



**Adequate Yearly Progress (AYP) Summary**

<b>Artesia Public Schools</b>	
<b>AYP Rating</b>	Not Met
<b>Improvement Status</b>	CA-2
<b>Schools rated in the district</b>	10
<b>Schools in Improvement</b>	1
<b>Schools in Corrective Action</b>	1
<b>Schools in Restructuring</b>	4

Source: NMPED Assessment and Accountability

**What is Adequate Yearly Progress (AYP)?**

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary and Secondary Education Act (ESEA) 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2011-2012, but that were derived from the achievement of students in the 2010-2011 school year.

**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 attendance in elementary and middle schools and graduation for high schools.

**Who has to meet AYP?**

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

**Student Demographics**

	LEA		State	
	N	%	N	%
All Students	3,601	100	334,700	100
Female	1,773	49	163,202	49
Male	1,828	51	171,498	51
Caucasian	1,458	40	88,508	26
Afr Am	31	< 2	7,765	2
Hispanic	2,079	58	198,850	59
Asian	4	< 2	4,463	< 2
Am Indian	28	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	1	< 2	253	< 2
SWD	514	14	47,480	14
ELL	161	4	53,815	16
Recently Arrived *	1	< 2	40	< 2
ED	1,740	48	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. \* ELL Students new to the U.S. who qualified for exemption from reading assessment.

### Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Artesia High	Not Met	R-1	Artesia Park Junior	Not Met	R-2
Artesia Zia Intermediate	Not Met	R-2 delay	Central Elementary	Met	Progressing
Grand Heights Early Childhood	Not Met	Progressing	Hermosa Elementary	Not Met	CA
Penasco Elementary	Met	Progressing	Roselawn Elementary	Not Met	SI-2
Yeso Elementary	Not Met	R-1	Yucca Elementary	Not Met	Progressing

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

### Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	
LEA	Reading Proficiency*	75	59	70	45	51		71	50	42	24
Artesia High	Reading Proficiency*	75	44	62		32			27		6
Artesia Park Junior	Reading Proficiency*	75	60	70		53			53		29
Artesia Zia Intermediate	Reading Proficiency*	72	62	74		54			49		25
Central Elementary	Reading Proficiency*	77	71	84		66			67	59	50
Grand Heights Early Childhood	Reading Proficiency*	77	67	78		60			57	52	30
Hermosa Elementary	Reading Proficiency*	77	55	67		50			46		16
Penasco Elementary	Reading Proficiency*	75	86	83							
Roselawn Elementary	Reading Proficiency*	77	48			43			42	15	27
Yeso Elementary	Reading Proficiency*	77	59	64		53			48		26
Yucca Elementary	Reading Proficiency*	77	72	79		66			68	57	
LEA	Reading Participation	95	99	99		99			100	100	99
Artesia High	Reading Participation	95	99	98		99			100		
Artesia Park Junior	Reading Participation	95	100	100		100			100		
Artesia Zia Intermediate	Reading Participation	95	99	99		100			100		100
Central Elementary	Reading Participation	95	100			100			100		
Grand Heights Early Childhood	Reading Participation	95									
Hermosa Elementary	Reading Participation	95	100	100		100			100		
Penasco Elementary	Reading Participation	95									
Roselawn Elementary	Reading Participation	95	100			100			100		
Yeso Elementary	Reading Participation	95	100	100		100			100		
Yucca Elementary	Reading Participation	95	100	100		100			100		
LEA	Math Proficiency*	66	54	62	36	49		57	45	52	22
Artesia High	Math Proficiency*	66	37	48		29			27		6
Artesia Park Junior	Math Proficiency*	64	58	66		53			49		33

## Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Artesia Zia Intermediate	Math Proficiency*	63	49	56		44			37		24
Central Elementary	Math Proficiency*	68	68	63		70			67	71	20
Grand Heights Early Childhood	Math Proficiency*	68	73	79		69			63	60	35
Hermosa Elementary	Math Proficiency*	68	61	68		57			54		11
Penasco Elementary	Math Proficiency*	65	86	83							
Roselawn Elementary	Math Proficiency*	68	57			55			55	50	45
Yeso Elementary	Math Proficiency*	68	61	67		53			45		20
Yucca Elementary	Math Proficiency*	68	56	65		47			38	29	
LEA	Math Participation	95	99	99		99			99	100	99
Artesia High	Math Participation	95	99	98		99			100		
Artesia Park Junior	Math Participation	95	100	100		100			100		
Artesia Zia Intermediate	Math Participation	95	99	99		100			100		100
Central Elementary	Math Participation	95	100			100			100		
Grand Heights Early Childhood	Math Participation	95									
Hermosa Elementary	Math Participation	95	100	100		100			100		
Penasco Elementary	Math Participation	95									
Roselawn Elementary	Math Participation	95	100			100			100		
Yeso Elementary	Math Participation	95	100	100		100			100		
Yucca Elementary	Math Participation	95	99	100		98			98		
Artesia Park Junior	Attendance Rate	92	94	95		93			92		91
Artesia Zia Intermediate	Attendance Rate	92	94	95		94			93	96	93
Central Elementary	Attendance Rate	92	95	95		96			96	97	94
Grand Heights Early Childhood	Attendance Rate	92	97	98		97			97	98	97
Hermosa Elementary	Attendance Rate	92	95	95		95			94	94	94
Penasco Elementary	Attendance Rate	92	96	97							
Roselawn Elementary	Attendance Rate	92	96	96		96			95	96	95
Yeso Elementary	Attendance Rate	92	95	95		95			94	96	94
Yucca Elementary	Attendance Rate	92	96	96		96			95	96	95
All Students in Grade 12	Graduation Rate	65	70	75		66			51	48	47
Artesia High	Graduation Rate	65	79	82		76			67	71	64
Artesia Park Junior	Graduation Rate	65	51	58		47			29		25

Source: NMPED Assessment and Accountability; Full Academic Year only;

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

## Proficiencies by Grade Span for Subgroups - All<sup>1</sup> - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	60	70		54		52	47	28	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	61	73		53		49	20	27	
District Wide-Grades 11	Reading Proficiency*	75	42	59		30		25	0	5	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	60	68		55		51	53	22	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	50	59		43		38	7	27	
District Wide-Grades 11	Math Proficiency*	66	36	46		28		27	36	5	

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;

\* % of students scoring Proficient or Above; Blank = Too few or no students to report

## Expenditures

	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>16,842,684</b>	<b>63</b>
<b>Instructional Support</b>	<b>9,784,103</b>	<b>37</b>
Students	2,437,265	9
Instruction	871,864	3
General Administration	597,264	2
School Administration	2,121,653	8
Central Services	635,227	2
Operations Maintenance	3,031,421	11
Student Transportation	0	<1
Other	89,409	<1
<b>Non-Instructional Support</b>	<b>103,283</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	103,283	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>26,730,070</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

Board Member	Number of Points*
Becky Harwell	9
Carolyn Shearman	15
Jeff Bowman	9
Lowell Irby	14
Margaret Aguilar	14

Source: New Mexico School Board Association

\* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

## State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

### Proficiencies for Subgroups - All<sup>1</sup> - within LEA

3rd Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	266	5	58	25	12	0	100	266	4	65	25	5	0							
LEA Prior	100	282	5	68	18	8	0	100	282	9	65	24	2	0	100	282	15	81	4	0	0
Female	100	151	6	59	26	9	0	99	151	6	61	26	6	1							
Male	100	115	4	57	23	16	0	100	115	2	71	23	3	0							
Caucasian	100	105	8	70	15	7	0	100	105	7	74	18	1	0							
Afr Am		1							1												
Hispanic	100	159	4	50	31	14	0	99	159	3	60	30	7	1							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	50	0	50	32	18	0	100	50	2	58	36	4	0							
ED	100	147	1	52	30	17	0	99	147	2	56	33	7	1							
SWD	100	36	6	28	25	42	0	100	36	0	36	50	14	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

