



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	10	59
Schools in School Improvement	2	12
Schools in Corrective Action	5	29
Schools in Restructuring	3	18

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
CAREER PREP ALT HS	AYP Not Met	SI-1
CENTRAL HS	AYP Not Met	None
EVA B. STOKELY ES	Meets AYP	None
GRACE B. WILSON ES	Meets AYP	None
KIRTLAND ES	Meets AYP	None
KIRTLAND MS	AYP Not Met	None
MESA ES	AYP Not Met	Restructuring 2
NASCHITTI ES	Meets AYP	CA-delay
NATANNI NEZ ES*	AYP Not Met	Restructuring 1
NEWCOMB ES	Meets AYP	SI-2 delay
NEWCOMB HS	AYP Not Met	CA
NEWCOMB MS	Meets AYP	CA-delay
NIZHONI ES*	Meets AYP	CA-delay
OJO AMARILLO ES	Meets AYP	CA-delay
RUTH N. BOND ES*	Meets AYP	None
SHIPROCK HS	Meets AYP	None
TSE'BIT'AI MS	AYP Not Met	Restructuring 2

2003-2004 STUDENT DEMOGRAPHICS*

	CENTRAL CONSOLIDATED SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3,379	49	156,715	49
Male	3,569	51	166,351	51
Caucasian	637	9	105,823	33
African-American	14	0	7,833	2
Hispanic	133	2	169,453	52
Asian/Pacific	7	0	3,833	1
Native American	6,157	89	36,124	11
ELL	3,318	48	54,528	17
Special Education	1,207	17	51,111	16
Migrant	691	10	2,382	1
Total	6,948	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	42	79	***	79	***	37	42	32	9
CAREER PREP ALT HS	Reading Proficiency	44	45	***	***	***	***	45	45	**	***
CENTRAL HS	Reading Proficiency	44	53	86	***	***	***	40	53	37	3
EVA B. STOKELY ES	Reading Proficiency	39	35	***	***	***	***	35	35	32	***
GRACE B. WILSON ES	Reading Proficiency	34	47	***	***	***	***	40	47	29	***
KIRTLAND ES	Reading Proficiency	34	40	***	***	***	***	32	40	19	***
KIRTLAND MS	Reading Proficiency	45	58	81	***	***	***	51	58	48	16
MESA ES	Reading Proficiency	34	18	***	***	***	***	18	18	14	***
NASCHITTI ES	Reading Proficiency	34	19	***	***	***	***	***	**	**	***
NATANNI NEZ ES	Reading Proficiency	34	18	***	***	***	***	18	18	14	***
NEWCOMB ES	Reading Proficiency	34	35	***	***	***	***	35	35	35	***
NEWCOMB HS	Reading Proficiency	44	19	***	***	***	***	19	19	19	***
NEWCOMB MS	Reading Proficiency	45	39	***	***	***	***	39	39	34	***
NIZHONI ES	Reading Proficiency	39	34	***	***	***	***	34	34	32	***
OJO AMARILLO ES	Reading Proficiency	34	22	***	***	***	***	22	22	27	***
RUTH N. BOND ES	Reading Proficiency	34	47	***	***	***	***	40	47	29	***
SHIPROCK HS	Reading Proficiency	44	44	***	***	***	***	44	44	43	***
TSE'BIT'AI MS	Reading Proficiency	45	39	***	***	***	***	38	39	34	9
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	39	70	***	64	***	35	39	33	11
CAREER PREP ALT HS	Math Proficiency	35	17	***	***	***	***	17	17	**	***
CENTRAL HS	Math Proficiency	35	48	65	***	***	***	40	48	49	5
EVA B. STOKELY ES	Math Proficiency	38	46	***	***	***	***	46	46	44	***
GRACE B. WILSON ES	Math Proficiency	38	53	***	***	***	***	47	53	44	***
KIRTLAND ES	Math Proficiency	38	57	***	***	***	***	49	57	49	***
KIRTLAND MS	Math Proficiency	37	50	71	***	***	***	44	50	39	15
MESA ES	Math Proficiency	38	27	***	***	***	***	27	27	23	***
NASCHITTI ES	Math Proficiency	38	43	***	***	***	***	***	**	**	***
NATANNI NEZ ES	Math Proficiency	38	27	***	***	***	***	27	27	23	***
NEWCOMB ES	Math Proficiency	38	65	***	***	***	***	65	65	65	***
NEWCOMB HS	Math Proficiency	35	21	***	***	***	***	21	21	21	***
NEWCOMB MS	Math Proficiency	37	30	***	***	***	***	30	30	25	***
NIZHONI ES	Math Proficiency	38	47	***	***	***	***	47	47	44	***

