



AYP Summary

LOVING MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	1	33
Schools in Corrective Action	0	0
Schools in Restructuring	1	33

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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).

Student Demographics				
	LOVING MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	317	51.1	160,866	47.0
Male	303	48.9	169,312	49.5
Caucasian	145	23.4	95,406	27.9
African-American	4	0.6	8,670	2.5
Hispanic	471	76.0	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	0	0.0	36,449	10.7
English Language Learners	126	20.3	55,866	16.3
Students with Disabilities	72	11.6	45,346	13.3
Free/Reduced Lunch Program	620	100.0	203,946	59.6
Migrant	9	1.5	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
LOVING ELEMENTARY	Not Met	R-1	LOVING HIGH	Not Met	Progressing
LOVING MIDDLE	Not Met	SI-2			

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	44.8	54.1	<>	41.7	<>	<>	44.8	21.8	11.8
Districtwide-Grades 6-8	Reading Proficiency	57	56.8	76.0	<>	52.3	<>	<>	56.8	19.0	46.2
Districtwide-Grade 11	Reading Proficiency	60	41.0	<>	<>	34.5	<>	<>	41.0	7.1	<>
LOVING ELEMENTARY	Reading Proficiency	63	44.8	37.8	<>	41.7	<>	<>	44.8	21.8	<>
LOVING HIGH	Reading Proficiency	60	41.0	<>	<>	34.5	<>	<>	41.0	7.1	<>
LOVING MIDDLE	Reading Proficiency	57	56.8	32.0	<>	52.3	<>	<>	56.8	11.9	<>
Districtwide-Grades 3-5	Math Proficiency	50	29.0	37.8	<>	25.9	<>	<>	29.0	10.9	11.8
Districtwide-Grades 6-8	Math Proficiency	41	32.6	32.0	<>	32.7	<>	<>	32.6	14.3	15.4
Districtwide-Grade 11	Math Proficiency	46	20.5	<>	<>	13.8	<>	<>	20.5	0	<>
LOVING ELEMENTARY	Math Proficiency	50	29.0	27.0	<>	25.9	<>	<>	29.0	10.9	<>
LOVING HIGH	Math Proficiency	46	20.5	<>	<>	13.8	<>	<>	20.5	0	<>
LOVING MIDDLE	Math Proficiency	41	32.6	16.0	<>	32.7	<>	<>	32.6	7.1	<>
Districtwide-Grades 3-5	Attendance Rate	92	95.1	93.2	<>	95.6	<>	<>	95.1	95.5	93.6
Districtwide-Grades 6-8	Attendance Rate	92	95.1	93.2	<>	95.6	<>	<>	95.1	95.5	93.6
LOVING ELEMENTARY	Attendance Rate	92	96.3	95.5	<>	96.6	<>	<>	96.3	96.7	96.1
LOVING MIDDLE	Attendance Rate	92	95.1	93.2	<>	95.6	<>	<>	95.1	95.5	93.6
All Students	Graduation Rate	52	79.1	81.9	<>	78.4	<>	<>	83.5	75.7	<>
LOVING HIGH	Graduation Rate	52	79.1	81.9	<>	78.4	<>	<>	83.5	75.7	<>

