



**AYP Summary**

RATON PUBLIC SCHOOLS		
Improvement Status: Progressing		
AYP Rating: AYP Not Met		
	Total Number	%
Schools rated in district	5	100
Schools in Improvement	1	20
Schools in Corrective Action	1	20
Schools in Restructuring	0	0

**Report Contents**

- Student Demographics
- AYP Summary
- Accountability Indicators by Subgroup
- NAEP Assessment Summary for Grades 4 and 8
- State Assessment Summaries for Grades 3-8, and 11
- School Board Member Participation
- Budgeted Expenditures
- Teacher Quality
- Quality of Education Survey (Parent Survey)

**Definitions and Abbreviations**

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

FRL: 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%)

**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 & 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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

<b>Student Demographics</b>				
	RATON PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	695	50.8	160,866	47.0
Male	674	49.2	169,312	49.5
Caucasian	503	36.7	95,406	27.9
African-American	2	0.1	8,670	2.5
Hispanic	850	62.1	185,147	54.1
Asian/Pacific Islander	2	0.1	4,506	1.3
American Indian	12	0.9	36,449	10.7
English Language Learners	158	11.5	55,866	16.3
Students with Disabilities	248	18.1	45,346	13.3
Free/Reduced Lunch Program	807	58.9	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

## Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
COLUMBIAN ELEMENTARY	Met	Progressing	KEARNEY ELEMENTARY	Not Met	SI-2
LONGFELLOW ELEM	Met	Progressing	RATON HIGH	Not Met	Progressing
RATON MIDDLE	Not Met	CA			

## AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	53.1	54.7	<>	51.8	<>	<>	48.1	40.4	22.0
Districtwide-Grades 6-8	Reading Proficiency	57	50.8	63.7	<>	43.0	<>	<>	38.2	25.3	17.5
Districtwide-Grade 11	Reading Proficiency	60	49.4	60.0	<>	39.6	<>	<>	36.2	18.2	7.1
COLUMBIAN ELEMENTARY	Reading Proficiency	63	57.8	51.9	<>	61.8	<>	<>	51.8	50.0	30.8
KEARNEY ELEMENTARY	Reading Proficiency	63	51.0	55.7	<>	46.9	<>	<>	46.6	30.0	7.1
RATON HIGH	Reading Proficiency	60	49.4	60.0	<>	39.6	<>	<>	36.2	18.2	7.1
RATON MIDDLE	Reading Proficiency	57	50.8	63.7	<>	43.0	<>	<>	38.2	25.3	12.5
Districtwide-Grades 3-5	Math Proficiency	50	44.8	50.0	<>	41.1	<>	<>	35.8	23.1	17.1
Districtwide-Grades 6-8	Math Proficiency	41	37.0	54.0	<>	26.3	<>	<>	27.2	13.3	22.5
Districtwide-Grade 11	Math Proficiency	46	23.3	27.5	<>	20.4	<>	<>	14.9	0	6.7
COLUMBIAN ELEMENTARY	Math Proficiency	50	50.6	44.4	<>	52.7	<>	<>	44.6	27.3	30.8
KEARNEY ELEMENTARY	Math Proficiency	50	42.3	51.9	<>	35.4	<>	<>	32.1	16.7	3.6
RATON HIGH	Math Proficiency	46	23.3	27.5	<>	20.4	<>	<>	14.9	0	6.7
RATON MIDDLE	Math Proficiency	41	37.0	54.0	<>	26.3	<>	<>	27.2	13.3	12.5
Districtwide-Grades 3-5	Attendance Rate	92	95.5	96.0	<>	95.2	98.3	98.1	95.2	95.0	94.4
Districtwide-Grades 6-8	Attendance Rate	92	95.5	96.0	96.0	95.2	<>	98.1	95.2	95.0	94.4
COLUMBIAN ELEMENTARY	Attendance Rate	92	96.2	95.1	<>	96.7	93.8	<>	96.6	96.9	93.7
KEARNEY ELEMENTARY	Attendance Rate	92	98.4	98.6	<>	98.2	<>	97.9	98.1	99.1	98.0
RATON MIDDLE	Attendance Rate	92	95.5	96.0	96.0	95.2	<>	98.1	95.2	95.0	94.4
All Students	Graduation Rate	52	41.0	40.3	<>	41.0	<>	<>	53.0	<>	7.9
RATON HIGH	Graduation Rate	52	41.3	40.3	<>	41.5	<>	<>	53.0	<>	8.2

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

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. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

  

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

\* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Sample size was insufficient to permit a reliable estimate

# Rounds to zero

### NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

\*\* NAEP does not accommodate students with severe disabilities.  
Participation in NAEP is not mandatory.

## Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	40	10	57	25	7	100	40	5	52	42	0	100	40	5	85	10	0			
Male	100	43	4	44	34	16	100	43	4	39	51	4	100	43	9	79	9	2			
Caucasian	100	27	11	40	37	11	100	27	3	40	48	7	100	27	7	81	7	3			
Black	<>						<>						<>								
Hispanic	100	55	5	56	25	12	100	55	5	47	47	0	100	55	7	81	10	0			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	<>						<>						<>								
ELL	100	22	0	50	18	31	100	22	0	27	72	0	100	22	0	77	22	0			
FRL	100	56	3	48	35	12	100	56	5	39	55	0	100	56	3	85	10	0			
SWD	100	13	0	30	30	38	100	13	0	30	61	7	100	13	7	69	15	7			
Migrant	<>						<>						<>								
All 2008-09	100	83	7	50	30	12	100	83	4	45	46	2	100	83	7	81	9	1			
All 2007-08	100	112	13	56	24	6	100	112	7	37	50	5	100	112	16	76	5	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	52	13	44	28	13	100	52	3	34	53	7	100	52	1	50	44	3			
Male	98	57	5	29	42	21	100	57	1	26	66	5	100	57	0	40	52	7			
Caucasian	100	42	16	35	30	16	100	42	7	38	45	9	100	42	2	54	40	2			
Black	<>						<>						<>								
Hispanic	98	66	3	37	39	18	100	66	0	25	69	4	100	66	0	37	54	7			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	100	28	0	32	39	28	100	28	0	17	78	3	100	28	0	39	50	10			
FRL	98	77	7	31	41	18	100	77	0	24	70	5	100	77	0	40	55	3			
SWD	95	21	4	4	33	52	100	21	0	4	80	14	100	21	0	19	71	9			
Migrant	<>						<>						<>								
All 2008-09	99	109	9	36	35	17	100	109	2	30	60	6	100	109	0	44	48	5			
All 2007-08	98	90	5	46	37	8	98	90	6	34	51	6	98	90	2	53	40	3			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	44	22	45	31	0	97	44	13	43	40	0	100	44	4	65	29	0	
Male	97	41	12	34	43	7	97	41	9	41	43	2	97	41	12	43	41	0	
Caucasian	100	37	21	37	37	2	100	37	13	45	40	0	100	37	13	54	32	0	
Black	<>						<>						<>						
Hispanic	97	47	14	40	38	4	95	47	10	38	44	2	97	47	4	55	38	0	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
FRL	98	54	11	46	37	3	96	54	3	38	51	1	98	54	3	53	40	0	
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	98	85	17	40	37	3	97	85	11	42	42	1	98	85	8	55	35	0	
All 2007-08	100	92	17	44	30	7	100	92	10	36	43	8	100	92	6	43	46	3	
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5	
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

6th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	45	4	31	57	6	100	45	2	20	60	17	100	45	0	26	64	8	
Male	100	46	2	30	54	13	100	46	4	28	52	15	100	46	0	41	45	13	
Caucasian	100	27	3	44	48	3	100	27	11	40	44	3	100	27	0	59	37	3	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	60	1	26	60	11	100	60	0	16	61	21	100	60	0	23	63	13	
Asian	<>						<>						<>						
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	29	0	13	68	17	100	29	0	6	62	31	100	29	0	13	72	13	
FRL	100	69	2	23	60	13	100	69	0	18	60	20	100	69	0	23	62	14	
SWD	100	16	6	6	62	25	100	16	0	18	43	37	100	16	0	18	62	18	
Migrant	<>						<>						<>						
All 2008-09	100	91	3	30	56	9	100	91	3	24	56	16	100	91	0	34	54	10	
All 2007-08	100	107	3	33	55	7	100	107	2	15	64	16	100	107	3	21	69	5	
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11	
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	53	11	43	37	7	100	53	5	18	58	16	100	53	9	26	56	7
Male	100	52	3	44	42	9	100	52	1	19	65	13	100	52	1	32	57	7
Caucasian	100	44	13	50	31	4	100	44	6	31	50	11	100	44	13	36	43	6
Black	<>						<>						<>					
Hispanic	100	60	3	38	46	11	100	60	1	8	71	18	100	60	0	25	66	8
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	30	3	30	46	20	100	30	0	0	73	26	100	30	0	10	76	13
FRL	100	68	4	36	47	11	100	68	0	13	66	20	100	68	2	17	69	10
SWD	100	15	6	13	46	33	100	15	6	6	66	20	100	15	0	20	73	6
Migrant	<>						<>						<>					
All 2008-09	100	105	7	43	40	8	100	105	3	19	61	15	100	105	5	29	57	7
All 2007-08	100	101	10	49	30	8	100	101	4	23	59	11	100	101	7	41	42	7
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	50	14	58	26	2	100	50	22	38	38	2	100	50	2	30	64	4
Male	100	51	3	54	35	5	100	51	9	50	35	3	100	51	1	39	49	9
Caucasian	100	42	9	64	23	2	100	42	16	54	28	0	100	42	2	45	50	2
Black	<>						<>						<>					
Hispanic	100	59	8	50	35	5	100	59	15	37	42	5	100	59	1	27	61	10
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	24	0	29	62	8	100	24	4	33	62	0	100	24	0	16	66	16
FRL	100	54	3	46	42	7	100	54	5	50	38	5	100	54	0	24	64	11
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	101	8	56	30	3	100	101	15	44	36	2	100	101	1	34	56	6
All 2007-08	100	102	7	58	32	0	100	102	12	30	48	8	100	102	2	30	57	8
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

