



## 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	44
Schools in School Improvement	4	25
Schools in Corrective Action	0	0
Schools in Restructuring	1	6

**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
ANN PARISH ES	Meets AYP	None
BOSQUE FARMS ES	Meets AYP	None
CENTURY ALTERNATIVE HS	AYP Not Met	SI-1
DANIEL FERNANDEZ IS*	AYP Not Met	None
DESERT VIEW IS	AYP Not Met	Restructuring 1
KATHERINE GALLEGOS ES	Meets AYP	None
LOS LUNAS ES	Meets AYP	None
LOS LUNAS FAMILY SCHOOL	Meets AYP	None
LOS LUNAS HS	AYP Not Met	None
LOS LUNAS MS	AYP Not Met	SI-1
MANZANO VISTA MS	AYP Not Met	SI-1
MARIPOSA ES	AYP Not Met	None
PERALTA ES	Meets AYP	None
RAYMOND GABALDON IS*	AYP Not Met	None
TOME ES*	AYP Not Met	SI-1
VALENCIA ES	Meets AYP	None

## 2003-2004 STUDENT DEMOGRAPHICS\*

	LOS LUNAS PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	4,164	48	156,715	49
Male	4,426	52	166,351	51
Caucasian	2,555	30	105,823	33
African-American	94	1	7,833	2
Hispanic	5,280	61	169,453	52
Asian/Pacific	40	0	3,833	1
Native American	621	7	36,124	11
ELL	900	10	54,528	17
Special Education	1,666	19	51,111	16
Migrant	0	0	2,382	1
Total	8,590	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	69	37	52	***	49	47	31	13
ANN PARISH ES	Reading Proficiency	34	48	52	***	50	***	***	48	**	***
BOSQUE FARMS ES	Reading Proficiency	34	62	67	***	***	***	***	41	**	***
CENTURY ALTERNATIVE HS	Reading Proficiency	44	20	***	***	***	***	***	**	**	***
DANIEL FERNANDEZ IS	Reading Proficiency	45	63	72	***	59	***	62	53	19	17
DESERT VIEW IS	Reading Proficiency	34	29	***	***	23	***	***	29	13	15
KATHERINE GALLEGOS ES	Reading Proficiency	34	73	80	***	72	***	***	70	**	***
LOS LUNAS ES	Reading Proficiency	34	54	***	***	57	***	***	50	**	***
LOS LUNAS FAMILY SCHOOL	Reading Proficiency	39	88	***	***	***	***	***	**	**	***
LOS LUNAS HS	Reading Proficiency	44	59	72	***	53	***	43	47	53	12
LOS LUNAS MS	Reading Proficiency	45	69	77	***	66	***	68	62	19	23
MANZANO VISTA MS	Reading Proficiency	45	56	67	***	52	***	56	43	19	10
MARIPOSA ES	Reading Proficiency	34	9	***	***	***	***	***	9	**	***
PERALTA ES	Reading Proficiency	34	47	***	***	41	***	***	23	**	***
RAYMOND GABALDON IS	Reading Proficiency	45	69	77	***	66	***	68	62	19	23
TOME ES	Reading Proficiency	34	29	***	***	23	***	***	29	13	15
VALENCIA ES	Reading Proficiency	34	61	65	***	57	***	***	55	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	53	66	33	47	***	46	45	27	16
ANN PARISH ES	Math Proficiency	38	53	48	***	59	***	***	53	**	***
BOSQUE FARMS ES	Math Proficiency	38	60	63	***	***	***	***	44	**	***
CENTURY ALTERNATIVE HS	Math Proficiency	35	10	***	***	***	***	***	**	**	***
DANIEL FERNANDEZ IS	Math Proficiency	37	53	64	***	48	***	56	44	19	14
DESERT VIEW IS	Math Proficiency	38	39	***	***	32	***	***	39	21	24
KATHERINE GALLEGOS ES	Math Proficiency	38	74	87	***	71	***	***	65	**	***
LOS LUNAS ES	Math Proficiency	38	66	***	***	65	***	***	63	**	***
LOS LUNAS FAMILY SCHOOL	Math Proficiency	38	63	***	***	***	***	***	**	**	***
LOS LUNAS HS	Math Proficiency	35	50	63	***	42	***	38	39	37	12
LOS LUNAS MS	Math Proficiency	37	57	67	***	53	***	59	50	19	19
MANZANO VISTA MS	Math Proficiency	37	48	61	***	42	***	52	36	19	8
MARIPOSA ES	Math Proficiency	38	6	***	***	***	***	***	6	**	***
PERALTA ES	Math Proficiency	38	69	***	***	69	***	***	54	**	***
RAYMOND GABALDON IS	Math Proficiency	37	57	67	***	53	***	59	50	19	19