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	17	0	58	11	29	100	17	0	29	64	5	100	17	0	64	35	0			
Male	100	24	0	33	50	16	100	24	0	33	62	4	100	24	4	58	37	0			
Caucasian	100	12	0	50	41	8	100	12	0	41	58	0	100	12	8	66	25	0			
Black	<>						<>						<>								
Hispanic	100	29	0	41	31	27	100	29	0	27	65	6	100	29	0	58	41	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	17	0	23	35	41	100	17	0	17	70	11	100	17	0	41	58	0			
FRL	100	41	0	43	34	21	100	41	0	31	63	4	100	41	2	60	36	0			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
All 2008-09	100	41	0	43	34	21	100	41	0	31	63	4	100	41	2	60	36	0			
All 2007-08	100	42	4	38	30	26	100	42	0	19	66	14	100	42	4	69	23	2			
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	26	11	53	30	3	100	26	0	53	42	3	100	26	0	46	50	3			
Male	100	27	7	48	22	22	100	27	3	29	59	7	100	27	0	40	55	3			
Caucasian	100	16	6	43	37	12	100	16	6	25	62	6	100	16	0	50	43	6			
Black	<>						<>						<>								
Hispanic	100	37	10	54	21	13	100	37	0	48	45	5	100	37	0	40	56	2			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	14	7	42	28	21	100	14	0	21	71	7	100	14	0	35	57	7			
FRL	100	53	9	50	26	13	100	53	1	41	50	5	100	53	0	43	52	3			
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	53	9	50	26	13	100	53	1	41	50	5	100	53	0	43	52	3			
All 2007-08	98	51	1	39	41	15	98	51	0	17	58	21	96	51	0	37	54	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	27	3	33	44	18	100	27	0	11	66	22	100	27	0	29	55	14	
Male	100	24	0	20	50	29	100	24	0	12	50	37	100	24	0	16	62	20	
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	42	2	19	54	23	100	42	0	4	66	28	100	42	0	14	66	19	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	24	0	4	62	33	100	24	0	0	54	45	100	24	0	0	70	29	
FRL	100	51	1	27	47	23	100	51	0	11	58	29	100	51	0	23	58	17	
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
All 2008-09	100	51	1	27	47	23	100	51	0	11	58	29	100	51	0	23	58	17	
All 2007-08	97	42	9	26	54	7	100	42	2	16	54	26	100	42	0	30	59	9	
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	21	4	38	57	0	100	21	0	9	90	0	100	21	0	14	66	19	
Male	100	22	4	31	40	22	100	22	0	27	54	18	100	22	0	13	68	18	
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	37	5	29	51	13	100	37	0	18	70	10	100	37	0	13	64	21	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	20	0	10	65	25	100	20	0	5	75	20	100	20	0	5	55	40	
FRL	100	43	4	34	48	11	100	43	0	18	72	9	100	43	0	13	67	18	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	43	4	34	48	11	100	43	0	18	72	9	100	43	0	13	67	18	
All 2007-08	100	38	5	23	57	13	100	38	0	7	73	18	97	38	0	18	65	13	
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	22	27	36	31	4	100	22	4	27	50	18	100	22	4	27	59	9
Male	100	21	4	42	42	9	100	21	0	23	66	9	100	21	0	38	57	4
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	34	17	32	41	8	100	34	2	23	55	17	100	34	2	29	58	8
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	13	7	15	53	23	100	13	0	15	53	30	100	13	0	7	76	15
FRL	100	43	16	39	37	6	100	43	2	25	58	13	100	43	2	32	58	6
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	43	16	39	37	6	100	43	2	25	58	13	100	43	2	32	58	6
All 2007-08	100	49	4	42	46	6	100	49	0	14	63	22	100	48	0	33	58	8
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	8	65	21	4	100	23	0	56	43	0	100	23	0	34	60	4
Male	100	23	4	69	26	0	100	23	0	43	56	0	100	23	0	47	52	0
Caucasian	100	10	10	70	20	0	100	10	0	40	60	0	100	10	0	50	50	0
Black	<>						<>						<>					
Hispanic	100	36	5	66	25	2	100	36	0	52	47	0	100	36	0	38	58	2
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
FRL	100	46	6	67	23	2	100	46	0	50	50	0	100	46	0	41	56	2
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	46	6	67	23	2	100	46	0	50	50	0	100	46	0	41	56	2
All 2007-08	100	42	2	71	21	4	100	42	2	38	52	7	100	42	0	28	59	11
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	26	0	50	46	3	100	26	0	23	46	30	100	26	0	30	61	7
Male	100	13	0	23	53	23	100	13	0	15	30	53	100	13	0	15	61	23
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	29	0	34	51	13	100	29	0	13	37	48	100	29	0	17	65	17
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	14	0	7	71	21	100	14	0	0	28	71	100	14	0	0	71	28
FRL	100	39	0	41	48	10	100	39	0	20	41	38	100	39	0	25	61	12
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	39	0	41	48	10	100	39	0	20	41	38	100	39	0	25	61	12
All 2007-08	100	45	4	53	37	4	100	45	2	26	42	28	100	45	0	20	77	2
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	%
Direct Instruction	3,077,480	54
Instructional Support Services	2,569,019	45
Students	345,367	6
Instruction	241,722	4
General Administration	351,920	6
School Administration	421,406	7
Central Services	151,964	3
Operations & Maintenance	1,051,445	19
Student Transportation	0	0
Other	5,195	<1
Non-Instructional Support	18,091	<1
Food Services	0	0
Community Services	18,091	<1
Capital Outlay	0	0
Total Expenditures	5,664,590	