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
OJO AMARILLO ES	Math Proficiency	38	24	***	***	***	***	24	24	27	***
RUTH N. BOND ES	Math Proficiency	38	53	***	***	***	***	47	53	44	***
SHIPROCK HS	Math Proficiency	35	32	***	***	***	***	32	32	27	***
TSE'BIT'AI MS	Math Proficiency	37	29	***	***	***	***	28	29	24	9
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	96	***	95	***	94	**	94	93
EVA B. STOKELY ES	Attendance Rate	92	95	***	***	***	***	95	**	95	***
GRACE B. WILSON ES	Attendance Rate	92	95	***	***	***	***	95	**	95	***
KIRTLAND ES	Attendance Rate	92	96	***	***	***	***	96	**	96	***
KIRTLAND MS	Attendance Rate	92	94	95	***	***	***	94	**	94	93
MESA ES	Attendance Rate	92	94	***	***	***	***	94	**	94	***
NASCHITTI ES	Attendance Rate	92	94	***	***	***	***	***	**	**	***
NATANNI NEZ ES	Attendance Rate	92	94	***	***	***	***	94	**	94	93
NEWCOMB ES	Attendance Rate	92	94	***	***	***	***	94	**	94	***
NEWCOMB MS	Attendance Rate	92	93	***	***	***	***	93	**	93	***
NIZHONI ES	Attendance Rate	92	94	***	***	***	***	***	**	**	***
OJO AMARILLO ES	Attendance Rate	92	94	***	***	***	***	94	**	95	***
RUTH N. BOND ES	Attendance Rate	92	96	96	***	95	***	96	**	96	96
TSE'BIT'AI MS	Attendance Rate	92	95	***	***	***	***	95	**	94	93
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	85	93	***	92	***	84	**	10	60
CAREER PREP ALT HS	Grad Rate	75	50	***	***	***	***	50	**	**	***
CENTRAL HS	Grad Rate	75	95	93	***	***	***	96	**	10	67
NEWCOMB HS	Grad Rate	75	77	***	***	***	***	76	**	77	***
SHIPROCK HS	Grad Rate	75	83	***	***	***	***	83	**	10	54

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	244	2	36	39	23	0	Gender	Female	4	41	21	34	0		
	Male	98	235	1	29	43	27	0		Male	6	41	26	27	0		
Ethnicity	Caucasian	100	37	5	62	24	8	0	Ethnicity	Caucasian	19	57	16	8	0		
	African-American	100	1	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	11	9	55	27	9	0		Hispanic	9	55	18	18	0		
	Asian/Pacific	100	1	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	434	1	29	42	26	1		Native American	3	39	24	32	0		
Status	Special Education	99	97	0	8	31	58	3	Status	Special Education	2	11	20	65	2		
	ELL*	100	359	1	26	45	28	1		ELL*	3	39	24	34	1		
	Low Income	****	484	2	32	41	25	1		Low Income	5	41	23	30	0		
	Migrant	4	6	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	484	2	32	41	25	1	All Students	2003-04	5	41	23	30	0		
	2002-03	****	510	2	20	39	38	0		2002-03	2	31	29	38	0		
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	321	6	45	35	14	0	Gender	Female	2	35	25	38	0		
	Male	97	296	6	37	41	16	0		Male	9	28	28	35	0		
Ethnicity	Caucasian	100	49	22	59	16	0	2	Ethnicity	Caucasian	18	53	16	10	2		
	African-American	100	1	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	12	25	58	0	8	8		Hispanic	25	25	25	17	8		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	99	565	4	38	40	16	1		Native American	3	30	27	38	1		
Status	Special Education	100	131	2	11	44	40	4	Status	Special Education	0	13	18	65	4		
	ELL*	100	462	3	34	44	17	2		ELL*	3	26	29	40	2		
	Low Income	****	627	6	41	37	15	2		Low Income	5	31	26	36	2		
	Migrant	20	1	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	627	6	41	37	15	2	All Students	2003-04	5	31	26	36	2		
	2002-03	****	587	3	36	36	24	1		2002-03	3	30	27	39	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	98	249	11	41	39	8	0	Gender	Female	3	37	44	17	0			
	Male	100	249	4	32	51	13	0	Gender	Male	4	29	47	21	0			
Ethnicity	Caucasian	96	49	35	51	12	2	0	Ethnicity	Caucasian	20	45	29	6	0			
	African-American	****	0	***	***	***	***	***		African-American	***	***	***	***	***			
	Hispanic	100	5	***	***	***	***	***			Hispanic	***	***	***	***	***		
	Asian/Pacific	100	1	***	***	***	***	***				Asian/Pacific	***	***	***	***	***	
	Native American	100	447	4	35	49	12	1					Native American	1	30	47	20	2
Status	Special Education	99	68	1	1	46	50	1	Status					Special Education	0	3	38	54
	ELL*	100	179	3	27	57	12	1		ELL*				1	26	47	23	2
	Low Income	****	502	7	36	45	11	1			Low Income			3	32	44	18	2
	Migrant	****	0	***	***	***	***	***				Migrant		***	***	***	***	***
All Students 2003-04	100	502	7	36	45	11	1	All Students 2003-04	3				32	44	18	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

