



AYP Summary

CLOUDCROFT MUNICIPAL 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				
	CLOUDCROFT MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	217	49.8	160,866	47.0
Male	219	50.2	169,312	49.5
Caucasian	360	82.6	95,406	27.9
African-American	11	2.5	8,670	2.5
Hispanic	49	11.2	185,147	54.1
Asian/Pacific Islander	5	1.1	4,506	1.3
American Indian	11	2.5	36,449	10.7
English Language Learners	4	0.9	55,866	16.3
Students with Disabilities	56	12.8	45,346	13.3
Free/Reduced Lunch Program	186	42.7	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
CLOUDCROFT ELEM	Met	Progressing	CLOUDCROFT HIGH	Met	Progressing
CLOUDCROFT 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	84.1	84.3	<>	<>	<>	<>	77.1	<>	<>
Districtwide-Grades 6-8	Reading Proficiency	57	79.8	78.9	<>	91.7	<>	<>	77.1	<>	40.0
Districtwide-Grade 11	Reading Proficiency	60	65.3	68.2	<>	<>	<>	<>	50.0	<>	<>
CLOUDCROFT ELEM	Reading Proficiency	63	84.1	84.3	<>	<>	<>	<>	77.1	<>	<>
CLOUDCROFT HIGH	Reading Proficiency	60	65.3	68.2	<>	<>	<>	<>	50.0	<>	<>
CLOUDCROFT MIDDLE	Reading Proficiency	57	79.8	78.9	<>	<>	<>	<>	77.1	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	62.2	65.7	<>	<>	<>	<>	51.4	<>	<>
Districtwide-Grades 6-8	Math Proficiency	41	53.9	54.9	<>	50.0	<>	<>	45.8	<>	10.0
Districtwide-Grade 11	Math Proficiency	46	51.0	54.5	<>	<>	<>	<>	38.5	<>	<>
CLOUDCROFT ELEM	Math Proficiency	50	62.2	65.7	<>	<>	<>	<>	51.4	<>	<>
CLOUDCROFT HIGH	Math Proficiency	46	51.0	54.5	<>	<>	<>	<>	38.5	<>	<>
CLOUDCROFT MIDDLE	Math Proficiency	41	53.9	54.9	<>	<>	<>	<>	45.8	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	96.1	96.0	92.9	97.5	97.5	94.2	96.8	<>	96.2
Districtwide-Grades 6-8	Attendance Rate	92	96.1	96.0	92.9	97.5	97.5	94.2	96.8	<>	96.2
CLOUDCROFT ELEM	Attendance Rate	92	96.1	95.9	100	97.0	97.8	96.8	95.0	<>	96.0
CLOUDCROFT HIGH	Attendance Rate	92	93.3	93.3	87.3	94.6	<>	<>	93.2	<>	93.0
CLOUDCROFT MIDDLE	Attendance Rate	92	96.1	96.0	92.9	97.5	97.5	94.2	96.8	<>	96.2
All Students	Graduation Rate	52	91.7	90.4	NDA	<>	<>	<>	<>	<>	89.8
CLOUDCROFT HIGH	Graduation Rate	52	91.7	90.4	<>	<>	<>	<>	<>	<>	89.8

