



**AYP Summary**

HOBBS MUNICIPAL SCHOOLS		
Improvement Status: R-1		
AYP Rating: AYP Not Met		
	Total Number	%
Schools rated in district	16	100
Schools in Improvement	7	43
Schools in Corrective Action	2	12
Schools in Restructuring	4	25

**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).

<b>Student Demographics</b>				
	HOBBS MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	3,863	48.1	160,866	47.0
Male	4,175	51.9	169,312	49.5
Caucasian	2,637	32.8	95,406	27.9
African-American	472	5.9	8,670	2.5
Hispanic	4,875	60.6	185,147	54.1
Asian/Pacific Islander	33	0.4	4,506	1.3
American Indian	21	0.3	36,449	10.7
English Language Learners	1,427	17.8	55,866	16.3
Students with Disabilities	900	11.2	45,346	13.3
Free/Reduced Lunch Program	4,695	58.4	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
B.T. WASHINGTON ELEM	Not Met	SI-1	BROADMOOR ELEMENTARY	Not Met	SI-1
COLLEGE LANE ELEM	Met	Progressing	CORONADO ELEMENTARY	Not Met	SI-2
EDISON ELEMENTARY	Not Met	SI-1	HIGHLAND JR HIGH	Not Met	R-2
HOBBS FRESHMAN SCH	Not Met	R-2	HOBBS HIGH	Not Met	R-2
HOUSTON JR HIGH	Not Met	R-2	JEFFERSON ELEMENTARY	Not Met	SI-2
MILLS ELEMENTARY	Not Met	SI-1	SANGER ELEMENTARY	Met	Progressing
SOUTHERN HEIGHTS ELE	Not Met	SI-2	STONE ELEMENTARY	Not Met	Progressing
TAYLOR ELEMENTARY	Not Met	CA	WILL ROGERS ELEM	Not Met	CA

## 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	48.7	61.2	31.9	43.6	<>	<>	39.6	35.2	19.1
Districtwide-Grades 6-8	Reading Proficiency	57	45.2	60.0	27.4	39.3	<>	<>	35.1	22.1	12.0
Districtwide-Grade 11	Reading Proficiency	60	45.7	54.6	45.5	38.8	<>	<>	35.4	11.8	28.9
BROADMOOR ELEMENTARY	Reading Proficiency	59	59.7	71.9	<>	55.6	<>	<>	53.4	40.0	<>
COLLEGE LANE ELEM	Reading Proficiency	59	66.1	66.1	<>	65.5	<>	<>	53.5	45.8	<>
CORONADO ELEMENTARY	Reading Proficiency	59	34.2	41.8	<>	29.4	<>	<>	26.9	24.0	17.1
EDISON ELEMENTARY	Reading Proficiency	59	46.0	<>	<>	47.5	<>	<>	46.9	43.9	<>
HIGHLAND JR HIGH	Reading Proficiency	60	54.7	69.6	36.7	48.6	<>	<>	43.7	27.1	12.5
HOBBS HIGH	Reading Proficiency	60	45.7	54.6	45.5	38.8	<>	<>	35.4	11.8	28.9
HOUSTON JR HIGH	Reading Proficiency	60	44.9	62.1	29.4	36.6	<>	<>	30.8	20.9	15.3
JEFFERSON ELEMENTARY	Reading Proficiency	59	34.4	<>	<>	35.3	<>	<>	32.1	32.9	<>
MILLS ELEMENTARY	Reading Proficiency	59	47.3	54.6	<>	41.4	<>	<>	38.8	39.6	<>
SANGER ELEMENTARY	Reading Proficiency	59	61.6	70.5	<>	58.6	<>	<>	53.1	31.1	<>
SOUTHERN HEIGHTS ELE	Reading Proficiency	59	28.2	14.3	<>	26.8	<>	<>	27.2	22.8	3.1
STONE ELEMENTARY	Reading Proficiency	59	65.7	70.0	<>	60.0	<>	<>	48.4	27.0	<>
TAYLOR ELEMENTARY	Reading Proficiency	59	34.9	22.5	<>	37.9	<>	<>	36.0	28.6	<>