### Proficiencies for Subgroups - All<sup>1</sup> - within LEA

4th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	283	5	48	39	8	0	100	283	12	54	27	7	0	100	283	3	62	25	10	0
LEA Prior	100	275	7	47	36	9	0	100	275	8	40	51	2	0	100	275	1	56	41	1	0
Female	100	149	5	51	41	3	0	100	149	11	58	26	5	0	100	149	1	64	27	8	0
Male	100	134	5	46	37	13	0	100	134	13	49	27	10	0	100	134	4	60	24	11	0
Caucasian	100	116	3	57	37	3	0	100	116	15	60	22	3	0	100	116	3	77	19	2	0
Afr Am		2							2						2						
Hispanic	100	164	7	43	40	10	0	100	164	11	49	30	10	0	100	164	3	52	30	15	0
Asian		0							0						0						
Am Indian		1							1						1						
ELL	100	13	8	46	46	0	0	100	13	8	62	31	0	0	100	13	0	38	54	8	0
ED	100	158	6	43	39	11	0	100	158	9	46	35	10	0	100	158	2	53	32	14	0
SWD	100	25	0	4	44	52	0	100	25	4	12	36	48	0	100	25	0	24	32	44	0

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

5th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	286	12	52	30	6	0	100	287	8	37	42	13	0							
LEA Prior	100	277	15	52	28	6	0	100	277	9	42	42	6	0	100	277	4	61	35	1	0
Female	100	144	17	56	25	3	0	100	145	10	39	39	12	0							
Male	100	142	8	49	35	9	0	100	142	6	35	45	14	0							
Caucasian	100	118	15	57	25	3	0	100	118	15	35	45	5	0							
Afr Am		2							2												
Hispanic	100	163	9	50	33	9	0	100	164	2	40	40	19	0							
Asian		0							0						0						
Am Indian		3							3												
ELL	100	14	0	29	50	21	0	100	14	0	14	50	36	0							
ED	100	143	7	48	36	10	0	100	144	1	38	42	19	0							
SWD	100	37	14	24	35	27	0	100	37	11	3	43	43	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

6th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	275	9	49	33	8	0	100	275	5	40	40	14	0							
LEA Prior	100	301	3	43	45	9	0	100	301	8	31	55	6	0	100	301	5	42	47	6	0
Female	99	133	12	49	33	5	1	99	133	5	44	38	13	1							
Male	100	142	6	49	33	11	0	100	142	6	36	43	15	0							
Caucasian	99	106	14	61	19	5	1	99	106	8	49	36	6	1							
Afr Am		1							1												
Hispanic	100	166	6	41	42	11	0	100	166	3	34	43	19	0							
Asian		0							0						0						
Am Indian		2							2												
ELL	100	10	0	10	50	40	0	100	10	0	0	50	50	0							
ED	100	148	4	45	39	13	0	100	148	3	32	45	20	0							
SWD	100	17	6	6	53	35	0	100	17	0	12	65	24	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

7th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	297	8	56	28	7	1	100	297	6	42	37	14	1	100	297	16	39	29	15	1
LEA Prior	100	292	7	53	36	3	0	100	292	12	30	52	5	0	100	292	3	51	43	2	0
Female	100	145	10	54	26	9	1	100	145	6	42	38	13	1	99	145	17	32	32	16	2
Male	100	152	6	58	30	6	0	100	152	7	41	36	16	0	100	152	15	45	26	14	0
Caucasian	100	122	13	58	24	5	0	100	122	11	43	35	11	0	100	122	27	40	23	10	0
Afr Am		2							2							2					
Hispanic	100	171	4	54	32	9	1	100	171	3	40	39	17	1	99	171	8	37	35	18	2
Asian		0							0							0					
Am Indian		2							2							2					
ELL		3							3							3					
ED	100	145	2	46	40	12	1	100	145	1	32	45	21	1	99	145	6	33	35	24	1
SWD	100	44	5	27	36	32	0	100	44	0	27	45	27	0	98	44	2	25	39	32	2

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

8th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	275	5	56	32	7	0	100	275	2	55	38	5	0							
LEA Prior	100	237	7	64	24	5	0	99	237	11	46	39	2	1	98	237	1	36	54	8	2
Female	100	130	5	60	26	8	0	100	130	2	58	35	5	0							
Male	100	145	4	52	38	6	0	100	145	3	52	41	5	0							
Caucasian	100	108	9	62	25	4	0	100	108	5	62	31	3	0							
Afr Am		4							4												
Hispanic	100	158	2	51	37	10	0	100	158	1	49	44	6	0							
Asian		0							0							0					
Am Indian		5							5												
ELL		2							2												
ED	100	126	2	50	37	12	0	100	126	1	47	44	9	0							
SWD	100	23	4	26	61	9	0	100	23	4	35	52	9	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

