



**AYP Summary**

QUEMADO INDEPENDENT SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**Report Contents**

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**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>				
	QUEMADO INDEPENDENT SCHOOLS		Statewide	
	Number	%	Number	%
Female	77	43.3	160,866	47.0
Male	101	56.7	169,312	49.5
Caucasian	130	73.0	95,406	27.9
African-American	3	1.7	8,670	2.5
Hispanic	14	7.9	185,147	54.1
Asian/Pacific Islander	1	0.6	4,506	1.3
American Indian	30	16.9	36,449	10.7
English Language Learners	0	0.0	55,866	16.3
Students with Disabilities	12	6.7	45,346	13.3
Free/Reduced Lunch Program	112	62.9	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
DATIL ELEMENTARY	Met	Progressing	QUEMADO ELEMENTARY	Met	Progressing
QUEMADO HIGH	Met	Progressing			

## 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	61.5	69.0	<>	<>	<>	<>	51.7	<>	<>
Districtwide-Grades 6-8	Reading Proficiency	57	39.5	41.9	<>	<>	<>	27.3	25.0	<>	<>
Districtwide-Grade 11	Reading Proficiency	60	42.9	54.5	<>	<>	<>	<>	45.5	<>	<>
DATIL ELEMENTARY	Reading Proficiency	59		<>	<>	<>	<>	<>	<>	<>	<>
QUEMADO ELEMENTARY	Reading Proficiency	59	33.3	11.1	<>	<>	<>	<>	<>	<>	<>
QUEMADO HIGH	Reading Proficiency	60	47.5	48.1	<>	<>	<>	<>	18.5	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	43.6	51.7	<>	<>	<>	<>	34.5	<>	<>
Districtwide-Grades 6-8	Math Proficiency	41	32.6	38.7	<>	<>	<>	9.1	20.8	<>	<>
Districtwide-Grade 11	Math Proficiency	46	21.4	27.3	<>	<>	<>	<>	18.2	<>	<>
DATIL ELEMENTARY	Math Proficiency	47		<>	<>	<>	<>	<>	<>	<>	<>
QUEMADO ELEMENTARY	Math Proficiency	47	23.1	11.1	<>	<>	<>	<>	<>	<>	<>
QUEMADO HIGH	Math Proficiency	43	30.0	29.6	<>	<>	<>	<>	7.4	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.8	95.6	95.8	91.7	<>	93.3	94.8	<>	90.9
Districtwide-Grades 6-8	Attendance Rate	92	94.8	95.6	<>	91.7	<>	93.3	94.8	<>	90.9
DATIL ELEMENTARY	Attendance Rate	92	93.4	93.4	<>	<>	<>	<>	92.8	<>	96.4
QUEMADO ELEMENTARY	Attendance Rate	92	94.7	95.4	95.8	99.0	<>	92.1	94.3	<>	91.5
All Students	Graduation Rate	52		<>	<>	<>	<>	<>	<>	<>	<>
QUEMADO HIGH	Graduation Rate	52		<>	<>	<>	<>	<>	<>	<>	<>