WILL ROGERS ELEM	Reading Proficiency	59	29.2	<>	<>	29.1	<>	<>	25.7	19.2	<>
Districtwide-Grades 3-5	Math Proficiency	50	36.9	51.1	22.4	30.7	<>	<>	28.9	27.1	12.9
Districtwide-Grades 6-8	Math Proficiency	41	34.4	48.3	24.2	28.0	<>	<>	25.8	14.3	8.9
Districtwide-Grade 11	Math Proficiency	46	25.6	32.2	18.2	21.0	<>	<>	18.4	7.8	15.6
BROADMOOR ELEMENTARY	Math Proficiency	47	45.2	57.8	<>	40.1	<>	<>	37.6	30.0	<>
COLLEGE LANE ELEM	Math Proficiency	47	49.1	54.3	<>	42.5	<>	<>	35.4	37.5	<>
CORONADO ELEMENTARY	Math Proficiency	47	30.1	39.6	<>	22.7	<>	<>	25.4	22.0	17.1
EDISON ELEMENTARY	Math Proficiency	47	38.0	<>	<>	37.4	<>	<>	36.4	38.8	<>
HIGHLAND JR HIGH	Math Proficiency	41	45.3	58.3	32.7	39.1	<>	<>	37.7	21.9	9.1
HOBBS HIGH	Math Proficiency	46	25.6	32.2	18.2	21.0	<>	<>	18.4	7.8	15.6

## 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 %
HOUSTON JR HIGH	Math Proficiency	41	33.6	47.8	17.6	26.8	<>	<>	23.1	14.8	12.5
JEFFERSON ELEMENTARY	Math Proficiency	47	24.6	<>	<>	24.6	<>	<>	24.1	25.2	<>
MILLS ELEMENTARY	Math Proficiency	47	35.0	41.1	<>	28.8	<>	<>	29.9	24.5	<>
SANGER ELEMENTARY	Math Proficiency	47	54.6	59.1	<>	53.4	<>	<>	47.7	42.2	<>
SOUTHERN HEIGHTS ELE	Math Proficiency	47	17.3	11.4	<>	16.2	<>	<>	16.4	14.8	0
STONE ELEMENTARY	Math Proficiency	47	54.9	62.0	<>	42.7	<>	<>	35.5	32.4	<>
TAYLOR ELEMENTARY	Math Proficiency	47	15.6	20.0	<>	14.5	<>	<>	16.0	9.5	<>
WILL ROGERS ELEM	Math Proficiency	47	15.0	<>	<>	14.8	<>	<>	11.9	7.2	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.7	95.0	93.1	94.7	97.9	96.0	93.9	94.9	92.8
Districtwide-Grades 6-8	Attendance Rate	92	94.7	95.0	93.1	94.7	97.9	96.0	93.9	94.9	92.8
BROADMOOR ELEMENTARY	Attendance Rate	92	96.3	96.3	98.0	96.1	100	<>	95.9	96.0	94.7
COLLEGE LANE ELEM	Attendance Rate	92	95.6	95.3	97.9	95.7	94.2	<>	94.9	95.8	94.8
CORONADO ELEMENTARY	Attendance Rate	92	96.1	96.3	96.0	95.9	<>	<>	95.7	96.2	95.4
EDISON ELEMENTARY	Attendance Rate	92	96.5	96.1	97.3	96.5	<>	100	96.4	96.8	97.8
HIGHLAND JR HIGH	Attendance Rate	92	94.6	95.4	91.7	94.5	92.1	99.2	93.5	93.8	91.1
HOUSTON JR HIGH	Attendance Rate	92	94.1	94.7	93.6	93.7	99.5	91.6	93.0	94.5	92.2
JEFFERSON ELEMENTARY	Attendance Rate	92	95.2	95.4	93.8	95.3	<>	<>	95.1	95.5	94.1
MILLS ELEMENTARY	Attendance Rate	92	95.3	95.1	94.2	95.6	96.9	92.9	94.7	95.0	94.4
SANGER ELEMENTARY	Attendance Rate	92	95.4	95.4	95.4	95.4	97.9	NDA	95.2	95.5	93.2
SOUTHERN HEIGHTS ELE	Attendance Rate	92	95.0	93.6	94.2	95.2	<>	<>	94.9	95.4	94.6
STONE ELEMENTARY	Attendance Rate	92	96.1	95.9	96.2	96.3	<>	<>	95.7	95.8	94.9
TAYLOR ELEMENTARY	Attendance Rate	92	94.4	95.6	93.7	94.0	97.5	99.1	94.1	94.4	94.5
