



**NO CHILD LEFT BEHIND SUMMARY**

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	1	12.5
Schools in School Improvement	7	87.5
Schools in Corrective Action	1	12.5
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, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

**2005-2006 STUDENT DEMOGRAPHICS\***

	Portales		STATE WIDE	
	Number	Percent	Number	Percent
Female	1409	48.7	159519	48.6
Male	1484	51.3	168526	51.4
Caucasian	1291	44.6	102066	31.1
African-American	52	1.8	8226	2.5
Hispanic	1517	52.4	177254	54.0
Asian/Pacific	9	.3	4136	1.3
American Indian/Alaskan Native	24	.8	36453	11.1
SWD	517	17.9	50048	15.3
ELL	171	5.9	70172	21.4
FRLP	1883	65.1	171635	52.3
Migrant	53	1.8	1229	0.4

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

**NO CHILD LEFT BEHIND  
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
Broad Horizons Ctr	AYP Not Met	CA
Brown ES	Meets AYP	SI-1 delay
James ES	AYP Not Met	SI-2
Lindsey ES	AYP Not Met	SI-2
Portales HS	AYP Not Met	SI-2
Portales Jr HS	AYP Not Met	SI-2
Steiner ES	AYP Not Met	SI-2
Valencia ES	AYP Not Met	SI-2

\*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 10 students and is indicated by \*\*\*.

	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native			
All Students In Grades 3, 4 & 5	Math Proficiency	28	44.7	57.7	***	35.8	***	***	38.2	28.6	19.5
All Students In Grades 6, 7 & 8	Math Proficiency	15	29.7	42.7	***	19.5	***	***	20.6	5.9	7.8
All Students In Grades 9 & 11	Math Proficiency	22	36.9	47.6	***	27.9	***	***	24.7	***	3.3
Brown ES	Math Proficiency	28	52.8	58.2	***	50.0	***	***	50.5	***	20.0
James ES	Math Proficiency	28	47.8	55.4	***	44.1	***	***	44.0	55.0	20.0
Steiner ES	Math Proficiency	28	49.2	55.4	***	46.0	***	***	45.7	56.2	21.4
Valencia ES	Math Proficiency	28	43.0	58.7	***	30.7	***	***	34.9	10.3	19.2
Broad Horizons Ctr	Math Proficiency	22	0.0	***	***	***	***	***	0.0	***	***
Portales HS	Math Proficiency	22	39.6	51.1	***	29.8	***	***	27.6	***	4.0
Lindsey ES	Math Proficiency	15	34.9	50.0	***	26.1	***	***	26.7	***	13.8
Portales Jr HS	Math Proficiency	15	27.0	39.4	***	15.8	***	***	17.2	0.0	4.2
All Students In Grades 3, 4 & 5	Reading Proficiency	45	56.6	66.4	***	49.7	***	***	49.4	26.5	19.5
All Students In Grades 6, 7 & 8	Reading Proficiency	38	54.0	66.7	***	43.7	***	***	47.2	52.9	14.3
All Students In Grades 9 & 11	Reading Proficiency	41	53.9	63.6	***	44.3	***	***	37.7	***	10.0
Brown ES	Reading Proficiency	45	65.3	72.7	***	60.2	***	***	59.2	***	30.0
James ES	Reading Proficiency	45	58.6	68.9	***	52.8	***	***	51.3	35.0	23.3
Steiner ES	Reading Proficiency	45	61.0	67.7	***	56.8	***	***	54.3	37.5	25.0
Valencia ES	Reading Proficiency	45	55.4	65.3	***	47.8	***	***	48.3	20.7	17.3
Broad Horizons Ctr	Reading Proficiency	41	33.3	***	***	***	***	***	30.0	***	***
Portales HS	Reading Proficiency	41	56.0	66.2	***	46.6	***	***	39.3	***	8.0
Lindsey ES	Reading Proficiency	38	45.8	57.9	***	38.7	***	***	40.5	***	10.3
Portales Jr HS	Reading Proficiency	41	58.2	70.6	***	46.4	***	***	50.8	46.2	16.7
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8
---District---	Attendance Rate	92	93.8	94.7	94.7	92.9	***	93.1	93.2	95.7	93.2
All Students In Grades 3, 4 & 5	Attendance Rate	92	95.0	95.3	96.2	94.7	***	95.3	94.6	96.0	94.5
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.5	95.2	***	94.0	***	***	94.0	97.7	93.8
All Students In Grades 9 & 11	Attendance Rate	92	90.9	93.4	92.5	88.2	***	91.3	88.5	89.8	88.9
Broad Horizons Ctr	Attendance Rate	92	91.1	91.4	***	90.6	***	***	90.1	***	90.7
Brown ES	Attendance Rate	92	94.1	94.6	***	93.6	***	***	93.6	95.2	93.5
James ES	Attendance Rate	92	95.0	95.4	***	94.8	***	***	94.6	96.3	94.8
Lindsey ES	Attendance Rate	92	94.3	94.3	***	94.3	***	***	93.7	***	94.1
Steiner ES	Attendance Rate	92	95.3	95.5	***	95.0	***	***	95.0	95.5	94.9
Valencia ES	Attendance Rate	92	95.2	95.4	***	95.0	***	***	94.9	96.6	94.5
Portales Jr HS	Attendance Rate	92	94.8	95.6	***	94.2	***	***	94.5	97.4	93.5
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7
---Districtwide---	Graduation Rate	90	87.4	90.4	***	85.4	***	***	83.1	***	73.7
Broad Horizons Ctr	Graduation Rate	90	46.2	***	***	***	***	***	***	***	***
Portales Hs	Graduation Rate	90	90.6	92.2	***	88.0	***	***	87.3	***	78.6

# ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) 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 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	118	5	61	27	4	0	98	118	1	48	44	3	0
	Male	100	116	5	44	30	19	0	100	116	3	43	45	6	0
Ethnicity	Caucasian	98	91	7	60	20	9	1	98	91	2	53	39	3	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	138	4	48	34	13	0	99	138	2	41	49	5	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	34	5	17	29	47	0	100	34	2	17	67	11	0
	ELL*	100	23	8	21	60	8	0	100	23	17	34	39	8	0
	FRLP	99	172	4	46	33	15	0	98	172	2	41	48	5	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	234	5	53	28	11	0	99	234	2	46	45	5	0
	2004-05	99	209	4	51	29	15	1	99	209	2	40	51	6	1
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	114	12	45	32	9	0	100	114	11	30	50	7	0
	Male	100	103	4	33	40	20	0	100	103	9	31	47	11	0
Ethnicity	Caucasian	100	96	12	44	27	15	0	100	96	18	35	38	7	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	116	6	37	43	12	0	100	116	4	27	56	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	35	5	11	34	48	0	100	35	2	14	62	20	0
	ELL*	100	21	0	28	66	4	0	100	21	0	14	61	23	0
	FRLP	100	159	4	39	40	15	0	100	159	4	29	54	11	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	217	8	40	36	14	0	100	217	10	30	48	9	0
	2004-05	99	222	7	49	33	9	1	100	222	4	34	56	6	0
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

\*ELL - English Language Learners

\*\*SWD-Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	112	12	49	33	4	0	100	112	3	38	50	8	0
	Male	100	104	8	46	34	10	0	100	104	4	32	52	9	0
Ethnicity	Caucasian	100	94	14	56	24	4	0	100	94	7	51	37	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	118	6	42	41	9	0	100	118	1	24	61	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	21	9	9	52	28	0	100	21	4	19	52	23	0
	ELL*	100	17	0	17	52	29	0	100	17	0	11	47	41	0
	FRLP	100	146	6	41	41	10	0	100	146	3	26	57	12	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	216	10	47	34	7	0	100	216	4	35	51	8	0
	2004-05	100	233	17	45	28	10	0	99	233	1	30	58	9	1
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	112	3	48	38	9	0	100	112	4	29	49	16	0
	Male	100	105	2	35	50	11	0	100	105	2	29	45	21	0
Ethnicity	Caucasian	100	87	6	48	39	5	0	100	87	8	39	37	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	125	0	38	46	14	0	100	125	0	24	52	23	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Native American	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	35	0	8	51	40	0	100	35	2	8	25	62	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	151	1	39	47	11	0	100	151	0	25	54	20	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	217	3	41	44	10	0	100	217	3	29	47	19	0
	2004-05	100	223	3	48	36	12	0	100	223	2	23	50	24	0
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

