



AYP Summary

LORDSBURG MUNICIPAL SCHOOLS

Improvement Status: SI-2

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	3	60
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).

Student Demographics				
	LORDSBURG MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	337	49.5	160,866	47.0
Male	344	50.5	169,312	49.5
Caucasian	69	10.1	95,406	27.9
African-American	5	0.7	8,670	2.5
Hispanic	606	89.0	185,147	54.1
Asian/Pacific Islander	1	0.1	4,506	1.3
American Indian	0	0.0	36,449	10.7
English Language Learners	52	7.6	55,866	16.3
Students with Disabilities	121	17.8	45,346	13.3
Free/Reduced Lunch Program	451	66.2	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
CENTRAL ELEMENTARY	Met	Progressing	DUGAN-TARANGO MIDDLE	Not Met	SI-1 delay
LORDSBURG HIGH	Not Met	CA	R.V. TRAYLOR ELEM	Met	SI-1 delay
SOUTHSIDE ELEMENTARY	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	52.9	81.2	<>	49.2	<>	<>	46.4	43.3	8.7
Districtwide-Grades 6-8	Reading Proficiency	57	47.7	70.0	<>	43.8	<>	<>	41.2	37.5	23.1
Districtwide-Grade 11	Reading Proficiency	60	34.1	<>	<>	30.8	<>	<>	28.0	<>	<>
CENTRAL ELEMENTARY	Reading Proficiency	59	54.9	<>	<>	50.6	<>	<>	50.0	<>	<>
DUGAN-TARANGO MIDDLE	Reading Proficiency	60	47.1	<>	<>	43.8	<>	<>	41.0	<>	<>
LORDSBURG HIGH	Reading Proficiency	60	34.1	<>	<>	30.8	<>	<>	28.0	<>	<>
SOUTHSIDE ELEMENTARY	Reading Proficiency	63	48.9	<>	<>	45.2	<>	<>	40.8	27.3	0
Districtwide-Grades 3-5	Math Proficiency	50	39.4	66.7	<>	36.1	<>	<>	35.7	26.7	8.7
Districtwide-Grades 6-8	Math Proficiency	41	23.8	35.0	<>	22.7	<>	<>	19.3	6.2	7.7
Districtwide-Grade 11	Math Proficiency	46	9.8	<>	<>	7.7	<>	<>	8	<>	<>
CENTRAL ELEMENTARY	Math Proficiency	47	38.5	<>	<>	36.4	<>	<>	31.9	<>	<>
DUGAN-TARANGO MIDDLE	Math Proficiency	41	22.1	<>	<>	21.3	<>	<>	20.5	<>	<>
LORDSBURG HIGH	Math Proficiency	46	9.8	<>	<>	7.7	<>	<>	8	<>	<>
SOUTHSIDE ELEMENTARY	Math Proficiency	50	34.4	<>	<>	31.0	<>	<>	30.3	13.6	0
Districtwide-Grades 3-5	Attendance Rate	92	93.4	94.2	<>	93.3	<>	<>	93.5	91.8	93.9
Districtwide-Grades 6-8	Attendance Rate	92	93.4	94.2	93.9	93.3	<>	<>	93.5	91.8	93.9
CENTRAL ELEMENTARY	Attendance Rate	92	94.7	93.8	93.3	94.8	<>	<>	94.5	95.4	94.3
DUGAN-TARANGO MIDDLE	Attendance Rate	92	93.1	94.2	95.0	92.9	<>	<>	93.3	89.7	94.5
LORDSBURG HIGH	Attendance Rate	92	93.5	91.8	91.5	93.7	<>	<>	92.4	93.6	89.7
SOUTHSIDE ELEMENTARY	Attendance Rate	92	95.3	95.9	<>	95.2	<>	<>	95.1	94.4	95.1
All Students	Graduation Rate	52	55.6	<>	NDA	56.1	<>	<>	76.4	<>	<>
LORDSBURG HIGH	Graduation Rate	52	55.6	<>	<>	56.1	<>	<>	76.4	<>	<>

