



**AYP Summary**

DULCE INDEPENDENT SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	2	66

**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>				
	DULCE INDEPENDENT SCHOOLS		Statewide	
	Number	%	Number	%
Female	331	48.5	160,866	47.0
Male	351	51.5	169,312	49.5
Caucasian	8	1.2	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	36	5.3	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	638	93.5	36,449	10.7
English Language Learners	239	35.0	55,866	16.3
Students with Disabilities	98	14.4	45,346	13.3
Free/Reduced Lunch Program	682	100.0	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
DULCE ELEMENTARY	Not Met	R-2	DULCE HIGH	Not Met	Progressing
DULCE MIDDLE	Not Met	R-2			

## AYP by Subgroup

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	30.2	<>	<>	<>	<>	30.1	30.2	24.2	7.7
Districtwide-Grades 6-8	Reading Proficiency	57	28.9	<>	<>	<>	<>	27.4	29.1	14.1	5.6
Districtwide-Grade 11	Reading Proficiency	60	35.3	<>	<>	<>	<>	33.3	35.3	<>	<>
DULCE ELEMENTARY	Reading Proficiency	63	30.2	<>	<>	<>	<>	30.1	30.2	24.2	<>
DULCE HIGH	Reading Proficiency	60	35.3	<>	<>	<>	<>	33.3	35.3	<>	<>
DULCE MIDDLE	Reading Proficiency	57	28.9	<>	<>	<>	<>	27.4	29.1	14.1	<>
Districtwide-Grades 3-5	Math Proficiency	50	16.8	<>	<>	<>	<>	16.1	16.8	8.1	7.7
Districtwide-Grades 6-8	Math Proficiency	41	7.4	<>	<>	<>	<>	7.3	7.5	1.4	5.6
Districtwide-Grade 11	Math Proficiency	46	17.6	<>	<>	<>	<>	15.2	17.6	<>	<>
DULCE ELEMENTARY	Math Proficiency	50	16.8	<>	<>	<>	<>	16.1	16.8	8.1	<>
DULCE HIGH	Math Proficiency	46	17.6	<>	<>	<>	<>	15.2	17.6	<>	<>
DULCE MIDDLE	Math Proficiency	41	7.4	<>	<>	<>	<>	7.3	7.5	1.4	<>
Districtwide-Grades 3-5	Attendance Rate	92	88.2	83.9	<>	91.1	<>	88.1	88.2	88.4	89.7
Districtwide-Grades 6-8	Attendance Rate	92	88.2	83.9	86.2	91.1	<>	88.1	88.2	88.4	89.7
DULCE ELEMENTARY	Attendance Rate	92	84.0	50.6	<>	89.0	<>	83.8	84.0	83.9	87.4
DULCE MIDDLE	Attendance Rate	92	88.2	83.9	86.2	91.1	<>	88.1	88.2	88.4	89.7
All Students	Graduation Rate	52	23.4	<>	<>	<>	<>	20.1	33.7	23.8	28.7
DULCE HIGH	Graduation Rate	52	23.4	<>	<>	<>	<>	20.1	33.7	23.8	28.7