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
Armando Chavez	28
Francisco Chacon	21
Lynn Ballard	12
Olga Onsurez	27
Rey Armendarez	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: 1.05%

	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	44	47.7	50.0	0.0
LOVING ELEMENTARY	22	50.0	50.0	0.0
LOVING HIGH	17	58.8	35.3	0.0
LOVING MIDDLE	12	33.3	66.7	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 (%)
Districtwide	294	1	39.4	54.1	4.8	0	1.7	0
Districtwide	294	2	45.9	50.7	1.7	0	0.3	1.4
Districtwide	294	3	39.5	52.4	5.1	1	0.3	1.7
Districtwide	294	4	34.4	55.8	6.5	0.7	1.3	1.4
Districtwide	294	5	41.5	51.7	0.7	0.7	4.4	1
Districtwide	294	6	33.3	52.4	8.5	1.4	2.4	2
Districtwide	294	7	30.3	56.5	6.8	1.7	3.4	1.4
Districtwide	294	8	38.8	52.4	6.1	1	1.4	0.3
Districtwide	294	9	30.6	56.5	4.7	2	3.7	2.4
Districtwide	294	10	32.6	58.8	4.4	0.7	0.7	2.7
LOVING ELEMENTARY	94	1	60.6	36.2	2.1	0	1.1	0
LOVING ELEMENTARY	94	2	61.7	35.1	1.1	0	0	2.1
LOVING ELEMENTARY	94	3	60.6	31.9	2.1	2.1	0	3.2
LOVING ELEMENTARY	94	4	57.4	38.3	2.1	0	0	2.1
LOVING ELEMENTARY	94	5	53.2	39.4	0	0	6.4	1.1
LOVING ELEMENTARY	94	6	53.2	38.3	5.3	2.1	0	1.1
LOVING ELEMENTARY	94	7	38.3	48.9	5.3	0	3.2	4.2

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
LOVING ELEMENTARY	94	8	60.6	34	5.3	0	0	0
LOVING ELEMENTARY	94	9	53.2	40.4	1.1	1.1	1.1	3.2
LOVING ELEMENTARY	94	10	38.3	57.4	2.1	0	1.1	1.1
LOVING HIGH	97	1	26.8	66	4.1	0	3.1	0
LOVING HIGH	97	2	25.8	68	4.1	0	0	2.1
LOVING HIGH	97	3	20.6	68	9.3	1	0	1
LOVING HIGH	97	4	18.5	62.9	12.4	2.1	2.1	2.1
LOVING HIGH	97	5	32	58.8	1	2.1	5.2	1
LOVING HIGH	97	6	14.4	61.8	14.4	2.1	4.1	3.1
LOVING HIGH	97	7	21.6	59.8	9.3	5.2	4.1	0
LOVING HIGH	97	8	22.7	64.9	8.2	2.1	1	1
LOVING HIGH	97	9	11.3	68	11.3	4.1	4.1	1
LOVING HIGH	97	10	35	54.6	7.2	1	1	1
LOVING MIDDLE	103	1	32	59.2	7.8	0	1	0
LOVING MIDDLE	103	2	50.5	48.5	0	0	1	0
LOVING MIDDLE	103	3	37.9	56.3	3.9	0	1	1
LOVING MIDDLE	103	4	28.2	65	4.9	0	1.9	0
LOVING MIDDLE	103	5	39.8	56.3	1	0	1.9	1
LOVING MIDDLE	103	6	33	56.3	5.8	0	2.9	1.9
LOVING MIDDLE	103	7	31.1	60.2	5.8	0	2.9	0
LOVING MIDDLE	103	8	34	57.3	4.9	1	2.9	0
LOVING MIDDLE	103	9	28.2	60.2	1.9	1	5.8	2.9
LOVING MIDDLE	103	10	25.2	64.1	3.9	1	0	5.8
(blank) = No data available								