# 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
TOME ES	Math Proficiency	38	39	***	***	32	***	***	39	21	24
VALENCIA ES	Math Proficiency	38	74	77	***	70	***	***	70	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	94	95	93	***	92	**	94	92
ANN PARISH ES	Attendance Rate	92	95	95	***	95	***	***	**	96	***
BOSQUE FARMS ES	Attendance Rate	92	94	94	***	***	***	***	**	**	***
DANIEL FERNANDEZ IS	Attendance Rate	92	95	95	97	95	99	92	**	95	93
DESERT VIEW IS	Attendance Rate	92	94	***	***	94	***	***	**	94	94
KATHERINE GALLEGOS ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
LOS LUNAS ES	Attendance Rate	92	94	***	***	94	***	***	**	**	***
LOS LUNAS FAMILY SCHOOL	Attendance Rate	92	97	***	***	***	***	***	**	**	***
LOS LUNAS MS	Attendance Rate	92	93	93	***	93	***	92	**	91	91
MANZANO VISTA MS	Attendance Rate	92	94	95	***	94	***	93	**	93	92
MARIPOSA ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
PERALTA ES	Attendance Rate	92	96	***	***	95	***	***	**	**	***
RAYMOND GABALDON IS	Attendance Rate	92	94	94	97	94	97	92	**	93	93
TOME ES	Attendance Rate	92	95	95	96	94	***	94	**	95	95
VALENCIA ES	Attendance Rate	92	95	95	***	95	***	***	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	87	88	100	86	***	91	**	10	75
CENTURY ALTERNATIVE HS	Grad Rate	75	100	***	***	***	***	***	**	**	***
LOS LUNAS HS	Grad Rate	75	86	86	***	85	***	91	**	**	74

# 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	294	9	47	28	17	0	Gender	Female	9	51	16	24	0		
	Male	97	318	6	38	30	26	0		Male	12	42	19	27	0		
Ethnicity	Caucasian	100	175	6	57	29	9	0	Ethnicity	Caucasian	19	52	15	14	0		
	African-American	100	8	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	97	391	7	38	30	25	0		Hispanic	7	45	20	28	0		
	Asian/Pacific	100	4	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	36	11	28	19	42	0		Native American	6	39	11	44	0		
Status	Special Education	93	132	3	8	32	57	0	Status	Special Education	0	21	18	61	0		
	ELL*	97	114	4	21	29	46	0		ELL*	1	25	21	53	0		
	Low Income	****	449	6	36	32	27	0		Low Income	7	42	20	31	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	614	7	42	29	22	0	All Students	2003-04	11	46	18	26	0		
	2002-03	****	676	7	44	30	19	0		2002-03	11	47	21	21	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	332	21	48	22	9	0	Gender	Female	5	48	25	23	0		
	Male	95	366	12	45	25	18	0		Male	7	45	19	29	0		
Ethnicity	Caucasian	97	199	21	52	20	8	0	Ethnicity	Caucasian	9	55	22	15	0		
	African-American	93	13	8	31	38	23	0		African-American	0	15	15	69	0		
	Hispanic	95	420	15	44	25	17	0		Hispanic	4	43	23	30	0		
	Asian/Pacific	75	3	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	94	63	14	46	27	11	2		Native American	8	46	14	32	0		
Status	Special Education	90	140	4	13	34	49	1	Status	Special Education	2	11	19	68	0		
	ELL*	100	79	5	16	41	38	0		ELL*	0	22	19	59	0		
	Low Income	****	434	11	43	28	18	0		Low Income	3	41	23	32	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	96	701	16	46	24	14	0	All Students	2003-04	6	46	22	26	0		
	2002-03	****	672	12	38	27	23	0		2002-03	5	36	20	39	0		
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	90	221	24	41	27	9	0	Gender	Female	14	37	38	12	0		
	Male	96	257	20	33	28	18	0		Male	17	32	32	19	0		
Ethnicity	Caucasian	96	174	29	42	21	7	0	Ethnicity	Caucasian	21	42	28	9	1		
	African-American	100	6	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	94	260	18	33	29	17	2		Hispanic	12	28	37	21	2		
	Asian/Pacific	100	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	91	40	5	35	35	20	5		Native American	5	30	43	18	5		
Status	Special Education	87	62	5	5	29	53	8	Status	Special Education	5	6	27	52	10		
	ELL*	100	71	17	34	17	27	6		ELL*	8	27	37	23	6		
	Low Income	****	211	16	28	34	19	2		Low Income	11	26	38	23	2		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	95	486	21	36	27	14	2	All Students	2003-04	15	34	34	16	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
Castillo, Art	6
Conroy, Del	10
Kern, John	9
Maez-Marez, Maria	13
Otero, Lillian	10

