



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

Printed: 10/14/2008

LOVINGTON

NO CHILD LEFT BEHIND SUMMARY

LOVINGTON

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	8	100
Schools in School Improvement	5	63
Schools in Corrective Action	2	25
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	LOVINGTON		STATE WIDE	
	Number	Percent	Number	Percent
Female	1475	47.8	159155	48.8
Male	1612	52.2	167000	51.2
Caucasian	901	29.2	99600	30.5
African-American	82	2.7	8523	2.6
Hispanic	2087	67.6	178091	54.6
Asian/Pacific Islander	10	0.3	4246	1.3
American Indian	7	0.2	35679	10.9
English Language Learners	511	16.6	60832	18.7
Students with Disabilities	589	19.1	48634	14.9
Free/Reduced Lunch Program	1535	49.7	193840	59.4
Migrant	45	1.5	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
BEN ALEXANDER ELEM	AYP Not Met	SI-2	JEFFERSON ELEMENTARY	AYP Not Met	SI-2
LEA ELEMENTARY	AYP Not Met	SI-2	LOVINGTON HIGH	AYP Not Met	Progressing
LOVINGTON JR HIGH	AYP Not Met	CA	NEW HOPE ALT HIGH	AYP Not Met	SI-2
TAYLOR MIDDLE	AYP Not Met	CA	YARBRO ELEMENTARY	AYP Not Met	SI-2

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	Pacific	Asian/	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	49.3	65.8	18.8	43.3	***	***	44.3	42.7	7.9	
All students in Grades 6, 7 & 8	Reading Proficiency	42	46.9	60.5	23.1	42.4	***	***	45.5	28.2	12.3	
All Students in Grades 9 & 11	Reading Proficiency	45	38.8	57.9	***	30.1	***	***	28.2	10.5	5.3	
BEN ALEXANDER ELEM	Reading Proficiency	49	50.8	69.8	***	40.6	***	***	47.3	25.0	11.1	
JEFFERSON ELEMENTARY	Reading Proficiency	49	50.8	70.5	***	40.5	***	***	47.2	25.0	11.8	
LEA ELEMENTARY	Reading Proficiency	49	50.8	71.2	***	40.2	***	***	46.6	23.3	6.3	
LOVINGTON HIGH	Reading Proficiency	45	39.9	63.0	***	31.1	***	***	29.9	4.4	18.2	
LOVINGTON JR HIGH	Reading Proficiency	45	45.7	58.7	***	39.5	***	***	39.2	29.9	12.8	
NEW HOPE ALT HIGH	Reading Proficiency	45	***	***	***	***	***	***	***	***	***	
TAYLOR MIDDLE	Reading Proficiency	42	46.7	60.7	27.3	42.1	***	***	44.9	28.1	17.0	
YARBRO ELEMENTARY	Reading Proficiency	49	48.6	62.9	14.3	44.6	***	***	43.0	47.0	6.5	
All Students in Grades 3, 4 & 5	Math Proficiency	33	34.0	54.4	18.8	26.3	***	***	28.0	23.8	1.6	
All students in Grades 6, 7 & 8	Math Proficiency	20	23.8	35.3	7.7	19.7	***	***	18.2	11.2	1.5	
All Students in Grades 9 & 11	Math Proficiency	27	31.3	46.5	***	24.4	***	***	25.5	7.9	<1.0	
BEN ALEXANDER ELEM	Math Proficiency	33	36.4	60.3	***	24.2	***	***	31.8	12.5	<1.0	
JEFFERSON ELEMENTARY	Math Proficiency	33	36.1	59.0	***	24.6	***	***	31.5	12.5	<1.0	
LEA ELEMENTARY	Math Proficiency	33	37.8	62.7	***	25.4	***	***	33.0	10.0	<1.0	
LOVINGTON HIGH	Math Proficiency	27	24.8	39.1	***	19.4	***	***	19.4	4.4	<1.0	
LOVINGTON JR HIGH	Math Proficiency	23	32.3	44.6	***	26.0	***	***	26.0	13.4	6.4	
NEW HOPE ALT HIGH	Math Proficiency	27	***	***	***	***	***	***	***	***	***	
TAYLOR MIDDLE	Math Proficiency	20	24.2	35.7	9.1	20.4	***	***	18.6	12.4	6.4	
YARBRO ELEMENTARY	Math Proficiency	33	33.0	51.6	14.3	27.1	***	***	26.5	26.5	2.2	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.6	93.7	94.2	94.9	***	***	94.8	95.3	93.3	
All students in Grades 6, 7 & 8	Attendance Rate	92	94.9	94.2	95.1	95.2	***	***	94.8	95.3	93.9	
BEN ALEXANDER ELEM	Attendance Rate	92	94.7	94.3	***	95.0	***	***	94.7	94.7	93.3	
JEFFERSON ELEMENTARY	Attendance Rate	92	94.5	93.9	***	94.8	***	***	94.5	95.4	92.8	
LEA ELEMENTARY	Attendance Rate	92	94.4	93.0	***	94.7	***	***	94.6	95.4	93.8	
LOVINGTON JR HIGH	Attendance Rate	92	92.9	92.8	***	92.8	***	***	92.6	93.2	92.6	
TAYLOR MIDDLE	Attendance Rate	92	95.9	94.9	95.8	96.3	***	***	95.7	96.3	94.7	
YARBRO ELEMENTARY	Attendance Rate	92	94.6	93.6	94.8	94.9	***	***	94.9	95.2	93.5	
All Students in Grade 12	Graduation Rate	90	82.2	91.5	***	76.9	***	***	75.7	70.6	94.4	
LOVINGTON HIGH	Graduation Rate	90	87.9	94.8	***	82.6	***	***	82.9	66.7	100.0	
NEW HOPE ALT HIGH	Graduation Rate	90	***	***	***	***	***	***	***	***	***	