WILL ROGERS ELEM	Attendance Rate	92	94.6	94.9	94.7	94.5	<>	<>	94.4	95.1	94.8
All Students	Graduation Rate	52	67.4	74.3	66.0	62.0	<>	<>	66.0	52.5	67.9
HOBBS HIGH	Graduation Rate	52	75.9	80.7	74.8	71.8	<>	<>	71.1	60.5	78.4

## 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	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	99	317	9	49	27	12	99	317	5	44	44	5	99	317	5	70	21	0	
Male	99	327	5	44	22	27	99	327	6	37	46	8	100	327	6	69	23	0	
Caucasian	100	196	11	55	20	12	100	196	13	48	33	4	99	196	11	73	14	0	
Black	100	44	0	52	27	20	100	44	0	38	54	6	100	44	0	63	36	0	
Hispanic	99	399	6	42	27	24	99	399	3	37	49	8	99	399	4	69	25	1	
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	99	279	5	37	27	28	99	279	3	35	51	8	100	279	2	67	29	0	
FRL	99	431	4	40	28	26	99	431	3	35	51	9	99	431	4	66	28	0	
SWD	100	73	2	21	23	52	97	73	0	19	56	21	98	73	2	58	34	2	
Migrant	<>						<>						<>						
All 2008-09	99	644	7	46	25	20	99	644	6	41	45	6	99	644	6	70	22	0	
All 2007-08	99	667	7	50	24	16	99	667	6	30	49	13	99	666	8	69	20	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	99	304	9	39	33	16	100	304	2	31	56	9	99	304	0	44	50	4	
Male	99	349	5	34	35	24	99	349	3	23	56	16	99	349	0	41	51	5	
Caucasian	99	222	12	44	31	10	99	222	6	36	47	9	99	222	2	59	35	2	
Black	100	38	2	18	42	36	100	38	0	13	57	28	100	38	0	23	68	7	
Hispanic	99	391	5	34	35	24	100	391	1	22	61	14	99	391	0	34	58	6	
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	100	254	3	27	37	30	100	254	1	18	62	16	99	254	0	27	66	6	
FRL	99	435	4	30	39	24	100	435	1	22	59	16	99	435	0	33	58	7	
SWD	98	65	7	7	27	55	98	65	3	9	50	35	100	65	3	16	66	13	
Migrant	<>						<>						<>						
All 2008-09	99	653	7	37	34	20	99	653	3	27	56	13	99	653	0	42	50	5	
All 2007-08	99	590	5	39	36	17	99	590	3	26	58	10	99	590	1	43	48	5	
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	297	10	41	38	10	100	297	3	29	50	16	99	297	1	36	54	8	
Male	100	297	9	34	41	15	100	297	5	26	47	20	99	297	6	34	48	10	
Caucasian	100	193	13	47	29	9	100	193	7	40	41	9	98	193	5	49	38	5	
Black	100	34	5	11	58	23	100	34	0	11	52	35	100	34	0	14	61	23	
Hispanic	100	364	7	35	43	13	100	364	3	22	52	21	100	364	3	29	57	10	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	208	3	25	50	19	100	208	0	17	53	28	100	208	1	22	63	12	
FRL	100	388	6	31	44	17	100	388	3	20	52	24	99	388	2	26	59	12	
SWD	100	56	5	10	32	51	100	56	3	1	44	50	96	56	3	7	53	32	
Migrant	<>						<>						<>						
All 2008-09	100	594	9	37	39	12	100	594	4	28	48	18	99	594	3	35	51	9	
All 2007-08	99	608	5	41	39	13	99	608	3	25	53	17	99	610	0	34	57	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	99	314	4	40	44	9	99	314	2	21	58	15	99	314	0	22	62	14	
