



## NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: **AYP not Met**

	Total Number	Percent
Districts that Met AYP	34	38
Schools that Met AYP	519	68
Schools in School Improvement	63	8
Schools in Corrective Action	39	5
Schools in Restructuring	30	4

**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:

- Achieve a 95% participation rate on state assessments.
- Reach targets for proficiency or reduce non-proficiency.
- 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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

## 2003-2004 STUDENT DEMOGRAPHICS\*

	STATE OF NEW MEXICO		STATE WIDE	
	Number	Percent	Number	Percent
Female	156,715	49	156,715	49
Male	166,351	51	166,351	51
Caucasian	105,823	33	105,823	33
African-American	7,833	2	7,833	2
Hispanic	169,453	52	169,453	52
Asian/Pacific	3,833	1	3,833	1
Native American	36,124	11	36,124	11
ELL	54,528	17	54,528	17
Special Education	51,111	16	51,111	16
Migrant	2,382	1	2,382	1
Total	323,066	100	323,066	100

\*Source: ADS 40th day submission to Public Education Department.

NO CHILD LEFT BEHIND  
2004 STATE ACCOUNTABILITY DATA (AYP)

District	NCLB Determination	Schools Sanctioned
ALAMOGORDO PUBLIC SCHOOLS	AYP Not Met	0%
ALBUQUERQUE PUBLIC SCHOOLS	AYP Not Met	18%
ANIMAS PUBLIC SCHOOLS	Meets AYP	0%
ARTESIA PUBLIC SCHOOLS	AYP Not Met	0%
AZTEC MUNICIPAL SCHOOLS	Meets AYP	0%
BELEN PUBLIC SCHOOLS	AYP Not Met	27%
BERNALILLO PUBLIC SCHOOLS	AYP Not Met	30%
BLOOMFIELD MUNICIPAL SCHOOLS	AYP Not Met	43%
CAPITAN MUNICIPAL SCHOOLS	Meets AYP	0%
CARLSBAD MUNICIPAL SCHOOLS	AYP Not Met	0%
CARRIZO MUNICIPAL SCHOOLS	Meets AYP	0%
CENTRAL CONSOLIDATED SCHOOLS	AYP Not Met	59%
CHAMA VALLEY SCHOOLS	AYP Not Met	0%
CIMARRON MUNICIPAL SCHOOLS	Meets AYP	0%
CLAYTON PUBLIC SCHOOLS	AYP Not Met	0%
CLOUDCROFT MUNICIPAL SCHOOLS	Meets AYP	0%
CLOVIS MUNICIPAL SCHOOLS	AYP Not Met	12%
COBRE CONSOLIDATED SCHOOLS	AYP Not Met	0%
CORONA MUNICIPAL SCHOOLS	Meets AYP	0%
CUBA INDEPENDENT SCHOOLS	AYP Not Met	67%
DEMING PUBLIC SCHOOLS	AYP Not Met	0%
DES MOINES MUNICIPAL SCHOOLS	Meets AYP	0%
DEXTER CONSOLIDATED SCHOOLS	AYP Not Met	0%
DORA CONSOLIDATED SCHOOLS	AYP Not Met	0%
DULCE INDEPENDENT SCHOOLS	AYP Not Met	100%
ELIDA MUNICIPAL SCHOOLS	Meets AYP	0%
ESPAÑOLA PUBLIC SCHOOLS	AYP Not Met	60%
ESTANCIA MUNICIPAL SCHOOLS	AYP Not Met	0%
EUNICE MUNICIPAL SCHOOLS	Meets AYP	0%
FARMINGTON MUNICIPAL SCHOOLS	AYP Not Met	12%
FLOYD MUNICIPAL SCHOOLS	Meets AYP	0%
FORT SUMNER MUNICIPAL SCHOOLS	AYP Not Met	0%
GADSDEN INDEPENDENT SCHOOLS	AYP Not Met	44%