\*ELL - English Language Learners

\*\*SWD-Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	110	3	58	34	2	0	99	110	0	25	50	22	0
	Male	98	122	4	43	36	13	1	98	122	2	22	50	22	1
Ethnicity	Caucasian	100	101	6	56	30	5	0	100	101	3	30	52	12	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	127	2	44	40	10	2	97	127	0	18	48	31	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	97	36	0	19	44	33	2	97	36	0	2	22	72	2
	ELL*	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	FRLP	98	152	1	44	42	9	1	98	152	0	16	51	30	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	232	4	50	35	8	1	98	232	1	23	50	22	1
	2004-05	100	200	9	48	34	10	0	100	200	3	20	53	25	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	108	4	67	23	4	0	100	108	0	29	52	16	0
	Male	100	111	4	40	43	11	0	100	111	9	14	54	21	0
Ethnicity	Caucasian	100	109	6	62	26	4	0	100	109	9	29	51	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	104	2	44	40	12	0	100	104	0	14	55	28	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	24	8	8	37	45	0	100	24	4	8	37	50	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	143	1	52	35	10	0	100	143	2	16	58	22	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	219	4	53	33	8	0	100	219	5	21	53	19	0
	2004-05	99	174	1	52	36	11	1	99	174	3	25	54	18	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

\*ELL - English Language Learners

\*\*SWD-Students with Disabilities.

**9TH GRADE**

**READING**

**MATHEMATICS**

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	87	0	48	33	16	2	96	87	6	35	44	9	3
	Male	100	89	0	41	31	26	0	96	89	4	41	33	16	3
Ethnicity	Caucasian	98	89	0	53	30	14	1	97	89	7	48	32	8	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	81	0	37	34	27	1	95	81	3	28	46	16	4
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	21	0	9	19	71	0	95	21	0	0	38	57	4
	ELL *	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	98	109	0	29	38	30	1	94	109	0	25	49	18	5
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	176	0	44	32	21	1	96	176	5	38	39	13	3
	2004-05	100	198	5	41	34	21	0	99	198	6	36	44	14	1
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

**11TH GRADE**

**READING**

**MATHEMATICS**

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	86	9	54	22	13	0	100	86	5	16	56	20	0
	Male	97	79	6	54	26	10	2	97	79	8	25	53	10	2
Ethnicity	Caucasian	97	84	11	53	19	13	2	97	84	13	22	47	14	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	76	3	52	31	11	0	100	76	1	19	61	17	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	88	17	0	17	23	47	11	88	17	5	0	35	47	11
	ELL *	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	86	2	48	33	15	0	100	86	2	18	59	19	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	165	7	54	24	12	1	98	165	7	20	55	15	1
	2004-05	98	196	11	49	29	9	2	98	196	4	21	54	19	2
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

\*ELL - English Language Learners \*\*SWD-Students with Disabilities.

## 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
Rodriguez, Inez	21
Savage, Rod	15
Rowley, Mary Lou	15
Brooks, David	18
Garrett, Dr. Alan	20

Source: 2005-06 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 Budgeted Expenditures

Includes state general fund budgeted operational monies only for 2005-2006

	Expenditure	Percent
Direct Instruction	\$11376257	61
Instructional Support	3889498	21
Administration	532365	3
Business and Support Services	230373	1
Operations/Maintenance of Plant	2157302	12
Food Services	0	0
Athletics	270503	1
Non-Instructional Student Support	63466	0
Community Services	0	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$18519764	99

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

## Teacher Quality Data\*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE: 0.68%	DISTRICT: 0 %	
		Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.79%	94.8%	
Percent of Teachers Low Poverty Schools		0.72%	87.7%	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Portales District Wide	197	70.1	29.9	95.7
Broad Horizons Ctr	4	75	25	100
Brown ES	24	70.8	29.2	92.9
James ES	35	60	40	96.3
Lindsey ES	15	73.3	26.7	100
Portales HS	43	72.1	27.9	100
Portales Jr HS	27	74.1	25.9	83.5
Steiner ES	22	77.3	22.7	100
Valencia ES	27	66.7	33.3	100

\* See explanation of data source on last page. \*\*\* = missing or not available Difference in teacher totals and school totals may occur because of district assignments.

# 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.
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- 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.

\* \*\*\* indicates no data reported.