## Proficiencies for Subgroups within LEA

11th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	99	238	5	37	40	17	1	99	238	2	34	53	10	1	98	239	2	38	44	15	2
LEA Prior	100	211	2	51	35	11	0	100	211	8	25	41	27	0	100	211	1	30	64	6	0
Female	100	116	6	42	40	12	0	100	116	1	37	53	9	0	99	117	1	32	53	13	1
Male	98	122	3	33	41	21	2	98	122	3	31	52	11	2	97	122	2	43	34	16	3
Caucasian	99	96	8	51	30	9	1	99	96	2	44	49	4	1	99	96	3	48	44	4	1
Afr Am		2							2							2					
Hispanic	99	137	2	28	47	23	1	99	137	2	26	56	15	1	97	138	1	30	44	22	3
Asian		0							0							0					
Am Indian		3							3							3					
ELL	100	11	0	0	64	36	0	100	11	0	36	18	45	0	100	11	0	9	45	45	0
ED	100	67	1	24	49	25	0	100	67	3	24	51	22	0	98	67	1	30	48	19	1
SWD	95	20	5	0	20	70	5	95	20	5	0	60	30	5	95	20	0	5	40	50	5

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

### Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	311	70	135	74	176	66	131	75	2		176	66			2		13	48	49	47	92	51
Artesia High	286	79	125	84	161	75	122	82	2		161	76			1		10	71	39	64	75	67
Artesia Park Junior	264	51	116	55	148	48	106	58	2		154	47			2		9		40	25	77	29

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	310	75	145	78	165	72	145	81	3		160	69	1		1		12	42	64	75	78	58
Artesia High	301	80	144	82	157	79	143	86	3		153	75	1		1		10	52	63	79	70	68
Artesia Park Junior	267	62	126	68	141	57	129	70	2		135	54	1				9		57	65	64	38

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			58	19	40	13		
Artesia High			36	13	40	14		
Artesia Park Junior			49	19	30	11		

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	<0.1
Artesia High	0	0.0
Artesia Park Junior	0	0.0
Artesia Zia Intermediate	0	0.0
Central Elementary	0	0.0
Grand Heights Early Childhood	0	0.0
Hermosa Elementary	0	0.0
Penasco Elementary	0	0.0
Roselawn Elementary	0	0.0
Yeso Elementary	0	0.0
Yucca Elementary	0	0.0

Source: LEA's 120th day submission to NMPED;  
 Blank = No data available

<b>Teacher Quality, Level of Education</b>			
	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	246	47	53
Artesia High	46	41	59
Artesia Park Junior	36	42	58
Artesia Zia Intermediate	41	44	56
Central Elementary	13	69	31
Grand Heights Early Childhood	22	46	54
Hermosa Elementary	24	50	50
Penasco Elementary	4	50	50
Roselawn Elementary	15	73	27
Yeso Elementary	31	32	68
Yucca Elementary	20	55	45

Source: LEA's 120th day submission to NMPED  
 Teacher totals may differ because of district assignments

## Quality of Education Survey

### Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2	STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3	STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4	STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5	STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6	STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7	STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8	STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9	STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10	STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1	LEA	208	56.7	36.5	4.8	1.4	0.5	0.0
2	LEA	208	64.4	33.2	1.4	1.0	0.0	0.0
3	LEA	208	63.0	27.4	5.8	3.4	0.5	0.0
4	LEA	208	60.6	28.8	6.3	3.8	0.0	0.5
5	LEA	208	59.6	33.7	2.9	0.5	2.9	0.5
6	LEA	208	54.8	28.8	7.2	7.7	0.5	1.0
7	LEA	208	49.5	34.6	7.2	2.4	1.4	4.8
8	LEA	208	60.1	28.4	8.7	2.4	0.0	0.5
9	LEA	208	58.2	28.8	7.2	3.8	0.5	1.4
10	LEA	208	58.2	36.5	3.8	1.0	0.5	0.0
1	Artesia High	48	35.4	50.0	10.4	2.1	2.1	0.0
2	Artesia High	48	43.8	52.1	2.1	2.1	0.0	0.0
3	Artesia High	48	37.5	39.6	10.4	12.5	0.0	0.0
4	Artesia High	48	33.3	39.6	12.5	14.6	0.0	0.0
5	Artesia High	48	43.8	47.9	4.2	2.1	2.1	0.0
6	Artesia High	48	27.1	29.2	18.8	20.8	2.1	2.1
7	Artesia High	48	47.9	45.8	4.2	2.1	0.0	0.0
8	Artesia High	48	31.3	37.5	22.9	6.3	0.0	2.1
9	Artesia High	48	29.2	39.6	18.8	8.3	2.1	2.1
10	Artesia High	48	43.8	52.1	4.2	0.0	0.0	0.0
1	Artesia Park Junior	10	40.0	60.0	0.0	0.0	0.0	0.0
2	Artesia Park Junior	10	60.0	40.0	0.0	0.0	0.0	0.0
3	Artesia Park Junior	10	60.0	30.0	10.0	0.0	0.0	0.0
4	Artesia Park Junior	10	50.0	40.0	10.0	0.0	0.0	0.0
5	Artesia Park Junior	10	50.0	30.0	10.0	0.0	10.0	0.0

