



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	12	71
Schools in School Improvement	2	12
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
BOOKER T. WASHINGTON ES*	AYP Not Met	None
BROADMOOR ES	Meets AYP	None
COLLEGE LANE ES	Meets AYP	None
CORONADO ES	Meets AYP	None
EDISON ES	Meets AYP	None
HIGHLAND JHS	AYP Not Met	None
HOBBS ALTERNATIVE HS	Meets AYP	None
HOBBS FRESHMAN SCHOOL*	AYP Not Met	None
HOBBS HS	AYP Not Met	None
HOUSTON JHS	AYP Not Met	SI-1
JEFFERSON ES	Meets AYP	None
MILLS ES	Meets AYP	None
SANGER ES	Meets AYP	None
SOUTHERN HEIGHTS ES	Meets AYP	None
STONE ES	Meets AYP	None
TAYLOR ES	Meets AYP	SI-1 delay
WILL ROGERS ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	HOBBS MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3,670	48	156,715	49
Male	3,905	52	166,351	51
Caucasian	2,955	39	105,823	33
African-American	491	6	7,833	2
Hispanic	4,067	54	169,453	52
Asian/Pacific	42	1	3,833	1
Native American	20	0	36,124	11
ELL	1,057	14	54,528	17
Special Education	1,089	14	51,111	16
Migrant	0	0	2,382	1
Total	7,575	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	57	71	36	49	***	***	46	20	16
BOOKER T. WASHINGTON ES	Reading Proficiency	34	50	62	46	44	***	***	44	14	18
BROADMOOR ES	Reading Proficiency	34	44	***	***	36	***	***	37	**	***
COLLEGE LANE ES	Reading Proficiency	34	58	65	***	***	***	***	44	**	***
CORONADO ES	Reading Proficiency	34	46	***	***	***	***	***	37	**	***
EDISON ES	Reading Proficiency	34	36	***	***	35	***	***	34	**	***
HIGHLAND JHS	Reading Proficiency	45	76	92	***	65	***	***	65	**	***
HOBBS ALTERNATIVE HS	Reading Proficiency	44	27	***	***	***	***	***	**	**	***
HOBBS FRESHMAN SCHOOL	Reading Proficiency	44	59	74	***	50	***	***	43	**	13
HOBBS HS	Reading Proficiency	44	59	74	***	50	***	***	43	**	13
HOUSTON JHS	Reading Proficiency	45	54	69	***	47	***	***	40	32	10
JEFFERSON ES	Reading Proficiency	34	45	***	***	45	***	***	46	**	***
MILLS ES	Reading Proficiency	34	55	62	***	***	***	***	41	**	***
SANGER ES	Reading Proficiency	34	78	***	***	***	***	***	**	**	***
SOUTHERN HEIGHTS ES	Reading Proficiency	34	63	***	***	60	***	***	61	**	***
STONE ES	Reading Proficiency	34	59	65	***	***	***	***	**	**	***
TAYLOR ES	Reading Proficiency	34	39	***	***	34	***	***	41	**	***
WILL ROGERS ES	Reading Proficiency	34	34	***	***	29	***	***	31	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	48	59	27	41	***	***	39	16	12
BOOKER T. WASHINGTON ES	Math Proficiency	38	58	65	46	54	***	***	51	25	24
BROADMOOR ES	Math Proficiency	38	64	***	***	56	***	***	53	**	***
COLLEGE LANE ES	Math Proficiency	38	64	73	***	***	***	***	48	**	***
CORONADO ES	Math Proficiency	38	59	***	***	***	***	***	57	**	***
EDISON ES	Math Proficiency	38	46	***	***	46	***	***	43	**	***
HIGHLAND JHS	Math Proficiency	37	51	63	***	46	***	***	43	**	***
HOBBS ALTERNATIVE HS	Math Proficiency	35	18	***	***	***	***	***	**	**	***
HOBBS FRESHMAN SCHOOL	Math Proficiency	35	42	53	***	34	***	***	27	**	4
HOBBS HS	Math Proficiency	35	42	53	***	34	***	***	27	**	4
HOUSTON JHS	Math Proficiency	37	40	62	***	26	***	***	23	9	8
JEFFERSON ES	Math Proficiency	38	55	***	***	55	***	***	54	**	***
MILLS ES	Math Proficiency	38	59	76	***	***	***	***	44	**	***
SANGER ES	Math Proficiency	38	67	***	***	***	***	***	**	**	***

