



NO CHILD LEFT BEHIND

THIS REPORT INCLUDES:

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).

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 4th, 8th, and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

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 | 2 | 67 |
| Schools in School Improvement | 0 | 0 |
| Schools in Corrective Action | 0 | 0 |
| Schools in Restructuring | 0 | 0 |

**NO CHILD LEFT BEHIND
2004 DISTRICT ACCOUNTABILITY DATA (AYP)**

| Schools in District | Determination | Sanctions |
|---------------------|---------------|-----------|
| LOVING ES | Meets AYP | None |
| LOVING HS | AYP Not Met | None |
| LOVING MS | Meets AYP | None |

2003-2004 STUDENT DEMOGRAPHICS*

| | LOVING MUNICIPAL SCHOOLS | | STATE WIDE | |
|-------------------|--------------------------|---------|------------|---------|
| | Number | Percent | Number | Percent |
| Female | 299 | 50 | 156,715 | 49 |
| Male | 294 | 50 | 166,351 | 51 |
| Caucasian | 125 | 21 | 105,823 | 33 |
| African-American | 2 | 0 | 7,833 | 2 |
| Hispanic | 466 | 79 | 169,453 | 52 |
| Asian/Pacific | 0 | 0 | 3,833 | 1 |
| Native American | 0 | 0 | 36,124 | 11 |
| ELL | 91 | 15 | 54,528 | 17 |
| Special Education | 83 | 14 | 51,111 | 16 |
| Migrant | 25 | 4 | 2,382 | 1 |
| Total | 593 | 100 | 323,066 | 100 |

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

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 25 students and is indicated by ***.

| | Academic Indicator | NCLB Goal | ALL Students | PERCENT OF STUDENTS | | | | | | | |
|-------------------------|---------------------|-----------|--------------|---------------------|------------------|----------|---------------|-----------------|------|-----|-------------------|
| | | | | Caucasian | African-American | Hispanic | Asian/Pacific | Native American | FRLP | ELL | Special Education |
| ====> STATE WIDE <==== | Reading Proficiency | 41 | 53 | 71 | 47 | 46 | 68 | 36 | 43 | 31 | 21 |
| -----DISTRICT WIDE----- | Reading Proficiency | 41 | 42 | 66 | *** | 31 | *** | *** | 42 | 8 | *** |
| LOVING ES | Reading Proficiency | 34 | 51 | *** | *** | *** | *** | *** | 51 | *** | *** |
| LOVING HS | Reading Proficiency | 44 | 41 | *** | *** | 31 | *** | *** | 41 | *** | *** |
| LOVING MS | Reading Proficiency | 45 | 36 | *** | *** | *** | *** | *** | 36 | *** | *** |
| ====> STATE WIDE <==== | Math Proficiency | 37 | 50 | 68 | 41 | 42 | 72 | 35 | 41 | 30 | 22 |
| -----DISTRICT WIDE----- | Math Proficiency | 37 | 40 | 63 | *** | 31 | *** | *** | 40 | 18 | *** |
| LOVING ES | Math Proficiency | 38 | 69 | *** | *** | *** | *** | *** | 69 | *** | *** |
| LOVING HS | Math Proficiency | 35 | 20 | *** | *** | 17 | *** | *** | 20 | *** | *** |
| LOVING MS | Math Proficiency | 37 | 45 | *** | *** | *** | *** | *** | 45 | *** | *** |
| ====> STATE WIDE <==== | Attendance Rate | 92 | 95 | 96 | 96 | 95 | 97 | 93 | *** | 94 | 94 |
| -----DISTRICT WIDE----- | Attendance Rate | 92 | 95 | 94 | *** | 95 | *** | *** | *** | 94 | *** |
| LOVING ES | Attendance Rate | 92 | 95 | *** | *** | 95 | *** | *** | *** | *** | *** |
| LOVING MS | Attendance Rate | 92 | 94 | *** | *** | 95 | *** | *** | *** | *** | *** |
| ====> STATE WIDE <==== | Grad Rate | 75 | 89 | 91 | 93 | 89 | 91 | 81 | *** | 73 | 78 |
| -----DISTRICT WIDE----- | Grad Rate | 75 | 95 | 88 | *** | 97 | *** | *** | *** | *** | *** |
| LOVING HS | Grad Rate | 75 | 95 | *** | *** | 97 | *** | *** | *** | *** | *** |