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	100	108	3	55	31	12	0	99	108	2	39	50	8	0
	Male	99	126	1	39	39	21	1	100	126	1	29	56	14	1
Ethnicity	Caucasian	100	75	5	63	20	12	0	100	75	3	55	36	7	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	152	0	38	43	18	1	99	152	1	23	62	14	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	22	0	9	23	68	0	100	22	0	0	41	59	0
	ELL ³	100	48	0	23	46	31	0	100	48	2	13	65	21	0
	FRLP	100	126	2	43	33	23	0	99	126	2	29	52	17	0
	Migrant	1.00	7	***	***	***	***	0	1.00	7	***	***	***	***	0
All Students	2006-07	100	234	2	46	35	17	0	100	234	1	34	53	12	0
	2005-06	100	222	5	43	35	17	0	99	222	0	34	55	9	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	118	4	43	36	16	0	99	118	4	34	47	14	1
	Male	100	105	2	32	47	19	0	100	105	2	24	53	21	0
Ethnicity	Caucasian	100	49	4	45	37	14	0	98	49	6	43	43	6	2
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	165	3	36	44	18	0	100	165	2	25	52	21	0
	Asian/Pacific	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	27	0	0	37	63	0	100	27	0	0	63	37	0
	ELL ³	100	73	3	33	42	22	0	100	73	4	23	56	16	0
	FRLP	100	147	1	33	45	20	0	100	147	2	24	53	20	0
	Migrant	.86	6	***	***	***	***	1	.86	6	***	***	***	***	1
All Students	2006-07	100	223	3	38	41	17	0	100	223	3	29	50	17	0
	2005-06	100	202	9	40	41	10	0	100	202	5	30	55	9	0
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	107	22	38	33	7	0	99	107	3	35	48	14	1
	Male	99	113	9	48	31	12	1	99	113	3	32	47	18	1
Ethnicity	Caucasian	100	65	29	46	23	2	0	100	65	8	45	45	3	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	99	145	10	43	36	10	1	99	145	1	29	51	18	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	24	4	8	29	58	0	96	24	0	4	29	63	4
	ELL ³	99	79	6	46	37	10	1	99	79	1	23	61	14	1
	FRLP	99	137	11	44	33	12	1	99	137	0	30	52	17	1
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	100	220	15	43	32	9	0	99	220	3	33	47	16	1
	2005-06	100	222	14	47	30	8	0	100	222	5	34	47	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	100	109	3	42	49	6	0	100	109	2	26	54	18	0
	Male	100	124	1	28	51	20	0	100	124	2	15	56	27	0
Ethnicity	Caucasian	100	67	6	45	39	10	0	100	67	1	34	49	15	0
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	158	0	32	54	14	0	100	158	2	15	58	25	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	23	0	13	26	61	0	100	23	0	4	43	52	0
	ELL ³	100	65	0	18	62	20	0	100	65	2	8	51	40	0
	FRLP	100	113	1	32	50	18	0	100	113	2	14	58	26	0
	Migrant	1.00	4	***	***	***	***	0	1.00	4	***	***	***	***	0
All Students	2006-07	100	233	2	35	50	14	0	100	233	2	20	55	23	0
	2005-06	100	236	3	26	58	12	0	100	236	0	14	51	34	0
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	107	11	52	32	5	0	100	107	7	21	54	19	0
	Male	99	127	6	38	41	15	1	98	127	2	17	53	26	2
Ethnicity	Caucasian	100	62	15	48	31	6	0	97	62	10	23	48	16	3
	African-American	100	10	0	50	30	20	0	100	10	0	10	40	50	0
	Hispanic	99	162	6	43	40	11	1	99	162	2	18	56	23	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	29	7	10	41	41	0	97	29	7	0	38	52	3
	ELL ³	100	68	3	29	53	15	0	99	68	3	10	49	37	1
	FRLP	100	113	7	47	32	14	0	97	113	3	14	60	20	3
	Migrant	1.00	4	***	***	***	***	0	1.00	4	***	***	***	***	0
All Students	2006-07	100	234	8	44	37	10	0	99	234	4	19	53	23	1
	2005-06	100	212	4	49	37	10	0	100	211	1	23	55	21	0
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	100	102	4	50	37	9	0	100	102	3	23	58	17	0
	Male	100	108	5	39	42	15	0	100	108	4	18	55	24	0
Ethnicity	Caucasian	100	66	9	52	32	8	0	100	66	6	24	59	11	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	140	2	42	43	13	0	100	140	2	19	56	23	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	31	6	6	35	52	0	100	31	0	6	39	55	0
	ELL ³	100	56	4	30	52	14	0	100	56	0	13	61	27	0
	FRLP	100	95	2	44	42	12	0	100	95	1	17	60	22	0
	Migrant	1.00	4	***	***	***	***	0	1.00	4	***	***	***	***	0
All Students	2006-07	100	212	4	44	40	12	0	100	212	3	20	56	21	0
	2005-06	97	206	6	42	40	9	3	97	206	4	18	55	20	3
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	104	3	43	35	19	0	100	104	8	32	51	10	0
	Male	100	106	2	27	35	36	0	100	106	8	24	50	18	0
Ethnicity	Caucasian	100	79	4	48	29	19	0	100	79	14	34	43	9	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	125	1	29	38	32	0	100	125	4	25	55	16	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	32	3	3	22	72	0	100	32	3	0	47	50	0
	ELL ³	100	26	0	23	46	31	0	100	26	4	15	62	19	0
	FRLP	100	90	1	26	39	34	0	100	90	3	28	50	19	0
	Migrant	1.00	3	***	***	***	***	0	1.00	3	***	***	***	***	0
All Students	2006-07	100	210	2	35	35	28	0	100	210	8	28	50	14	0
	2005-06	99	198	1	39	37	23	1	99	197	2	39	49	10	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	100	103	8	38	40	15	0	100	103	5	20	52	22	0
	Male	96	83	4	22	45	27	4	98	83	2	17	46	33	2
Ethnicity	Caucasian	100	55	15	42	31	13	0	100	55	9	29	42	20	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	98	126	2	27	46	22	2	98	126	2	15	54	28	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	18	6	6	6	83	0	100	18	0	0	22	78	0
	ELL ³	97	29	0	7	52	38	3	97	29	0	3	55	38	3
	FRLP	100	76	3	29	43	25	0	100	76	3	16	51	30	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	186	6	31	42	20	2	99	186	4	19	49	27	1
	2005-06	99	162	11	38	37	13	1	99	162	4	23	43	29	1
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
Contreras, Enrique	19
Duncan, Thurman "Slick"	18
Kidd, LaRhonda	7
McGinnes, Lynda	29
Reeder, Ronny	5