Male	99	301	2	25	54	16	99	301	2	22	54	19	99	301	0	27	52	18	
Caucasian	99	179	4	43	45	6	100	179	3	34	55	6	100	179	0	41	52	6	
Black	100	41	2	12	65	19	100	41	2	17	56	24	100	41	0	14	65	19	
Hispanic	99	392	3	30	50	15	99	392	2	17	57	21	99	392	1	18	59	20	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	99	174	1	18	55	23	99	174	1	8	58	31	99	174	0	10	58	31	
FRL	99	379	2	29	50	16	99	379	1	16	59	21	99	379	0	17	60	20	
SWD	98	63	3	4	23	66	98	63	0	4	31	61	98	63	1	6	41	49	
Migrant	<>						<>						<>						
All 2008-09	99	615	3	33	49	13	99	615	2	22	56	17	99	615	0	25	57	16	
All 2007-08	99	578	2	35	48	13	99	578	1	15	65	16	99	578	0	23	59	15	
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	316	6	43	38	10	100	316	4	26	55	13	99	316	0	27	56	14
Male	98	274	6	34	40	16	99	275	7	23	48	19	98	273	1	28	49	19
Caucasian	98	207	13	50	27	7	100	208	10	35	45	8	100	206	2	42	49	5
Black	97	41	0	21	53	21	100	41	0	12	65	21	100	41	0	21	46	31
Hispanic	99	339	3	34	45	15	99	339	3	20	54	20	98	339	0	19	56	22
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	<>						<>						<>					
ELL	100	103	0	18	46	33	100	103	2	10	49	36	100	103	0	5	50	43
FRL	98	326	3	30	46	17	99	326	3	19	52	23	98	325	0	17	57	23
SWD	100	59	5	8	28	57	100	60	3	5	33	58	96	59	1	11	33	49
Migrant	<>						<>						<>					
All 2008-09	98	590	6	39	39	13	99	591	5	25	52	16	99	589	0	27	53	16
All 2007-08	99	569	4	42	37	14	99	569	5	25	49	19	99	568	0	25	55	18
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	295	9	49	31	9	100	295	7	40	45	5	99	295	0	18	61	18
Male	99	287	4	42	36	16	99	286	6	40	47	5	99	286	0	27	56	15
Caucasian	100	187	10	57	24	7	100	187	12	47	37	2	100	187	0	36	55	8
Black	97	42	4	40	30	21	97	42	2	38	50	7	100	42	0	16	59	23
Hispanic	100	349	5	40	39	14	100	348	4	36	51	7	99	348	0	16	60	21
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	108	0	26	48	24	100	108	0	22	63	13	97	108	0	4	57	35
FRL	99	340	4	35	43	16	99	340	2	33	55	7	99	340	0	13	63	22
SWD	97	45	6	8	33	48	97	45	2	13	62	20	100	45	0	8	51	40
Migrant	<>						<>						<>					
All 2008-09	99	582	7	46	34	12	99	581	7	40	46	5	99	581	0	23	58	17
All 2007-08	99	573	4	55	31	8	100	573	10	37	38	14	99	570	0	24	55	19
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	214	5	44	41	7	99	214	3	19	42	33	98	214	0	19	71	6	
Male	100	208	3	37	43	15	99	208	6	21	40	30	99	208	0	27	60	10	
Caucasian	98	174	5	48	31	12	98	174	9	22	41	25	98	174	1	33	60	2	
Black	100	22	4	40	50	4	100	22	4	13	36	45	100	22	0	13	72	13	
Hispanic	99	224	4	34	49	11	99	224	1	19	42	35	99	224	0	16	70	12	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	51	3	7	56	31	100	51	1	5	37	54	100	51	0	3	72	23	
