



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: **AYP not Met**

District NCLB Determination: **Meets AYP**

	Total Number	Percent
Schools that Met AYP	29	85
Schools in School Improvement	1	3
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:

- 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).

2003-2004 STUDENT DEMOGRAPHICS*

	LAS CRUCES PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	11,318	49	156,715	49
Male	11,783	51	166,351	51
Caucasian	6,343	27	105,823	33
African-American	535	2	7,833	2
Hispanic	15,782	68	169,453	52
Asian/Pacific	234	1	3,833	1
Native American	207	1	36,124	11
ELL	2,092	9	54,528	17
Special Education	4,149	18	51,111	16
Migrant	325	1	2,382	1
Total	23,101	100	323,066	100

*Source: ADS 40th day submission to Public Education Department.

NO CHILD LEFT BEHIND 2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
ALAMEDA ES	Meets AYP	None
BOOKER T. WASHINGTON ES	Meets AYP	None
CAMINO REAL MS	Meets AYP	None
CENTRAL ES	Meets AYP	None
CESAR CHAVEZ ES*	Meets AYP	None
COLUMBIA ES	Meets AYP	None
CONLEE ES	AYP Not Met	None
DESERT HILLS ES	Meets AYP	None
DONA ANA ES	Meets AYP	None
EAST PICACHO ES	Meets AYP	None
FAIRACRES ES	Meets AYP	None
HERMOSA HEIGHTS ES	Meets AYP	None
HIGHLAND ES	Meets AYP	None
HILLRISE ES	Meets AYP	None
JORNADA ES	Meets AYP	None
LAS CRUCES HS	AYP Not Met	None
LOMA HEIGHTS ES	Meets AYP	None
LYNN MS	Meets AYP	None
MAC ARTHUR ES	Meets AYP	None
MAYFIELD HS	AYP Not Met	None
MESILLA ES	Meets AYP	None
MESILLA PARK ES	Meets AYP	None
ONATE HS	AYP Not Met	None
PICACHO MS	Meets AYP	None
SAN ANDRES HS	AYP Not Met	SI-1
SIERRA MS	Meets AYP	None
SUNRISE ES	Meets AYP	None
TOMBAUGH ES	Meets AYP	None
UNIVERSITY HILLS ES	Meets AYP	None
VALLEY VIEW ES	Meets AYP	None
VISTA MS	Meets AYP	None
WHITE SANDS ES	Meets AYP	None
WHITE SANDS MS	Meets AYP	None
ZIA MS	Meets AYP	None