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	13,565,942	64
Instructional Support Services	7,508,544	36
Students	2,585,965	34
Instruction	317,037	4
General Administration	534,865	7
School Administration	1,409,814	19
Central Services	295,800	4
Operations & Maintenance	2,363,927	31
Student Transportation	1,136	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	21,074,486	

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	220	62.3	37.3	0.0
BEN ALEXANDER ELEM	16	81.3	18.8	0.0
JEFFERSON ELEMENTARY	19	73.7	26.3	0.0
LEA COUNTY JD CTR	2	0.0	100.0	***
LEA ELEMENTARY	17	64.7	35.3	0.0
LLANO ELEMENTARY	27	74.1	25.9	0.0
LOVINGTON DIST OFF	4	0.0	100.0	***
LOVINGTON HIGH	39	56.4	41.0	0.0
LOVINGTON JR HIGH	33	69.7	30.3	0.0
NEW HOPE ALT HIGH	9	55.6	44.4	0.0
TAYLOR MIDDLE	28	50.0	50.0	0.0
YARBRO ELEMENTARY	26	57.7	42.3	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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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	332	843	62	40	86	38	23.7	60.2	4.4	2.9	6.1	2.7
DISTRICT WIDE TOTALS	2	347	818	114	30	68	24	24.8	58.4	8.1	2.1	4.9	1.7
DISTRICT WIDE TOTALS	3	351	855	62	16	68	49	25.1	61.0	4.4	1.1	4.9	3.5
DISTRICT WIDE TOTALS	4	383	799	103	30	35	51	27.3	57.0	7.4	2.1	2.5	3.6
DISTRICT WIDE TOTALS	5	329	798	75	24	142	33	23.5	57.0	5.4	1.7	10.1	2.4
DISTRICT WIDE TOTALS	6	360	821	84	33	71	32	25.7	58.6	6.0	2.4	5.1	2.3
DISTRICT WIDE TOTALS	7	278	779	120	31	134	59	19.8	55.6	8.6	2.2	9.6	4.2
DISTRICT WIDE TOTALS	8	471	786	77	18	26	23	33.6	56.1	5.5	1.3	1.9	1.6
DISTRICT WIDE TOTALS	9	354	827	63	14	100	43	25.3	59.0	4.5	1.0	7.1	3.1
DISTRICT WIDE TOTALS	10	429	805	68	27	24	48	30.6	57.5	4.9	1.9	1.7	3.4
BEN ALEXANDER ELEM	1	45	99	3	0	6	1	29.2	64.3	1.9	0.0	3.9	0.6
BEN ALEXANDER ELEM	2	50	91	9	0	4	0	32.5	59.1	5.8	0.0	2.6	0.0
BEN ALEXANDER ELEM	3	55	91	1	1	4	2	35.7	59.1	0.6	0.6	2.6	1.3
BEN ALEXANDER ELEM	4	52	90	5	2	0	5	33.8	58.4	3.2	1.3	0.0	3.2