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**NO CHILD LEFT BEHIND 2004 STATE ACCOUNTABILITY DATA (AYP)**

District/Charter School	NCLB Determination	Schools Sanctioned	District/Charter School	NCLB Determination	Schools Sanctioned
GALLUP-MCKINLEY COUNTY PUBLIC	AYP Not Met	58%	ROSWELL INDEPENDENT SCHOOLS	AYP Not Met	21%
GRADY MUNICIPAL SCHOOLS	Meets AYP	0%	ROY MUNICIPAL SCHOOLS	Meets AYP	0%
GRANTS-CIBOLA COUNTY SCHOOLS	AYP Not Met	45%	RUIDOSO MUNICIPAL SCHOOLS	AYP Not Met	33%
HAGERMAN MUNICIPAL SCHOOLS	Meets AYP	0%	SAN JON MUNICIPAL SCHOOLS	Meets AYP	0%
HATCH VALLEY MUNICIPAL SCHOOLS	AYP Not Met	17%	SANTA FE PUBLIC SCHOOLS	AYP Not Met	11%
HOBBS MUNICIPAL SCHOOLS	AYP Not Met	12%	SANTA ROSA SCHOOLS	Meets AYP	0%
HONDO VALLEY PUBLIC SCHOOLS	Meets AYP	0%	SILVER CONSOLIDATED SCHOOLS	AYP Not Met	0%
HOUSE MUNICIPAL SCHOOLS	AYP Not Met	0%	SOCORRO CONSOLIDATED SCHOOLS	AYP Not Met	17%
JAL PUBLIC SCHOOLS	Meets AYP	0%	SPRINGER MUNICIPAL SCHOOLS	Meets AYP	0%
JEMEZ MOUNTAIN PUBLIC SCHOOLS	Meets AYP	17%	T OR C MUNICIPAL SCHOOLS	AYP Not Met	17%
JEMEZ VALLEY PUBLIC SCHOOLS	AYP Not Met	67%	TAOS MUNICIPAL SCHOOLS	AYP Not Met	0%
LAKE ARTHUR MUNICIPAL SCHOOLS	Meets AYP	0%	TATUM MUNICIPAL SCHOOLS	Meets AYP	0%
LAS CRUCES PUBLIC SCHOOLS	Meets AYP	3%	TEXICO MUNICIPAL SCHOOLS	Meets AYP	0%
LAS VEGAS CITY PUBLIC SCHOOLS	AYP Not Met	0%	TUCUMCARI PUBLIC SCHOOLS	AYP Not Met	33%
LOGAN MUNICIPAL SCHOOLS	Meets AYP	0%	TULAROSA MUNICIPAL SCHOOLS	AYP Not Met	0%
LORDSBURG MUNICIPAL SCHOOLS	Meets AYP	0%	VAUGHN MUNICIPAL SCHOOLS	Meets AYP	0%
LOS ALAMOS PUBLIC SCHOOLS	Meets AYP	0%	WAGON MOUND PUBLIC SCHOOLS	AYP Not Met	0%
LOS LUNAS PUBLIC SCHOOLS	AYP Not Met	31%	WEST LAS VEGAS PUBLIC SCHOOLS	AYP Not Met	22%
LOVING MUNICIPAL SCHOOLS	AYP Not Met	0%	ZUNI PUBLIC SCHOOLS	AYP Not Met	67%
LOVINGTON PUBLIC SCHOOLS	AYP Not Met	0%			
MAGDALENA MUNICIPAL SCHOOLS	AYP Not Met	33%			
MAXWELL MUNICIPAL SCHOOLS	Meets AYP	0%			
MELROSE PUBLIC SCHOOLS	Meets AYP	0%			
MESA VISTA CONSOLID. SCHOOLS	AYP Not Met	50%			
MORA INDEPENDENT SCHOOLS	AYP Not Met	50%			
MORIARTY MUNICIPAL SCHOOLS	AYP Not Met	13%			
MOSQUERO MUNICIPAL SCHOOLS	Meets AYP	0%			
MOUNTAINAIR PUBLIC SCHOOLS	AYP Not Met	0%			
PECOS INDEPENDENT SCHOOLS	AYP Not Met	0%			
PENASCO INDEPENDENT SCHOOLS	Meets AYP	0%			
POJOAQUE VALLEY PUBLIC SCHOOLS	AYP Not Met	50%			
PORTALES MUNICIPAL SCHOOLS	AYP Not Met	13%			
QUEMADO INDEPENDENT SCHOOLS	Meets AYP	0%			
QUESTA INDEPENDENT SCHOOLS	Meets AYP	0%			
RATON PUBLIC SCHOOLS	AYP Not Met	0%			
RESERVE INDEPENDENT SCHOOLS	AYP Not Met	0%			
RIO RANCHO PUBLIC SCHOOLS	AYP Not Met	0%			

# Schools in Need of Improvement

The following list by district identifies those schools that have been identified by the state as being in need of improvement.

