



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

ARTESIA

NO CHILD LEFT BEHIND SUMMARY

ARTESIA		
AYP Rating: AYP Not Met		
Improvement Status: SI-2		
	Total Number	Percent
Schools rated in district	10	100
Schools in School Improvement	4	40
Schools in Corrective Action	1	10
Schools in Restructuring	0	0

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

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).

2006-2007 STUDENT DEMOGRAPHICS*

	ARTESIA		STATE WIDE	
	Number	Percent	Number	Percent
Female	1715	48.7	159155	48.8
Male	1803	51.3	167000	51.2
Caucasian	1560	44.3	99600	30.5
African-American	40	1.1	8523	2.6
Hispanic	1891	53.8	178091	54.6
Asian/Pacific Islander	8	0.2	4246	1.3
American Indian	19	0.5	35679	10.9
English Language Learners	201	5.7	60832	18.7
Students with Disabilities	612	17.4	48634	14.9
Free/Reduced Lunch Program	1620	46.0	193840	59.4
Migrant	4	0.1	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ARTESIA HIGH	AYP Not Met	Progressing	ARTESIA PARK JH	AYP Not Met	CA
ARTESIA ZIA INTERMED	AYP Not Met	SI-2	CENTRAL ELEMENTARY	Meets AYP	Progressing
GRAND HTS.EARLY CHD.	AYP Not Met	SI-1	HERMOSA ELEMENTARY	AYP Not Met	SI-1 delay
PENASCO ELEMENTARY	Meets AYP	Progressing	ROSELAWN ELEMENTARY	AYP Not Met	Progressing
YESO ELEMENTARY	AYP Not Met	SI-1	YUCCA ELEMENTARY	Meets AYP	Progressing

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 fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	59.1	70.1	***	50.4	***	***	47.8	20.0	17.0
All students in Grades 6, 7 & 8	Reading Proficiency	42	49.0	60.0	41.7	40.6	***	***	46.0	47.6	8.9
All Students in Grades 9 & 11	Reading Proficiency	45	48.2	63.5	***	35.8	***	***	36.5	***	7.4
ARTESIA HIGH	Reading Proficiency	45	51.4	67.6	***	35.6	***	***	33.3	***	28.0
ARTESIA PARK JH	Reading Proficiency	45	53.4	65.1	***	44.8	***	***	43.1	***	3.1
ARTESIA ZIA INTERMED	Reading Proficiency	42	43.2	54.0	***	35.3	***	***	***	43.8	15.1
CENTRAL ELEMENTARY	Reading Proficiency	49	61.0	59.1	***	61.8	***	***	60.6	***	22.2
GRAND HTS.EARLY CHD.	Reading Proficiency	49	59.5	68.5	***	51.8	***	***	45.5	***	19.4
HERMOSA ELEMENTARY	Reading Proficiency	49	51.5	65.8	***	39.3	***	***	34.4	***	21.4
PENASCO ELEMENTARY	Reading Proficiency	45	90.9	***	***	***	***	***	***	***	***
ROSELAWN ELEMENTARY	Reading Proficiency	49	49.4	***	***	49.4	***	***	47.3	***	23.1
YESO ELEMENTARY	Reading Proficiency	49	71.1	77.4	***	57.6	***	***	55.1	***	25.0
YUCCA ELEMENTARY	Reading Proficiency	49	55.4	67.4	***	48.9	***	***	50.0	***	10.5
All Students in Grades 3, 4 & 5	Math Proficiency	33	51.3	59.8	***	44.3	***	***	40.8	36.0	21.2
All students in Grades 6, 7 & 8	Math Proficiency	20	38.3	51.9	8.3	28.5	***	***	18.6	9.5	5.9
All Students in Grades 9 & 11	Math Proficiency	27	35.9	45.3	***	28.4	***	***	23.7	***	<1.0
ARTESIA HIGH	Math Proficiency	27	35.5	48.2	***	22.8	***	***	14.0	***	8.0
ARTESIA PARK JH	Math Proficiency	23	34.2	43.7	***	27.8	***	***	23.5	***	<1.0
ARTESIA ZIA INTERMED	Math Proficiency	20	41.0	54.6	***	31.4	***	***	***	12.5	11.0
CENTRAL ELEMENTARY	Math Proficiency	33	59.7	59.1	***	60.0	***	***	59.1	***	33.3
GRAND HTS.EARLY CHD.	Math Proficiency	33	48.1	56.2	***	39.8	***	***	34.1	***	16.1
HERMOSA ELEMENTARY	Math Proficiency	33	48.5	56.6	***	40.5	***	***	37.5	***	21.4
PENASCO ELEMENTARY	Math Proficiency	24	81.8	***	***	***	***	***	***	***	***
ROSELAWN ELEMENTARY	Math Proficiency	33	39.1	***	***	40.5	***	***	37.8	***	26.9
YESO ELEMENTARY	Math Proficiency	33	61.3	69.3	***	45.5	***	***	40.6	***	21.4
YUCCA ELEMENTARY	Math Proficiency	33	43.2	45.7	***	39.8	***	***	35.4	***	15.8
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.5	95.9	***	95.3	***	***	94.8	96.7	94.2
All students in Grades 6, 7 & 8	Attendance Rate	92	95.2	95.7	97.2	94.8	***	***	92.7	96.7	93.5
ARTESIA PARK JH	Attendance Rate	92	93.5	94.4	***	92.8	***	***	92.1	***	91.0
ARTESIA ZIA INTERMED	Attendance Rate	92	95.9	96.4	***	95.5	***	***	***	97.0	94.3
CENTRAL ELEMENTARY	Attendance Rate	92	93.6	95.0	***	93.0	***	***	92.9	***	92.9
HERMOSA ELEMENTARY	Attendance Rate	92	95.7	96.2	***	95.4	***	***	95.3	***	94.9
PENASCO ELEMENTARY	Attendance Rate	92	97.6	***	***	***	***	***	***	***	***
ROSELAWN ELEMENTARY	Attendance Rate	92	95.1	***	***	95.5	***	***	95.1	***	94.4
YESO ELEMENTARY	Attendance Rate	92	95.7	96.1	***	95.1	***	***	94.5	***	93.9