# = Number % = Percent

SQ# = Question Number SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Portales District Total	1	389	779	34	13	38	16	30.7	61.4	2.7	1	3	1.3
Portales District Total	2	346	767	86	9	45	16	27.3	60.4	6.8	.7	3.5	1.3
Portales District Total	3	386	754	56	11	41	21	30.4	59.4	4.4	.9	3.2	1.7
Portales District Total	4	401	687	93	16	26	46	31.6	54.1	7.3	1.3	2	3.6
Portales District Total	5	311	712	57	8	141	26	24.8	56.7	4.5	.6	11.2	2.1
Portales District Total	6	340	753	60	11	70	35	26.8	59.3	4.7	.9	5.5	2.8
Portales District Total	7	255	635	151	36	110	82	20.1	50	11.9	2.8	8.7	6.5
Portales District Total	8	499	685	39	13	8	25	39.3	54	3.1	1	.6	2
Portales District Total	9	344	746	60	13	77	29	27.1	58.8	4.7	1	6.1	2.3
Portales District Total	10	397	765	64	9	12	22	31.3	60.3	5	.7	.9	1.7
Broad Horizons Ctr	1	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	2	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	3	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	4	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	5	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	6	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	7	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	8	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	9	***	***	***	***	***	***	***	***	***	***	***	***
Broad Horizons Ctr	10	***	***	***	***	***	***	***	***	***	***	***	***
Brown ES	1	49	50	***	***	2	***	48.5	49.5	***	***	2	***
Brown ES	2	31	59	7	***	3	1	30.7	58.4	6.9	***	3	1
Brown ES	3	49	48	1	***	1	2	48.5	47.5	1	***	1	2
Brown ES	4	53	47	***	***	***	1	52.5	46.5	***	***	***	1
Brown ES	5	20	47	3	***	26	5	19.8	46.5	3	***	25.7	5
Brown ES	6	43	52	***	***	5	1	42.6	51.5	***	***	5	1
Brown ES	7	23	37	7	2	16	16	22.8	36.6	6.9	2	15.8	15.8
Brown ES	8	58	42	***	***	***	1	57.4	41.6	***	***	***	1
Brown ES	9	45	49	2	***	3	2	44.6	48.5	2	***	3	2
Brown ES	10	37	56	2	***	1	5	36.6	55.4	2	***	1	5

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SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know

O=No Opinion

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
James ES	1	111	171	6	1	8	5	36.8	56.6	2	.3	2.6	1.7
James ES	2	73	199	11	1	14	4	24.2	65.9	3.6	.3	4.6	1.3
James ES	3	101	177	8	1	10	5	33.4	58.6	2.6	.3	3.3	1.7
James ES	4	111	169	7	1	1	13	36.8	56	2.3	.3	.3	4.3
James ES	5	76	167	9	1	37	9	25.4	55.9	3	.3	12.4	3
James ES	6	88	173	4	2	20	15	29.1	57.3	1.3	.7	6.6	5
James ES	7	52	148	42	7	33	20	17.2	49	13.9	2.3	10.9	6.6
James ES	8	142	146	5	2	1	6	47	48.3	1.7	.7	.3	2
James ES	9	92	170	8	3	23	6	30.5	56.3	2.6	1	7.6	2
James ES	10	92	188	14	1	2	5	30.5	62.3	4.6	.3	.7	1.7
Lindsey ES	1	23	98	3	1	7	2	17.2	73.1	2.2	.7	5.2	1.5
Lindsey ES	2	20	86	16	2	9	1	14.9	64.2	11.9	1.5	6.7	.7
Lindsey ES	3	29	93	5	1	5	1	21.6	69.4	3.7	.7	3.7	.7
Lindsey ES	4	31	80	7	6	6	4	23.1	59.7	5.2	4.5	4.5	3
Lindsey ES	5	19	91	9	2	11	2	14.2	67.9	6.7	1.5	8.2	1.5
Lindsey ES	6	25	90	10	1	6	2	18.7	67.2	7.5	.7	4.5	1.5
Lindsey ES	7	16	72	26	5	7	8	11.9	53.7	19.4	3.7	5.2	6
Lindsey ES	8	36	85	7	1	3	2	26.9	63.4	5.2	.7	2.2	1.5
Lindsey ES	9	22	100	4	2	6	***	16.4	74.6	3	1.5	4.5	***
Lindsey ES	10	33	90	6	***	4	1	24.6	67.2	4.5	***	3	.7
Portales Jr HS	1	30	73	4	***	2	1	27.3	66.4	3.6	***	1.8	.9
Portales Jr HS	2	41	66	***	***	2	1	37.3	60	***	***	1.8	.9
Portales Jr HS	3	29	74	1	1	2	3	26.4	67.3	.9	.9	1.8	2.7
Portales Jr HS	4	22	71	9	***	1	7	20	64.5	8.2	***	.9	6.4
Portales Jr HS	5	29	66	5	***	9	1	26.4	60	4.5	***	8.2	.9
Portales Jr HS	6	21	80	2	1	5	1	19.1	72.7	1.8	.9	4.5	.9
Portales Jr HS	7	24	75	3	***	6	2	21.8	68.2	2.7	***	5.5	1.8
Portales Jr HS	8	25	80	2	***	***	3	22.7	72.7	1.8	***	***	2.7
Portales Jr HS	9	23	71	4	***	9	3	20.9	64.5	3.6	***	8.2	2.7
Portales Jr HS	10	28	76	4	***	1	1	25.5	69.1	3.6	***	.9	.9