FRL	98	158	5	29	50	12	98	158	3	14	44	35	98	158	1	15	67	14	
SWD	97	45	20	8	22	46	97	45	15	0	15	66	100	45	6	8	53	31	
Migrant	<>						<>						<>						
All 2008-09	99	422	4	40	42	11	99	422	4	20	41	31	99	422	0	23	66	8	
All 2007-08	98	451	4	35	45	12	97	451	5	20	42	29	97	441	1	28	60	6	
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>34,425,556</b>	<b>67</b>
<b>Instructional Support Services</b>	<b>16,818,263</b>	<b>33</b>
Students	4,254,936	8
Instruction	1,682,355	3
General Administration	631,099	1
School Administration	3,173,780	6
Central Services	1,026,607	2
Operations & Maintenance	6,003,022	12
Student Transportation	0	0
Other	46,464	<1
<b>Non-Instructional Support</b>	<b>10</b>	<b>&lt;1</b>
Food Services	10	<1
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>51,243,829</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
Joseph Calderon	11
Joseph Puckett	1
Lance Wiseman	9
Patricia Jones	11
Tejay Simpson	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%	2.49%

	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	504	51.6	48.4	0.2
B.T. WASHINGTON ELEM	17	52.9	47.1	0.0
BROADMOOR ELEMENTARY	27	48.1	51.9	0.0
COLLEGE LANE ELEM	30	43.3	56.7	0.0
CORONADO ELEMENTARY	27	40.7	59.3	0.0
EDISON ELEMENTARY	22	45.5	54.5	0.0
HIGHLAND JR HIGH	42	45.2	54.8	0.0
HOBBS FRESHMAN SCH	47	53.2	46.8	1.8
HOBBS HIGH	99	48.5	51.5	0.0
HOUSTON JR HIGH	44	54.5	45.5	1.3
JEFFERSON ELEMENTARY	29	41.4	58.6	0.0
MILLS ELEMENTARY	29	34.5	65.5	0.0
SANGER ELEMENTARY	27	48.1	51.9	0.0
SOUTHERN HEIGHTS ELE	37	59.5	40.5	0.0
STONE ELEMENTARY	31	45.2	54.8	0.0
TAYLOR ELEMENTARY	30	60.0	40.0	0.0
WILL ROGERS ELEM	32	56.2	43.8	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 (%)
B.T. WASHINGTON ELEM	68	1	50	41.2	0	1.5	4.4	2.9
B.T. WASHINGTON ELEM	68	2	42.6	55.9	0	1.5	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
B.T. WASHINGTON ELEM	68	3	48.5	48.5	0	1.5	1.5	0
B.T. WASHINGTON ELEM	68	4	44.1	54.4	0	0	0	1.5
B.T. WASHINGTON ELEM	68	5	38.2	50	0	0	10.3	1.5
B.T. WASHINGTON ELEM	68	6	51.5	42.6	1.5	1.5	2.9	0
B.T. WASHINGTON ELEM	68	7	32.3	52.9	2.9	0	7.3	4.4
B.T. WASHINGTON ELEM	68	8	64.7	29.4	2.9	0	1.5	1.5
B.T. WASHINGTON ELEM	68	9	41.2	45.6	5.9	0	4.4	2.9
B.T. WASHINGTON ELEM	68	10	39.7	45.6	8.8	0	1.5	4.4
BROADMOOR ELEMENTARY	190	1	38.4	57.4	0.5	1.6	1	1
BROADMOOR ELEMENTARY	190	2	24.7	59.5	7.4	4.7	3.2	0.5
BROADMOOR ELEMENTARY	190	3	35.8	57.9	1	0.5	3.7	1
BROADMOOR ELEMENTARY	190	4	37.4	52.1	4.7	0.5	1	4.2
BROADMOOR ELEMENTARY	190	5	33.7	54.7	3.2	0	7.4	1
BROADMOOR ELEMENTARY	190	6	32.1	57.9	4.7	0.5	4.2	0.5
