



NO CHILD LEFT BEHIND SUMMARY

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

District NCLB Determination: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	14	88
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
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:

- 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).

NO CHILD LEFT BEHIND 2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
ACADEMY DEL SOL ALT HS	AYP Not Met	None
ALAMOGORDO HS	AYP Not Met	None
BUENA VISTA ES	Meets AYP	None
CHAPARRAL MS	Meets AYP	None
HEIGHTS ES	Meets AYP	None
HIGH ROLLS MOUNTAIN ES	Meets AYP	None
HOLLOMAN IS	Meets AYP	None
HOLLOMAN MS	Meets AYP	None
HOLLOMAN PRIMARY*	Meets AYP	None
LA LUZ ES	Meets AYP	None
MOUNTAIN VIEW MS	Meets AYP	None
NORTH ES	Meets AYP	None
OREGON ES	Meets AYP	None
SACRAMENTO ES	Meets AYP	None
SIERRA ES	Meets AYP	None
YUCCA ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	ALAMOGORDO PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3,328	49	156,715	49
Male	3,488	51	166,351	51
Caucasian	3,819	56	105,823	33
African-American	506	7	7,833	2
Hispanic	2,231	33	169,453	52
Asian/Pacific	164	2	3,833	1
Native American	96	1	36,124	11
ELL	245	4	54,528	17
Special Education	1,110	16	51,111	16
Migrant	0	0	2,382	1
Total	6,816	100	323,066	100

*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 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
-----DISTRICT WIDE-----	Reading Proficiency	41	68	75	59	58	69	***	58	**	25
ACADEMY DEL SOL ALT HS	Reading Proficiency	44	68	***	***	***	***	***	**	**	***
ALAMOGORDO HS	Reading Proficiency	44	63	69	48	58	***	***	43	**	9
BUENA VISTA ES	Reading Proficiency	34	79	82	***	***	***	***	**	**	***
CHAPARRAL MS	Reading Proficiency	45	79	86	***	65	***	***	68	**	***
HEIGHTS ES	Reading Proficiency	34	64	70	***	***	***	***	59	**	***
HIGH ROLLS MOUNTAIN ES	Reading Proficiency	34	75	***	***	***	***	***	**	**	***
HOLLOMAN IS	Reading Proficiency	34	72	72	***	***	***	***	67	**	***
HOLLOMAN MS	Reading Proficiency	45	86	92	***	***	***	***	**	**	***
HOLLOMAN PRIMARY	Reading Proficiency	34	72	72	***	***	***	***	67	**	***
LA LUZ ES	Reading Proficiency	34	72	82	***	***	***	***	**	**	***
MOUNTAIN VIEW MS	Reading Proficiency	45	69	83	***	51	***	***	58	**	***
NORTH ES	Reading Proficiency	34	49	***	***	***	***	***	49	**	***
OREGON ES	Reading Proficiency	34	63	75	***	***	***	***	48	**	***
SACRAMENTO ES	Reading Proficiency	34	49	***	***	43	***	***	52	**	***
SIERRA ES	Reading Proficiency	34	74	78	***	***	***	***	**	**	***
YUCCA ES	Reading Proficiency	34	57	60	***	***	***	***	63	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	63	70	50	52	71	***	54	**	21
ACADEMY DEL SOL ALT HS	Math Proficiency	35	18	***	***	***	***	***	**	**	***
ALAMOGORDO HS	Math Proficiency	35	50	58	35	42	***	***	32	**	5
BUENA VISTA ES	Math Proficiency	38	81	96	***	***	***	***	**	**	***
CHAPARRAL MS	Math Proficiency	37	74	80	***	64	***	***	63	**	***
HEIGHTS ES	Math Proficiency	38	82	88	***	***	***	***	81	**	***
HIGH ROLLS MOUNTAIN ES	Math Proficiency	38	95	***	***	***	***	***	**	**	***
HOLLOMAN IS	Math Proficiency	38	82	81	***	***	***	***	77	**	***
HOLLOMAN MS	Math Proficiency	37	80	82	***	***	***	***	**	**	***
HOLLOMAN PRIMARY	Math Proficiency	38	82	81	***	***	***	***	77	**	***
LA LUZ ES	Math Proficiency	38	89	96	***	***	***	***	**	**	***
MOUNTAIN VIEW MS	Math Proficiency	37	56	69	***	38	***	***	43	**	***
NORTH ES	Math Proficiency	38	51	***	***	***	***	***	51	**	***
OREGON ES	Math Proficiency	38	77	84	***	***	***	***	68	**	***
SACRAMENTO ES	Math Proficiency	38	59	***	***	54	***	***	63	**	***