BEN ALEXANDER ELEM	5	38	89	5	0	21	1	24.7	57.8	3.2	0.0	13.6	0.6
BEN ALEXANDER ELEM	6	53	85	6	1	6	3	34.4	55.2	3.9	0.6	3.9	1.9
BEN ALEXANDER ELEM	7	30	80	7	3	22	12	19.5	51.9	4.5	1.9	14.3	7.8

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Q#	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
BEN ALEXANDER ELEM	8	71	79	3	0	1	0	46.1	51.3	1.9	0.0	0.6	0.0
BEN ALEXANDER ELEM	9	47	95	3	1	4	4	30.5	61.7	1.9	0.6	2.6	2.6
BEN ALEXANDER ELEM	10	56	83	8	2	4	1	36.4	53.9	5.2	1.3	2.6	0.6
JEFFERSON ELEMENTARY	1	39	66	3	2	4	5	32.8	55.5	2.5	1.7	3.4	4.2
JEFFERSON ELEMENTARY	2	39	77	1	1	1	0	32.8	64.7	0.8	0.8	0.8	0.0
JEFFERSON ELEMENTARY	3	39	70	4	0	4	2	32.8	58.8	3.4	0.0	3.4	1.7
JEFFERSON ELEMENTARY	4	44	66	4	0	2	3	37.0	55.5	3.4	0.0	1.7	2.5
JEFFERSON ELEMENTARY	5	46	61	0	0	11	1	38.7	51.3	0.0	0.0	9.2	0.8
JEFFERSON ELEMENTARY	6	40	72	3	0	2	2	33.6	60.5	2.5	0.0	1.7	1.7
JEFFERSON ELEMENTARY	7	26	60	8	4	16	5	21.8	50.4	6.7	3.4	13.4	4.2
JEFFERSON ELEMENTARY	8	54	65	0	0	0	0	45.4	54.6	0.0	0.0	0.0	0.0
JEFFERSON ELEMENTARY	9	41	65	3	0	8	2	34.5	54.6	2.5	0.0	6.7	1.7
JEFFERSON ELEMENTARY	10	39	68	4	2	2	4	32.8	57.1	3.4	1.7	1.7	3.4
LEA ELEMENTARY	1	47	68	3	1	4	3	37.3	54.0	2.4	0.8	3.2	2.4
LEA ELEMENTARY	2	46	72	1	0	6	1	36.5	57.1	0.8	0.0	4.8	0.8
LEA ELEMENTARY	3	48	64	1	0	9	4	38.1	50.8	0.8	0.0	7.1	3.2
LEA ELEMENTARY	4	57	66	3	0	0	0	45.2	52.4	2.4	0.0	0.0	0.0
LEA ELEMENTARY	5	45	67	0	0	12	2	35.7	53.2	0.0	0.0	9.5	1.6
LEA ELEMENTARY	6	48	70	1	0	5	2	38.1	55.6	0.8	0.0	4.0	1.6
LEA ELEMENTARY	7	31	66	8	0	13	8	24.6	52.4	6.3	0.0	10.3	6.3
LEA ELEMENTARY	8	67	57	1	0	0	1	53.2	45.2	0.8	0.0	0.0	0.8
LEA ELEMENTARY	9	49	70	1	0	3	3	38.9	55.6	0.8	0.0	2.4	2.4
LEA ELEMENTARY	10	37	74	6	0	1	8	29.4	58.7	4.8	0.0	0.8	6.3
LLANO ELEMENTARY	1	62	87	1	2	6	6	37.8	53.0	0.6	1.2	3.7	3.7
LLANO ELEMENTARY	2	73	79	11	0	1	0	44.5	48.2	6.7	0.0	0.6	0.0
LLANO ELEMENTARY	3	61	87	1	0	7	8	37.2	53.0	0.6	0.0	4.3	4.9
LLANO ELEMENTARY	4	70	83	4	1	2	4	42.7	50.6	2.4	0.6	1.2	2.4