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
SOUTHERN HEIGHTS ES	Math Proficiency	38	76	***	***	74	***	***	68	**	***
STONE ES	Math Proficiency	38	59	58	***	***	***	***	**	**	***
TAYLOR ES	Math Proficiency	38	43	***	***	43	***	***	41	**	***
WILL ROGERS ES	Math Proficiency	38	49	***	***	45	***	***	47	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	95	95	95	95	***	***	**	95	94
BOOKER T. WASHINGTON ES	Attendance Rate	92	96	98	97	96	***	***	**	97	98
BROADMOOR ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
COLLEGE LANE ES	Attendance Rate	92	96	97	***	***	***	***	**	**	***
CORONADO ES	Attendance Rate	92	95	95	***	***	***	***	**	**	***
EDISON ES	Attendance Rate	92	96	***	***	96	***	***	**	**	***
HIGHLAND JHS	Attendance Rate	92	96	96	***	95	***	***	**	**	***
HOBBS FRESHMAN SCHOOL	Attendance Rate	92	94	95	95	93	99	98	**	93	92
HOUSTON JHS	Attendance Rate	92	95	96	***	95	***	***	**	95	94
JEFFERSON ES	Attendance Rate	92	97	***	***	97	***	***	**	**	***
MILLS ES	Attendance Rate	92	95	96	***	***	***	***	**	**	***
SANGER ES	Attendance Rate	92	96	***	***	***	***	***	**	**	***
SOUTHERN HEIGHTS ES	Attendance Rate	92	96	***	***	97	***	***	**	**	***
STONE ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
TAYLOR ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
WILL ROGERS ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	82	88	81	75	***	***	**	63	43
HOBBS ALTERNATIVE HS	Grad Rate	75	76	***	***	***	***	***	**	**	***
HOBBS HS	Grad Rate	75	83	90	***	74	***	***	**	63	45

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	266	11	47	29	12	1	Gender	Female	11	47	22	20	0		
	Male	98	291	2	40	34	23	1		Male	8	50	23	19	0		
Ethnicity	Caucasian	100	209	10	51	27	12	0	Ethnicity	Caucasian	13	52	22	13	0		
	African-American	100	30	3	43	33	20	0		African-American	3	43	27	27	0		
	Hispanic	98	316	5	38	34	22	2		Hispanic	7	47	22	24	0		
	Asian/Pacific	83	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	****	0	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	86	68	7	10	24	57	1	Status	Special Education	0	25	21	53	1		
	ELL*	81	74	3	11	27	53	7		ELL*	5	18	31	46	0		
	Low Income	****	383	5	38	32	24	1		Low Income	7	43	26	24	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	564	6	43	31	18	1	All Students	2003-04	9	48	22	20	0		
	2002-03	****	604	4	37	29	29	1		2002-03	5	43	26	25	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	96	280	20	50	23	6	1	Gender	Female	4	39	28	29	0		
	Male	95	260	12	46	28	13	0		Male	5	44	23	29	0		
Ethnicity	Caucasian	96	224	26	53	17	4	0	Ethnicity	Caucasian	9	53	22	15	1		
	African-American	97	31	6	26	42	23	3		African-American	0	16	13	68	3		
	Hispanic	98	284	10	45	31	13	2		Hispanic	1	34	27	35	3		
	Asian/Pacific	100	2	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	4	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	88	60	2	17	33	48	0	Status	Special Education	0	7	22	68	3		
	ELL*	100	64	6	23	42	23	5		ELL*	0	11	30	58	2		
	Low Income	****	278	8	43	32	14	3		Low Income	1	31	27	37	4		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	97	545	16	48	25	10	1	All Students	2003-04	4	41	25	28	2		
	2002-03	****	586	16	39	27	16	1		2002-03	3	38	22	36	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	99	245	24	41	27	9	0	Gender	Female	4	36	43	16	0		
	Male	94	272	14	37	29	19	0	Gender	Male	5	36	41	18	0		
Ethnicity	Caucasian	95	217	29	43	21	7	0	Ethnicity	Caucasian	6	45	38	10	0		
	African-American	92	23	0	26	43	30	0		African-American	0	17	39	39	4		
	Hispanic	99	274	12	37	32	19	0		Hispanic	2	31	45	22	1		
	Asian/Pacific	100	2	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	3	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	89	76	0	13	33	53	1	Status	Special Education	0	4	39	55	1		
	ELL*	29	21	0	10	38	52	0		ELL*	0	5	62	33	0		
	Low Income	****	193	9	33	34	23	1		Low Income	2	25	47	26	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	97	520	19	39	28	14	0	All Students	2003-04	4	36	42	17	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
Caballero, Alberto	8
Calderon, Joseph	9
Campbell, Paul	0
Jones, Patricia	9
Puckett, Joseph	1

