



**AYP Summary**

LOVINGTON MUNICIPAL SCHOOLS

Improvement Status: CA

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	10	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	4	40

**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
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**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).

**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%)

<b>Student Demographics</b>				
	LOVINGTON MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	1,566	48.2	160,866	47.0
Male	1,681	51.8	169,312	49.5
Caucasian	851	26.2	95,406	27.9
African-American	77	2.4	8,670	2.5
Hispanic	2,294	70.6	185,147	54.1
Asian/Pacific Islander	12	0.4	4,506	1.3
American Indian	13	0.4	36,449	10.7
English Language Learners	487	15.0	55,866	16.3
Students with Disabilities	566	17.4	45,346	13.3
Free/Reduced Lunch Program	1,924	59.3	203,946	59.6
Migrant	44	1.4	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
BEN ALEXANDER ELEM	Met	Progressing	JEFFERSON ELEMENTARY	Met	Progressing
LEA ELEMENTARY	Met	Progressing	LLANO ELEMENTARY	Met	Progressing
LOVINGTON 6TH GRADE ACADEMY	Not Met	R-2	LOVINGTON FRESHMAN ACADEMY	Not Met	Progressing
LOVINGTON HIGH	Not Met	Progressing	NEW HOPE ALT HIGH	Not Met	R-1
TAYLOR MIDDLE	Not Met	R-2	YARBRO ELEMENTARY	Not Met	R-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	56.4	69.8	31.2	52.8	<>	<>	50.3	45.5	20.0
Districtwide-Grades 6-8	Reading Proficiency	57	53.2	71.9	36.8	46.9	<>	<>	44.7	31.9	9.5
Districtwide-Grade 11	Reading Proficiency	60	52.0	60.9	<>	44.2	<>	<>	36.8	20.0	27.3
JEFFERSON ELEMENTARY	Reading Proficiency	63	60.5	63.8	<>	59.9	<>	<>	59.0	55.6	21.1
LOVINGTON 6TH GRADE AC	Reading Proficiency	57	46.5	66.7	<>	41.4	<>	<>	37.8	29.3	0
LOVINGTON HIGH	Reading Proficiency	60	57.2	65.6	<>	50.0	<>	<>	43.9	20.0	37.5
NEW HOPE ALT HIGH	Reading Proficiency	60	10.0	<>	<>	7.1	<>	<>	0	<>	<>
TAYLOR MIDDLE	Reading Proficiency	60	56.5	73.7	<>	50.0	<>	<>	48.3	33.7	16.2
YARBRO ELEMENTARY	Reading Proficiency	63	54.6	72.0	<>	49.3	<>	<>	45.5	38.5	19.6
Districtwide-Grades 3-5	Math Proficiency	50	44.8	59.3	18.8	40.9	<>	<>	40.5	36.2	16.9
Districtwide-Grades 6-8	Math Proficiency	41	28.3	42.7	10.5	23.9	<>	<>	21.8	10.6	7.9
Districtwide-Grade 11	Math Proficiency	46	25.7	36.2	<>	17.3	<>	<>	13.2	13.3	13.6
JEFFERSON ELEMENTARY	Math Proficiency	50	58.0	72.3	<>	54.9	<>	<>	57.1	55.6	31.6
LOVINGTON 6TH GRADE AC	Math Proficiency	41	25.2	46.7	<>	20.1	<>	<>	19.2	13.8	0
LOVINGTON HIGH	Math Proficiency	46	28.3	39.1	<>	20.0	<>	<>	15.8	13.3	18.8
NEW HOPE ALT HIGH	Math Proficiency	46	5	<>	<>	0	<>	<>	0	<>	<>
TAYLOR MIDDLE	Math Proficiency	41	29.9	41.4	<>	26.0	<>	<>	23.1	8.4	13.5
YARBRO ELEMENTARY	Math Proficiency	50	38.9	54.4	<>	34.2	<>	<>	31.5	22.9	10.9
Districtwide-Grades 3-5	Attendance Rate	92	95.9	94.8	96.0	96.3	95.1	94.2	95.9	96.4	94.6
Districtwide-Grades 6-8	Attendance Rate	92	95.9	94.8	96.0	96.3	95.1	94.2	95.9	96.4	94.6
JEFFERSON ELEMENTARY	Attendance Rate	92	95.9	95.6	95.7	96.0	96.7	<>	95.9	96.0	96.3
LOVINGTON 6TH GRADE AC	Attendance Rate	92	96.7	95.4	97.4	97.0	97.4	93.0	97.1	97.9	96.4
LOVINGTON HIGH	Attendance Rate	92	95.7	95.4	97.4	95.9	<>	98.3	95.8	95.7	96.3
NEW HOPE ALT HIGH	Attendance Rate	92	89.8	84.4	<>	90.5	95.6	<>	91.6	<>	90.9
TAYLOR MIDDLE	Attendance Rate	92	95.4	94.6	95.2	95.8	92.8	94.8	95.3	95.4	93.4
YARBRO ELEMENTARY	Attendance Rate	92	94.8	93.6	94.7	95.2	95.8	94.8	95.0	95.8	93.9
All Students	Graduation Rate	52	82.7	89.6	<>	81.0	NDA	<>	84.0	65.7	73.5
LOVINGTON HIGH	Graduation Rate	52	89.0	94.7	<>	87.6	<>	<>	85.0	70.2	89.2
NEW HOPE ALT HIGH	Graduation Rate	52	69.8	77.9	<>	66.7	<>	<>	93.1	<>	59.6