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
LLANO ELEMENTARY	5	44	79	5	2	26	8	26.8	48.2	3.0	1.2	15.9	4.9	
LLANO ELEMENTARY	6	63	90	0	1	8	2	38.4	54.9	0.0	0.6	4.9	1.2	
LLANO ELEMENTARY	7	39	84	10	2	21	8	23.8	51.2	6.1	1.2	12.8	4.9	
LLANO ELEMENTARY	8	90	67	2	0	1	4	54.9	40.9	1.2	0.0	0.6	2.4	
LLANO ELEMENTARY	9	73	76	0	1	10	4	44.5	46.3	0.0	0.6	6.1	2.4	
LLANO ELEMENTARY	10	54	78	9	2	4	17	32.9	47.6	5.5	1.2	2.4	10.4	
LOVINGTON HIGH	1	7	61	5	5	4	1	8.4	73.5	6.0	6.0	4.8	1.2	
LOVINGTON HIGH	2	6	53	10	4	9	1	7.2	63.9	12.0	4.8	10.8	1.2	
LOVINGTON HIGH	3	7	55	10	3	6	2	8.4	66.3	12.0	3.6	7.2	2.4	
LOVINGTON HIGH	4	6	48	17	3	4	5	7.2	57.8	20.5	3.6	4.8	6.0	
LOVINGTON HIGH	5	9	54	10	2	7	1	10.8	65.1	12.0	2.4	8.4	1.2	
LOVINGTON HIGH	6	7	47	11	5	10	3	8.4	56.6	13.3	6.0	12.0	3.6	
LOVINGTON HIGH	7	8	58	8	1	5	3	9.6	69.9	9.6	1.2	6.0	3.6	
LOVINGTON HIGH	8	8	57	10	4	2	2	9.6	68.7	12.0	4.8	2.4	2.4	
LOVINGTON HIGH	9	6	54	10	1	11	1	7.2	65.1	12.0	1.2	13.3	1.2	
LOVINGTON HIGH	10	24	53	1	2	0	3	28.9	63.9	1.2	2.4	0.0	3.6	
LOVINGTON JR HIGH	1	48	186	21	11	24	8	16.1	62.4	7.0	3.7	8.1	2.7	
LOVINGTON JR HIGH	2	42	163	46	20	21	6	14.1	54.7	15.4	6.7	7.0	2.0	
LOVINGTON JR HIGH	3	50	191	19	7	18	13	16.8	64.1	6.4	2.3	6.0	4.4	
LOVINGTON JR HIGH	4	53	174	30	17	11	13	17.8	58.4	10.1	5.7	3.7	4.4	
LOVINGTON JR HIGH	5	56	171	22	11	31	7	18.8	57.4	7.4	3.7	10.4	2.3	
LOVINGTON JR HIGH	6	53	168	35	15	22	5	17.8	56.4	11.7	5.0	7.4	1.7	
LOVINGTON JR HIGH	7	53	174	25	11	19	16	17.8	58.4	8.4	3.7	6.4	5.4	
LOVINGTON JR HIGH	8	51	183	33	10	14	7	17.1	61.4	11.1	3.4	4.7	2.3	
LOVINGTON JR HIGH	9	47	184	20	7	29	11	15.8	61.7	6.7	2.3	9.7	3.7	
LOVINGTON JR HIGH	10	82	180	17	7	6	6	27.5	60.4	5.7	2.3	2.0	2.0	
NEW HOPE ALT HIGH	1	7	22	0	1	1	1	21.9	68.8	0.0	3.1	3.1	3.1	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
NEW HOPE ALT HIGH	2	7	21	3	0	1	0	21.9	65.6	9.4	0.0	3.1	0.0			