*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	59	76	53	52	75	56	48	41	40
ALAMEDA ES	Reading Proficiency	34	57	***	***	50	***	***	47	41	***
BOOKER T. WASHINGTON ES	Reading Proficiency	34	49	***	***	49	***	***	49	**	***
CAMINO REAL MS	Reading Proficiency	45	62	87	***	52	***	***	48	38	35
CENTRAL ES	Reading Proficiency	34	67	***	***	65	***	***	63	**	***
CESAR CHAVEZ ES	Reading Proficiency	34	48	65	***	45	***	***	48	43	31
COLUMBIA ES	Reading Proficiency	34	55	***	***	56	***	***	61	54	***
CONLEE ES	Reading Proficiency	34	42	***	***	41	***	***	40	**	27
DESERT HILLS ES	Reading Proficiency	34	83	89	***	72	***	***	69	**	***
DONA ANA ES	Reading Proficiency	34	51	***	***	49	***	***	43	**	***
EAST PICACHO ES	Reading Proficiency	34	61	61	***	60	***	***	53	**	47
FAIRACRES ES	Reading Proficiency	34	74	***	***	70	***	***	67	**	***
HERMOSA HEIGHTS ES	Reading Proficiency	34	49	***	***	43	***	***	43	**	***
HIGHLAND ES	Reading Proficiency	34	56	68	***	52	***	***	47	**	38
HILLRISE ES	Reading Proficiency	34	70	80	***	58	***	***	59	**	52
JORNADA ES	Reading Proficiency	34	66	78	***	59	***	***	56	**	61
LAS CRUCES HS	Reading Proficiency	44	65	77	***	59	***	***	50	**	33
LOMA HEIGHTS ES	Reading Proficiency	34	37	***	***	31	***	***	28	**	***
LYNN MS	Reading Proficiency	45	51	68	***	46	***	***	44	**	34
MAC ARTHUR ES	Reading Proficiency	34	52	***	***	51	***	***	52	64	***
MAYFIELD HS	Reading Proficiency	44	62	77	***	52	***	***	43	14	19
MESILLA ES	Reading Proficiency	34	53	***	***	44	***	***	**	**	***
MESILLA PARK ES	Reading Proficiency	34	40	***	***	35	***	***	31	**	***
ONATE HS	Reading Proficiency	44	58	74	***	50	***	***	44	**	15
PICACHO MS	Reading Proficiency	45	53	72	***	45	***	***	42	35	28
SAN ANDRES HS	Reading Proficiency	45	50	***	***	43	***	***	50	**	***
SIERRA MS	Reading Proficiency	45	64	81	***	56	***	***	44	40	62
SUNRISE ES	Reading Proficiency	34	48	65	***	45	***	***	48	43	31
TOMBAUGH ES	Reading Proficiency	34	71	97	***	60	***	***	55	**	67
UNIVERSITY HILLS ES	Reading Proficiency	34	59	***	***	51	***	***	49	**	52
VALLEY VIEW ES	Reading Proficiency	34	59	***	***	57	***	***	59	**	***
VISTA MS	Reading Proficiency	45	68	84	***	58	***	***	55	**	51
WHITE SANDS ES	Reading Proficiency	34	72	***	***	***	***	***	**	**	***

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
WHITE SANDS MS	Reading Proficiency	45	75	***	***	***	***	***	**	**	***
ZIA MS	Reading Proficiency	45	67	88	***	60	***	***	58	**	49
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	53	70	47	46	81	56	43	35	38
ALAMEDA ES	Math Proficiency	38	49	***	***	38	***	***	38	30	***
BOOKER T. WASHINGTON ES	Math Proficiency	38	33	***	***	34	***	***	33	**	***
CAMINO REAL MS	Math Proficiency	37	51	76	***	43	***	***	40	28	33
CENTRAL ES	Math Proficiency	38	46	***	***	41	***	***	40	**	***
CESAR CHAVEZ ES	Math Proficiency	38	49	62	***	47	***	***	49	40	47
COLUMBIA ES	Math Proficiency	38	54	***	***	51	***	***	55	50	***
CONLEE ES	Math Proficiency	38	32	***	***	28	***	***	30	**	20
DESERT HILLS ES	Math Proficiency	38	83	85	***	79	***	***	69	**	***
DONA ANA ES	Math Proficiency	38	53	***	***	49	***	***	50	**	***
EAST PICACHO ES	Math Proficiency	38	64	74	***	54	***	***	53	**	38
FAIRACRES ES	Math Proficiency	38	76	***	***	73	***	***	72	**	***
HERMOSA HEIGHTS ES	Math Proficiency	38	51	***	***	46	***	***	47	**	***
HIGHLAND ES	Math Proficiency	38	61	87	***	53	***	***	53	**	42
HILLRISE ES	Math Proficiency	38	82	89	***	78	***	***	75	**	80
JORNADA ES	Math Proficiency	38	73	84	***	67	***	***	64	**	73
LAS CRUCES HS	Math Proficiency	35	57	68	***	51	***	***	43	**	19
LOMA HEIGHTS ES	Math Proficiency	38	43	***	***	39	***	***	34	**	***
LYNN MS	Math Proficiency	37	46	65	***	39	***	***	37	**	32
MAC ARTHUR ES	Math Proficiency	38	36	***	***	37	***	***	36	28	***
MAYFIELD HS	Math Proficiency	35	49	62	***	40	***	***	34	29	13
MESILLA ES	Math Proficiency	38	57	***	***	47	***	***	**	**	***
MESILLA PARK ES	Math Proficiency	38	53	***	***	49	***	***	43	**	***
ONATE HS	Math Proficiency	35	47	61	***	40	***	***	36	**	9
PICACHO MS	Math Proficiency	37	50	71	***	44	***	***	40	39	28
SAN ANDRES HS	Math Proficiency	36	21	***	***	20	***	***	21	**	***
SIERRA MS	Math Proficiency	37	55	75	***	44	***	***	35	40	56
SUNRISE ES	Math Proficiency	38	49	62	***	47	***	***	49	40	47
TOMBAUGH ES	Math Proficiency	38	74	94	***	65	***	***	58	**	78
UNIVERSITY HILLS ES	Math Proficiency	38	56	***	***	49	***	***	45	**	28
VALLEY VIEW ES	Math Proficiency	38	62	***	***	59	***	***	62	**	***

