



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	7	47
Schools in School Improvement	2	13
Schools in Corrective Action	5	33
Schools in Restructuring	2	13

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
"EUTIMIO " "TIM " " SALAZAR	Meets AYP	None
ABIQUIU ES	Meets AYP	None
ALCALDE ES	Meets AYP	CA-delay
CARLOS F. VIGIL MID-HIGH	AYP Not Met	CA
CHIMAYO ES	Meets AYP	None
DIXON ES	AYP Not Met	SI-2
ESPANOLA MS*	AYP Not Met	Restructuring 1
ESPANOLA VALLEY HS	AYP Not Met	CA
HERNANDEZ ES	Meets AYP	CA-delay
JAMES H RODRIGUEZ ES	AYP Not Met	CA
LOS NINOS ES*	Meets AYP	None
MOUNTAIN VIEW ES	Meets AYP	None
SAN JUAN ES	AYP Not Met	SI-1
TONY QUINTANA SOMBRILLO ES	AYP Not Met	Restructuring 1
VELARDE ES	AYP Not Met	None

2003-2004 STUDENT DEMOGRAPHICS*

	ESPAÑOLA PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	2,492	50	156,715	49
Male	2,454	50	166,351	51
Caucasian	144	3	105,823	33
African-American	20	0	7,833	2
Hispanic	4,443	90	169,453	52
Asian/Pacific	5	0	3,833	1
Native American	334	7	36,124	11
ELL	2,076	42	54,528	17
Special Education	561	11	51,111	16
Migrant	63	1	2,382	1
Total	4,946	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	38	48	***	38	***	29	38	36	9
ABIQUIU ES	Reading Proficiency	34	63	***	***	***	***	***	**	**	***
ALCALDE ES	Reading Proficiency	34	41	***	***	***	***	***	**	**	***
CARLOS F. VIGIL MID-HIGH	Reading Proficiency	45	39	***	***	37	***	***	38	36	14
CHIMAYO ES	Reading Proficiency	34	75	***	***	75	***	***	73	66	***
DIXON ES	Reading Proficiency	34	29	***	***	***	***	***	**	**	***
ESPAÑOLA MS	Reading Proficiency	45	39	***	***	37	***	***	38	36	14
ESPAÑOLA VALLEY HS	Reading Proficiency	44	30	***	***	30	***	***	30	26	***
EUTIMIO "TIM" SALAZAR FAIRVIEW	Reading Proficiency	34	41	***	***	39	***	***	41	40	***
HERNANDEZ ES	Reading Proficiency	34	74	***	***	74	***	***	74	69	***
JAMES H RODRIGUEZ ES	Reading Proficiency	34	28	***	***	28	***	***	28	19	***
LOS NINOS ES	Reading Proficiency	34	32	***	***	31	***	***	31	25	***
MOUNTAIN VIEW ES	Reading Proficiency	34	80	***	***	***	***	***	**	**	***
SAN JUAN ES	Reading Proficiency	34	33	***	***	37	***	***	33	24	***
TONY QUINTANA SOMBRILLO ES	Reading Proficiency	34	26	***	***	26	***	***	25	13	***
VELARDE ES	Reading Proficiency	34	36	***	***	***	***	***	**	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	35	48	***	36	***	21	35	38	13
ABIQUIU ES	Math Proficiency	38	75	***	***	***	***	***	**	**	***
ALCALDE ES	Math Proficiency	38	59	***	***	***	***	***	**	**	***
CARLOS F. VIGIL MID-HIGH	Math Proficiency	37	26	***	***	25	***	***	26	31	11
CHIMAYO ES	Math Proficiency	38	88	***	***	88	***	***	85	83	***
DIXON ES	Math Proficiency	38	29	***	***	***	***	***	**	**	***
ESPAÑOLA MS	Math Proficiency	37	26	***	***	25	***	***	26	31	11
ESPAÑOLA VALLEY HS	Math Proficiency	35	29	***	***	29	***	***	29	29	***
EUTIMIO "TIM" SALAZAR FAIRVIEW	Math Proficiency	38	48	***	***	49	***	***	48	46	***
HERNANDEZ ES	Math Proficiency	38	86	***	***	84	***	***	86	83	***
JAMES H RODRIGUEZ ES	Math Proficiency	38	23	***	***	24	***	***	23	13	***
LOS NINOS ES	Math Proficiency	38	36	***	***	36	***	***	36	32	***
MOUNTAIN VIEW ES	Math Proficiency	38	80	***	***	***	***	***	**	**	***
SAN JUAN ES	Math Proficiency	38	24	***	***	26	***	***	24	15	***
TONY QUINTANA SOMBRILLO ES	Math Proficiency	38	38	***	***	38	***	***	38	41	***
VELARDE ES	Math Proficiency	38	14	***	***	***	***	***	**	**	***

