



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	11	79
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
ALTA VISTA MS	AYP Not Met	None
CARLSBAD HS	AYP Not Met	None
CRAFT ES	Meets AYP	None
DR. E.M. SMITH ES*	Meets AYP	None
ECE CENTER*	Meets AYP	None
EDDY ES	Meets AYP	None
HILLCREST ES	Meets AYP	None
JOE STANLEY SMITH ES	Meets AYP	None
MONTERREY ES	Meets AYP	None
P.R. LEYVA MS	AYP Not Met	None
PATE ES	Meets AYP	None
PUCKETT ES	Meets AYP	None
RIVERSIDE ES	Meets AYP	None
SUNSET ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	CARLSBAD MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	2,911	48	156,715	49
Male	3,108	52	166,351	51
Caucasian	2,956	49	105,823	33
African-American	96	2	7,833	2
Hispanic	2,901	48	169,453	52
Asian/Pacific	29	0	3,833	1
Native American	37	1	36,124	11
ELL	174	3	54,528	17
Special Education	1,085	18	51,111	16
Migrant	0	0	2,382	1
Total	6,019	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	60	69	***	51	***	***	51	**	19
ALTA VISTA MS	Reading Proficiency	45	47	55	***	44	***	***	43	**	8
CARLSBAD HS	Reading Proficiency	44	66	73	***	59	***	***	47	**	22
CRAFT ES	Reading Proficiency	34	61	***	***	64	***	***	58	**	***
DR. E.M. SMITH ES	Reading Proficiency	34	66	74	***	55	***	***	61	**	***
ECE CENTER	Reading Proficiency	34	63	75	***	51	***	***	57	**	27
EDDY ES	Reading Proficiency	34	62	***	***	50	***	***	65	**	***
HILLCREST ES	Reading Proficiency	34	37	***	***	29	***	***	31	**	***
JOE STANLEY SMITH ES	Reading Proficiency	34	47	***	***	40	***	***	47	**	***
MONTERREY ES	Reading Proficiency	34	74	73	***	***	***	***	74	**	***
P.R. LEYVA MS	Reading Proficiency	45	60	67	***	48	***	***	58	**	3
PATE ES	Reading Proficiency	34	66	74	***	55	***	***	61	**	***
PUCKETT ES	Reading Proficiency	34	54	***	***	50	***	***	**	**	***
RIVERSIDE ES	Reading Proficiency	34	93	91	***	***	***	***	**	**	***
SUNSET ES	Reading Proficiency	34	65	74	***	55	***	***	63	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	60	70	***	51	***	***	51	**	25
ALTA VISTA MS	Math Proficiency	37	38	45	***	34	***	***	38	**	3
CARLSBAD HS	Math Proficiency	35	59	70	***	47	***	***	36	**	14
CRAFT ES	Math Proficiency	38	65	***	***	68	***	***	65	**	***
DR. E.M. SMITH ES	Math Proficiency	38	82	81	***	81	***	***	83	**	***
ECE CENTER	Math Proficiency	38	74	83	***	67	***	***	68	**	58
EDDY ES	Math Proficiency	38	71	***	***	69	***	***	61	**	***
HILLCREST ES	Math Proficiency	38	50	***	***	47	***	***	41	**	***
JOE STANLEY SMITH ES	Math Proficiency	38	67	***	***	64	***	***	61	**	***
MONTERREY ES	Math Proficiency	38	82	86	***	***	***	***	74	**	***
P.R. LEYVA MS	Math Proficiency	37	61	69	***	47	***	***	60	**	3
PATE ES	Math Proficiency	38	82	81	***	81	***	***	83	**	***
PUCKETT ES	Math Proficiency	38	54	***	***	53	***	***	**	**	***
RIVERSIDE ES	Math Proficiency	38	95	94	***	***	***	***	**	**	***
SUNSET ES	Math Proficiency	38	84	91	***	76	***	***	79	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	95	96	***	95	***	***	**	**	94

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
ALTA VISTA MS	Attendance Rate	92	94	94	***	94	***	***	**	**	93
CRAFT ES	Attendance Rate	92	97	***	***	97	***	***	**	**	***
DR. E.M. SMITH ES	Attendance Rate	92	95	96	94	95	***	***	**	96	95
ECE CENTER	Attendance Rate	92	94	94	87	93	93	91	**	93	94
EDDY ES	Attendance Rate	92	95	***	***	96	***	***	**	**	***
HILLCREST ES	Attendance Rate	92	93	***	***	93	***	***	**	**	***
JOE STANLEY SMITH ES	Attendance Rate	92	96	***	***	96	***	***	**	**	***
MONTERREY ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
P.R. LEYVA MS	Attendance Rate	92	96	96	***	96	***	***	**	**	94
PATE ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
PUCKETT ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
RIVERSIDE ES	Attendance Rate	92	97	97	***	***	***	***	**	**	***
SUNSET ES	Attendance Rate	92	96	97	***	96	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	92	92	***	92	***	***	**	**	93
CARLSBAD HS	Grad Rate	75	92	92	***	92	***	***	**	**	93