## 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	30.0
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	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Male	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Caucasian	100	11	18	63	9	9	100	11	9	45	45	0	100	11	18	72	9	0			
Black	<>						<>						<>								
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Asian	<>						<>						<>								
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
ELL	<>						<>						<>								
FRL	100	10	10	60	20	10	100	10	0	30	70	0	100	10	0	80	20	0			
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	15	13	66	13	6	100	15	6	40	53	0	100	15	13	73	13	0			
All 2007-08	100	12	25	58	8	8	100	12	25	33	41	0	100	12	41	50	8	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	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Male	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Caucasian	100	11	18	45	36	0	100	11	18	36	45	0	100	11	9	63	27	0			
Black	<>						<>						<>								
Hispanic	<>						<>						<>								
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	<>						<>						<>								
FRL	100	10	20	40	40	0	100	10	10	40	50	0	100	10	0	70	30	0			
SWD	<>						<>						<>								
Migrant	<>						<>						<>								
All 2008-09	100	12	25	41	33	0	100	12	16	41	41	0	100	12	8	66	25	0			
All 2007-08	100	13	0	53	30	15	100	13	0	15	69	15	100	13	0	61	38	0			
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	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Male	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Caucasian	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	12	0	33	66	0	100	12	0	25	58	16	100	12	0	41	58	0
All 2007-08	100	14	7	50	35	7	100	14	0	28	57	14	100	14	0	42	50	7
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	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Male	100	10	0	20	60	20	100	10	0	20	80	0	100	10	0	30	60	10
Caucasian	100	15	0	20	60	20	100	15	0	33	60	6	100	15	0	46	46	6
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	17	0	23	58	17	100	17	0	29	64	5	100	17	0	41	52	5
All 2007-08	100	12	8	33	50	8	100	12	0	16	75	8	100	12	8	16	58	16
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	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Male	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	10	0	40	50	10	100	10	0	40	50	10	100	10	0	40	60	0
All 2007-08	100	12	0	33	41	25	100	12	0	25	50	25	100	12	8	25	41	25
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	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Male	100	12	0	41	33	25	100	12	0	16	75	8	100	12	0	8	75	16
Caucasian	100	10	10	60	30	0	100	10	0	50	50	0	100	10	0	30	70	0
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	16	6	50	25	18	100	16	0	31	62	6	100	16	0	18	68	12
All 2007-08	100	10	0	50	50	0	100	10	0	40	60	0	100	10	0	20	70	10
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	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Male	100	11	0	54	36	9	100	11	9	18	54	18	100	11	0	54	18	27
Caucasian	100	11	0	54	36	9	100	11	9	18	45	27	100	11	0	54	27	18
Black	<>						<>						<>					
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	11	0	45	54	0	100	11	0	18	54	27	100	11	0	36	45	18
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	14	0	42	50	7	100	14	7	14	50	28	100	14	0	42	35	21
All 2007-08	100	14	0	57	28	14	100	14	0	35	35	28	100	14	0	28	64	7
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>1,387,011</b>	<b>56</b>
<b>Instructional Support Services</b>	<b>1,043,999</b>	<b>43</b>
Students	163,540	7
Instruction	77,705	3
General Administration	178,190	7
School Administration	99,915	4
Central Services	115,207	5
Operations & Maintenance	385,771	16
Student Transportation	21,589	1
Other	2,082	<1
<b>Non-Instructional Support</b>	<b>24,636</b>	<b>1</b>
Food Services	24,636	1
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>2,455,646</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
Denny Carver	5
Elena Farr	13
Gary Roberts	6
Michael Candelaria	16
Polly Pierson	6

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%	0.00%

	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	21	61.9	28.6	0.0
DATIL ELEMENTARY	3	66.7	33.3	0.0
QUEMADO ELEMENTARY	9	55.6	33.3	0.0
QUEMADO HIGH	11	54.5	36.4	0.0

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 (%)
DATIL ELEMENTARY	***	1						
Districtwide	77	1	44.2	50.6	2.6	1.3	0	1.3
Districtwide	77	2	62.3	32.5	0	0	5.2	0
Districtwide	77	3	35.1	54.5	5.2	3.9	1.3	0
Districtwide	77	4	39	54.5	2.6	2.6	1.3	0
Districtwide	77	5	46.8	46.8	0	0	5.2	1.3
Districtwide	77	6	29.9	41.5	13	3.9	6.5	5.2
Districtwide	77	7	24.7	46.8	7.8	7.8	9.1	3.9
Districtwide	77	8	39	53.2	1.3	3.9	1.3	1.3
Districtwide	77	9	29.9	54.5	2.6	1.3	7.8	3.9
Districtwide	77	10	37.7	53.2	6.5	1.3	1.3	0
QUEMADO ELEMENTARY	25	1	36	60	0	0	0	4
QUEMADO ELEMENTARY	25	2	60	36	0	0	4	0
QUEMADO ELEMENTARY	25	3	28	56	0	12	4	0
QUEMADO ELEMENTARY	25	4	44	52	0	4	0	0
QUEMADO ELEMENTARY	25	5	36	56	0	0	4	4
QUEMADO ELEMENTARY	25	6	24	44	12	12	0	8



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
QUEMADO ELEMENTARY	25	7	20	44	8	16	8	4
QUEMADO ELEMENTARY	25	8	44	48	0	4	0	4
QUEMADO ELEMENTARY	25	9	28	48	8	4	8	4
QUEMADO ELEMENTARY	25	10	36	52	12	0	0	0
QUEMADO HIGH	52	1	48.1	46.2	3.8	1.9	0	0
QUEMADO HIGH	52	2	63.5	30.8	0	0	5.8	0
QUEMADO HIGH	52	3	38.5	53.8	7.7	0	0	0
QUEMADO HIGH	52	4	36.5	55.8	3.8	1.9	1.9	0
QUEMADO HIGH	52	5	51.9	42.3	0	0	5.8	0
QUEMADO HIGH	52	6	32.7	40.4	13.5	0	9.6	3.8
QUEMADO HIGH	52	7	26.9	48.1	7.7	3.8	9.6	3.8
QUEMADO HIGH	52	8	36.5	55.8	1.9	3.8	1.9	0
QUEMADO HIGH	52	9	30.8	57.7	0	0	7.7	3.8
QUEMADO HIGH	52	10	38.5	53.8	3.8	1.9	1.9	0
(blank) = No data available								