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
VISTA MS	Math Proficiency	37	63	77	***	54	***	***	51	**	46
WHITE SANDS ES	Math Proficiency	38	61	***	***	***	***	***	**	**	***
WHITE SANDS MS	Math Proficiency	37	71	***	***	***	***	***	**	**	***
ZIA MS	Math Proficiency	37	53	74	***	46	***	***	46	**	41
===> STATE WIDE <===	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	95	95	94	96	94	**	93	93
ALAMEDA ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
BOOKER T. WASHINGTON ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
CAMINO REAL MS	Attendance Rate	92	96	96	***	96	***	***	**	95	94
CENTRAL ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
CESAR CHAVEZ ES	Attendance Rate	92	94	95	95	94	***	95	**	96	94
COLUMBIA ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
CONLEE ES	Attendance Rate	92	96	***	***	96	***	***	**	**	***
DESERT HILLS ES	Attendance Rate	92	95	96	***	95	***	***	**	**	***
DONA ANA ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
EAST PICACHO ES	Attendance Rate	92	95	95	***	94	***	***	**	**	***
FAIRACRES ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
HERMOSA HEIGHTS ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
HIGHLAND ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
HILLRISE ES	Attendance Rate	92	95	95	***	94	***	***	**	**	***
JORNADA ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
LOMA HEIGHTS ES	Attendance Rate	92	95	***	***	94	***	***	**	**	***
LYNN MS	Attendance Rate	92	96	96	***	96	***	***	**	**	95
MAC ARTHUR ES	Attendance Rate	92	93	***	***	93	***	***	**	**	***
MESILLA ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
MESILLA PARK ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***
PICACHO MS	Attendance Rate	92	96	97	***	96	***	***	**	96	96
SIERRA MS	Attendance Rate	92	96	96	***	95	***	***	**	95	94
SUNRISE ES	Attendance Rate	92	95	94	***	95	***	***	**	96	94
TOMBAUGH ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
UNIVERSITY HILLS ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
VALLEY VIEW ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
VISTA MS	Attendance Rate	92	98	98	***	98	***	***	**	98	98
WHITE SANDS ES	Attendance Rate	92	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
WHITE SANDS MS	Attendance Rate	92	93	***	***	***	***	***	**	**	***
ZIA MS	Attendance Rate	92	95	95	***	95	***	***	**	94	94
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	84	87	89	83	81	88	**	65	73
LAS CRUCES HS	Grad Rate	75	80	87	***	77	***	***	**	73	71
MAYFIELD HS	Grad Rate	75	89	90	***	88	***	***	**	50	69
ONATE HS	Grad Rate	75	84	82	***	86	***	***	**	74	80
SAN ANDRES HS	Grad Rate	75	69	***	***	64	***	***	**	**	***