BROADMOOR ELEMENTARY	190	7	19.5	53.2	11.1	2.1	11.1	3.2
BROADMOOR ELEMENTARY	190	8	44.2	47.9	3.2	2.1	0.5	2.1
BROADMOOR ELEMENTARY	190	9	35.8	54.2	2.6	0.5	4.7	2.1
BROADMOOR ELEMENTARY	190	10	37.9	54.2	5.3	0.5	1.6	0.5
COLLEGE LANE ELEM	106	1	34	55.7	6.6	0	0.9	2.8
COLLEGE LANE ELEM	106	2	29.2	66	1.9	0.9	0.9	0.9
COLLEGE LANE ELEM	106	3	27.4	61.3	4.7	2.8	2.8	0.9
COLLEGE LANE ELEM	106	4	26.4	59.4	7.5	3.8	0	2.8
COLLEGE LANE ELEM	106	5	24.5	61.3	2.8	0	10.4	0.9
COLLEGE LANE ELEM	106	6	21.7	53.8	9.4	8.5	4.7	1.9
COLLEGE LANE ELEM	106	7	19.8	47.2	14.1	2.8	9.4	6.6
COLLEGE LANE ELEM	106	8	41.5	42.5	8.5	2.8	0.9	3.8
COLLEGE LANE ELEM	106	9	21.7	61.3	6.6	1.9	4.7	3.8
COLLEGE LANE ELEM	106	10	30.2	64.2	2.8	0	0	2.8
CORONADO ELEMENTARY	125	1	37.6	48.8	1.6	0	2.4	9.6
CORONADO ELEMENTARY	125	2	37.6	55.2	3.2	1.6	2.4	0
CORONADO ELEMENTARY	125	3	39.2	52	1.6	1.6	4	1.6
CORONADO ELEMENTARY	125	4	32.8	52	8.8	3.2	0.8	2.4
CORONADO ELEMENTARY	125	5	29.6	55.2	0	0.8	11.2	3.2
CORONADO ELEMENTARY	125	6	32.8	54.4	5.6	1.6	2.4	3.2
CORONADO ELEMENTARY	125	7	26.4	50.4	7.2	0.8	8	7.2
CORONADO ELEMENTARY	125	8	54.4	38.4	5.6	1.6	0	0
CORONADO ELEMENTARY	125	9	36.8	51.2	2.4	0.8	5.6	3.2
CORONADO ELEMENTARY	125	10	39.2	51.2	4.8	0.8	0	4
Districtwide	2132	1	39	52.4	2.4	1	2.6	2.6
Districtwide	2132	2	35.1	55.5	3.6	1.6	3.3	0.9
Districtwide	2132	3	37.7	52.2	3	1	4.4	1.6
Districtwide	2132	4	37.1	50	6.4	1.4	1.7	3.3
Districtwide	2132	5	35	51.8	2.8	0.5	8.3	1.6
Districtwide	2132	6	35.7	52.7	4	1.9	3.7	2
Districtwide	2132	7	25.1	47.7	9.9	1.9	10.2	5.2
Districtwide	2132	8	47.4	45.3	4	1.5	0.8	1

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	2132	9	34.7	52.5	3.8	1.1	5.2	2.6
Districtwide	2132	10	37	53.2	5.6	1.2	0.9	2.1
EDISON ELEMENTARY	98	1	37.8	55.1	1	3.1	3.1	0
EDISON ELEMENTARY	98	2	38.8	57.1	1	1	2	0
EDISON ELEMENTARY	98	3	38.8	54.1	2	1	4.1	0
EDISON ELEMENTARY	98	4	42.8	48	4.1	1	3.1	1
EDISON ELEMENTARY	98	5	32.7	57.1	0	1	8.2	1
EDISON ELEMENTARY	98	6	34.7	58.2	2	1	4.1	0
EDISON ELEMENTARY	98	7	18.4	60.2	3.1	3.1	12.2	3.1
EDISON ELEMENTARY	98	8	48	48	2	1	1	0
EDISON ELEMENTARY	98	9	27.5	64.3	1	1	4.1	2
EDISON ELEMENTARY	98	10	33.7	56.1	5.1	2	2	1
HIGHLAND JR HIGH	56	1	30.4	48.2	10.7	3.6	7.1	0
HIGHLAND JR HIGH	56	2	25	57.1	5.3	0	10.7	1.8
HIGHLAND JR HIGH	56	3	28.6	50	8.9	5.3	5.3	1.8
HIGHLAND JR HIGH	56	4	25	35.7	17.9	8.9	8.9	3.6
HIGHLAND JR HIGH	56	5	21.4	51.8	3.6	1.8	19.6	1.8
HIGHLAND JR HIGH	56	6	17.9	48.2	10.7	14.3	8.9	0
HIGHLAND JR HIGH	56	7	21.4	55.3	7.1	1.8	8.9	5.3
HIGHLAND JR HIGH	56	8	23.2	57.1	7.1	7.1	1.8	3.6
HIGHLAND JR HIGH	56	9	21.4	51.8	8.9	5.3	12.5	0
HIGHLAND JR HIGH	56	10	37.5	51.8	7.1	1.8	0	1.8
