



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	8	80
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:

- 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, 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
ARTESIA HS	Meets AYP	None
ARTESIA PARK JHS	AYP Not Met	None
ARTESIA ZIA IS*	AYP Not Met	None
CENTRAL ES	Meets AYP	None
GRAND HEIGHTS EARLY CHILDHOOD*	Meets AYP	None
HERMOSA ES	Meets AYP	None
PENASCO ES	Meets AYP	None
ROSELAWN ES	Meets AYP	None
YESO ES	Meets AYP	None
YUCCA ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	ARTESIA PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	1,709	48	156,715	49
Male	1,822	52	166,351	51
Caucasian	1,600	45	105,823	33
African-American	44	1	7,833	2
Hispanic	1,874	53	169,453	52
Asian/Pacific	4	0	3,833	1
Native American	9	0	36,124	11
ELL	199	6	54,528	17
Special Education	590	17	51,111	16
Migrant	40	1	2,382	1
Total	3,531	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	59	71	***	51	***	***	48	32	18
ARTESIA HS	Reading Proficiency	44	62	72	***	52	***	***	53	**	***
ARTESIA PARK JHS	Reading Proficiency	45	62	76	***	51	***	***	50	**	29
ARTESIA ZIA IS	Reading Proficiency	45	62	76	***	51	***	***	50	**	29
CENTRAL ES	Reading Proficiency	34	44	***	***	***	***	***	**	**	***
GRAND HEIGHTS EARLY CHILDHOOD	Reading Proficiency	34	59	64	***	55	***	***	49	**	18
HERMOSA ES	Reading Proficiency	34	57	71	***	44	***	***	44	**	***
PENASCO ES	Reading Proficiency	39	50	***	***	***	***	***	**	**	***
ROSELAWN ES	Reading Proficiency	34	47	***	***	49	***	***	45	**	***
YESO ES	Reading Proficiency	34	63	65	***	61	***	***	53	**	***
YUCCA ES	Reading Proficiency	34	68	***	***	72	***	***	59	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	52	62	***	44	***	***	42	26	20
ARTESIA HS	Math Proficiency	35	47	54	***	40	***	***	45	**	***
ARTESIA PARK JHS	Math Proficiency	37	52	66	***	40	***	***	35	**	19
ARTESIA ZIA IS	Math Proficiency	37	52	66	***	40	***	***	35	**	19
CENTRAL ES	Math Proficiency	38	33	***	***	***	***	***	**	**	***
GRAND HEIGHTS EARLY CHILDHOOD	Math Proficiency	38	61	67	***	57	***	***	50	**	33
HERMOSA ES	Math Proficiency	38	55	61	***	50	***	***	38	**	***
PENASCO ES	Math Proficiency	33	95	***	***	***	***	***	**	**	***
ROSELAWN ES	Math Proficiency	38	34	***	***	32	***	***	26	**	***
YESO ES	Math Proficiency	38	77	74	***	82	***	***	72	**	***
YUCCA ES	Math Proficiency	38	77	***	***	83	***	***	81	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	95	96	***	94	***	***	**	95	94
ARTESIA PARK JHS	Attendance Rate	92	94	95	***	92	***	***	**	**	91
ARTESIA ZIA IS	Attendance Rate	92	94	95	97	94	***	***	**	95	92
CENTRAL ES	Attendance Rate	92	93	***	***	***	***	***	**	**	***
GRAND HEIGHTS EARLY CHILDHOOD	Attendance Rate	92	98	99	97	98	***	100	**	98	99
HERMOSA ES	Attendance Rate	92	94	95	***	94	***	***	**	**	***
PENASCO ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
ROSELAWN ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
YESO ES	Attendance Rate	92	94	95	***	93	***	***	**	**	***

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
YUCCA ES	Attendance Rate	92	94	***	***	95	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	93	90	***	97	***	***	**	**	100
ARTESIA HS	Grad Rate	75	93	90	***	97	***	***	**	**	100