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 | 22 | 9 | 50 | 32 | 9 | 0 | Gender | Female | 5 | 64 | 18 | 14 | 0 | | |
| | Male | 82 | 14 | 0 | 36 | 36 | 29 | 0 | | Male | 7 | 57 | 21 | 14 | 0 | | |
| Ethnicity | Caucasian | 100 | 11 | 9 | 64 | 27 | 0 | 0 | Ethnicity | Caucasian | 9 | 82 | 9 | 0 | 0 | | |
| | African-American | **** | 0 | *** | *** | *** | *** | *** | | African-American | *** | *** | *** | *** | *** | | |
| | Hispanic | 86 | 24 | 4 | 33 | 38 | 25 | 0 | | Hispanic | 4 | 50 | 25 | 21 | 0 | | |
| | Asian/Pacific | **** | 0 | *** | *** | *** | *** | *** | | Asian/Pacific | *** | *** | *** | *** | *** | | |
| | Native American | **** | 0 | *** | *** | *** | *** | *** | | Native American | *** | *** | *** | *** | *** | | |
| Status | Special Education | 67 | 4 | *** | *** | *** | *** | *** | Status | Special Education | *** | *** | *** | *** | *** | | |
| | ELL* | 82 | 14 | 0 | 14 | 50 | 36 | 0 | | ELL* | 0 | 36 | 29 | 36 | 0 | | |
| | Low Income | **** | 36 | 6 | 44 | 33 | 17 | 0 | | Low Income | 6 | 61 | 19 | 14 | 0 | | |
| | Migrant | **** | 0 | *** | *** | *** | *** | *** | | Migrant | *** | *** | *** | *** | *** | | |
| All Students | 2003-04 | 92 | 36 | 6 | 44 | 33 | 17 | 0 | All Students | 2003-04 | 6 | 61 | 19 | 14 | 0 | | |
| | 2002-03 | **** | 41 | 7 | 32 | 34 | 27 | 0 | | 2002-03 | 12 | 39 | 15 | 34 | 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 | 93 | 14 | 7 | 36 | 43 | 14 | 0 | Gender | Female | 0 | 29 | 21 | 50 | 0 | | |
| | Male | 96 | 23 | 4 | 26 | 57 | 13 | 0 | | Male | 9 | 39 | 26 | 26 | 0 | | |
| Ethnicity | Caucasian | 100 | 11 | 9 | 45 | 27 | 18 | 0 | Ethnicity | Caucasian | 9 | 55 | 9 | 27 | 0 | | |
| | African-American | **** | 0 | *** | *** | *** | *** | *** | | African-American | *** | *** | *** | *** | *** | | |
| | Hispanic | 93 | 27 | 4 | 22 | 59 | 15 | 0 | | Hispanic | 4 | 26 | 30 | 41 | 0 | | |
| | Asian/Pacific | **** | 0 | *** | *** | *** | *** | *** | | Asian/Pacific | *** | *** | *** | *** | *** | | |
| | Native American | **** | 0 | *** | *** | *** | *** | *** | | Native American | *** | *** | *** | *** | *** | | |
| Status | Special Education | 100 | 5 | *** | *** | *** | *** | *** | Status | Special Education | *** | *** | *** | *** | *** | | |
| | ELL* | 93 | 14 | 0 | 7 | 64 | 29 | 0 | | ELL* | 7 | 7 | 14 | 71 | 0 | | |
| | Low Income | **** | 38 | 5 | 29 | 50 | 16 | 0 | | Low Income | 5 | 34 | 24 | 37 | 0 | | |
| | Migrant | **** | 1 | *** | *** | *** | *** | *** | | Migrant | *** | *** | *** | *** | *** | | |
| All Students | 2003-04 | 97 | 38 | 5 | 29 | 50 | 16 | 0 | All Students | 2003-04 | 5 | 34 | 24 | 37 | 0 | | |
| | 2002-03 | **** | 38 | 11 | 50 | 32 | 8 | 0 | | 2002-03 | 0 | 37 | 26 | 37 | 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 (continued)