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
SIERRA ES	Math Proficiency	38	74	70	***	***	***	***	**	**	***
YUCCA ES	Math Proficiency	38	61	63	***	***	***	***	50	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	96	96	96	95	97	***	**	96	95
BUENA VISTA ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
CHAPARRAL MS	Attendance Rate	92	95	95	***	95	***	***	**	**	94
HEIGHTS ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
HIGH ROLLS MOUNTAIN ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
HOLLOMAN IS	Attendance Rate	92	96	96	***	***	***	***	**	**	***
HOLLOMAN MS	Attendance Rate	92	97	96	***	***	***	***	**	**	***
HOLLOMAN PRIMARY	Attendance Rate	92	95	95	94	95	96	96	**	95	93
LA LUZ ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
MOUNTAIN VIEW MS	Attendance Rate	92	95	96	***	94	***	***	**	**	***
NORTH ES	Attendance Rate	92	93	***	***	***	***	***	**	**	***
OREGON ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
SACRAMENTO ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
SIERRA ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
YUCCA ES	Attendance Rate	92	95	95	***	***	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	88	90	76	88	76	***	**	**	50
ACADEMY DEL SOL ALT HS	Grad Rate	75	71	***	***	***	***	***	**	**	***
ALAMOGORDO HS	Grad Rate	75	91	93	81	92	***	***	**	**	62

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 Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	260	16	59	17	9	0	Gender	Female	22	51	18	9	0		
	Male	97	251	6	49	27	17	0		Male	22	53	14	11	0		
Ethnicity	Caucasian	99	289	12	60	19	9	0	Ethnicity	Caucasian	26	54	14	6	0		
	African-American	96	43	7	56	26	12	0		African-American	12	51	21	16	0		
	Hispanic	96	157	9	46	25	20	0		Hispanic	16	50	18	15	1		
	Asian/Pacific	100	16	25	31	25	19	0		Asian/Pacific	38	38	6	19	0		
	Native American	100	7	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	76	62	6	23	23	48	0	Status	Special Education	6	32	21	40	0		
	ELL*	39	11	27	36	18	18	0		ELL*	0	45	18	36	0		
	Low Income	****	279	9	49	24	18	0		Low Income	16	51	19	14	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	98	513	11	54	22	13	0	All Students	2003-04	22	52	16	10	0		
	2002-03	****	506	8	45	24	22	1		2002-03	15	46	20	18	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 Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	265	31	52	13	5	0	Gender	Female	12	56	12	19	0		
	Male	100	283	11	57	22	10	0		Male	11	52	19	18	0		
Ethnicity	Caucasian	99	310	27	58	9	6	0	Ethnicity	Caucasian	15	59	15	12	0		
	African-American	100	38	11	55	32	3	0		African-American	5	47	16	32	0		
	Hispanic	99	176	10	49	31	10	1		Hispanic	7	43	20	29	1		
	Asian/Pacific	100	15	53	40	7	0	0		Asian/Pacific	27	73	0	0	0		
	Native American	100	10	20	50	10	20	0		Native American	10	60	10	20	0		
Status	Special Education	91	62	2	34	23	40	2	Status	Special Education	0	21	15	63	2		
	ELL*	40	2	***	***	***	***	***		ELL*	***	***	***	***	***		
	Low Income	****	215	12	52	23	13	0		Low Income	5	47	19	29	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	550	21	54	17	7	0	All Students	2003-04	12	54	16	19	0		
	2002-03	****	543	13	46	23	16	0		2002-03	6	43	24	27	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 cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative 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 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 Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	246	22	49	21	9	0	Gender	Female	11	40	40	10	0		
	Male	95	230	16	39	27	17	0	Gender	Male	10	37	35	18	0		
Ethnicity	Caucasian	97	275	25	43	22	10	0	Ethnicity	Caucasian	12	44	31	12	0		
	African-American	98	40	15	33	30	23	0		African-American	10	25	45	20	0		
	Hispanic	99	150	10	51	25	14	0		Hispanic	7	32	47	13	2		
	Asian/Pacific	100	14	14	43	36	7	0		Asian/Pacific	7	29	50	14	0		
	Native American	100	6	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	90	63	0	11	35	54	0	Status	Special Education	0	5	46	44	5		
	ELL*	100	2	***	***	***	***	***		ELL*	***	***	***	***	***		
	Low Income	****	131	11	37	33	20	0		Low Income	5	24	48	21	1		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	98	486	19	44	24	13	0	All Students	2003-04	10	38	38	13	1		
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