District	School	Sanctions	District	School	Sanctions
ALBUQUERQUE	ALAMOSA ES	SI-2 delay	GALLUP-MCKINLEY	DAVID SKEET ES	Restructuring 2
ALBUQUERQUE	CARLOS REY ES	SI-2 delay	GALLUP-MCKINLEY	GALLUP CENTRAL ALT HS	SI-1
ALBUQUERQUE	DURANES ES	SI-2 delay	GALLUP-MCKINLEY	JOHN F. KENNEDY MS*	Restructuring 2
ALBUQUERQUE	ERNIE PYLE MS	Restructuring 1	GALLUP-MCKINLEY	NAVAJO ES	Restructuring 1
ALBUQUERQUE	EUGENE FIELD ES	Restructuring 1	GALLUP-MCKINLEY	ROCKY VIEW ES	Restructuring 1
ALBUQUERQUE	GARFIELD MS	SI-2 delay	GALLUP-MCKINLEY	STAGECOACH ES	Restructuring 1
ALBUQUERQUE	JIMMY E CARTER MS	SI-2	GALLUP-MCKINLEY	THOREAU MS	Restructuring 2
ALBUQUERQUE	JOHN ADAMS MS	SI-1	GALLUP-MCKINLEY	TOBE TURBEN ES	Restructuring 1
ALBUQUERQUE	LAVALAND ES	Restructuring 1	GALLUP-MCKINLEY	TOHATCHI HS	Restructuring 1
ALBUQUERQUE	NAVAJO ES	SI-1 delay	GRANTS-CIBOLA	CUBERO ES	SI-2
ALBUQUERQUE	PAINTED SKY ES	SI-1	GRANTS-CIBOLA	LAGUNA-ACOMA MS	Restructuring 2
ALBUQUERQUE	POLK MS	Restr. 1 delay	GRANTS-CIBOLA	MESA VIEW ES	SI-1
ALBUQUERQUE	STRONGHURST ALT SCHOOL	SI-1	GRANTS-CIBOLA	MILAN ES	SI-1
ALBUQUERQUE	TRUMAN MS	Restructuring 1	GRANTS-CIBOLA	SEBOYETA ES	SI-2 Delay
ALBUQUERQUE	VALLE VISTA ES	Restructuring 1	HATCH VALLEY	RIO GRANDE ES	SI-2 Delay
ALBUQUERQUE	WASHINGTON MS	Restructuring 2	HOBBS MUNICIPAL	HOUSTON JHS	SI-1
BELEN PUBLIC	BELEN MS	SI-2	HOBBS MUNICIPAL	TAYLOR ES	SI-1 delay
BELEN PUBLIC	JARAMILLO ES*	SI-2 delay	JEMEZ MOUNTAIN	LYBROOK ES	SI-2 delay
BELEN PUBLIC	LA PROMESA ES	SI-1	JEMEZ VALLEY	JEMEZ VALLEY ES	SI-1
BERNALILLO	SANTO DOMINGO ES	Restr. 1 delay	JEMEZ VALLEY	JEMEZ VALLEY MS	SI-2 delay
BERNALILLO	SANTO DOMINGO MS	Restructuring 1	LAS CRUCES	SAN ANDRES HS	SI-1
BLOOMFIELD	BLOOMFIELD FAMILY LC*	SI-1	LOS LUNAS PUBLIC	CENTURY ALTERNATIVE HS	SI-1
BLOOMFIELD	CENTRAL PRIMARY*	SI-1	LOS LUNAS PUBLIC	DESERT VIEW IS	Restructuring 1
BLOOMFIELD	NAABA ANI ES	SI-1	LOS LUNAS PUBLIC	LOS LUNAS MS	SI-1
CENTRAL	CAREER PREP ALT HS	SI-1	LOS LUNAS PUBLIC	MANZANO VISTA MS	SI-1
CENTRAL	MESA ES	Restructuring 2	LOS LUNAS PUBLIC	TOME ES*	SI-1
CENTRAL	NATANNI NEZ ES*	Restructuring 1	MESA VISTA	MESA VISTA MS	SI-2
CENTRAL	NEWCOMB ES	SI-2 delay	MESA VISTA	OJO CALIENTE ES	SI-2
CENTRAL	TSE'BIT'AI MS	Restructuring 2	MORA	MORA ES	SI-1 delay
CLOVIS MUNICIPAL	CAMEO ES	SI-1	MORA	MORA MS	SI-1 delay
CLOVIS MUNICIPAL	W.D. GATTIS JHS	SI-1	MORIARTY	MORIARTY MS	SI-1
CUBA	CUBA ES	SI-2	POJOAQUE VALLEY	POJOAQUE IS*	SI-1
CUBA	CUBA HS	Restructuring 2	POJOAQUE VALLEY	POJOAQUE MS	SI-1
DULCE	DULCE ES	Restructuring 1	PORTALES	BROAD HORIZONS CTR	SI-1
ESPAÑOLA PUBLIC	DIXON ES	SI-2	ROBERT F.	ROBERT F. KENNEDY	SI-1
ESPAÑOLA PUBLIC	ESPANOLA MS*	Restructuring 1	ROSWELL	MOUNTAIN VIEW MS	SI-1
ESPAÑOLA PUBLIC	SAN JUAN ES	SI-1	ROSWELL	SUNSET ES	SI-2 delay
ESPAÑOLA PUBLIC	TONY QUINTANA SOMBRILLO	Restructuring 1	ROSWELL	UNIVERSITY HS	SI-1
FARMINGTON	ROCINANTE HS	SI-1	RUIDOSO	NOB HILL ES*	SI-1
GADSDEN	DESERT TRAIL IS	SI-1	RUIDOSO	SIERRA VISTA PRIMARY	SI-1
GADSDEN	LOMA LINDA ES	SI-1	SAN DIEGO	SAN DIEGO RIVERSIDE	SI-2 delay
GADSDEN	MESQUITE ES	SI-1	SANTA FE PUBLIC	ALAMEDA MS	SI-1
GALLUP-MCKINLEY	CHEE DODGE ES	Restructuring 1	SANTA FE PUBLIC	EDWARD ORTIZ MS	Restructuring 1
GALLUP-MCKINLEY	CHURCH ROCK ES	Restructuring 2	SOCORRO	MIDWAY ES	SI-1 delay