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternative for Students with Disabilities. The NMHSSA was 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 | 100 | 26 | 4 | 38 | 54 | 4 | 0 | Gender | Female | 0 | 23 | 58 | 19 | 0 | |
| | Male | 100 | 20 | 5 | 35 | 50 | 10 | 0 | | Male | 0 | 15 | 55 | 30 | 0 | |
| Ethnicity | Caucasian | 100 | 10 | 0 | 70 | 20 | 10 | 0 | Ethnicity | Caucasian | 0 | 30 | 50 | 20 | 0 | |
| | African-American | **** | 0 | *** | *** | *** | *** | *** | | African-American | *** | *** | *** | *** | *** | |
| | Hispanic | 90 | 35 | 3 | 29 | 63 | 6 | 0 | | Hispanic | 0 | 17 | 57 | 26 | 0 | |
| | Asian/Pacific | **** | 0 | *** | *** | *** | *** | *** | | Asian/Pacific | *** | *** | *** | *** | *** | |
| | Native American | **** | 0 | *** | *** | *** | *** | *** | | Native American | *** | *** | *** | *** | *** | |
| Status | Special Education | 100 | 4 | *** | *** | *** | *** | *** | Status | Special Education | *** | *** | *** | *** | *** | |
| | ELL* | 100 | 11 | 0 | 0 | 100 | 0 | 0 | | ELL* | 0 | 0 | 55 | 45 | 0 | |
| | Low Income | **** | 46 | 4 | 37 | 52 | 7 | 0 | | Low Income | 0 | 20 | 57 | 24 | 0 | |
| | Migrant | **** | 1 | *** | *** | *** | *** | *** | | Migrant | *** | *** | *** | *** | *** | |
| All Students | 2003-04 | 100 | 46 | 4 | 37 | 52 | 7 | 0 | All Students | 2003-04 | 0 | 20 | 57 | 24 | 0 | |
| 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 |
|------------------|------------------|
| Armendarez, Rey | 3 |
| Chavez, Armando | 8 |
| Cunningham, Andy | 2 |
| Martinez, Randy | 4 |
| Onsurez, Olga | 27 |

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 | \$2,385,527 | 59 |
| Instructional Support | \$811,860 | 20 |
| Administration | \$177,797 | 4 |
| Business and Support Services | \$113,321 | 3 |
| Operations/Maintenance of Plant | \$416,125 | 10 |
| Food Services | \$0 | 0 |
| Athletics | \$105,786 | 3 |
| Non-Instructional Student Support | \$31,090 | 1 |
| Community Services | \$22,899 | 1 |
| Transportation Services | \$0 | 0 |
| Capital Outlay | \$0 | 0 |
| Total | \$4,064,405 | 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 | *** | 38 | 63 | 66 | 76 |
| LOVING ES | 21 | 33 | 67 | 53 | 71 |
| LOVING HS | 17 | 47 | 53 | 78 | 78 |
| LOVING MS | 18 | 33 | 67 | 53 | 73 |

* 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 | 77 | 80 | 69 | 87 | 80 | 88 |
| ====> DISTRICT WIDE <==== | 240 | 87 | 78 | 88 | 86 | 85 | 79 | 74 | 90 | 82 | 90 |
| LOVING ES | 99 | 92 | 92 | 93 | 88 | 86 | 81 | 66 | 94 | 81 | 89 |
| LOVING HS | 41 | 88 | 98 | 88 | 93 | 83 | 88 | 83 | 93 | 88 | 95 |
| LOVING MS | 100 | 82 | 56 | 84 | 82 | 85 | 75 | 78 | 84 | 81 | 90 |

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.