## 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	112	5	59	25	9	100	110	5	54	34	5	100	111	10	73	15	0
Male	100	116	6	50	31	12	100	116	4	51	38	5	99	116	8	72	17	0
Caucasian	100	47	10	53	29	6	100	47	8	63	21	6	100	47	14	74	10	0
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	100	177	4	55	28	11	100	175	4	50	40	5	99	176	8	72	17	0
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>						<>						<>					
ELL	100	81	3	51	30	13	100	81	3	51	38	6	98	81	6	74	18	0
FRL	100	183	4	54	30	10	100	182	3	53	36	6	99	182	8	73	17	0
SWD	100	19	21	0	21	57	100	19	10	21	47	21	94	19	5	26	63	0
Migrant	100	13	0	61	38	0	100	13	0	53	46	0	100	13	7	76	15	0
All 2008-09	100	228	5	54	28	10	100	226	4	53	36	5	99	227	9	73	16	0
All 2007-08	99	256	5	55	26	12	100	256	3	37	50	8	99	256	8	66	24	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	99	128	7	43	31	16	98	129	2	29	50	16	98	128	0	36	53	8
Male	99	138	4	39	34	21	100	138	2	23	56	17	100	138	1	36	51	10
Caucasian	100	57	8	50	28	12	100	57	5	36	43	14	100	57	3	50	35	10
Black	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Hispanic	99	200	5	40	33	20	99	201	1	23	56	16	99	200	0	33	56	9
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	62	4	29	32	33	100	62	4	14	58	22	100	61	0	18	65	16
FRL	98	186	4	36	36	22	98	187	3	22	55	18	98	186	0	31	54	11
SWD	100	26	15	3	15	65	100	26	7	7	46	38	100	26	0	15	53	30
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
All 2008-09	99	266	6	41	32	19	99	267	2	26	53	16	99	266	0	36	52	9
All 2007-08	100	235	2	37	36	22	100	235	0	17	63	18	100	235	0	32	56	11
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	111	14	54	26	4	99	112	8	49	31	9	99	112	6	56	33	3	
Male	100	125	9	47	36	6	100	125	12	31	44	12	100	125	8	48	37	5	
Caucasian	100	68	20	61	16	1	100	68	22	42	25	10	100	68	11	58	27	1	
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Hispanic	100	161	8	45	38	7	99	162	6	38	43	11	99	162	6	48	38	6	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	55	1	41	47	9	98	56	0	26	55	16	98	56	8	37	42	8	
FRL	100	148	7	44	39	8	99	149	6	32	46	13	99	149	6	45	40	6	
SWD	100	20	5	15	50	30	100	20	0	5	50	45	100	20	5	15	45	35	
Migrant	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
All 2008-09	100	236	11	50	31	5	99	237	10	39	37	11	99	237	7	51	35	4	
All 2007-08	99	235	8	46	34	9	99	235	2	27	51	17	99	234	0	38	53	5	
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	119	8	48	34	8	100	119	3	24	66	5	100	119	1	30	60	7	
Male	100	111	4	30	46	18	100	111	3	18	63	13	100	111	2	29	54	12	
Caucasian	100	45	11	55	26	6	100	45	4	42	48	4	100	45	4	51	40	4	
Black	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Hispanic	100	174	5	35	45	13	100	174	3	16	70	9	100	174	1	25	62	9	
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	58	0	29	48	22	100	58	0	13	74	12	100	58	1	13	65	18	
FRL	100	156	3	33	44	17	100	156	1	17	67	12	100	156	1	22	62	13	
SWD	100	26	0	0	50	50	100	26	0	0	76	23	100	26	0	3	69	26	
Migrant	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
All 2008-09	100	230	6	40	40	13	100	230	3	21	65	9	100	230	2	30	57	10	
All 2007-08	98	218	3	33	47	14	99	218	0	12	65	20	99	218	3	26	56	12	