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6	Artesia Park Junior	10	50.0	30.0	10.0	10.0	0.0	0.0
7	Artesia Park Junior	10	60.0	30.0	10.0	0.0	0.0	0.0
8	Artesia Park Junior	10	50.0	30.0	20.0	0.0	0.0	0.0
9	Artesia Park Junior	10	40.0	40.0	10.0	10.0	0.0	0.0
10	Artesia Park Junior	10	60.0	30.0	0.0	10.0	0.0	0.0
1	Artesia Zia Intermediate	35	37.1	48.6	11.4	2.9	0.0	0.0
2	Artesia Zia Intermediate	35	42.9	54.3	2.9	0.0	0.0	0.0
3	Artesia Zia Intermediate	35	34.3	51.4	11.4	2.9	0.0	0.0
4	Artesia Zia Intermediate	35	48.6	34.3	14.3	2.9	0.0	0.0
5	Artesia Zia Intermediate	35	40.0	48.6	2.9	0.0	8.6	0.0
6	Artesia Zia Intermediate	35	48.6	40.0	5.7	5.7	0.0	0.0
7	Artesia Zia Intermediate	35	45.7	48.6	5.7	0.0	0.0	0.0
8	Artesia Zia Intermediate	35	40.0	40.0	14.3	5.7	0.0	0.0
9	Artesia Zia Intermediate	35	37.1	45.7	11.4	5.7	0.0	0.0
10	Artesia Zia Intermediate	35	42.9	42.9	14.3	0.0	0.0	0.0
1	Central Elementary	54	74.1	25.9	0.0	0.0	0.0	0.0
2	Central Elementary	54	90.7	9.3	0.0	0.0	0.0	0.0
3	Central Elementary	54	83.3	16.7	0.0	0.0	0.0	0.0
4	Central Elementary	54	72.2	25.9	0.0	0.0	0.0	1.9
5	Central Elementary	54	74.1	22.2	1.9	0.0	0.0	1.9
6	Central Elementary	54	68.5	29.6	0.0	0.0	0.0	1.9
7	Central Elementary	54	46.3	35.2	5.6	0.0	3.7	9.3
8	Central Elementary	54	79.6	20.4	0.0	0.0	0.0	0.0
9	Central Elementary	54	81.5	18.5	0.0	0.0	0.0	0.0
10	Central Elementary	54	70.4	25.9	1.9	0.0	1.9	0.0
1	Grand Heights Early Childhood	25	84.0	12.0	0.0	4.0	0.0	0.0
2	Grand Heights Early Childhood	25	92.0	8.0	0.0	0.0	0.0	0.0
3	Grand Heights Early Childhood	25	88.0	12.0	0.0	0.0	0.0	0.0
4	Grand Heights Early Childhood	25	92.0	8.0	0.0	0.0	0.0	0.0
5	Grand Heights Early Childhood	25	84.0	16.0	0.0	0.0	0.0	0.0
6	Grand Heights Early Childhood	25	80.0	12.0	4.0	4.0	0.0	0.0
7	Grand Heights Early Childhood	25	72.0	12.0	0.0	4.0	4.0	8.0
8	Grand Heights Early Childhood	25	92.0	8.0	0.0	0.0	0.0	0.0
9	Grand Heights Early Childhood	25	88.0	12.0	0.0	0.0	0.0	0.0
10	Grand Heights Early Childhood	25	88.0	12.0	0.0	0.0	0.0	0.0
1	Hermosa Elementary	5	20.0	60.0	20.0	0.0	0.0	0.0