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
Bloom, Harry	6
Candelaria, Gilbert	9
Engeman, Mark	7
French, James	7
Medina, Sue	14
Moore, Mary	15

Source: 2003-04 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 monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$20,965,711	58
Instructional Support	\$7,104,932	20
Administration	\$755,944	2
Business and Support Services	\$786,614	2
Operations/Maintenance of Plant	\$5,453,587	15
Food Services	\$13,767	0
Athletics	\$658,025	2
Non-Instructional Student Support	\$88,799	0
Community Services	\$38,745	0
Transportation Services	\$0	0
Capital Outlay	\$17,207	0
Total	\$35,883,331	100

Source: End of year district-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 %	DISTRICT	2 %
	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	
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	****	64	34	69	****
ACADEMY DEL SOL ALT HS	11	27	73	100	****
ALAMOGORDO HS	108	59	41	92	****
BUENA VISTA ES	20	60	30	80	****
CHAPARRAL MS	51	69	31	48	****
HEIGHTS ES	19	58	42	80	****
HIGH ROLLS MOUNTAIN ES	5	60	40	85	****
HOLLOMAN IS	18	78	17	73	****
HOLLOMAN MS	18	72	28	22	****
HOLLOMAN PRIMARY	25	64	32	86	****
LA LUZ ES	22	68	27	61	****
MOUNTAIN VIEW MS	43	70	28	39	****
NORTH ES	25	72	28	70	****
OREGON ES	22	64	32	71	****
SACRAMENTO ES	28	75	21	61	****
SIERRA ES	18	56	39	72	****
YUCCA ES	28	57	36	78	****

* 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	72	70	69	87	80	88
====> DISTRICT WIDE <====	4,146	88	78	84	79	81	79	68	87	79	88
ACADEMY DEL SOL ALT HS	95	92	92	92	84	88	86	66	88	93	94
ALAMOGORDO HS	791	76	59	65	54	73	60	78	69	63	85
BUENA VISTA ES	248	97	91	96	94	92	92	69	96	92	91
CHAPARRAL MS	498	82	82	84	71	81	75	76	83	75	85
HEIGHTS ES	224	90	75	89	87	87	85	48	97	81	89
HIGH ROLLS MOUNTAIN ES	28	96	86	96	96	86	89	57	96	89	81
HOLLOMAN IS	191	98	81	91	90	79	88	74	93	85	91
HOLLOMAN MS	165	94	80	88	78	81	78	79	83	73	92
HOLLOMAN PRIMARY	248	98	84	90	93	78	88	52	97	86	92
LA LUZ ES	275	92	79	94	90	83	85	56	93	87	86
MOUNTAIN VIEW MS	257	85	91	86	75	81	72	74	80	75	84
NORTH ES	175	91	83	88	93	78	90	68	96	86	87
OREGON ES	184	89	71	92	89	87	84	56	93	88	87
SACRAMENTO ES	261	90	89	82	90	87	88	63	92	86	86
SIERRA ES	230	91	82	89	89	79	86	77	95	86	93
YUCCA ES	275	90	81	89	85	80	84	55	92	83	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 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 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.