# Schools in Need of Improvement

The following list by district identifies those schools that have been identified by the state as being in need of improvement.

District	School	Sanctions	District	School	Sanctions
T OR C MUNICIPAL	ARREY ES	SI-2 delay			
TUCUMCARI	TUCUMCARI MS	SI-1 delay			
ZUNI PUBLIC	A:SHIWI ES	SI-2 delay			
ZUNI PUBLIC	TWIN BUTTES HS	SI-2			
ZUNI PUBLIC	ZUNI MS	Restructuring 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 less than 25 students and is indicated by \*\*\*.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78

# ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during March 2004. Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

## 4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent at Each Proficiency Level	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid								
Gender	Female	99	11,871	11	45	29	15	0	Gender	Female	12	43	23	22	0	
	Male	98	12,120	5	38	33	24	0		Male	13	43	22	22	0	
Ethnicity	Caucasian	98	7,523	13	52	24	11	0	Ethnicity	Caucasian	22	49	16	12	1	
	African-American	100	642	5	39	31	24	1		African-American	7	42	22	29	0	
	Hispanic	99	13,117	6	38	33	23	0		Hispanic	8	40	25	27	0	
	Asian/Pacific	100	289	17	45	25	12	0		Asian/Pacific	36	36	14	13	1	
	Native American	99	2,623	2	27	39	32	0		Native American	4	39	26	31	0	
Status	Special Education	95	3,691	4	17	29	49	1	Status	Special Education	5	26	21	48	1	
	ELL*	97	5,291	4	27	38	30	1		ELL*	4	32	29	35	0	
	Low Income	****	15,843	5	36	34	25	0		Low Income	7	40	25	27	0	
	Migrant	52	158	6	32	35	27	0		Migrant	3	25	42	30	0	
All Students	2003-04	99	24,286	8	41	31	20	0	All Students	2003-04	12	43	22	22	0	
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1	
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0	
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1	