Questions:

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- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
2	Hermosa Elementary	5	40.0	40.0	0.0	20.0	0.0	0.0
3	Hermosa Elementary	5	40.0	20.0	40.0	0.0	0.0	0.0
4	Hermosa Elementary	5	40.0	60.0	0.0	0.0	0.0	0.0
5	Hermosa Elementary	5	60.0	40.0	0.0	0.0	0.0	0.0
6	Hermosa Elementary	5	40.0	20.0	20.0	20.0	0.0	0.0
7	Hermosa Elementary	5	40.0	0.0	40.0	20.0	0.0	0.0
8	Hermosa Elementary	5	40.0	60.0	0.0	0.0	0.0	0.0
9	Hermosa Elementary	5	60.0	20.0	20.0	0.0	0.0	0.0
10	Hermosa Elementary	5	20.0	60.0	0.0	20.0	0.0	0.0
1	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
2	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
3	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
4	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
5	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
6	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
7	Penasco Elementary	1	0.0	100	0.0	0.0	0.0	0.0
8	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
9	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
10	Penasco Elementary	1	100	0.0	0.0	0.0	0.0	0.0
1	Roselawn Elementary	14	71.4	28.6	0.0	0.0	0.0	0.0
2	Roselawn Elementary	14	50.0	50.0	0.0	0.0	0.0	0.0
3	Roselawn Elementary	14	71.4	21.4	0.0	0.0	7.1	0.0
4	Roselawn Elementary	14	64.3	35.7	0.0	0.0	0.0	0.0
5	Roselawn Elementary	14	57.1	35.7	0.0	0.0	7.1	0.0
6	Roselawn Elementary	14	50.0	50.0	0.0	0.0	0.0	0.0
7	Roselawn Elementary	14	35.7	21.4	21.4	14.3	0.0	7.1
8	Roselawn Elementary	14	64.3	35.7	0.0	0.0	0.0	0.0
9	Roselawn Elementary	14	42.9	42.9	0.0	0.0	0.0	14.3
10	Roselawn Elementary	14	57.1	42.9	0.0	0.0	0.0	0.0
1	Yeso Elementary	10	60.0	40.0	0.0	0.0	0.0	0.0
2	Yeso Elementary	10	60.0	40.0	0.0	0.0	0.0	0.0
3	Yeso Elementary	10	90.0	10.0	0.0	0.0	0.0	0.0
4	Yeso Elementary	10	80.0	10.0	10.0	0.0	0.0	0.0
5	Yeso Elementary	10	50.0	40.0	10.0	0.0	0.0	0.0
6	Yeso Elementary	10	60.0	20.0	10.0	10.0	0.0	0.0
7	Yeso Elementary	10	40.0	40.0	10.0	0.0	0.0	10.0

Questions:

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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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
8	Yeso Elementary	10	80.0	20.0	0.0	0.0	0.0	0.0
9	Yeso Elementary	10	80.0	10.0	0.0	10.0	0.0	0.0
10	Yeso Elementary	10	50.0	50.0	0.0	0.0	0.0	0.0
1	Yucca Elementary	6	83.3	16.7	0.0	0.0	0.0	0.0
2	Yucca Elementary	6	66.7	16.7	16.7	0.0	0.0	0.0
3	Yucca Elementary	6	100	0.0	0.0	0.0	0.0	0.0
4	Yucca Elementary	6	100	0.0	0.0	0.0	0.0	0.0
5	Yucca Elementary	6	100	0.0	0.0	0.0	0.0	0.0
6	Yucca Elementary	6	100	0.0	0.0	0.0	0.0	0.0
7	Yucca Elementary	6	66.7	0.0	16.7	0.0	0.0	16.7
8	Yucca Elementary	6	83.3	16.7	0.0	0.0	0.0	0.0
9	Yucca Elementary	6	100	0.0	0.0	0.0	0.0	0.0
10	Yucca Elementary	6	66.7	33.3	0.0	0.0	0.0	0.0

Source: NMPED online anonymous parent survey  
Blanks = No data available

## Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

  

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

\* Information at <http://nationsreportcard.gov/>

Basic<sup>1</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no students to report; # Rounds to zero

## Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

\* Information at <http://nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory