



AYP Summary

ANIMAS PUBLIC 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).

Student Demographics				
	ANIMAS PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	132	51.2	160,866	47.0
Male	126	48.8	169,312	49.5
Caucasian	149	57.8	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	102	39.5	185,147	54.1
Asian/Pacific Islander	4	1.6	4,506	1.3
American Indian	3	1.2	36,449	10.7
English Language Learners	18	7.0	55,866	16.3
Students with Disabilities	45	17.4	45,346	13.3
Free/Reduced Lunch Program	137	53.1	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
ANIMAS ELEMENTARY	Not Met	Progressing	ANIMAS HIGH	Met	Progressing
ANIMAS MIDDLE	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	57.4	65.8	<>	37.5	<>	<>	40.0	<>	<>
Districtwide-Grades 6-8	Reading Proficiency	57	72.3	64.3	<>	85.7	<>	<>	70.7	<>	<>
Districtwide-Grade 11	Reading Proficiency	60	66.7	71.4	<>	60.0	<>	<>	60.0	<>	<>
ANIMAS ELEMENTARY	Reading Proficiency	63	53.7	60.7	<>	<>	<>	<>	39.3	<>	<>
ANIMAS HIGH	Reading Proficiency	60	66.7	71.4	<>	60.0	<>	<>	60.0	<>	<>
ANIMAS MIDDLE	Reading Proficiency	60	71.8	67.3	<>	41.7	<>	<>	60.4	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	59.3	71.1	<>	31.2	<>	<>	51.4	<>	<>
Districtwide-Grades 6-8	Math Proficiency	41	67.2	70.7	<>	57.1	<>	<>	68.3	<>	<>
Districtwide-Grade 11	Math Proficiency	46	54.2	57.1	<>	50.0	<>	<>	40.0	<>	<>
ANIMAS ELEMENTARY	Math Proficiency	50	53.7	64.3	<>	<>	<>	<>	50.0	<>	<>
ANIMAS HIGH	Math Proficiency	46	54.2	57.1	<>	50.0	<>	<>	40.0	<>	<>
ANIMAS MIDDLE	Math Proficiency	44	68.8	74.5	<>	25.0	<>	<>	58.3	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	96.0	96.1	<>	96.1	<>	<>	95.8	95.3	96.4
Districtwide-Grades 6-8	Attendance Rate	92	96.0	96.1	<>	96.1	90.6	97.4	95.8	95.3	96.4
ANIMAS ELEMENTARY	Attendance Rate	92	96.1	96.5	<>	95.2	<>	<>	96.0	94.9	94.9
ANIMAS MIDDLE	Attendance Rate	92	96.4	96.5	<>	96.4	90.6	97.4	96.1	96.5	96.4
All Students	Graduation Rate	52	94.4	90.4	<>	<>	<>	<>	97.3	<>	<>
ANIMAS HIGH	Graduation Rate	52	94.4	90.4	<>	<>	<>	<>	97.3	<>	<>

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	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Male	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Caucasian	100	11	9	54	18	18	100	11	0	63	36	0	100	11	0	90	9	0			
Black	<>						<>						<>								
Hispanic	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
FRL	100	13	7	30	38	23	100	13	0	53	46	0	100	13	0	84	15	0			
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	17	5	47	29	17	100	17	0	58	41	0	100	17	0	88	11	0			
All 2007-08	100	23	0	56	30	13	100	23	0	34	60	4	100	23	4	86	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	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Male	100	15	6	40	46	6	100	15	0	53	46	0	100	15	0	66	33	0			
Caucasian	100	17	5	52	23	17	100	17	0	64	35	0	100	17	0	64	35	0			
Black	<>						<>						<>								
Hispanic	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
FRL	100	15	0	40	40	20	100	15	0	46	53	0	100	15	0	66	33	0			
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	24	4	50	29	16	100	24	0	50	50	0	100	24	0	66	33	0			
All 2007-08	100	13	23	38	30	7	100	13	38	30	30	0	100	13	0	69	30	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	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Male	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Caucasian	100	10	60	20	20	0	100	10	70	20	10	0	100	10	10	80	10	0
Black	<>						<>						<>					
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
SWD	<>						<>						<>					
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	13	46	23	30	0	100	13	53	23	23	0	100	13	7	61	30	0
All 2007-08	100	17	11	52	29	5	100	17	17	35	35	11	100	17	0	64	35	0
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	12	16	58	25	0	100	12	25	50	25	0	100	12	8	41	41	8
Male	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Caucasian	100	12	16	50	25	8	100	12	8	75	16	0	100	12	8	50	33	8
Black	<>						<>						<>					
Hispanic	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	11	0	72	18	9	100	11	18	54	27	0	100	11	18	45	36	0
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	18	16	55	22	5	100	18	16	61	22	0	100	18	11	38	44	5
All 2007-08	100	21	0	47	52	0	100	21	4	23	66	4	100	21	4	38	57	0
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	10	10	70	20	0	100	10	10	50	40	0	100	10	0	20	80	0
Male	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Caucasian	100	16	18	43	31	6	100	16	12	43	43	0	100	16	0	25	75	0
Black	<>						<>						<>					
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	12	16	41	33	8	100	12	0	66	33	0	100	12	0	16	83	0
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	19	15	52	26	5	100	19	10	47	42	0	100	19	0	21	78	0
All 2007-08	100	27	14	62	22	0	100	27	18	37	44	0	100	27	3	44	48	3
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	17	17	64	17	0	100	16	6	62	31	0	100	16	0	37	62	0
Male	100	11	9	54	18	18	100	11	9	54	27	9	100	11	0	36	54	9
Caucasian	100	14	21	42	21	14	100	13	15	61	15	7	100	13	0	53	38	7
Black	<>						<>						<>					
Hispanic	100	12	8	75	16	0	100	12	0	50	50	0	100	12	0	8	91	0
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	18	5	72	16	5	100	18	0	66	33	0	100	18	0	22	77	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	28	14	60	17	7	100	27	7	59	29	3	100	27	0	37	59	3
All 2007-08	100	20	5	65	30	0	100	20	0	30	65	5	100	20	0	10	90	0
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	11	9	54	27	9	100	11	9	27	36	27	100	11	9	54	36	0
Male	100	13	15	53	23	7	100	13	23	46	15	15	100	13	0	61	38	0
Caucasian	100	14	14	57	14	14	100	14	21	35	28	14	100	14	7	64	28	0
Black	<>						<>						<>					
Hispanic	100	10	10	50	40	0	100	10	10	40	20	30	100	10	0	50	50	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	15	13	46	33	6	100	15	6	33	40	20	100	15	0	53	46	0
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	24	12	54	25	8	100	24	16	37	25	20	100	24	4	58	37	0
All 2007-08	100	20	5	55	35	5	100	20	0	35	40	25	100	20	0	40	50	10
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	1,960,257	62
Instructional Support Services	1,191,443	38
Students	139,350	4
Instruction	61,874	2
General Administration	227,755	7
School Administration	243,931	8
Central Services	77,054	2
Operations & Maintenance	436,124	14
Student Transportation	4,000	<1
Other	1,355	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	3,151,700	