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
YUCCA ELEMENTARY	Attendance Rate	92	95.4	95.7	***	95.2	***	***	94.8	***	94.2	
All Students in Grade 12	Graduation Rate	90	91.3	91.9	***	90.6	***	***	88.9	***	92.3	
ARTESIA HIGH	Graduation Rate	90	90.4	89.5	***	91.1	***	***	88.9	***	82.4	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) 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 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer 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	132	5	56	26	13	1	99	132	6	44	41	8	1
	Male	100	153	6	47	32	15	0	100	153	9	42	46	3	0
Ethnicity	Caucasian	99	124	9	56	23	11	1	99	124	15	44	36	5	1
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	156	2	47	34	17	0	100	156	3	42	49	6	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	59	5	24	34	37	0	100	59	2	24	61	14	0
	ELL ³	100	14	0	36	50	14	0	100	14	0	71	21	7	0
	FRLP	99	159	3	40	38	18	1	99	159	1	38	53	8	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	285	5	51	29	14	0	100	285	8	43	44	6	0
	2005-06	100	285	5	59	24	12	0	100	285	6	38	49	6	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

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	147	15	50	30	5	0	100	147	11	43	43	3	0
	Male	99	147	7	52	33	7	1	99	147	18	46	34	2	1
Ethnicity	Caucasian	100	121	16	60	20	5	0	100	121	20	49	31	1	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	99	165	8	44	39	7	1	99	165	10	40	45	4	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	45	4	16	53	27	0	100	45	9	16	64	11	0
	ELL ³	100	14	0	21	43	36	0	100	14	7	14	71	7	0
	FRLP	99	172	9	44	37	10	1	99	172	9	37	49	4	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	294	11	51	32	6	0	100	294	14	44	38	3	0
	2005-06	99	238	10	45	32	11	1	99	238	6	37	49	7	1
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

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	109	15	48	29	8	0	100	109	9	29	54	7	0
	Male	100	121	12	43	37	7	0	99	121	7	37	50	6	1
Ethnicity	Caucasian	100	96	21	50	21	8	0	99	96	13	39	43	5	1
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	130	8	41	43	8	0	100	130	4	30	58	8	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	34	6	6	56	32	0	97	34	0	15	50	32	3
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	133	7	44	40	10	0	99	133	5	29	57	8	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	230	13	45	33	8	0	100	230	8	33	52	7	0
	2005-06	100	256	18	46	30	6	0	100	256	7	30	50	13	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