HOBBS FRESHMAN SCH	51	1	21.6	58.8	5.9	7.8	3.9	2
HOBBS FRESHMAN SCH	51	2	17.6	56.9	7.8	9.8	5.9	2
HOBBS FRESHMAN SCH	51	3	19.6	56.9	9.8	3.9	9.8	0
HOBBS FRESHMAN SCH	51	4	17.6	45.1	21.6	5.9	0	9.8
HOBBS FRESHMAN SCH	51	5	25.5	54.9	9.8	3.9	5.9	0
HOBBS FRESHMAN SCH	51	6	19.6	58.8	11.8	5.9	2	2
HOBBS FRESHMAN SCH	51	7	25.5	54.9	9.8	2	3.9	3.9
HOBBS FRESHMAN SCH	51	8	25.5	47	13.7	7.8	5.9	0
HOBBS FRESHMAN SCH	51	9	19.6	56.9	9.8	5.9	5.9	2
HOBBS FRESHMAN SCH	51	10	31.4	62.7	2	3.9	0	0
HOBBS HIGH	24	1	33.3	33.3	29.2	4.2	0	0
HOBBS HIGH	24	2	41.7	37.5	16.7	4.2	0	0
HOBBS HIGH	24	3	37.5	41.7	16.7	4.2	0	0
HOBBS HIGH	24	4	33.3	20.8	33.3	12.5	0	0
HOBBS HIGH	24	5	41.7	41.7	12.5	4.2	0	0
HOBBS HIGH	24	6	29.2	25	29.2	16.7	0	0
HOBBS HIGH	24	7	50	41.7	4.2	4.2	0	0
HOBBS HIGH	24	8	25	45.8	12.5	16.7	0	0
HOBBS HIGH	24	9	25	37.5	20.8	8.3	4.2	4.2
HOBBS HIGH	24	10	37.5	54.2	4.2	4.2	0	0
HOUSTON JR HIGH	120	1	29.2	55	6.7	0	8.3	0.8
HOUSTON JR HIGH	120	2	24.2	60	5	1.7	8.3	0.8
HOUSTON JR HIGH	120	3	23.3	65	2.5	0	7.5	1.7
HOUSTON JR HIGH	120	4	20	55	14.2	3.3	5	2.5

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
HOUSTON JR HIGH	120	5	27.5	55.8	3.3	0.8	10.8	1.7
HOUSTON JR HIGH	120	6	22.5	60	5.8	1.7	5.8	4.2
HOUSTON JR HIGH	120	7	27.5	55.8	5	2.5	7.5	1.7
HOUSTON JR HIGH	120	8	33.3	53.3	9.2	0.8	3.3	0
HOUSTON JR HIGH	120	9	25	56.7	6.7	0.8	5.8	5
HOUSTON JR HIGH	120	10	28.3	56.7	10.8	1.7	1.7	0.8
JEFFERSON ELEMENTARY	140	1	34.3	61.4	0.7	0	2.8	0.7
JEFFERSON ELEMENTARY	140	2	34.3	59.3	1.4	2.1	2.1	0.7
JEFFERSON ELEMENTARY	140	3	39.3	50	1.4	0.7	6.4	2.1
JEFFERSON ELEMENTARY	140	4	40.7	52.8	2.8	0.7	0	2.8
JEFFERSON ELEMENTARY	140	5	30	58.6	1.4	1.4	5.7	2.8
JEFFERSON ELEMENTARY	140	6	32.8	59.3	0.7	1.4	2.8	2.8
JEFFERSON ELEMENTARY	140	7	25.7	52.8	3.6	1.4	8.6	7.8
JEFFERSON ELEMENTARY	140	8	45.7	50	2.1	0	0.7	1.4
JEFFERSON ELEMENTARY	140	9	32.1	56.4	4.3	0.7	5	1.4
JEFFERSON ELEMENTARY	140	10	32.1	55.7	7.8	2.1	0	2.1
JENKINS-NUNAN C	1	1	0	100	0	0	0	0
JENKINS-NUNAN C	1	2	100	0	0	0	0	0
JENKINS-NUNAN C	1	3	100	0	0	0	0	0
JENKINS-NUNAN C	1	4	100	0	0	0	0	0
JENKINS-NUNAN C	1	5	100	0	0	0	0	0
JENKINS-NUNAN C	1	6	0	100	0	0	0	0
JENKINS-NUNAN C	1	7	100	0	0	0	0	0
JENKINS-NUNAN C	1	8	0	0	0	100	0	0
JENKINS-NUNAN C	1	9	100	0	0	0	0	0
JENKINS-NUNAN C	1	10	0	100	0	0	0	0
MILLS ELEMENTARY	248	1	42.3	55.6	0	0.4	0.4	1.2
MILLS ELEMENTARY	248	2	35.1	58.5	2	0.4	2.4	1.6
MILLS ELEMENTARY	248	3	39.9	55.6	0.4	0.8	1.6	1.6
MILLS ELEMENTARY	248	4	35.1	56	3.6	0	2	3.2
MILLS ELEMENTARY	248	5	35.5	51.6	2	0.4	9.3	1.2
MILLS ELEMENTARY	248	6	38.3	56	0.4	0.4	2.8	2
MILLS ELEMENTARY	248	7	21.4	45.6	18.1	1.2	8.5	5.2
MILLS ELEMENTARY	248	8	48.8	49.6	0.8	0.8	0	0