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	878	16	51	23	11	0	Gender	Female	14	45	23	18	0		
	Male	99	913	7	41	31	21	0		Male	12	43	24	20	0		
Ethnicity	Caucasian	99	469	20	53	19	7	0	Ethnicity	Caucasian	28	48	17	7	0		
	African-American	100	49	2	43	29	27	0		African-American	2	47	27	24	0		
	Hispanic	100	1,244	8	42	30	19	0		Hispanic	7	42	26	24	0		
	Asian/Pacific	100	25	28	44	20	8	0		Asian/Pacific	52	32	12	4	0		
	Native American	90	9	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	100	507	12	32	25	31	0	Status	Special Education	17	31	20	32	0		
	ELL*	100	359	8	37	35	20	0		ELL*	4	32	34	29	0		
	Low Income	****	1,248	7	42	31	20	0		Low Income	7	42	27	24	0		
	Migrant	77	24	0	33	46	21	0		Migrant	0	29	42	29	0		
All Students	2003-04	100	1,796	11	45	27	16	0	All Students	2003-04	13	44	23	19	0		
	2002-03	****	1,844	8	45	27	20	0		2002-03	12	42	24	22	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	900	21	47	21	10	0	Gender	Female	6	47	22	24	0		
	Male	99	875	13	39	28	20	0		Male	11	40	21	28	0		
Ethnicity	Caucasian	99	496	31	48	15	6	0	Ethnicity	Caucasian	17	55	15	13	0		
	African-American	100	39	26	38	15	21	0		African-American	5	44	18	33	0		
	Hispanic	99	1,218	12	40	29	19	0		Hispanic	5	39	25	32	0		
	Asian/Pacific	100	11	27	64	9	0	0		Asian/Pacific	27	45	18	9	0		
	Native American	100	22	9	45	32	9	5		Native American	5	50	18	23	5		
Status	Special Education	100	573	18	26	25	30	0	Status	Special Education	12	27	18	42	0		
	ELL*	100	280	7	33	36	23	0		ELL*	2	32	30	35	0		
	Low Income	****	1,047	10	37	32	21	0		Low Income	4	36	24	36	0		
	Migrant	79	26	0	35	38	27	0		Migrant	0	35	23	42	0		
All Students	2003-04	99	1,787	17	43	25	15	0	All Students	2003-04	8	44	22	26	0		
	2002-03	****	1,773	12	36	28	22	1		2002-03	7	38	21	32	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 at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	95	713	25	42	24	9	0	Gender	Female	9	41	39	11	0
	Male	93	663	18	37	31	13	0	Gender	Male	12	39	37	12	0
Ethnicity	Caucasian	96	473	33	42	19	4	1	Ethnicity	Caucasian	18	45	30	6	2
	African-American	94	31	19	32	19	29	0		African-American	10	32	42	16	0
	Hispanic	94	854	15	38	32	14	1		Hispanic	6	36	42	14	1
	Asian/Pacific	100	17	53	18	24	6	0		Asian/Pacific	29	53	12	6	0
	Native American	100	14	7	43	29	7	14		Native American	14	29	36	0	21
Status	Special Education	91	270	7	16	41	33	2	Status	Special Education	4	11	44	38	2
	ELL*	55	53	2	11	51	36	0		ELL*	0	30	49	21	0
	Low Income	****	499	13	33	36	17	1		Low Income	6	30	44	18	2
	Migrant	****	5	***	***	***	***	***		Migrant	***	***	***	***	***
All Students	2003-04	96	1,397	21	39	27	11	1	All Students	2003-04	11	39	37	11	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
Briseno, Lonnie	12
Davis, Chuck	18
Gant, Gene	23
Schwebke, John	9
Wooden, Sharon	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	\$80,077,737	63
Instructional Support	\$28,789,265	23
Administration	\$1,718,909	1
Business and Support Services	\$1,580,498	1
Operations/Maintenance of Plant	\$12,563,698	10
Food Services	\$0	0
Athletics	\$1,273,964	1
Non-Instructional Student Support	\$194,022	0
Community Services	\$383,304	0
Transportation Services	\$0	0
Capital Outlay	\$9,800	0
Total	\$126,591,196	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	3 %
	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	****	59	41	68	73
ALAMEDA ES	34	56	44	81	85
BOOKER T. WASHINGTON ES	37	46	54	65	78
CAMINO REAL MS	62	79	21	45	56
CENTRAL ES	21	57	43	46	78
CESAR CHAVEZ ES	44	64	36	75	82
COLUMBIA ES	37	59	41	78	77
CONLEE ES	42	64	36	75	80
DESERT HILLS ES	42	55	45	63	71
DONA ANA ES	39	64	36	64	84
EAST PICACHO ES	37	65	35	63	77
FAIRACRES ES	25	64	36	67	81
HERMOSA HEIGHTS ES	34	53	47	55	88
HIGHLAND ES	46	78	22	71	71
HILLRISE ES	40	48	53	62	82
JORNADA ES	37	49	51	60	86
LAS CRUCES HS	144	45	54	75	77
LOMA HEIGHTS ES	33	76	24	76	79
LYNN MS	59	61	39	71	79
MAC ARTHUR ES	35	69	31	75	79
MAYFIELD HS	148	46	53	82	76
MESILLA ES	28	61	36	67	74
MESILLA PARK ES	39	54	46	77	79
ONATE HS	107	58	42	73	75
PICACHO MS	53	66	34	57	47
SAN ANDRES HS	13	38	62	94	72
SIERRA MS	69	64	36	52	60
SUNRISE ES	39	77	23	83	84
TOMBAUGH ES	49	47	53	68	87
UNIVERSITY HILLS ES	34	68	32	77	84
VALLEY VIEW ES	34	59	41	63	85
VISTA MS	59	64	36	60	55
WHITE SANDS ES	16	69	31	61	84
WHITE SANDS MS	10	70	30	67	86
ZIA MS	56	55	45	52	51