National Assessment of Educational Progress (NAEP) Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	15	26	60	13	0	100	15	20	53	26	0	100	15	33	66	0	0	
Male	100	17	11	76	5	5	100	17	23	52	17	5	100	17	52	41	5	0	
Caucasian	100	29	17	68	10	3	100	29	20	58	17	3	100	29	44	51	3	0	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>						<>						<>						
FRL	100	14	7	64	21	7	100	14	0	57	35	7	100	14	21	71	7	0	
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	32	18	68	9	3	100	32	21	53	21	3	100	32	43	53	3	0	
All 2007-08	100	25	4	72	8	16	100	25	4	52	44	0	100	25	24	68	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	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Male	100	14	0	57	28	14	100	14	0	28	71	0	92	14	0	78	14	0	
Caucasian	100	17	17	47	23	11	100	17	5	29	64	0	94	17	0	82	11	0	
Black	<>						<>						<>						
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>						<>						<>						
FRL	100	10	10	60	30	0	100	10	0	50	50	0	90	10	0	90	0	0	
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	20	15	50	25	10	100	20	5	35	60	0	95	20	0	85	10	0	
All 2007-08	100	24	16	62	12	8	100	24	4	45	41	8	100	24	8	70	20	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	100	12	33	58	8	0	100	12	16	41	41	0	100	12	25	50	25	0
Male	100	18	33	61	5	0	100	18	22	44	33	0	100	18	50	44	5	0
Caucasian	100	24	29	66	4	0	100	24	16	54	29	0	100	24	41	45	12	0
Black	<>						<>						<>					
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	11	27	63	9	0	100	11	9	36	54	0	100	11	27	54	18	0
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	30	33	60	6	0	100	30	20	43	36	0	100	30	40	46	13	0
All 2007-08	100	36	13	61	25	0	100	36	5	41	47	5	100	36	5	66	27	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	17	41	35	23	0	100	17	0	52	47	0	100	17	11	76	11	0
Male	100	16	0	56	43	0	100	16	0	56	37	6	100	16	12	56	31	0
Caucasian	100	26	23	38	38	0	100	26	0	50	46	3	100	26	15	61	23	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	17	17	41	41	0	100	17	0	47	47	5	100	17	5	64	29	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	33	21	45	33	0	100	33	0	54	42	3	100	33	12	66	21	0
All 2007-08	100	24	16	33	41	8	100	24	8	29	54	8	100	24	8	41	50	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	17	35	47	17	0	100	17	11	41	35	11	100	17	11	52	29	5
Male	100	11	36	45	9	9	100	11	27	36	27	9	100	11	36	36	18	9
Caucasian	100	22	36	45	13	4	100	22	13	50	31	4	100	22	18	54	22	4
Black	<>						<>						<>					
Hispanic	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	15	26	46	20	6	100	15	6	40	33	20	100	15	13	40	33	13
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	28	35	46	14	3	100	28	17	39	32	10	100	28	21	46	25	7
All 2007-08	100	27	25	55	18	0	100	27	3	33	59	3	100	27	3	62	33	0
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	29	70	0	0	100	17	5	41	52	0	100	17	0	52	47	0
Male	100	11	36	45	18	0	90	11	18	36	36	0	100	11	0	63	27	9
Caucasian	100	23	30	65	4	0	95	23	13	39	43	0	100	23	0	60	39	0
Black	<>						<>						<>					
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	16	37	62	0	0	93	16	12	31	50	0	100	16	0	56	43	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	28	32	60	7	0	96	28	10	39	46	0	100	28	0	57	39	3
All 2007-08	100	45	6	82	8	2	100	45	4	51	42	2	100	45	0	40	55	4
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	17	5	64	23	5	100	17	11	23	35	29	94	17	0	47	47	0
Male	100	32	0	62	31	6	100	32	21	37	25	15	96	32	12	56	28	0
Caucasian	100	44	2	65	27	4	100	44	20	34	25	20	97	44	9	56	31	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	26	0	50	46	3	100	26	15	23	42	19	100	26	3	50	46	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	49	2	63	28	6	100	49	18	32	28	20	95	49	8	53	34	0
All 2007-08	100	46	17	60	21	0	100	46	17	23	45	13	97	46	8	43	45	0
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	2,314,465	58
Instructional Support Services	1,649,634	41
Students	282,199	7
Instruction	111,958	3
General Administration	450,781	11
School Administration	278,090	7
Central Services	104,140	3
Operations & Maintenance	418,706	10
Student Transportation	0	0
Other	3,760	<1
Non-Instructional Support	24,964	1
Food Services	24,964	1
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	3,989,063	