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	99	103	8	48	38	2	100	103	0	12	64	22	100	103	2	34	50	11
Male	98	116	6	34	48	8	98	116	0	10	64	23	98	116	3	25	58	11
Caucasian	100	61	16	52	29	1	100	61	1	19	63	14	100	61	8	47	44	0
Black	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Hispanic	98	150	4	37	49	7	98	150	0	8	64	25	98	150	1	22	60	14
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	97	43	2	30	48	16	97	43	0	0	60	37	97	43	0	11	60	25
FRL	99	138	4	39	49	6	99	138	0	6	66	26	99	138	1	23	58	15
SWD	100	15	0	6	66	26	100	15	0	0	40	60	100	15	0	6	60	33
Migrant	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
All 2008-09	98	219	7	41	43	5	99	219	0	11	64	22	99	219	3	29	54	11
All 2007-08	98	234	6	48	32	11	98	234	5	38	44	11	98	234	2	40	46	9
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	110	8	61	25	4	100	110	4	45	41	8	100	110	0	24	63	11
Male	99	133	5	52	33	7	99	133	4	38	48	8	99	133	0	22	63	13
Caucasian	100	72	8	69	16	5	100	72	8	50	33	8	100	72	0	37	54	8
Black	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Hispanic	99	162	6	51	34	6	99	162	3	38	49	8	99	162	0	17	67	14
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	97	40	0	35	55	7	97	40	0	17	72	7	97	40	0	2	72	22
FRL	99	156	4	48	37	8	99	156	3	33	50	10	99	156	0	16	67	16
SWD	100	22	0	22	36	40	100	22	0	22	50	27	100	22	0	13	45	40
Migrant	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
All 2008-09	99	243	6	56	30	6	99	243	4	41	45	8	99	243	0	23	63	12
All 2007-08	99	224	2	56	34	5	100	224	3	27	55	13	100	224	0	23	62	12
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	98	93	5	50	33	9	98	93	5	12	45	35	98	93	1	21	70	5	
Male	96	86	6	40	40	8	96	86	8	25	32	30	95	86	2	24	58	10	
Caucasian	97	69	8	52	30	5	98	69	11	24	33	28	97	69	1	37	53	4	
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Hispanic	98	104	2	41	42	11	97	104	2	14	43	36	97	104	0	14	71	10	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	15	6	13	66	13	100	15	0	13	46	40	100	15	6	6	73	13	
FRL	97	68	5	30	45	14	95	68	1	11	38	44	95	68	2	8	70	13	
SWD	90	22	18	9	31	31	90	22	4	9	9	68	86	22	9	0	54	22	
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
All 2008-09	97	179	6	45	36	8	97	179	6	18	39	32	97	179	1	22	64	7	
All 2007-08	99	143	4	44	37	13	97	143	4	26	38	27	96	138	0	24	67	4	
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>14,954,306</b>	<b>59</b>
<b>Instructional Support Services</b>	<b>10,043,769</b>	<b>40</b>
Students	2,319,538	9
Instruction	345,175	1
General Administration	664,333	3
School Administration	2,109,040	8
Central Services	532,783	2
Operations & Maintenance	3,009,741	12
Student Transportation	46,306	<1
Other	1,016,853	4
<b>Non-Instructional Support</b>	<b>2,000</b>	<b>&lt;1</b>
Food Services	2,000	<1
Community Services	0	0
<b>Capital Outlay</b>	<b>142,000</b>	<b>1</b>
<b>Total Expenditures</b>	<b>25,142,075</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
Enrique Contreras	18
LaRhonda Kidd	9
Lynda McGinnes	16
Ronny Reeder	15
Thurman "Slick" Duncan	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%	3.84%