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	100	136	15	54	18	13	0	Gender	Female	14	46	24	16	0		
	Male	95	123	7	37	41	15	0		Male	11	47	24	18	0		
Ethnicity	Caucasian	100	104	15	49	27	8	1	Ethnicity	Caucasian	16	51	24	8	1		
	African-American	75	3	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	156	8	43	29	17	3		Hispanic	10	42	24	22	1		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	1	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	94	47	0	17	28	53	2	Status	Special Education	0	32	32	36	0		
	ELL*	100	20	5	30	30	30	5		ELL*	0	40	25	30	5		
	Low Income	****	154	5	40	32	19	3		Low Income	8	40	27	23	2		
	Migrant	56	5	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	264	11	45	28	14	2	All Students	2003-04	13	46	24	17	1		
	2002-03	****	276	11	49	25	16	0		2002-03	17	49	20	13	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	97	140	10	60	20	10	0	Gender	Female	5	47	23	26	0		
	Male	90	131	10	44	29	18	0		Male	9	42	22	26	0		
Ethnicity	Caucasian	91	118	18	57	19	6	0	Ethnicity	Caucasian	12	53	22	13	0		
	African-American	80	4	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	98	152	5	46	30	19	1		Hispanic	3	36	25	35	1		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	1	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	73	32	0	19	31	50	0	Status	Special Education	0	13	22	63	3		
	ELL*	100	12	8	33	17	42	0		ELL*	0	17	42	42	0		
	Low Income	****	106	4	46	27	22	1		Low Income	5	27	27	40	1		
	Migrant	100	5	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	95	276	11	50	25	13	0	All Students	2003-04	7	44	23	25	0		
	2002-03	****	268	11	53	22	13	1		2002-03	7	53	17	21	2		
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	93	116	17	52	24	7	0	Gender	Female	5	41	45	9	0		
	Male	93	129	19	37	33	11	0	Gender	Male	13	35	40	12	0		
Ethnicity	Caucasian	96	134	24	48	26	2	0	Ethnicity	Caucasian	13	40	40	7	0		
	African-American	33	1	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	95	111	11	40	32	16	1		Hispanic	4	35	45	15	1		
	Asian/Pacific	100	1	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	****	0	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	93	26	4	15	42	38	0	Status	Special Education	4	4	50	42	0		
	ELL*	100	6	***	***	***	***	***		ELL*	***	***	***	***	***		
	Low Income	****	41	12	39	34	15	0		Low Income	2	41	44	12	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	95	247	18	44	29	9	0	All Students	2003-04	9	38	43	11	0		
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
Aguilar, Margaret	8
Bowman, Jeff	3
Casabonne, Mike	1
Irby, Lowell	8
Shearman, Carolyn	10

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	\$12,579,387	62
Instructional Support	\$3,992,234	20
Administration	\$406,067	2
Business and Support Services	\$410,141	2
Operations/Maintenance of Plant	\$1,987,336	10
Food Services	\$0	0
Athletics	\$527,494	3
Non-Instructional Student Support	\$206,154	1
Community Services	\$180,547	1
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$20,289,359	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	1 %
	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	****	42	71	72
	ARTESIA HS	48	56	44	79
	ARTESIA PARK JHS	37	70	30	60
	ARTESIA ZIA IS	39	51	49	55
	CENTRAL ES	17	65	35	95
	GRAND HEIGHTS EARLY CHILDHOOD	25	64	36	100
	HERMOSA ES	27	37	63	72
	PENASCO ES	2	0	100	44
	ROSELAWN ES	20	65	35	92
	YESO ES	31	52	48	92
	YUCCA ES	24	75	25	95

* 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 <====	1,496	86	91	89	87	85	86	73	91	84	87
ARTESIA HS	161	80	85	84	78	75	77	83	80	71	89
ARTESIA PARK JHS	77	77	87	87	71	78	82	83	81	68	88
ARTESIA ZIA IS	227	71	89	79	73	82	73	74	81	73	85
CENTRAL ES	88	88	82	87	89	87	91	64	97	88	79
GRAND HEIGHTS EARLY CHILDHOOD	158	92	97	94	96	89	91	68	98	91	91
HERMOSA ES	220	87	90	93	89	85	89	69	95	88	90
PENASCO ES	11	100	100	100	100	100	100	80	100	100	100
ROSELAWN ES	120	82	86	84	84	81	87	74	88	80	78
YESO ES	258	97	99	95	95	94	92	75	96	92	88
YUCCA ES	174	91	93	95	97	90	92	70	97	92	90

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.