



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	6	60
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
BELL ES	Meets AYP	None
CHAPARRAL ES	Meets AYP	None
COLUMBUS ES	AYP Not Met	None
DEMING HS	AYP Not Met	None
DEMING MS*	AYP Not Met	None
HOFACKET MID-HIGH	AYP Not Met	None
MARTIN ES	Meets AYP	None
MEMORIAL ES	Meets AYP	None
SMITH ES	Meets AYP	None
SUNSHINE ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	DEMING PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	2,706	49	156,715	49
Male	2,765	51	166,351	51
Caucasian	1,074	20	105,823	33
African-American	52	1	7,833	2
Hispanic	4,314	79	169,453	52
Asian/Pacific	13	0	3,833	1
Native American	18	0	36,124	11
ELL	1,458	27	54,528	17
Special Education	505	9	51,111	16
Migrant	257	5	2,382	1
Total	5,471	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	64	***	36	***	***	42	19	36
BELL ES	Reading Proficiency	34	43	***	***	43	***	***	43	**	***
CHAPARRAL ES	Reading Proficiency	34	60	61	***	58	***	***	60	**	***
COLUMBUS ES	Reading Proficiency	34	21	***	***	21	***	***	21	21	***
DEMING HS	Reading Proficiency	44	50	74	***	41	***	***	50	5	28
DEMING MS	Reading Proficiency	45	41	65	***	35	***	***	41	23	39
HOFACKET MID-HIGH	Reading Proficiency	45	41	65	***	35	***	***	41	23	39
MARTIN ES	Reading Proficiency	34	47	***	***	49	***	***	47	**	***
MEMORIAL ES	Reading Proficiency	34	39	59	***	30	***	***	39	**	***
SMITH ES	Reading Proficiency	34	27	***	***	24	***	***	27	**	***
SUNSHINE ES	Reading Proficiency	34	44	***	***	***	***	***	44	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	39	56	***	34	***	***	39	20	33
BELL ES	Math Proficiency	38	43	***	***	43	***	***	43	**	***
CHAPARRAL ES	Math Proficiency	38	65	68	***	61	***	***	65	**	***
COLUMBUS ES	Math Proficiency	38	14	***	***	14	***	***	14	14	***
DEMING HS	Math Proficiency	35	42	65	***	34	***	***	42	12	25
DEMING MS	Math Proficiency	37	31	44	***	28	***	***	31	11	29
HOFACKET MID-HIGH	Math Proficiency	37	31	44	***	28	***	***	31	11	29
MARTIN ES	Math Proficiency	38	75	***	***	74	***	***	75	**	***
MEMORIAL ES	Math Proficiency	38	36	56	***	27	***	***	36	**	***
SMITH ES	Math Proficiency	38	28	***	***	27	***	***	28	**	***
SUNSHINE ES	Math Proficiency	38	95	***	***	***	***	***	95	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	95	95	***	95	***	***	**	95	94
BELL ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
CHAPARRAL ES	Attendance Rate	92	96	96	***	96	***	***	**	**	***
COLUMBUS ES	Attendance Rate	92	95	***	***	95	***	***	**	95	***
DEMING MS	Attendance Rate	92	94	93	95	94	95	94	**	94	93
HOFACKET MID-HIGH	Attendance Rate	92	95	95	***	95	***	***	**	96	95
MARTIN ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
MEMORIAL ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
SMITH ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***

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
SUNSHINE ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	87	89	***	86	***	***	**	10	83
DEMING HS	Grad Rate	75	87	89	***	86	***	***	**	10	83