	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	199	58.8	39.2	1.8
BEN ALEXANDER ELEM	14	71.4	21.4	0.0
JEFFERSON ELEMENTARY	18	66.7	33.3	0.0
LEA ELEMENTARY	18	61.1	33.3	0.0
LLANO ELEMENTARY	28	53.6	42.9	0.0
LOVINGTON 6TH GRADE ACADE	17	41.2	58.8	100.0
LOVINGTON FRESHMAN ACADE	11	81.8	18.2	5.2
LOVINGTON HIGH	35	48.6	48.6	0.6
NEW HOPE ALT HIGH	7	28.6	71.4	0.0
TAYLOR MIDDLE	31	71.0	29.0	4.4
YARBRO ELEMENTARY	26	57.7	42.3	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 (%)
BEN ALEXANDER ELEM	127	1	35.4	56.7	0.8	1.6	3.9	1.6
BEN ALEXANDER ELEM	127	2	30.7	64.6	0	0	3.1	1.6
BEN ALEXANDER ELEM	127	3	36.2	54.3	2.4	0.8	3.9	2.4
BEN ALEXANDER ELEM	127	4	30.7	61.4	3.9	1.6	0.8	1.6
BEN ALEXANDER ELEM	127	5	25.2	58.3	1.6	0.8	12.6	1.6
BEN ALEXANDER ELEM	127	6	29.1	60.6	3.1	3.9	2.4	0.8
BEN ALEXANDER ELEM	127	7	22	46.5	11	3.9	8.7	7.9
BEN ALEXANDER ELEM	127	8	44.9	46.5	4.7	0.8	1.6	1.6
BEN ALEXANDER ELEM	127	9	29.9	62.2	3.1	1.6	1.6	1.6



