



**AYP Summary**

CIMARRON MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	1	20
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>				
	CIMARRON MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	195	46.7	160,866	47.0
Male	223	53.3	169,312	49.5
Caucasian	228	54.5	95,406	27.9
African-American	5	1.2	8,670	2.5
Hispanic	177	42.3	185,147	54.1
Asian/Pacific Islander	5	1.2	4,506	1.3
American Indian	3	0.7	36,449	10.7
English Language Learners	4	1.0	55,866	16.3
Students with Disabilities	63	15.1	45,346	13.3
Free/Reduced Lunch Program	204	48.8	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
CIMARRON ELEMENTARY	Met	Progressing	CIMARRON HIGH	Met	Progressing
CIMARRON MIDDLE	Not Met	Progressing	EAGLE NEST ELEM	Met	Progressing
EAGLE NEST MIDDLE	Not Met	SI-1			

## 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	60.0	69.8	<>	45.2	<>	<>	49.1	<>	23.1
Districtwide-Grades 6-8	Reading Proficiency	57	73.8	78.6	<>	62.5	<>	<>	61.4	<>	30.8
Districtwide-Grade 11	Reading Proficiency	60	67.6	66.7	<>	66.7	<>	<>	66.7	<>	<>
CIMARRON ELEMENTARY	Reading Proficiency	63	46.9	<>	<>	<>	<>	<>	40.0	<>	<>
CIMARRON HIGH	Reading Proficiency	60	67.6	66.7	<>	66.7	<>	<>	66.7	<>	<>
CIMARRON MIDDLE	Reading Proficiency	60	34.2	<>	<>	26.9	<>	<>	29.2	<>	<>
EAGLE NEST ELEM	Reading Proficiency	63	84.4	85.0	<>	<>	<>	<>	52.9	<>	<>
EAGLE NEST MIDDLE	Reading Proficiency	60	69.3	76.9	<>	9.5	<>	<>	25.0	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	50.0	56.6	<>	42.9	<>	<>	45.6	<>	23.1
Districtwide-Grades 6-8	Math Proficiency	41	32.0	41.4	<>	12.5	<>	<>	20.5	<>	7.7
Districtwide-Grade 11	Math Proficiency	46	38.2	47.6	<>	25.0	<>	<>	20.0	<>	<>
CIMARRON ELEMENTARY	Math Proficiency	50	40.6	<>	<>	<>	<>	<>	40.0	<>	<>
CIMARRON HIGH	Math Proficiency	46	38.2	47.6	<>	25.0	<>	<>	20.0	<>	<>
CIMARRON MIDDLE	Math Proficiency	44	2.6	<>	<>	0	<>	<>	4.2	<>	<>
EAGLE NEST ELEM	Math Proficiency	50	75.0	70.0	<>	<>	<>	<>	58.8	<>	<>
EAGLE NEST MIDDLE	Math Proficiency	44	37.6	46.2	<>	0	<>	<>	15.0	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.2	93.8	90.9	95.3	98.5	90.2	95.8	98.0	88.4
Districtwide-Grades 6-8	Attendance Rate	92	94.2	93.8	<>	95.3	<>	90.2	95.8	<>	88.4
CIMARRON ELEMENTARY	Attendance Rate	92	94.6	95.8	97.9	93.9	<>	<>	94.8	<>	94.2
CIMARRON HIGH	Attendance Rate	92	95.3	94.5	<>	96.0	98.2	<>	95.3	<>	94.2
CIMARRON MIDDLE	Attendance Rate	92	95.2	94.1	<>	96.0	<>	90.2	95.8	<>	96.7
EAGLE NEST ELEM	Attendance Rate	92	93.7	93.4	93.1	94.4	<>	97.0	94.4	<>	94.6
EAGLE NEST MIDDLE	Attendance Rate	92	94.1	93.7	98.1	95.0	98.4	<>	95.5	100	80.2
All Students	Graduation Rate	52	63.0	68.8	<>	54.6	NDA	<>	80.2	<>	<>
CIMARRON HIGH	Graduation Rate	52	63.0	68.8	<>	54.6	<>	<>	80.2	<>	<>

## 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	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	100	18	5	50	27	16	100	18	0	50	44	5	100	18	5	77	16	0	
Male	100	15	0	73	13	13	100	15	0	66	33	0	100	15	20	60	20	0	
Caucasian	100	18	5	66	16	11	100	18	0	66	33	0	100	18	22	66	11	0	
Black	<>						<>						<>						
Hispanic	100	14	0	50	28	21	100	14	0	42	50	7	100	14	0	71	28	0	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	<>						<>						<>						
FRL	100	21	4	57	23	14	100	21	0	57	42	0	100	21	4	76	19	0	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	33	3	60	21	15	100	33	0	57	39	3	100	33	12	69	18	0	
All 2007-08	100	28	14	42	28	14	100	28	7	50	35	7	100	28	10	71	17	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	12	41	25	33	0	100	12	0	66	25	8	100	12	8	50	41	0	
Male	100	19	10	57	21	10	100	19	0	52	47	0	100	19	0	63	36	0	
Caucasian	100	16	31	37	25	6	100	16	0	56	43	0	100	16	6	43	50	0	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	13	15	46	30	7	100	13	0	61	30	7	100	13	0	69	30	0	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>						<>						<>						
FRL	100	16	18	31	43	6	100	16	0	50	43	6	100	16	0	56	43	0	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	31	22	45	25	6	100	31	0	58	38	3	100	31	3	58	38	0	
All 2007-08	100	39	10	38	41	10	100	39	10	30	56	2	100	39	0	53	46	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	100	20	25	40	35	0	100	20	15	40	40	5	100	20	5	60	35	0
Male	100	16	6	25	50	18	100	16	0	12	75	12	100	16	0	31	56	12
Caucasian	100	19	31	36	31	0	100	19	15	31	52	0	100	19	5	63	31	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	15	0	26	53	20	100	15	0	26	53	20	100	15	0	20	66	13
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	20	10	25	50	15	100	20	5	25	55	15	100	20	5	30	55	10
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	36	16	33	41	8	100	36	8	27	55	8	100	36	2	47	44	5
All 2007-08	100	35	5	57	31	5	100	35	8	28	48	14	100	35	2	51	42	2
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	17	17	52	23	5	100	17	17	35	35	11	100	17	5	52	41	0
Male	100	21	19	23	52	4	100	21	9	14	57	19	100	21	0	47	42	9
Caucasian	100	26	19	34	38	7	100	26	15	26	38	19	100	26	3	53	38	3
Black	<>						<>						<>					
Hispanic	100	12	16	41	41	0	100	12	8	16	66	8	100	12	0	41	50	8
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	18	11	27	55	5	100	18	0	22	55	22	100	18	0	38	50	11
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	38	18	36	39	5	100	38	13	23	47	15	100	38	2	50	42	5
All 2007-08	100	26	19	50	26	3	100	26	0	26	65	7	100	26	3	46	46	3
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	12	58	33	8	0	100	12	8	33	50	8	100	12	8	58	33	0
Male	100	12	16	41	25	16	100	12	0	8	66	25	91	12	0	50	25	16
Caucasian	100	18	44	44	5	5	100	18	5	27	61	5	100	18	5	72	16	5
Black	<>						<>						<>					
Hispanic	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	24	37	37	16	8	100	24	4	20	58	16	95	24	4	54	29	8
All 2007-08	100	42	9	50	30	9	100	42	2	28	57	11	100	42	0	42	50	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	23	17	69	13	0	100	23	0	26	65	8	100	23	0	30	69	0
Male	100	18	27	66	5	0	100	18	5	33	61	0	100	18	0	50	50	0
Caucasian	100	26	30	65	3	0	100	26	3	42	53	0	100	26	0	53	46	0
Black	<>						<>						<>					
Hispanic	100	14	7	71	21	0	100	14	0	7	78	14	100	14	0	14	85	0
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	17	11	70	17	0	100	17	0	17	76	5	100	17	0	23	76	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	41	21	68	9	0	100	41	2	29	63	4	100	41	0	39	60	0
All 2007-08	97	46	4	56	32	4	95	46	8	26	47	13	95	46	0	26	60	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	100	12	0	83	16	0	100	12	0	33	50	16	100	12	0	33	58	8	
Male	100	22	9	50	31	9	100	22	13	27	45	13	100	22	4	40	50	4	
Caucasian	100	21	9	57	33	0	100	21	9	38	42	9	100	21	0	47	52	0	
Black	<>						<>						<>						
Hispanic	100	12	0	66	16	16	100	12	8	16	50	25	100	12	8	16	58	16	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	<>						<>						<>						
FRL	100	15	6	60	26	6	100	15	0	20	60	20	100	15	0	26	60	13	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	34	5	61	26	5	100	34	8	29	47	14	100	34	2	38	52	5	
All 2007-08	94	36	8	44	27	13	97	36	5	30	38	22	94	36	0	50	38	5	
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>2,707,160</b>	<b>63</b>
<b>Instructional Support Services</b>	<b>1,575,899</b>	<b>37</b>
Students	337,077	8
Instruction	29,664	1
General Administration	203,898	5
School Administration	285,273	7
Central Services	76,388	2
Operations & Maintenance	627,929	15
Student Transportation	0	0
Other	15,670	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>0</b>
Food Services	0	0
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>4,283,059</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
Amy Kepfer	9
Annette Johnson	17
Clifford Holley	8
Mark Anderson	10
Sally Torres	17

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%	1.17%

	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	41	58.5	39.0	0.8
CIMARRON ELEMENTARY	10	70.0	30.0	0.0
CIMARRON HIGH	12	66.7	33.3	2.4
CIMARRON MIDDLE	9	55.6	44.4	0.0
EAGLE NEST ELEM	11	45.5	54.5	0.0
EAGLE NEST MIDDLE	11	45.5	45.5	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 (%)
CIMARRON ELEMENTARY	***	1						
CIMARRON HIGH	***	1						
CIMARRON MIDDLE	***	1						
Districtwide	***	1						
EAGLE NEST ELEM	***	1						
EAGLE NEST MIDDLE	***	1						

(blank) = No data available