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
Douglas Porch	16
Jacqueline Cates	17
Terry Buttram	5
Terry Winkles	6
William Denney	12

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	38	42.1	57.9	0.0
CLOUDCROFT ELEM	16	62.5	37.5	0.0
CLOUDCROFT HIGH	17	23.5	76.5	0.0
CLOUDCROFT MIDDLE	13	38.5	61.5	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 (%)
CLOUDCROFT ELEM	16	1	43.8	56.2	0	0	0	0
CLOUDCROFT ELEM	16	2	31.2	56.2	6.2	6.2	0	0
CLOUDCROFT ELEM	16	3	56.2	43.8	0	0	0	0
CLOUDCROFT ELEM	16	4	68.8	25	0	6.2	0	0
CLOUDCROFT ELEM	16	5	43.8	50	6.2	0	0	0
CLOUDCROFT ELEM	16	6	37.5	56.2	6.2	0	0	0
CLOUDCROFT ELEM	16	7	37.5	37.5	25	0	0	0
CLOUDCROFT ELEM	16	8	56.2	31.2	6.2	6.2	0	0
CLOUDCROFT ELEM	16	9	37.5	50	0	0	12.5	0
CLOUDCROFT ELEM	16	10	62.5	31.2	0	0	0	6.2
CLOUDCROFT HIGH	12	1	33.3	66.7	0	0	0	0
CLOUDCROFT HIGH	12	2	25	66.7	8.3	0	0	0
CLOUDCROFT HIGH	12	3	16.7	41.7	41.7	0	0	0
CLOUDCROFT HIGH	12	4	25	25	50	0	0	0
CLOUDCROFT HIGH	12	5	16.7	25	25	25	8.3	0
CLOUDCROFT HIGH	12	6	16.7	16.7	41.7	25	0	0
CLOUDCROFT HIGH	12	7	33.3	50	0	16.7	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
CLOUDCROFT HIGH	12	8	8.3	58.3	16.7	0	8.3	8.3
CLOUDCROFT HIGH	12	9	8.3	41.7	33.3	8.3	8.3	0
CLOUDCROFT HIGH	12	10	16.7	50	25	0	0	8.3
CLOUDCROFT MIDDLE	6	1	16.7	66.7	16.7	0	0	0
CLOUDCROFT MIDDLE	6	2	16.7	50	33.3	0	0	0
CLOUDCROFT MIDDLE	6	3	50	33.3	16.7	0	0	0
CLOUDCROFT MIDDLE	6	4	50	16.7	33.3	0	0	0
CLOUDCROFT MIDDLE	6	5	33.3	66.7	0	0	0	0
CLOUDCROFT MIDDLE	6	6	50	33.3	16.7	0	0	0
CLOUDCROFT MIDDLE	6	7	50	0	50	0	0	0
CLOUDCROFT MIDDLE	6	8	50	50	0	0	0	0
CLOUDCROFT MIDDLE	6	9	50	33.3	0	0	16.7	0
CLOUDCROFT MIDDLE	6	10	33.3	50	0	0	0	16.7
Districtwide	34	1	35.3	61.8	2.9	0	0	0
Districtwide	34	2	26.5	58.8	11.8	2.9	0	0
Districtwide	34	3	41.2	41.2	17.6	0	0	0
Districtwide	34	4	50	23.5	23.5	2.9	0	0
Districtwide	34	5	32.3	44.1	11.8	8.8	2.9	0
Districtwide	34	6	32.3	38.2	20.6	8.8	0	0
Districtwide	34	7	38.2	35.3	20.6	5.9	0	0
Districtwide	34	8	38.2	44.1	8.8	2.9	2.9	2.9
Districtwide	34	9	29.4	44.1	11.8	2.9	11.8	0
Districtwide	34	10	41.2	41.2	8.8	0	0	8.8
(blank) = No data available								