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BEN ALEXANDER ELEM	127	10	29.9	59.8	3.9	2.4	0.8	3.1
Districtwide	1408	1	28.8	58.8	3.3	1.4	4.8	2.9
Districtwide	1408	2	28.5	60.4	4.3	1.1	3.8	1.8
Districtwide	1408	3	32.4	56.7	3.2	0.6	4.8	2.3
Districtwide	1408	4	30.2	56	6	1.4	2.2	4.3
Districtwide	1408	5	27.1	54.3	3.8	0.7	11.2	2.9
Districtwide	1408	6	29.9	56.7	5	1.6	4.1	2.6
Districtwide	1408	7	23.9	50.5	9.6	1.9	8.6	5.5
Districtwide	1408	8	38.5	52	4.3	1.1	1.4	2.5
Districtwide	1408	9	28	56	4.3	1.3	7.4	3
Districtwide	1408	10	34.9	56.2	4.3	0.7	1.2	2.7
JEFFERSON ELEMENTARY	115	1	32.2	58.3	1.7	0.9	1.7	5.2
JEFFERSON ELEMENTARY	115	2	43.5	51.3	0.9	0.9	2.6	0.9
JEFFERSON ELEMENTARY	115	3	41.7	48.7	0	0	8.7	0.9
JEFFERSON ELEMENTARY	115	4	40	51.3	3.5	0.9	0.9	3.5
JEFFERSON ELEMENTARY	115	5	34.8	50.4	3.5	0.9	9.6	0.9
JEFFERSON ELEMENTARY	115	6	42.6	49.6	2.6	0.9	4.3	0
JEFFERSON ELEMENTARY	115	7	27	47.8	7.8	0.9	13	3.5
JEFFERSON ELEMENTARY	115	8	54.8	39.1	0.9	0	2.6	2.6
JEFFERSON ELEMENTARY	115	9	42.6	47.8	0	0.9	6.9	1.7
JEFFERSON ELEMENTARY	115	10	40.9	50.4	5.2	0	0.9	2.6
LEA ELEMENTARY	163	1	36.8	54.6	2.5	1.8	3.1	1.2
LEA ELEMENTARY	163	2	34.3	61.3	0	0.6	2.5	1.2
LEA ELEMENTARY	163	3	40.5	52.1	1.2	0.6	4.9	0.6
LEA ELEMENTARY	163	4	44.8	46	2.5	1.2	1.2	4.3
LEA ELEMENTARY	163	5	30.7	51.5	0.6	0	14.1	3.1
LEA ELEMENTARY	163	6	35.6	58.3	2.5	0	2.5	1.2
LEA ELEMENTARY	163	7	26.4	41.1	11	2.5	12.9	6.1
LEA ELEMENTARY	163	8	55.2	41.1	1.8	1.2	0	0.6
LEA ELEMENTARY	163	9	37.4	49.7	2.5	1.8	6.7	1.8
LEA ELEMENTARY	163	10	38.7	52.1	4.9	0	0.6	3.7
LLANO ELEMENTARY	104	1	45.2	45.2	1	1	5.8	1.9
LLANO ELEMENTARY	104	2	56.7	41.3	0	0	1	1
LLANO ELEMENTARY	104	3	55.8	40.4	1	0	1.9	1
LLANO ELEMENTARY	104	4	57.7	36.5	1	1	1	2.9
LLANO ELEMENTARY	104	5	36.5	39.4	5.8	0	13.5	4.8
LLANO ELEMENTARY	104	6	54.8	39.4	1	0	2.9	1.9
LLANO ELEMENTARY	104	7	30.8	34.6	8.6	0	13.5	12.5
LLANO ELEMENTARY	104	8	66.3	32.7	0	0	0	1
LLANO ELEMENTARY	104	9	51.9	42.3	1	0	3.8	1
LLANO ELEMENTARY	104	10	47.1	43.3	4.8	0	1	3.8
LOVINGTON 6TH GRADE ACADEMY	***	1						
LOVINGTON FRESHMAN ACADEMY	178	1	23.6	60.7	4.5	1.7	6.7	2.8
LOVINGTON FRESHMAN ACADEMY	178	2	21.9	62.9	7.9	1.1	2.2	3.9
LOVINGTON FRESHMAN ACADEMY	178	3	25.3	63.5	2.8	0	5.6	2.8
LOVINGTON FRESHMAN ACADEMY	178	4	20.8	64	6.2	0.6	3.9	4.5