* 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 <====	17,066	84	83	86	80	74	82	72	87	80	88
ALAMEDA ES	392	88	88	91	90	86	90	64	94	89	92
BOOKER T. WASHINGTON ES	325	85	82	86	86	76	89	66	93	83	89
CAMINO REAL MS	720	78	87	81	75	71	78	75	84	74	88
CENTRAL ES	246	91	87	89	90	81	88	67	90	90	90
CESAR CHAVEZ ES	940	88	96	92	95	86	91	75	95	88	91
CONLEE ES	395	83	94	84	87	70	83	58	93	83	88
DESERT HILLS ES	445	94	90	95	92	80	94	72	97	89	92
DONA ANA ES	389	89	90	92	92	88	87	64	94	87	92
EAST PICACHO ES	374	94	87	92	89	75	86	70	95	90	88
FAIRACRES ES	355	87	79	89	92	66	88	58	93	86	90
HERMOSA HEIGHTS ES	479	89	78	91	92	77	88	66	95	88	87
HIGHLAND ES	500	86	87	90	88	76	86	75	94	85	89
HILLRISE ES	522	95	88	95	92	68	88	84	93	87	88
JORNADA ES	434	92	92	94	95	76	90	67	94	89	92
LAS CRUCES HS	780	70	54	69	51	53	62	73	67	58	84
LOMA HEIGHTS ES	427	87	84	88	87	64	89	59	94	85	88
LYNN MS	533	76	78	80	71	76	76	79	77	74	83
MAC ARTHUR ES	350	85	88	85	89	80	87	68	93	83	88
MAYFIELD HS	1,535	75	69	80	58	64	70	78	76	71	86
MESILLA ES	316	93	88	93	91	57	87	71	92	83	90
MESILLA PARK ES	457	87	86	92	85	69	87	58	93	88	92
ONATE HS	1,291	77	86	74	59	67	71	78	74	66	85
PICACHO MS	521	83	80	79	74	82	82	75	82	77	89
SAN ANDRES HS	129	75	75	79	65	56	79	34	80	69	75
SIERRA MS	800	83	79	89	78	73	86	79	87	82	89
SUNRISE ES	442	85	93	87	90	84	88	78	94	85	89
TOMBAUGH ES	581	92	95	93	93	88	91	80	96	89	92
UNIVERSITY HILLS ES	303	89	76	90	91	80	86	53	92	83	91
VALLEY VIEW ES	389	88	74	88	89	74	87	63	96	88	92
VISTA MS	800	87	86	91	80	85	84	79	86	79	90
WHITE SANDS ES	166	95	71	80	87	57	87	49	93	84	89
WHITE SANDS MS	50	94	60	78	78	40	80	38	86	70	88
ZIA MS	680	86	84	86	75	80	80	75	81	76	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.