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 <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	93	93	***	93	***	93	**	93	92
ABIQUIU ES	Attendance Rate	92	92	***	***	***	***	***	**	**	***
ALCALDE ES	Attendance Rate	92	94	***	***	***	***	***	**	**	***
CARLOS F. VIGIL MID-HIGH	Attendance Rate	92	96	***	***	96	***	***	**	96	96
CHIMAYO ES	Attendance Rate	92	94	***	***	94	***	***	**	94	***
DIXON ES	Attendance Rate	92	92	***	***	***	***	***	**	**	***
ESPAÑOLA MS	Attendance Rate	92	94	94	97	94	100	95	**	94	93
EUTIMIO "TIM" SALAZAR FAIRVIEW	Attendance Rate	92	93	***	***	93	***	***	**	93	***
HERNANDEZ ES	Attendance Rate	92	93	***	***	93	***	***	**	93	***
JAMES H RODRIGUEZ ES	Attendance Rate	92	96	***	***	96	***	***	**	96	***
LOS NIÑOS ES	Attendance Rate	92	93	95	***	93	***	95	**	94	93
MOUNTAIN VIEW ES	Attendance Rate	92	93	***	***	***	***	***	**	**	***
SAN JUAN ES	Attendance Rate	92	94	***	***	93	***	***	**	94	***
TONY QUINTANA SOMBRILLO ES	Attendance Rate	92	91	***	***	91	***	***	**	91	***
VELARDE ES	Attendance Rate	92	94	***	***	***	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	71	100	***	73	***	54	**	67	63
ESPAÑOLA VALLEY HS	Grad Rate	75	71	***	***	73	***	***	**	67	63

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 at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	211	10	42	31	17	0	Gender	Female	9	41	21	29	0
	Male	100	190	8	26	38	27	0		Male	11	34	27	29	0
Ethnicity	Caucasian	93	13	15	31	38	15	0	Ethnicity	Caucasian	15	46	15	23	0
	African-American	100	2	***	***	***	***	***		African-American	***	***	***	***	***
	Hispanic	99	356	10	35	33	22	0		Hispanic	10	38	23	28	0
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***
	Native American	100	29	0	28	52	21	0		Native American	0	21	34	45	0
Status	Special Education	93	41	2	5	41	51	0	Status	Special Education	5	12	27	56	0
	ELL*	99	294	7	31	36	26	0		ELL*	7	35	25	32	0
	Low Income	****	391	8	34	35	22	0		Low Income	9	38	24	30	0
	Migrant	100	11	18	9	55	18	0		Migrant	0	45	36	18	0
All Students	2003-04	100	401	9	34	35	22	0	All Students	2003-04	10	37	24	29	0
	2002-03	****	427	3	27	36	34	0		2002-03	3	32	28	37	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 at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	94	181	5	41	35	19	0	Gender	Female	2	27	27	45	0
	Male	92	144	4	26	31	39	0		Male	1	23	22	53	0
Ethnicity	Caucasian	77	10	10	40	30	20	0	Ethnicity	Caucasian	0	40	0	60	0
	African-American	100	1	***	***	***	***	***		African-American	***	***	***	***	***
	Hispanic	92	296	3	33	36	28	0		Hispanic	2	23	27	48	0
	Asian/Pacific	****	1	***	***	***	***	***		Asian/Pacific	***	***	***	***	***
	Native American	87	13	0	46	8	46	0		Native American	0	31	15	54	0
Status	Special Education	87	39	5	5	26	64	0	Status	Special Education	5	3	10	79	3
	ELL*	100	86	2	34	35	29	0		ELL*	1	29	24	45	0
	Low Income	****	314	4	34	34	28	0		Low Income	1	25	25	48	0
	Migrant	71	5	***	***	***	***	***		Migrant	***	***	***	***	***
All Students	2003-04	93	327	4	34	34	28	0	All Students	2003-04	2	24	25	49	0
	2002-03	****	385	5	30	32	32	1		2002-03	2	25	28	39	7
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	92	121	3	31	52	13	0	Gender	Female	2	30	52	16	0		
	Male	92	92	1	25	53	21	0	Gender	Male	6	19	55	19	0		
Ethnicity	Caucasian	100	10	0	50	50	0	0	Ethnicity	Caucasian	10	30	60	0	0		
	African-American	100	2	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	94	189	3	27	51	17	2		Hispanic	4	25	50	20	1		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	80	16	0	19	69	13	0		Native American	0	13	81	6	0		
Status	Special Education	63	17	6	6	47	24	18	Status	Special Education	0	18	35	41	6		
	ELL*	100	74	0	26	57	16	1		ELL*	3	26	53	19	0		
	Low Income	****	216	2	28	52	16	2		Low Income	4	25	53	18	1		
	Migrant	****	2	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	93	217	2	28	52	16	2	All Students	2003-04	4	25	53	18	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
Esparza, James	21
Guillen, Joe	12
Medina, Isaac	8
Medina, Ralph	17
Salazar, Leroy	7