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
LOVINGTON FRESHMAN ACADEMY	178	5	23.6	61.2	3.4	0.6	7.9	3.4
LOVINGTON FRESHMAN ACADEMY	178	6	24.7	62.3	2.2	1.1	5.1	4.5
LOVINGTON FRESHMAN ACADEMY	178	7	18.5	57.9	7.3	2.2	10.1	3.9
LOVINGTON FRESHMAN ACADEMY	178	8	24.7	67.4	1.7	1.7	2.8	1.7
LOVINGTON FRESHMAN ACADEMY	178	9	18.5	65.2	1.7	1.1	8.4	5.1
LOVINGTON FRESHMAN ACADEMY	178	10	33.1	58.4	4.5	0.6	1.7	1.7
LOVINGTON HIGH	31	1	6.5	87.1	3.2	3.2	0	0
LOVINGTON HIGH	31	2	3.2	83.9	6.5	6.5	0	0
LOVINGTON HIGH	31	3	29	64.5	3.2	3.2	0	0
LOVINGTON HIGH	31	4	25.8	45.2	12.9	6.5	6.5	3.2
LOVINGTON HIGH	31	5	22.6	51.6	6.5	3.2	12.9	3.2
LOVINGTON HIGH	31	6	6.5	67.7	12.9	6.5	3.2	3.2
LOVINGTON HIGH	31	7	29	54.8	6.5	3.2	3.2	3.2
LOVINGTON HIGH	31	8	22.6	61.3	6.5	3.2	3.2	3.2
LOVINGTON HIGH	31	9	22.6	51.6	12.9	3.2	6.5	3.2
LOVINGTON HIGH	31	10	35.5	61.3	0	0	0	3.2
NEW HOPE ALT HIGH	17	1	35.3	64.7	0	0	0	0
NEW HOPE ALT HIGH	17	2	11.8	82.4	5.9	0	0	0
NEW HOPE ALT HIGH	17	3	35.3	58.8	0	0	5.9	0
NEW HOPE ALT HIGH	17	4	23.5	70.6	0	0	5.9	0
NEW HOPE ALT HIGH	17	5	29.4	58.8	5.9	0	5.9	0
NEW HOPE ALT HIGH	17	6	29.4	64.7	0	5.9	0	0
NEW HOPE ALT HIGH	17	7	35.3	58.8	0	5.9	0	0
NEW HOPE ALT HIGH	17	8	29.4	58.8	0	11.8	0	0
NEW HOPE ALT HIGH	17	9	29.4	58.8	11.8	0	0	0
NEW HOPE ALT HIGH	17	10	17.6	76.5	0	0	0	5.9
TAYLOR MIDDLE	403	1	20.6	63.3	5.2	1.5	5.9	3.5
TAYLOR MIDDLE	403	2	21.6	63.8	6.4	1	4.7	2.5
TAYLOR MIDDLE	403	3	24.1	61.3	5.7	0.7	4.5	3.7
TAYLOR MIDDLE	403	4	20.8	60	9.9	1.7	2.5	5
TAYLOR MIDDLE	403	5	23.6	56.8	4.7	0.7	10.4	3.7
TAYLOR MIDDLE	403	6	21.6	58.8	8.9	2.2	4.7	3.7
TAYLOR MIDDLE	403	7	24.8	56.6	7.7	1	5	5
TAYLOR MIDDLE	403	8	26.5	56.8	9.2	1.5	1.7	4.2
TAYLOR MIDDLE	403	9	19.1	57.6	7.4	1.7	9.4	4.7
TAYLOR MIDDLE	403	10	33.5	56.8	4.2	1.5	1.7	2.2
YARBRO ELEMENTARY	270	1	30.7	56.3	3.3	1.1	4.8	3.7
YARBRO ELEMENTARY	270	2	25.5	58.1	5.9	2.2	7	1.1
YARBRO ELEMENTARY	270	3	30	58.1	3.7	1.1	4.8	2.2
YARBRO ELEMENTARY	270	4	27.4	58.1	5.6	1.1	2.2	5.6
YARBRO ELEMENTARY	270	5	27	53	4.4	1.1	12.2	2.2
YARBRO ELEMENTARY	270	6	30.4	55.2	5.6	0.7	5.2	3
YARBRO ELEMENTARY	270	7	20	50.4	14.4	2.6	7.8	4.8
YARBRO ELEMENTARY	270	8	37	55.5	3.3	0.4	0.7	3
YARBRO ELEMENTARY	270	9	25.9	57.8	4.4	0.7	8.9	2.2
YARBRO ELEMENTARY	270	10	32.2	60	4.1	0	1.1	2.6

(blank) = No data available