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	\$28,112,806	58
Instructional Support	\$10,994,137	23
Administration	\$1,101,221	2
Business and Support Services	\$985,994	2
Operations/Maintenance of Plant	\$6,004,949	12
Food Services	\$0	0
Athletics	\$679,102	1
Non-Instructional Student Support	\$68,160	0
Community Services	\$141,308	0
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$48,087,678	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	0 %
	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	****	56	42	65	71
ANN PARISH ES	34	59	41	83	98
BOSQUE FARMS ES	22	41	55	63	82
CENTURY ALTERNATIVE HS	8	50	50	50	56
DANIEL FERNANDEZ IS	38	55	45	84	88
DESERT VIEW IS	34	74	24	72	83
KATHERINE GALLEGOS ES	33	48	48	76	76
LOS LUNAS ES	31	65	32	57	84
LOS LUNAS FAMILY SCHOOL	7	43	57	100	100
LOS LUNAS HS	130	51	46	78	82
LOS LUNAS MS	45	64	36	35	41
MANZANO VISTA MS	43	51	47	44	40
MARIPOSA ES	10	60	40	86	89
PERALTA ES	23	43	52	72	92
RAYMOND GABALDON IS	33	67	33	80	95
TOME ES	40	58	40	83	92
VALENCIA ES	28	61	39	77	96

\* 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 <====	3,372	85	86	87	82	84	82	65	88	81	88
ANN PARISH ES	247	87	91	90	91	87	88	61	96	89	86
BOSQUE FARMS ES	161	96	78	92	89	86	83	45	93	84	94
CENTURY ALTERNATIVE HS	2	100	100	50	50	50	100	100	100	100	50
DANIEL FERNANDEZ IS	388	84	88	91	84	85	81	58	92	81	89
DESERT VIEW IS	226	74	92	81	86	87	82	71	88	79	84
KATHERINE GALLEGOS ES	241	93	95	92	90	90	88	69	95	88	91
LOS LUNAS CAREER ACADEMY	44	91	86	89	73	82	86	70	95	75	77
LOS LUNAS ES	217	93	91	94	93	82	91	65	96	90	92
LOS LUNAS HS	286	77	55	69	53	76	62	78	68	67	88
LOS LUNAS MS	235	80	88	85	76	80	79	73	79	73	90
MANZANO VISTA MS	348	78	87	85	68	81	74	74	81	73	85
MARIPOSA ES	48	92	81	96	94	92	96	69	90	88	79
PERALTA ES	118	96	97	95	93	89	94	66	94	90	91
RAYMOND GABALDON IS	225	85	80	92	84	80	76	54	87	81	88
TOME ES	320	85	90	80	88	84	87	57	92	82	82
VALENCIA ES	266	92	97	93	90	92	88	67	94	88	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.