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	98	132	5	35	45	14	2	98	132	14	35	42	8	2
	Male	99	134	3	25	52	18	1	99	134	18	25	48	7	2
Ethnicity	Caucasian	99	121	6	40	44	9	1	99	121	25	38	31	5	1
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	99	138	2	20	55	21	1	99	138	8	24	57	9	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	98	43	5	5	23	65	2	98	43	0	9	56	33	2
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	266	4	30	49	16	2	98	266	16	30	45	7	2
	2005-06	99	270	2	36	48	12	1	99	270	11	32	43	12	1
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	129	10	50	30	9	0	99	129	9	34	45	12	1
	Male	96	140	6	37	44	9	4	96	140	8	24	44	21	4
Ethnicity	Caucasian	99	110	13	46	35	5	1	97	110	13	35	44	6	3
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	97	152	5	42	39	12	3	97	152	5	25	45	23	3
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	95	40	3	15	30	48	5	98	40	3	10	63	23	3
	ELL ³	100	16	0	56	44	0	0	100	16	0	6	63	31	0
	FRLP	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	269	8	43	37	9	2	97	269	8	29	44	16	3
	2005-06	99	273	7	48	33	11	1	98	273	8	30	42	17	2
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

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	118	3	62	31	3	1	99	118	4	28	53	14	1
	Male	100	130	2	55	33	9	0	100	130	5	28	56	11	0
Ethnicity	Caucasian	100	109	5	65	28	3	0	100	109	9	36	46	9	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	99	134	1	52	36	10	1	99	134	1	22	60	16	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	97	35	0	6	51	40	3	97	35	0	0	51	46	3
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	99	118	2	44	43	10	1	99	118	0	17	63	19	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	248	3	58	32	6	0	100	248	4	28	54	13	0
	2005-06	98	272	3	49	38	8	2	99	272	1	16	52	30	1
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	114	3	55	28	14	0	100	114	4	32	55	9	0
	Male	99	142	0	38	35	26	1	99	141	4	34	52	9	1
Ethnicity	Caucasian	99	106	2	58	28	11	1	99	106	5	40	49	6	1
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	147	1	37	35	27	1	99	146	2	29	57	11	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	95	38	0	5	45	45	5	95	38	0	0	76	18	5
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	100	103	0	43	29	28	0	100	103	4	25	59	12	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	256	1	46	32	21	1	99	255	4	33	54	9	1
	2005-06	100	277	1	47	29	23	0	99	277	6	27	48	18	1
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	120	7	42	42	8	2	98	120	3	27	43	25	2
	Male	96	114	5	45	32	14	4	96	114	5	33	34	24	4
Ethnicity	Caucasian	97	119	8	56	27	7	3	97	119	4	41	37	15	3
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	97	108	4	30	47	17	3	97	108	3	19	41	35	3
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	100	28	7	18	29	46	0	100	28	4	4	25	68	0
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	93	61	2	30	48	15	7	93	61	3	10	39	41	7
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	97	234	6	43	37	11	3	97	234	4	30	39	24	3
	2005-06	99	231	19	56	19	5	1	100	232	10	35	43	11	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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
Aguilar, Margaret	22
Bowman, Jeff	11
Elkins, Alden	18
Irby, Lowell	22
Shearman, Carolyn	29

Source: 2006-07 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 Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	15,496,813	65
Instructional Support Services	8,393,441	35
Students	1,842,359	22
Instruction	511,992	6
General Administration	605,323	7
School Administration	2,110,346	25
Central Services	520,012	6
Operations & Maintenance	2,803,410	33
Student Transportation	0	0
Non-Instructional Support	66,887	<1
Food Services	0	0
Community Services	66,887	100
Capital Outlay	0	0
Total Expenditures	23,957,141	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	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 not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	271	43.5	56.1	0.5
ARTESIA DISTRICT OFF	1	0.0	100.0	***
ARTESIA HIGH	46	45.7	52.2	0.6
ARTESIA PARK JH	40	45.0	55.0	0.0
ARTESIA ZIA INTERMED	40	30.0	70.0	0.0
CENTRAL ELEMENTARY	14	57.1	42.9	0.0
GRAND HTS.EARLY CHD.	26	53.8	46.2	0.0
HERMOSA ELEMENTARY	27	37.0	63.0	0.0
PENASCO ELEMENTARY	3	33.3	66.7	0.0
ROSELAWN ELEMENTARY	18	72.2	27.8	9.5
YESO ELEMENTARY	34	32.4	67.6	0.0
YUCCA ELEMENTARY	22	45.5	54.5	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