11th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	96	52	0	50	40	5	96	52	3	21	40	30	96	52	1	23	67	3	
Male	100	37	5	43	40	10	97	38	10	10	57	18	97	38	0	34	63	0	
Caucasian	100	40	2	57	35	5	100	40	10	17	50	22	100	40	0	40	57	2	
Black	<>						<>						<>						
Hispanic	95	48	2	37	45	10	93	49	4	16	44	28	93	49	2	16	73	2	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	11	0	18	63	18	100	11	0	0	72	27	100	11	0	0	1	99	
FRL	97	47	4	31	53	8	100	47	2	12	53	31	100	47	2	23	70	4	
SWD	92	14	7	0	50	35	86	15	0	6	33	46	86	15	6	6	66	6	
Migrant	<>						<>						<>						
All 2008-09	97	89	2	47	40	7	96	90	6	16	47	25	96	90	1	27	65	2	
All 2007-08	94	79	6	45	31	11	97	79	8	30	44	13	98	78	5	32	48	12	
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7	
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

### Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
<b>Direct Instruction</b>	<b>7,033,343</b>	<b>66</b>
<b>Instructional Support Services</b>	<b>3,495,715</b>	<b>33</b>
Students	782,670	7
Instruction	215,684	2
General Administration	319,365	3
School Administration	796,852	8
Central Services	237,912	2
Operations & Maintenance	1,136,710	11
Student Transportation	0	0
Other	6,522	<1
<b>Non-Instructional Support</b>	<b>7,483</b>	<b>&lt;1</b>
Food Services	7,483	<1
Community Services	0	0
<b>Capital Outlay</b>	<b>50,000</b>	<b>&lt;1</b>
<b>Total Expenditures</b>	<b>10,586,541</b>	

Source: Projected expenditures reported to NMPED School Budget Office.

### School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Arthur Armilo	14
John Art Salazar	15
Michael Anne Holland	23
Sheila Castellini	23
Stephanie Jansen	32

Source: 2008-09 New Mexico School Board Association Annual Report.

## Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	6.56%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	100	67.0	33.0	6.0
COLUMBIAN ELEMENTARY	14	64.3	35.7	9.1
KEARNEY ELEMENTARY	14	85.7	14.3	8.3
LONGFELLOW ELEM	21	71.4	28.6	6.7
RATON HIGH	31	77.4	22.6	6.6
RATON MIDDLE	24	45.8	54.2	4.1

Teacher totals may differ because of district assignments.

NDA = No data available

## Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
COLUMBIAN ELEMENTARY	***	1						
Districtwide	1	1	0	100	0	0	0	0
Districtwide	1	2	0	100	0	0	0	0
Districtwide	1	3	0	0	100	0	0	0
Districtwide	1	4	0	0	0	100	0	0
Districtwide	1	5	0	0	0	0	100	0
Districtwide	1	6	0	0	0	0	100	0
Districtwide	1	7	0	0	100	0	0	0
Districtwide	1	8	0	0	0	100	0	0
Districtwide	1	9	0	0	0	100	0	0
Districtwide	1	10	0	100	0	0	0	0
KEARNEY ELEMENTARY	***	1						
LONGFELLOW ELEM	***	1						
RATON HIGH	1	1	0	100	0	0	0	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
RATON HIGH	1	2	0	100	0	0	0	0
RATON HIGH	1	3	0	0	100	0	0	0
RATON HIGH	1	4	0	0	0	100	0	0
RATON HIGH	1	5	0	0	0	0	100	0
RATON HIGH	1	6	0	0	0	0	100	0
RATON HIGH	1	7	0	0	100	0	0	0
RATON HIGH	1	8	0	0	0	100	0	0
RATON HIGH	1	9	0	0	0	100	0	0
RATON HIGH	1	10	0	100	0	0	0	0
RATON MIDDLE	***	1						
(blank) = No data available								