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	95	21	4	71	14	4	100	21	0	42	52	4	100	21	0	85	14	0
Male	100	19	5	47	36	10	100	18	5	38	55	0	100	18	11	66	16	5
Caucasian	<>	6	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	97	34	5	52	29	8	100	34	0	35	61	2	100	34	0	79	17	2
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
FRL	96	30	3	53	30	10	100	30	0	40	56	3	100	30	3	76	16	3
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	97	40	5	60	25	7	100	39	2	41	53	2	100	39	5	76	15	2
All 2007-08	100	53	0	45	26	28	100	53	1	16	66	15	100	53	3	71	22	1
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	93	29	3	41	34	13	100	29	0	31	62	6	100	29	0	34	58	6
Male	100	25	0	28	44	28	100	25	0	24	56	20	100	25	0	32	60	8
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	96	50	2	34	38	22	100	50	0	28	58	14	100	50	0	32	60	8
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	15	0	40	20	40	100	15	0	20	66	13	100	15	0	26	60	13
FRL	95	46	0	30	45	19	100	46	0	23	60	15	100	46	0	28	63	8
SWD	81	11	0	0	9	72	100	11	0	0	63	36	100	11	0	0	72	27
Migrant	<>						<>						<>					
All 2008-09	96	54	1	35	38	20	100	54	0	27	59	12	100	54	0	33	59	7
All 2007-08	100	43	2	32	41	23	100	43	2	13	69	13	100	43	0	30	65	4
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	26	34	30	26	7	100	26	15	34	38	11	100	26	3	46	42	7
Male	100	18	0	55	38	5	100	18	0	50	50	0	100	18	0	61	38	0
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	38	15	42	34	7	100	38	7	39	44	7	100	38	0	50	44	5
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
FRL	100	36	16	41	33	8	100	36	8	38	44	8	100	36	2	47	44	5
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	44	20	40	31	6	100	44	9	40	43	6	100	44	2	52	40	4
All 2007-08	100	49	8	46	40	4	100	49	6	20	57	16	100	49	0	34	59	6
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	22	9	50	40	0	100	22	0	22	72	4	100	22	0	36	54	9
Male	100	25	8	32	44	16	100	25	12	20	44	24	100	25	0	40	52	8
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	39	10	33	48	7	100	39	7	17	61	12	100	39	0	30	58	10
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
FRL	100	36	8	33	47	11	100	36	2	13	63	19	100	36	0	27	61	11
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	47	8	40	42	8	100	47	6	21	57	14	100	47	0	38	53	8
All 2007-08	100	48	12	39	39	8	100	48	2	22	64	10	97	48	0	18	70	8
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	23	8	43	43	4	100	23	4	13	69	13	100	23	0	21	65	13
Male	100	28	7	57	32	3	100	28	10	17	67	3	100	27	0	44	51	3
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	42	7	47	42	2	100	42	9	14	69	7	100	42	0	35	57	7
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	100	38	5	47	42	5	100	38	2	18	68	10	100	38	0	26	63	10
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	51	7	50	37	3	100	51	7	15	68	7	100	50	0	34	58	8
All 2007-08	100	44	6	29	50	13	100	44	2	11	47	38	100	44	2	15	54	27
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	28	3	32	53	10	100	28	3	17	64	14	100	28	0	14	50	35
Male	100	25	0	36	48	16	100	25	4	16	76	4	100	25	0	16	56	28
Caucasian	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	47	0	34	53	12	100	47	0	19	70	10	100	47	0	10	53	36
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	100	40	0	30	52	17	100	40	0	20	70	10	100	40	0	10	57	32
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	53	1	33	50	13	100	53	3	16	69	9	100	53	0	15	52	32
All 2007-08	100	66	0	63	33	3	100	66	0	15	68	16	100	66	0	15	68	16
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	15	13	20	46	20	100	15	0	6	40	53	100	15	0	13	60	26
Male	92	26	0	34	50	7	96	26	0	11	30	53	96	26	0	15	57	23
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	94	39	2	28	51	12	97	39	0	7	33	56	97	39	0	12	58	25
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	92	25	8	20	48	16	96	25	0	8	28	60	96	25	0	12	52	32
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	95	41	4	29	48	12	97	41	0	9	34	53	97	41	0	14	58	24
All 2007-08	95	42	4	40	33	16	97	42	0	16	42	38	97	42	0	23	54	19
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	3,569,642	50
Instructional Support Services	3,342,703	47
Students	594,064	8
Instruction	169,639	2
General Administration	210,935	3
School Administration	783,348	11
Central Services	287,856	4
Operations & Maintenance	1,184,345	16
Student Transportation	26,086	<1
Other	86,430	1
Non-Instructional Support	118,471	2
Food Services	118,471	2
Community Services	0	0
Capital Outlay	150,000	2
Total Expenditures	7,180,816	

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
David Whipple	8
John Mora	8
Manuel Saucedo	19
Marianne Stewart	7
Mark Thomas	7

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	51	43.1	56.9	4.4
CENTRAL ELEMENTARY	9	44.4	55.6	0.0
DUGAN-TARANGO MIDDLE	13	46.2	53.8	0.0
LORDSBURG HIGH	18	44.4	55.6	7.3
R.V. TRAYLOR ELEM	14	42.9	57.1	0.0
SOUTHSIDE ELEMENTARY	10	40.0	60.0	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 (%)
CENTRAL ELEMENTARY	50	1	30	54	2	2	12	0
CENTRAL ELEMENTARY	50	2	16	70	6	2	6	0
CENTRAL ELEMENTARY	50	3	22	60	4	0	14	0
CENTRAL ELEMENTARY	50	4	26	54	12	2	6	0
CENTRAL ELEMENTARY	50	5	24	54	4	2	16	0
CENTRAL ELEMENTARY	50	6	26	48	10	2	14	0
CENTRAL ELEMENTARY	50	7	16	44	16	8	16	0
CENTRAL ELEMENTARY	50	8	34	58	4	0	4	0
CENTRAL ELEMENTARY	50	9	24	58	6	0	12	0
CENTRAL ELEMENTARY	50	10	28	60	8	2	2	0
Districtwide	110	1	36.4	52.7	3.6	0.9	6.4	0
Districtwide	110	2	30	60.9	4.5	0.9	3.6	0
Districtwide	110	3	28.2	59.1	6.4	0	6.4	0
Districtwide	110	4	30	53.6	10	2.7	2.7	0.9