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	\$15,586,542	53
Instructional Support	\$7,175,525	24
Administration	\$1,096,940	4
Business and Support Services	\$882,486	3
Operations/Maintenance of Plant	\$3,913,118	13
Food Services	\$0	0
Athletics	\$410,017	1
Non-Instructional Student Support	\$24,301	0
Community Services	\$111,941	0
Transportation Services	\$0	0
Capital Outlay	\$90,000	0
Total	\$29,290,870	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 17%

	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	****	74	19	72	73
ABIQUIU ES	11	91	9	70	75
ALCALDE ES	14	71	21	47	44
CARLOS F. VIGIL MID-HIGH	40	78	20	86	85
CHIMAYO ES	21	86	5	75	87
DIXON ES	5	80	0	86	88
ESPANOLA MS	27	67	22	51	56
ESPANOLA VALLEY HS	38	58	34	96	84
EUTIMIO "TIM" SALAZAR FAIRVIEW	31	68	29	54	79
HERNANDEZ ES	19	89	5	64	78
JAMES H RODRIGUEZ ES	27	93	4	47	56
LOS NINOS ES	12	83	8	100	100
MOUNTAIN VIEW ES	6	83	0	43	43
SAN JUAN ES	29	72	21	66	59
TONY QUINTANA SOMBRILLO ES	23	70	26	54	68
VELARDE ES	13	54	38	33	33

* 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 <====	1,756	81	67	79	83	65	77	60	87	76	85
ABIQUIU ES	33	67	55	58	82	50	56	29	88	66	87
ALCALDE ES	75	81	24	77	88	56	67	40	91	65	88
CARLOS F. VIGIL MID-HIGH	54	61	89	67	61	61	54	63	65	55	91
CHIMAYO ES	115	79	82	81	79	70	72	69	89	82	90
DIXON ES	37	81	89	73	95	81	78	59	84	76	81
ESPANOLA MS	32	53	38	58	69	44	53	56	78	63	66
ESPANOLA VALLEY HS	172	83	63	71	66	58	72	74	78	65	83
EUTIMIO "TIM" SALAZAR FAIRVIEW	154	74	68	80	83	65	77	59	84	70	86
HERNANDEZ ES	127	74	69	71	80	62	73	43	84	69	76
JAMES H RODRIGUEZ ES	306	82	57	78	84	60	80	65	88	76	80
LOS NINOS ES	185	92	90	93	95	84	93	71	97	92	86
MOUNTAIN VIEW ES	28	96	100	96	96	93	89	74	93	89	100
SAN JUAN ES	224	85	63	85	88	58	79	52	85	79	88
TONY QUINTANA SOMBRILLO ES	75	84	44	67	86	51	77	42	96	84	86
VELARDE ES	139	91	81	88	92	77	83	67	88	81	93

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.