NEW HOPE ALT HIGH	3	7	23	1	0	1	0	21.9	71.9	3.1	0.0	3.1	0.0			
NEW HOPE ALT HIGH	4	11	18	0	1	2	0	34.4	56.3	0.0	3.1	6.3	0.0			
NEW HOPE ALT HIGH	5	5	23	1	0	2	1	15.6	71.9	3.1	0.0	6.3	3.1			
NEW HOPE ALT HIGH	6	7	24	0	0	0	1	21.9	75.0	0.0	0.0	0.0	3.1			
NEW HOPE ALT HIGH	7	6	22	2	0	1	1	18.8	68.8	6.3	0.0	3.1	3.1			
NEW HOPE ALT HIGH	8	14	17	0	0	1	0	43.8	53.1	0.0	0.0	3.1	0.0			
NEW HOPE ALT HIGH	9	7	24	1	0	0	0	21.9	75.0	3.1	0.0	0.0	0.0			
NEW HOPE ALT HIGH	10	8	23	0	0	1	0	25.0	71.9	0.0	0.0	3.1	0.0			
TAYLOR MIDDLE	1	45	141	17	13	27	10	17.8	55.7	6.7	5.1	10.7	4.0			
TAYLOR MIDDLE	2	47	151	22	4	17	12	18.6	59.7	8.7	1.6	6.7	4.7			
TAYLOR MIDDLE	3	49	163	13	3	11	14	19.4	64.4	5.1	1.2	4.3	5.5			
TAYLOR MIDDLE	4	47	153	26	5	9	13	18.6	60.5	10.3	2.0	3.6	5.1			
TAYLOR MIDDLE	5	48	148	18	7	20	12	19.0	58.5	7.1	2.8	7.9	4.7			
TAYLOR MIDDLE	6	48	158	21	5	10	11	19.0	62.5	8.3	2.0	4.0	4.3			
TAYLOR MIDDLE	7	54	132	29	6	27	5	21.3	52.2	11.5	2.4	10.7	2.0			
TAYLOR MIDDLE	8	59	163	18	4	4	5	23.3	64.4	7.1	1.6	1.6	2.0			
TAYLOR MIDDLE	9	44	155	12	3	26	13	17.4	61.3	4.7	1.2	10.3	5.1			
TAYLOR MIDDLE	10	76	146	11	9	3	8	30.0	57.7	4.3	3.6	1.2	3.2			
YARBRO ELEMENTARY	1	32	113	9	5	10	3	18.6	65.7	5.2	2.9	5.8	1.7			
YARBRO ELEMENTARY	2	37	111	11	1	8	4	21.5	64.5	6.4	0.6	4.7	2.3			
YARBRO ELEMENTARY	3	35	111	12	2	8	4	20.3	64.5	7.0	1.2	4.7	2.3			
YARBRO ELEMENTARY	4	43	101	14	1	5	8	25.0	58.7	8.1	0.6	2.9	4.7			
YARBRO ELEMENTARY	5	38	106	14	2	12	0	22.1	61.6	8.1	1.2	7.0	0.0			
YARBRO ELEMENTARY	6	41	107	7	6	8	3	23.8	62.2	4.1	3.5	4.7	1.7			
YARBRO ELEMENTARY	7	31	103	23	4	10	1	18.0	59.9	13.4	2.3	5.8	0.6			
YARBRO ELEMENTARY	8	57	98	10	0	3	4	33.1	57.0	5.8	0.0	1.7	2.3			

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
YARBRO ELEMENTARY	9	40	104	13	1	9	5	23.3	60.5	7.6	0.6	5.2	2.9
YARBRO ELEMENTARY	10	53	100	12	3	3	1	30.8	58.1	7.0	1.7	1.7	0.6

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%).