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- 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.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	7	10	3	0	2	0	31.8	45.5	13.6	0.0	9.1	0.0
DISTRICT WIDE TOTALS	2	9	10	3	0	0	0	40.9	45.5	13.6	0.0	0.0	0.0
DISTRICT WIDE TOTALS	3	11	7	4	0	0	0	50.0	31.8	18.2	0.0	0.0	0.0
DISTRICT WIDE TOTALS	4	11	10	1	0	0	0	50.0	45.5	4.5	0.0	0.0	0.0
DISTRICT WIDE TOTALS	5	10	7	2	0	3	0	45.5	31.8	9.1	0.0	13.6	0.0
DISTRICT WIDE TOTALS	6	9	9	2	2	0	0	40.9	40.9	9.1	9.1	0.0	0.0
DISTRICT WIDE TOTALS	7	7	11	0	1	2	1	31.8	50.0	0.0	4.5	9.1	4.5
DISTRICT WIDE TOTALS	8	14	7	1	0	0	0	63.6	31.8	4.5	0.0	0.0	0.0
DISTRICT WIDE TOTALS	9	10	9	2	0	1	0	45.5	40.9	9.1	0.0	4.5	0.0
DISTRICT WIDE TOTALS	10	13	9	0	0	0	0	59.1	40.9	0.0	0.0	0.0	0.0
ARTESIA HIGH	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
ARTESIA HIGH	8	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	9	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA HIGH	10	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	1	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	2	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	3	1	0	1	0	0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	4	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	5	1	0	0	0	1	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0
ARTESIA PARK JH	6	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	7	0	2	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	8	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	9	0	1	1	0	0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0
ARTESIA PARK JH	10	1	1	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	1	0	3	1	0	1	0.0	60.0	20.0	0.0	20.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	2	1	4	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	3	2	1	2	0	0	40.0	20.0	40.0	0.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	4	2	3	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	5	1	2	1	0	1	20.0	40.0	20.0	0.0	20.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	6	1	2	1	1	0	20.0	40.0	20.0	20.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	7	0	4	0	0	1	0.0	80.0	0.0	0.0	20.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	8	2	3	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	9	2	1	1	0	1	40.0	20.0	20.0	0.0	20.0	0.0	0.0	0.0
ARTESIA ZIA INTERMED	10	3	2	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL ELEMENTARY	1	7	2	0	0	1	70.0	20.0	0.0	0.0	10.0	0.0	0.0	0.0
CENTRAL ELEMENTARY	2	6	3	1	0	0	60.0	30.0	10.0	0.0	0.0	0.0	0.0	0.0
CENTRAL ELEMENTARY	3	7	3	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL ELEMENTARY	4	8	2	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
CENTRAL ELEMENTARY	5	7	2	0	0	1	0	70.0	20.0	0.0	0.0	10.0	0.0	
CENTRAL ELEMENTARY	6	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0	
CENTRAL ELEMENTARY	7	6	3	0	0	1	0	60.0	30.0	0.0	0.0	10.0	0.0	
CENTRAL ELEMENTARY	8	9	1	0	0	0	0	90.0	10.0	0.0	0.0	0.0	0.0	
CENTRAL ELEMENTARY	9	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0	
CENTRAL ELEMENTARY	10	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0	
GRAND HTS.EARLY CHD.	***	***	***	***	***	***	***	***	***	***	***	***	***	***
HERMOSA ELEMENTARY	1	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	2	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	3	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	4	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	5	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	6	0	1	0	1	0	0	0.0	50.0	0.0	50.0	0.0	0.0	
HERMOSA ELEMENTARY	7	0	1	0	1	0	0	0.0	50.0	0.0	50.0	0.0	0.0	
HERMOSA ELEMENTARY	8	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	9	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
HERMOSA ELEMENTARY	10	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	
PENASCO ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
ROSELAWN ELEMENTARY	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	7	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
ROSELAWN ELEMENTARY	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
ROSELAWN ELEMENTARY	10	1	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	1	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	2	1	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	3	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	4	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	5	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	6	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	7	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
YESO ELEMENTARY	8	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	9	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YESO ELEMENTARY	10	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
YUCCA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***

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 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School 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 Adequate 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 or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).