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 Johnson	8
Jared Fraie	10
Levi Klump	13
Mike Pompeo	7
William Hurt	27

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	23	34.8	65.2	0.0
ANIMAS ELEMENTARY	7	0.0	100.0	0.0
ANIMAS HIGH	13	53.8	46.2	0.0
ANIMAS MIDDLE	8	62.5	37.5	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 (%)
ANIMAS ELEMENTARY	46	1	23.9	63	6.5	0	4.3	2.2
ANIMAS ELEMENTARY	46	2	39.1	47.8	6.5	0	6.5	0
ANIMAS ELEMENTARY	46	3	32.6	65.2	2.2	0	0	0
ANIMAS ELEMENTARY	46	4	37	56.5	2.2	0	0	4.3
ANIMAS ELEMENTARY	46	5	54.3	32.6	0	0	13	0
ANIMAS ELEMENTARY	46	6	32.6	47.8	13	2.2	4.3	0
ANIMAS ELEMENTARY	46	7	13	41.3	10.9	15.2	8.7	10.9
ANIMAS ELEMENTARY	46	8	52.2	47.8	0	0	0	0
ANIMAS ELEMENTARY	46	9	37	56.5	0	0	4.3	2.2
ANIMAS ELEMENTARY	46	10	26.1	60.9	6.5	0	6.5	0
ANIMAS HIGH	22	1	31.8	50	13.6	0	4.5	0
ANIMAS HIGH	22	2	31.8	63.6	4.5	0	0	0
ANIMAS HIGH	22	3	40.9	50	9.1	0	0	0
ANIMAS HIGH	22	4	31.8	45.5	22.7	0	0	0
ANIMAS HIGH	22	5	54.5	45.5	0	0	0	0
ANIMAS HIGH	22	6	36.4	45.5	13.6	0	4.5	0
ANIMAS HIGH	22	7	22.7	68.2	0	9.1	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
ANIMAS HIGH	22	8	31.8	45.5	18.2	0	4.5	0
ANIMAS HIGH	22	9	27.3	54.5	9.1	0	0	9.1
ANIMAS HIGH	22	10	36.4	63.6	0	0	0	0
ANIMAS MIDDLE	32	1	28.1	68.8	0	0	3.1	0
ANIMAS MIDDLE	32	2	21.9	65.6	3.1	6.2	0	3.1
ANIMAS MIDDLE	32	3	31.2	62.5	3.1	0	0	3.1
ANIMAS MIDDLE	32	4	21.9	53.1	9.4	3.1	6.2	6.2
ANIMAS MIDDLE	32	5	50	46.9	0	0	3.1	0
ANIMAS MIDDLE	32	6	18.8	68.8	9.4	3.1	0	0
ANIMAS MIDDLE	32	7	21.9	53.1	12.5	3.1	6.2	3.1
ANIMAS MIDDLE	32	8	37.5	53.1	9.4	0	0	0
ANIMAS MIDDLE	32	9	25	65.6	6.2	0	0	3.1
ANIMAS MIDDLE	32	10	21.9	75	3.1	0	0	0
Districtwide	100	1	27	62	6	0	4	1
Districtwide	100	2	32	57	5	2	3	1
Districtwide	100	3	34	61	4	0	0	1
Districtwide	100	4	31	53	9	1	2	4
Districtwide	100	5	53	40	0	0	7	0
Districtwide	100	6	29	54	12	2	3	0
Districtwide	100	7	18	51	9	10	6	6
Districtwide	100	8	43	49	7	0	1	0
Districtwide	100	9	31	59	4	0	2	4
Districtwide	100	10	27	66	4	0	3	0
(blank) = No data available								