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
Duncan, Glenn	11
King, Stanley	19
Manning, Randy	38
Ray, Gary	11
Todacheene, B.	18

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	\$24,441,504	57
Instructional Support	\$8,154,927	19
Administration	\$1,092,311	3
Business and Support Services	\$819,308	2
Operations/Maintenance of Plant	\$6,609,754	15
Food Services	\$0	0
Athletics	\$867,070	2
Non-Instructional Student Support	\$195,042	0
Community Services	\$302,462	1
Transportation Services	\$0	0
Capital Outlay	\$216,831	1
Total	\$42,699,210	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	14 %
	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	****	70	28	67	78
CAREER PREP ALT HS	12	58	42	100	70
CENTRAL HS	56	82	18	83	79
EVA B. STOKELY ES	26	69	31	78	81
GRACE B. WILSON ES	22	64	36	44	86
KIRTLAND ES	45	51	49	59	68
KIRTLAND MS	40	80	20	48	75
MESA ES	17	88	12	63	78
NASCHITTI ES	11	73	27	94	70
NATANNI NEZ ES	29	79	21	52	86
NEWCOMB ES	27	63	30	61	81
NEWCOMB HS	32	72	22	67	84
NEWCOMB MS	19	79	21	35	87
NIZHONI ES	26	73	23	71	74
OJO AMARILLO ES	26	77	23	89	85
RUTH N. BOND ES	26	62	38	79	90
SHIPROCK HS	53	70	28	84	76
TSE'BIT'AI MS	34	59	41	47	72

* 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 <====	2,255	82	76	83	79	75	74	67	85	77	90
CAREER PREP ALT HS	38	76	68	82	79	81	79	53	76	79	84
CENTRAL HS	20	75	60	75	65	75	65	65	65	80	85
EVA B. STOKELY ES	205	79	94	87	85	80	82	71	91	80	90
GRACE B. WILSON ES	148	88	82	90	84	80	80	66	87	79	88
KIRTLAND ES	256	91	87	90	88	77	82	58	93	79	94
KIRTLAND MS	265	79	66	78	70	78	73	71	78	74	91
MESA ES	156	85	56	83	85	79	73	64	86	77	92
NASCHITTI ES	45	80	76	78	87	69	67	57	82	71	93
NATANNI NEZ ES	219	85	72	83	90	69	76	65	90	82	93
NEWCOMB ES	74	82	72	82	82	74	74	84	84	78	91
NEWCOMB HS	32	69	69	66	59	61	47	66	75	84	78
NEWCOMB MS	44	64	73	73	73	73	69	78	73	67	91
NIZHONI ES	134	76	89	83	85	75	72	64	90	78	93
OJO AMARILLO ES	60	82	93	82	90	78	70	55	92	77	93
RUTH N. BOND ES	147	93	87	94	92	84	89	71	95	91	95
SHIPROCK HS	322	77	68	76	52	68	59	72	76	65	83
TSE'BIT'AI MS	89	70	71	81	73	73	73	78	81	75	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.