MILLS ELEMENTARY	248	9	35.5	56	0.8	1.2	2.8	3.6
MILLS ELEMENTARY	248	10	37.5	51.6	8.9	0	0.4	1.6
SANGER ELEMENTARY	179	1	46.9	42.5	3.9	1.1	1.7	3.9
SANGER ELEMENTARY	179	2	45.8	46.4	5	0	2.2	0.6
SANGER ELEMENTARY	179	3	51.4	43.6	1.7	0	1.7	1.7
SANGER ELEMENTARY	179	4	52.5	43.6	1.1	0	0.6	2.2
SANGER ELEMENTARY	179	5	50.3	40.2	1.7	0	7.3	0.6
SANGER ELEMENTARY	179	6	47.5	44.1	2.2	0	4.5	1.7
SANGER ELEMENTARY	179	7	32.4	41.3	8.9	1.1	10.1	6.1
SANGER ELEMENTARY	179	8	58.7	35.8	3.3	0	0.6	1.7
SANGER ELEMENTARY	179	9	43.6	46.9	1.1	1.7	5.6	1.1
SANGER ELEMENTARY	179	10	45.2	46.9	3.3	1.1	1.7	1.7

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
SOUTHERN HEIGHTS ELE	109	1	28.4	56.9	3.7	0	4.6	6.4
SOUTHERN HEIGHTS ELE	109	2	28.4	61.5	2.8	1.8	4.6	0.9
SOUTHERN HEIGHTS ELE	109	3	24.8	66.1	0.9	0.9	4.6	2.8
SOUTHERN HEIGHTS ELE	109	4	35.8	51.4	6.4	0	3.7	2.8
SOUTHERN HEIGHTS ELE	109	5	31.2	55	3.7	0.9	7.3	1.8
SOUTHERN HEIGHTS ELE	109	6	34.9	59.6	1.8	0	1.8	1.8
SOUTHERN HEIGHTS ELE	109	7	26.6	45	7.3	0.9	13.8	6.4
SOUTHERN HEIGHTS ELE	109	8	41.3	52.3	4.6	0.9	0	0.9
SOUTHERN HEIGHTS ELE	109	9	28.4	59.6	2.8	0	3.7	5.5
SOUTHERN HEIGHTS ELE	109	10	37.6	45.9	5.5	2.8	1.8	6.4
STONE ELEMENTARY	292	1	49.3	48.6	0.3	0	0.7	1
STONE ELEMENTARY	292	2	46.2	45.9	3.8	1	2.4	0.7
STONE ELEMENTARY	292	3	52	40.4	3.1	0	3.4	1
STONE ELEMENTARY	292	4	49.7	42.5	3.8	0.3	0.7	3.1
STONE ELEMENTARY	292	5	48.6	43.2	3.4	0	4.1	0.7
STONE ELEMENTARY	292	6	47.6	43.8	2.4	1	1.7	3.4
STONE ELEMENTARY	292	7	28.8	41.4	13.7	2	8.6	5.5
STONE ELEMENTARY	292	8	58.9	37	2.7	0.7	0.3	0.3
STONE ELEMENTARY	292	9	48.3	40.4	3.8	0.3	4.4	2.7
STONE ELEMENTARY	292	10	43.5	51.4	2.4	0.7	0.7	1.4
TAYLOR ELEMENTARY	51	1	37.2	54.9	0	3.9	3.9	0
TAYLOR ELEMENTARY	51	2	37.2	52.9	0	2	7.8	0
TAYLOR ELEMENTARY	51	3	43.1	45.1	0	0	5.9	5.9
TAYLOR ELEMENTARY	51	4	39.2	45.1	5.9	0	5.9	3.9
TAYLOR ELEMENTARY	51	5	37.2	54.9	2	0	5.9	0
TAYLOR ELEMENTARY	51	6	41.2	51	2	0	3.9	2
TAYLOR ELEMENTARY	51	7	35.3	29.4	13.7	5.9	11.8	3.9
TAYLOR ELEMENTARY	51	8	56.9	35.3	3.9	2	0	2
TAYLOR ELEMENTARY	51	9	45.1	47	0	0	7.8	0
TAYLOR ELEMENTARY	51	10	47	49	2	2	0	0
WILL ROGERS ELEM	274	1	37.2	51.8	1.5	0.7	3.6	5.1
WILL ROGERS ELEM	274	2	33.2	57.3	3.3	0.7	3.6	1.8
WILL ROGERS ELEM	274	3	27.7	52.2	7.7	1.5	8	2.9
WILL ROGERS ELEM	274	4	29.6	54	8.4	1.1	1.5	5.5
WILL ROGERS ELEM	274	5	28.1	53.3	4	0	10.6	4
WILL ROGERS ELEM	274	6	32.5	53.3	5.5	1.1	5.8	1.8
WILL ROGERS ELEM	274	7	20.1	46	9.1	2.2	17.1	5.5
WILL ROGERS ELEM	274	8	42	52.9	3.3	0.4	0.7	0.7
WILL ROGERS ELEM	274	9	29.9	54.7	5.1	0.7	7.7	1.8
WILL ROGERS ELEM	274	10	31	56.6	6.2	1.8	1.5	2.9
(blank) = No data available								