***	1	1	***	***	***	***	50	50	***	***	***
Mountain View ES	9	1	1	***	***	***	***	50	50	***	***	***	***
Mountain View ES	10	1	1	***	***	***	***	50	50	***	***	***	***

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%).