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	110	5	25.5	57.3	5.4	0.9	10.9	0
Districtwide	110	6	25.5	55.5	7.3	2.7	7.3	1.8
Districtwide	110	7	15.4	47.3	15.4	10	10.9	0.9
Districtwide	110	8	42.7	49.1	3.6	1.8	1.8	0.9
Districtwide	110	9	28.2	58.2	5.4	0.9	6.4	0.9
Districtwide	110	10	33.6	58.2	6.4	0.9	0.9	0
DUGAN-TARANGO MIDDLE	7	1	0	57.1	28.6	0	14.3	0
DUGAN-TARANGO MIDDLE	7	2	42.8	57.1	0	0	0	0
DUGAN-TARANGO MIDDLE	7	3	14.3	57.1	28.6	0	0	0
DUGAN-TARANGO MIDDLE	7	4	14.3	28.6	14.3	28.6	0	14.3
DUGAN-TARANGO MIDDLE	7	5	14.3	71.4	14.3	0	0	0
DUGAN-TARANGO MIDDLE	7	6	0	57.1	0	28.6	0	14.3
DUGAN-TARANGO MIDDLE	7	7	28.6	42.8	14.3	14.3	0	0
DUGAN-TARANGO MIDDLE	7	8	28.6	42.8	0	28.6	0	0
DUGAN-TARANGO MIDDLE	7	9	28.6	42.8	0	14.3	14.3	0
DUGAN-TARANGO MIDDLE	7	10	28.6	42.8	28.6	0	0	0
LORDSBURG HIGH	4	1	0	100	0	0	0	0
LORDSBURG HIGH	4	2	0	75	25	0	0	0
LORDSBURG HIGH	4	3	0	50	50	0	0	0
LORDSBURG HIGH	4	4	0	50	50	0	0	0
LORDSBURG HIGH	4	5	0	100	0	0	0	0
LORDSBURG HIGH	4	6	25	25	50	0	0	0
LORDSBURG HIGH	4	7	0	75	25	0	0	0
LORDSBURG HIGH	4	8	25	50	25	0	0	0
LORDSBURG HIGH	4	9	25	50	0	0	0	25
LORDSBURG HIGH	4	10	50	50	0	0	0	0
R.V.TRAYLOR ELEM	34	1	52.9	44.1	2.9	0	0	0
R.V.TRAYLOR ELEM	34	2	55.9	44.1	0	0	0	0
R.V.TRAYLOR ELEM	34	3	44.1	52.9	2.9	0	0	0
R.V.TRAYLOR ELEM	34	4	47	47	5.9	0	0	0
R.V.TRAYLOR ELEM	34	5	32.3	52.9	5.9	0	8.8	0
R.V.TRAYLOR ELEM	34	6	41.2	52.9	2.9	0	0	2.9
R.V.TRAYLOR ELEM	34	7	17.6	47	17.6	5.9	8.8	2.9
R.V.TRAYLOR ELEM	34	8	58.8	35.3	2.9	0	0	2.9
R.V.TRAYLOR ELEM	34	9	41.2	52.9	5.9	0	0	0
R.V.TRAYLOR ELEM	34	10	47	50	2.9	0	0	0
SOUTHSIDE ELEMENTARY	15	1	46.7	53.3	0	0	0	0
SOUTHSIDE ELEMENTARY	15	2	20	66.7	6.7	0	6.7	0
SOUTHSIDE ELEMENTARY	15	3	26.7	73.3	0	0	0	0
SOUTHSIDE ELEMENTARY	15	4	20	80	0	0	0	0
SOUTHSIDE ELEMENTARY	15	5	26.7	60	6.7	0	6.7	0
SOUTHSIDE ELEMENTARY	15	6	0	93.3	0	0	6.7	0
SOUTHSIDE ELEMENTARY	15	7	6.7	53.3	6.7	26.7	6.7	0
SOUTHSIDE ELEMENTARY	15	8	46.7	53.3	0	0	0	0
SOUTHSIDE ELEMENTARY	15	9	13.3	80	6.7	0	0	0
SOUTHSIDE ELEMENTARY	15	10	20	80	0	0	0	0

(blank) = No data available