## 8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent at Each Proficiency Level	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid								
Gender	Female	98	12,255	16	47	26	11	0	Gender	Female	8	42	23	27	0	
	Male	96	12,535	9	42	30	20	0		Male	9	40	21	30	0	
Ethnicity	Caucasian	96	8,109	23	52	18	7	0	Ethnicity	Caucasian	17	52	16	14	0	
	African-American	100	633	11	41	28	20	0		African-American	5	32	22	40	0	
	Hispanic	98	12,862	7	41	32	19	1		Hispanic	4	36	25	34	1	
	Asian/Pacific	98	261	26	53	15	5	0		Asian/Pacific	25	50	11	13	0	
	Native American	98	3,096	4	36	36	22	1		Native American	3	29	26	41	1	
Status	Special Education	99	4,370	6	18	30	46	1	Status	Special Education	4	15	17	63	1	
	ELL*	100	4,375	4	29	39	27	1		ELL*	2	25	27	45	1	
	Low Income	****	14,171	6	40	33	20	1		Low Income	3	34	25	36	1	
	Migrant	78	111	4	44	30	23	0		Migrant	2	32	22	44	0	
All Students	2003-04	98	25,110	12	44	28	16	1	All Students	2003-04	8	40	22	28	1	
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1	
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1	
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1	

\*ELL - English Language Learners

## ASSESSMENTS (continued)

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternative for Students with Disabilities. The NMHSSA was 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 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups. Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

### 11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	95	9,928	21	41	29	9	0	Gender	Female	10	38	41	12	0
	Male	91	9,934	15	35	33	17	0		Male	12	35	38	15	0
Ethnicity	Caucasian	92	7,445	30	41	20	7	1	Ethnicity	Caucasian	19	44	28	8	1
	African-American	96	473	10	33	32	23	1		African-American	5	28	44	21	2
	Hispanic	93	9,427	11	36	36	16	1		Hispanic	5	31	45	16	2
	Asian/Pacific	96	290	33	31	22	13	1		Asian/Pacific	26	42	23	8	1
	Native American	95	2,296	5	32	43	15	4		Native American	3	28	49	17	4
Status	Special Education	86	2,829	6	14	37	41	2	Status	Special Education	4	11	41	40	4
	ELL*	87	1,995	5	23	43	26	4		ELL*	2	23	49	23	3
	Low Income	****	7,274	9	34	38	16	2		Low Income	5	30	46	17	2
	Migrant	****	29	3	10	45	41	0		Migrant	3	20	57	20	0
All Students	2003-04	95	20,246	18	37	30	13	2	All Students	2003-04	10	35	39	13	2
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2

\*ELL - English Language Learners

### Data on School Expenditures

Includes state general fund operational monies only for 2003-2004.		
	Expenditure	Percent
Direct Instruction	\$1,105,813,505	60
Instructional Support	\$387,837,920	21
Administration	\$47,942,098	3
Business and Support Services	\$30,951,672	2
Operations/Maintenance of Plant	\$226,780,837	12
Food Services	\$2,088,836	0
Athletics	\$26,792,758	1
Non-Instructional Student Support	\$6,694,568	0
Community Services	\$4,606,791	0
Transportation Services	\$676,470	0
Capital Outlay	\$5,275,666	0
Total	\$1,845,461,123	100

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: 4 %

====> STATE WIDE <====	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers*	
				Spring 2004	Fall 2004
		59	38	71	75

\* See explanation of data source on last page.

\*\*\* = missing or not available

## Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- 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.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	77	80	69	87	80	88

## 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.

### No Child Left Behind School 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 correctly answer each question or item. 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 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

### Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.