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	98	215	4	40	37	20	0	Gender	Female	3	43	25	29	0		
	Male	100	208	3	30	29	38	0		Male	8	33	25	35	0		
Ethnicity	Caucasian	100	82	2	54	28	13	2	Ethnicity	Caucasian	9	52	16	20	4		
	African-American	****	0	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	343	3	30	34	32	1		Hispanic	5	34	27	34	1		
	Asian/Pacific	100	2	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	1	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	34	9	29	29	32	0	Status	Special Education	12	32	29	24	3		
	ELL*	100	160	3	20	34	44	0		ELL*	4	26	27	43	0		
	Low Income	****	427	3	34	33	28	1		Low Income	5	37	25	31	1		
	Migrant	84	16	0	25	25	50	0		Migrant	6	0	50	44	0		
All Students	2003-04	100	428	3	35	33	28	1	All Students	2003-04	5	37	25	31	1		
	2002-03	****	489	8	29	26	34	3		2002-03	6	33	26	33	2		
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	98	221	9	44	33	15	0	Gender	Female	5	29	34	32	0		
	Male	97	189	3	26	37	33	1		Male	4	27	24	44	1		
Ethnicity	Caucasian	93	79	14	52	25	9	0	Ethnicity	Caucasian	13	32	32	24	0		
	African-American	100	3	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	99	326	4	32	37	27	1		Hispanic	3	26	29	40	1		
	Asian/Pacific	****	1	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	67	2	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	39	13	28	21	38	0	Status	Special Education	13	15	15	56	0		
	ELL*	100	122	2	20	36	40	1		ELL*	0	11	30	58	1		
	Low Income	****	409	6	36	34	23	1		Low Income	5	28	30	37	1		
	Migrant	80	16	0	44	38	19	0		Migrant	0	13	44	44	0		
All Students	2003-04	98	412	6	36	34	23	1	All Students	2003-04	5	28	30	37	1		
	2002-03	****	508	8	28	30	32	2		2002-03	3	23	26	46	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	96	154	14	42	30	15	0	Gender	Female	8	33	50	9	0		
	Male	96	131	13	33	37	18	0		Male	9	36	39	16	0		
Ethnicity	Caucasian	92	71	30	41	23	7	0	Ethnicity	Caucasian	15	48	27	10	0		
	African-American	88	7	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	98	208	6	35	39	19	0		Hispanic	5	29	51	13	1		
	Asian/Pacific	***	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	***	0	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	38	16	13	39	29	3	Status	Special Education	8	21	37	34	0		
	ELL*	96	49	0	0	57	43	0		ELL*	0	12	63	22	2		
	Low Income	***	280	13	37	34	16	0		Low Income	8	33	45	12	1		
	Migrant	***	7	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	96	286	13	37	34	16	0	All Students	2003-04	8	34	45	12	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
Diaz, Javier	15
Hobbs, Steve	11
Orosco, Robert	19
Sayre, Tony C.	16
Torres, Ruben	35

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	\$17,311,618	63
Instructional Support	\$4,537,391	17
Administration	\$860,270	3
Business and Support Services	\$326,499	1
Operations/Maintenance of Plant	\$3,028,092	11
Food Services	\$0	0
Athletics	\$522,987	2
Non-Instructional Student Support	\$283,109	1
Community Services	\$39,018	0
Transportation Services	\$3,792	0
Capital Outlay	\$528,741	2
Total	\$27,441,517	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	****	63	35	59	75
BELL ES	18	44	56	54	79
CHAPARRAL ES	30	60	40	71	100
COLUMBUS ES	22	77	14	78	85
DEMING HS	66	53	45	82	78
DEMING MS	52	69	31	30	63
HOFACKET MID-HIGH	46	50	48	67	72
MARTIN ES	16	75	25	79	94
MEMORIAL ES	30	70	30	81	97
SMITH ES	32	81	16	79	82
SUNSHINE ES	10	70	20	95	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 <====	2,022	76	76	78	81	78	80	70	84	78	84
BELL ES	97	77	92	76	89	78	89	70	93	88	80
CHAPARRAL ES	142	78	92	89	87	68	87	59	88	80	88
COLUMBUS ES	217	71	72	56	88	87	82	51	89	76	71
DEMING HS	141	77	59	70	66	77	67	72	70	64	85
DEMING MS	517	72	69	76	74	78	74	77	80	75	87
HOFACKET MID-HIGH	277	76	79	80	73	79	75	74	78	72	81
MARTIN ES	189	80	79	86	88	80	91	73	83	87	82
MEMORIAL ES	218	79	79	86	86	80	82	72	91	81	89
MY LITTLE SCHOOL	8	100	88	75	100	88	100	63	100	100	63
SMITH ES	131	82	85	87	86	73	85	69	93	87	92
SUNSHINE ES	58	95	79	91	96	81	88	82	95	86	84

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.