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	234	12	57	23	8	0	Gender	Female	17	55	18	10	0		
	Male	100	239	8	45	33	13	0		Male	20	53	20	7	0		
Ethnicity	Caucasian	98	212	13	59	21	8	0	Ethnicity	Caucasian	25	54	14	7	0		
	African-American	100	8	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	247	9	44	35	12	0		Hispanic	11	55	23	11	0		
	Asian/Pacific	100	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	2	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	87	71	4	27	37	32	0	Status	Special Education	4	52	20	24	0		
	ELL*	100	9	***	***	***	***	***		ELL*	***	***	***	***	***		
	Low Income	****	271	6	50	31	13	0		Low Income	13	55	23	10	0		
	Migrant	****	0	***	***	***	***	***	Migrant	***	***	***	***	***			
All Students	2003-04	100	474	10	51	28	11	0	All Students	2003-04	18	54	19	9	0		
	2002-03	****	430	9	43	31	16	0		2002-03	14	50	23	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	99	217	13	49	25	13	0	Gender	Female	7	46	22	25	0		
	Male	97	239	8	37	27	28	0		Male	10	35	21	35	0		
Ethnicity	Caucasian	98	214	15	48	23	14	0	Ethnicity	Caucasian	13	49	20	18	0		
	African-American	100	14	0	29	43	29	0		African-American	0	29	21	50	0		
	Hispanic	96	220	5	39	29	27	1		Hispanic	3	33	23	40	1		
	Asian/Pacific	100	4	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	5	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	99	86	1	5	22	71	1	Status	Special Education	0	2	15	83	0		
	ELL*	100	2	***	***	***	***	***		ELL*	***	***	***	***	***		
	Low Income	****	228	6	42	27	25	0		Low Income	4	39	23	34	0		
	Migrant	****	0	***	***	***	***	***	Migrant	***	***	***	***	***			
All Students	2003-04	98	458	10	43	26	21	0	All Students	2003-04	9	40	21	30	0		
	2002-03	****	421	12	43	27	17	1		2002-03	8	39	22	30	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	99	178	29	47	21	3	0	Gender	Female	15	47	35	2	0		
	Male	99	212	18	41	31	10	0	Gender	Male	15	43	34	9	0		
Ethnicity	Caucasian	100	209	30	43	21	5	1	Ethnicity	Caucasian	19	51	25	5	0		
	African-American	67	2	***	***	***	***	***	Ethnicity	African-American	***	***	***	***	***		
	Hispanic	98	172	14	46	31	9	0	Ethnicity	Hispanic	10	38	45	7	1		
	Asian/Pacific	100	4	***	***	***	***	***	Ethnicity	Asian/Pacific	***	***	***	***	***		
	Native American	100	2	***	***	***	***	***	Ethnicity	Native American	***	***	***	***	***		
Status	Special Education	100	55	5	20	42	29	4	Status	Special Education	5	13	53	29	0		
	ELL*	***	0	***	***	***	***	***	Status	ELL*	***	***	***	***	***		
	Low Income	***	152	7	41	40	13	0	Status	Low Income	2	35	50	13	1		
	Migrant	***	0	***	***	***	***	***	Status	Migrant	***	***	***	***	***		
All Students	2003-04	100	394	23	44	26	7	1	All Students	2003-04	15	45	34	6	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
Campos, Angela	5
Carlsen, Matthew	9
Clark, Noel	0
Forest, Brenda	1
Williams, James	3

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	\$23,895,966	62
Instructional Support	\$7,838,362	20
Administration	\$885,239	2
Business and Support Services	\$531,438	1
Operations/Maintenance of Plant	\$4,140,825	11
Food Services	\$0	0
Athletics	\$635,917	2
Non-Instructional Student Support	\$137,657	0
Community Services	\$185,709	0
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$38,251,113	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	****	21	79	76	85
ALTA VISTA MS	40	10	90	62	80
CARLSBAD HS	98	17	81	83	82
CRAFT ES	17	35	65	96	100
DR. E.M. SMITH ES	10	40	60	90	90
ECE CENTER	38	24	76	89	76
EDDY ES	16	13	88	70	83
HILLCREST ES	19	21	79	77	95
JOE STANLEY SMITH ES	18	17	83	100	85
MONTERREY ES	21	14	86	62	100
P.R. LEYVA MS	44	14	86	68	87
PATE ES	16	31	69	95	89
PUCKETT ES	17	12	88	50	84
RIVERSIDE ES	17	47	53	88	100
SUNSET ES	24	38	63	83	100

* 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 <====	3,810	90	85	89	85	81	84	75	89	83	89
ALTA VISTA MS	280	73	75	80	73	77	73	78	82	76	84
CARLSBAD HS	491	84	77	77	62	74	70	82	79	71	88
CRAFT ES	178	90	87	93	95	84	91	76	96	89	88
DR. E.M. SMITH ES	81	93	86	93	96	85	90	77	91	84	90
ECE CENTER	438	97	97	97	97	87	93	77	96	92	93
EDDY ES	171	90	85	92	92	81	87	64	91	86	84
HILLCREST ES	180	91	86	89	93	79	82	69	95	85	90
JOE STANLEY SMITH ES	236	92	87	88	89	81	85	68	93	85	87
MONTERREY ES	198	93	85	94	92	86	91	64	92	88	92
P.R. LEYVA MS	593	87	83	87	76	77	76	77	83	76	87
PATE ES	128	94	89	91	90	79	90	79	91	86	91
PUCKETT ES	208	91	79	90	92	79	86	73	94	91	92
RIVERSIDE ES	233	95	92	96	95	88	93	76	93	87	91
SUNSET ES	315	94	94	95	95	90	90	76	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.