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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Portales HS	1	44	170	15	7	11	6	17.4	67.2	5.9	2.8	4.3	2.4
Portales HS	2	37	151	42	6	10	7	14.6	59.7	16.6	2.4	4	2.8
Portales HS	3	44	142	36	8	16	7	17.4	56.1	14.2	3.2	6.3	2.8
Portales HS	4	45	122	53	6	14	13	17.8	48.2	20.9	2.4	5.5	5.1
Portales HS	5	58	144	22	3	20	6	22.9	56.9	8.7	1.2	7.9	2.4
Portales HS	6	39	155	30	6	13	10	15.4	61.3	11.9	2.4	5.1	4
Portales HS	7	55	145	23	10	11	9	21.7	57.3	9.1	4	4.3	3.6
Portales HS	8	58	150	21	9	3	12	22.9	59.3	8.3	3.6	1.2	4.7
Portales HS	9	39	148	31	8	15	12	15.4	58.5	12.3	3.2	5.9	4.7
Portales HS	10	78	145	17	7	2	4	30.8	57.3	6.7	2.8	.8	1.6
Steiner ES	1	62	58	2	***	2	***	50	46.8	1.6	***	1.6	***
Steiner ES	2	46	67	6	***	5	***	37.1	54	4.8	***	4	***
Steiner ES	3	58	61	1	***	2	2	46.8	49.2	.8	***	1.6	1.6
Steiner ES	4	66	53	2	***	1	2	53.2	42.7	1.6	***	.8	1.6
Steiner ES	5	44	53	5	***	10	1	38.9	46.9	4.4	***	8.8	.9
Steiner ES	6	55	53	5	***	10	1	44.4	42.7	4	***	8.1	.8
Steiner ES	7	37	49	10	3	17	8	29.8	39.5	8.1	2.4	13.7	6.5
Steiner ES	8	74	49	1	***	***	***	59.7	39.5	.8	***	***	***
Steiner ES	9	57	58	***	***	7	2	46	46.8	***	***	5.6	1.6
Steiner ES	10	53	63	5	***	2	1	42.7	50.8	4	***	1.6	.8
Valencia ES	1	70	159	4	4	6	2	28.6	64.9	1.6	1.6	2.4	.8
Valencia ES	2	98	139	4	***	2	2	40	56.7	1.6	***	.8	.8
Valencia ES	3	76	159	4	***	5	1	31	64.9	1.6	***	2	.4
Valencia ES	4	73	145	15	3	3	6	29.8	59.2	6.1	1.2	1.2	2.4
Valencia ES	5	65	144	4	2	28	2	26.5	58.8	1.6	.8	11.4	.8
Valencia ES	6	69	150	9	1	11	5	28.2	61.2	3.7	.4	4.5	2
Valencia ES	7	48	109	40	9	20	19	19.6	44.5	16.3	3.7	8.2	7.8
Valencia ES	8	106	133	3	1	1	1	43.3	54.3	1.2	.4	.4	.4
Valencia ES	9	66	150	11	***	14	4	26.9	61.2	4.5	***	5.7	1.6
Valencia ES	10	76	147	16	1	***	5	31	60	6.5	.4	***	2

## 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.

SWD- Students with Disabilities.

### 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 demonstrate proficiency. 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 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

### Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

### High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).