## 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	96	32	3	31	37	25	100	32	0	9	84	6	100	32	0	59	40	0	
Male	100	26	3	23	26	46	100	26	0	15	84	0	100	26	3	65	30	0	
Caucasian	<>						<>						<>						
Black	<>						<>						<>						
Hispanic	<>						<>						<>						
Asian	<>						<>						<>						
Am Ind	98	58	3	27	32	34	100	58	0	12	84	3	100	58	1	62	36	0	
ELL	97	49	2	26	32	36	100	49	0	10	85	4	100	49	2	59	38	0	
FRL	98	58	3	27	32	34	100	58	0	12	84	3	100	58	1	62	36	0	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	98	58	3	27	32	34	100	58	0	12	84	3	100	58	1	62	36	0	
All 2007-08	100	55	1	36	32	29	100	55	0	12	69	18	100	55	1	56	41	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	100	25	0	32	52	16	100	25	0	16	72	12	100	25	0	20	76	4	
Male	100	21	0	9	57	33	100	21	0	23	57	19	100	21	0	19	71	9	
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	100	42	0	21	54	23	100	42	0	19	64	16	100	42	0	19	76	4	
ELL	100	27	0	18	44	37	100	27	0	7	74	18	100	27	0	11	81	7	
FRL	100	46	0	21	54	23	100	46	0	19	65	15	100	46	0	19	73	6	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	46	0	21	54	23	100	46	0	19	65	15	100	46	0	19	73	6	
All 2007-08	100	44	2	27	59	11	100	44	0	13	56	29	100	44	0	15	79	4	
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3	
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	24	4	37	54	4	100	24	0	29	50	20	100	24	0	16	70	12	
Male	100	21	0	33	57	9	100	21	4	4	66	23	100	21	0	14	76	9	
Caucasian	<>						<>						<>						
Black	<>						<>						<>						
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	100	43	2	34	55	6	100	43	0	18	58	23	100	43	0	13	74	11	
ELL	100	23	4	17	69	8	100	23	0	4	73	21	100	23	0	0	82	17	
FRL	100	45	2	35	55	6	100	45	2	17	57	22	100	45	0	15	73	11	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	45	2	35	55	6	100	45	2	17	57	22	100	45	0	15	73	11	
All 2007-08	100	42	4	23	47	23	100	42	0	4	52	42	100	42	0	9	76	14	
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	90	22	0	18	50	22	100	22	0	4	54	40	100	22	0	9	59	31	
Male	95	22	0	13	36	45	86	22	0	9	40	36	95	22	0	4	54	36	
Caucasian	<>						<>						<>						
Black	<>						<>						<>						
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	92	41	0	14	41	36	92	41	0	7	46	39	97	41	0	7	53	36	
ELL	96	25	0	4	40	52	92	25	0	0	36	56	96	25	0	0	44	52	
FRL	93	44	0	15	43	34	93	44	0	6	47	38	97	44	0	6	56	34	
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	93	44	0	15	43	34	93	44	0	6	47	38	97	44	0	6	56	34	
All 2007-08	100	36	0	16	55	27	100	36	0	2	55	41	100	36	0	2	52	44	
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	19	0	36	57	5	100	19	0	10	68	21	100	19	0	15	57	26
Male	100	16	0	31	62	6	100	16	0	0	62	37	100	16	0	0	75	25
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	100	31	0	32	61	6	100	31	0	6	67	25	100	31	0	3	70	25
ELL	100	17	0	17	76	5	100	17	0	0	52	47	100	17	0	0	58	41
FRL	100	35	0	34	60	5	100	35	0	5	65	28	100	35	0	8	65	25
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	35	0	34	60	5	100	35	0	5	65	28	100	35	0	8	65	25
All 2007-08	98	56	3	32	46	16	98	56	0	3	46	48	100	56	1	8	57	32
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	24	0	29	62	8	100	24	0	12	70	16	100	24	0	0	62	37
Male	100	32	3	37	43	15	100	32	3	3	81	12	100	32	3	6	59	31