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	\$21,972,764	61
Instructional Support	\$7,259,222	20
Administration	\$852,908	2
Business and Support Services	\$625,402	2
Operations/Maintenance of Plant	\$4,155,656	12
Food Services	\$0	0
Athletics	\$883,083	2
Non-Instructional Student Support	\$137,414	0
Community Services	\$86,466	0
Transportation Services	\$0	0
Capital Outlay	\$9,978	0
Total	\$35,982,893	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	****	67	32	84	83
BOOKER T. WASHINGTON ES	11	73	27	100	81
BROADMOOR ES	19	53	47	100	100
COLLEGE LANE ES	25	68	32	90	100
CORONADO ES	23	74	26	98	100
EDISON ES	23	91	9	100	98
HIGHLAND JHS	36	53	47	73	69
HOBBS ALTERNATIVE HS	8	50	50	89	95
HOBBS FRESHMAN SCHOOL	40	68	33	91	73
HOBBS HS	98	60	38	75	80
HOUSTON JHS	37	78	22	69	66
JEFFERSON ES	24	71	29	100	100
MILLS ES	27	56	44	98	100
SANGER ES	22	73	27	93	94
SOUTHERN HEIGHTS ES	30	87	13	89	79
STONE ES	25	64	36	100	100
TAYLOR ES	25	76	24	100	100
WILL ROGERS ES	27	59	41	99	90

* 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 <====	5,387	88	87	87	85	87	84	72	90	83	87
BOOKER T. WASHINGTON ES	41	95	85	88	98	85	93	71	95	98	85
BROADMOOR ES	235	91	90	91	86	89	79	68	88	85	91
COLLEGE LANE ES	301	91	94	88	90	87	86	72	89	83	89
CORONADO ES	232	85	89	89	90	90	86	65	94	89	89
EDISON ES	178	85	91	84	91	84	88	71	93	85	82
HIGHLAND JHS	182	81	78	84	67	86	74	80	79	72	90
HOBBS ALTERNATIVE HS	11	73	73	82	73	64	91	55	73	73	73
HOBBS FRESHMAN SCHOOL	223	76	77	86	77	87	79	83	76	75	89
HOBBS HS	700	82	80	81	69	87	72	81	82	75	89
HOUSTON JHS	224	85	87	86	82	86	84	80	88	80	87
JEFFERSON ES	304	80	81	77	83	81	82	67	90	80	87
JENKINS-NUNAN CENTER	39	97	92	92	95	62	97	51	100	92	72
MILLS ES	386	94	89	91	89	88	85	74	92	86	90
SANGER ES	269	92	91	96	92	92	93	72	93	86	89
SOUTHERN HEIGHTS ES	799	89	89	88	88	89	87	71	93	86	84
STONE ES	356	96	96	97	95	92	93	69	98	94	91
TAYLOR ES	310	90	72	87	83	87	79	61	95	83	89
WILL ROGERS ES	597	91	92	86	90	87	85	68	90	85	83

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.