Caucasian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	100	52	1	32	51	13	100	52	1	5	78	13	100	52	1	0	63	34
ELL	100	29	0	20	58	20	100	29	0	3	72	24	100	29	0	0	44	55
FRL	100	55	1	34	50	12	100	55	1	7	76	14	100	55	1	3	60	34
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	56	1	33	51	12	100	56	1	7	76	14	100	56	1	3	60	33
All 2007-08	96	55	0	41	43	10	98	55	0	18	50	29	98	55	0	10	65	21
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	15	0	40	40	20	100	15	0	6	46	46	100	15	0	0	93	6
Male	89	19	5	26	47	10	89	19	10	15	42	21	89	19	0	31	52	5
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	93	33	3	30	45	15	93	33	3	12	45	33	93	33	0	15	72	6
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	94	34	2	32	44	14	94	34	5	11	44	32	94	34	0	17	70	5
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	94	34	2	32	44	14	94	34	5	11	44	32	94	34	0	17	70	5
All 2007-08	95	43	2	37	39	16	100	43	0	25	41	32	97	43	0	13	76	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>3,449,916</b>	<b>49</b>
<b>Instructional Support Services</b>	<b>3,476,824</b>	<b>49</b>
Students	741,160	10
Instruction	210,354	3
General Administration	557,769	8
School Administration	578,191	8
Central Services	233,253	3
Operations & Maintenance	1,107,723	16
Student Transportation	0	0
Other	48,374	1
<b>Non-Instructional Support</b>	<b>152,580</b>	<b>2</b>
Food Services	152,580	2
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>7,079,320</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
Bob Cooke	17
Clyde Vincenti	14
Connie Gomez	12
David Montoya	23
Joanna Dykehouse	22
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%	5.26%
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	49	57.1	42.9	0.8
DULCE ELEMENTARY	18	72.2	27.8	0.0
DULCE HIGH	21	52.4	47.6	5.3
DULCE MIDDLE	14	42.9	57.1	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 (%)
Districtwide	107	1	33.6	51.4	4.7	0.9	3.7	5.6
Districtwide	107	2	38.3	57.9	0.9	0.9	0	1.9
Districtwide	107	3	25.2	57	6.5	1.9	5.6	3.7
Districtwide	107	4	29.9	55.1	5.6	4.7	0	4.7
Districtwide	107	5	28	48.6	2.8	0.9	16.8	2.8
Districtwide	107	6	24.3	47.7	10.3	5.6	8.4	3.7
Districtwide	107	7	14	51.4	15.9	5.6	11.2	1.9
Districtwide	107	8	40.2	49.5	3.7	1.9	2.8	1.9
Districtwide	107	9	20.6	64.5	6.5	1.9	3.7	2.8
Districtwide	107	10	31.8	64.5	3.7	0	0	0
DULCE ELEMENTARY	106	1	33	51.9	4.7	0.9	3.8	5.7
DULCE ELEMENTARY	106	2	37.7	58.5	0.9	0.9	0	1.9
DULCE ELEMENTARY	106	3	25.5	56.6	6.6	1.9	5.7	3.8
DULCE ELEMENTARY	106	4	29.2	55.7	5.7	4.7	0	4.7
DULCE ELEMENTARY	106	5	27.4	49	2.8	0.9	17	2.8
DULCE ELEMENTARY	106	6	24.5	47.2	10.4	5.7	8.5	3.8
DULCE ELEMENTARY	106	7	14.1	50.9	16	5.7	11.3	1.9



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
DULCE ELEMENTARY	106	8	40.6	49	3.8	1.9	2.8	1.9
DULCE ELEMENTARY	106	9	20.8	64.2	6.6	1.9	3.8	2.8
DULCE ELEMENTARY	106	10	32.1	65.1	2.8	0	0	0
DULCE HIGH	***	1						
DULCE MIDDLE	1	1	100	0	0	0	0	0
DULCE MIDDLE	1	2	100	0	0	0	0	0
DULCE MIDDLE	1	3	0	100	0	0	0	0
DULCE MIDDLE	1	4	100	0	0	0	0	0
DULCE MIDDLE	1	5	100	0	0	0	0	0
DULCE MIDDLE	1	6	0	100	0	0	0	0
DULCE MIDDLE	1	7	0	100	0	0	0	0
DULCE MIDDLE	1	8	0	100	0	0	0	0
DULCE MIDDLE	1	9	0	100	0	0	0	0
DULCE MIDDLE	1	10	0	0	100	0	0	0
(blank) = No data available								