



AYP Summary

BERNALILLO PUBLIC SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	10	100
Schools in Improvement	2	20
Schools in Corrective Action	1	10
Schools in Restructuring	5	50

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				
	BERNALILLO PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	1,601	48.4	160,866	47.0
Male	1,707	51.6	169,312	49.5
Caucasian	288	8.7	95,406	27.9
African-American	4	0.1	8,670	2.5
Hispanic	1,656	50.1	185,147	54.1
Asian/Pacific Islander	7	0.2	4,506	1.3
American Indian	1,353	40.9	36,449	10.7
English Language Learners	1,223	37.0	55,866	16.3
Students with Disabilities	539	16.3	45,346	13.3
Free/Reduced Lunch Program	3,202	96.8	203,946	59.6
Migrant	1	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
ALGODONES ELEMENTARY	Not Met	CA	BERNALILLO HIGH	Not Met	R-2
BERNALILLO MIDDLE	Not Met	R-2	COCHITI ELEMENTARY	Not Met	R-2
COCHITI MIDDLE	Not Met	SI-2 delay	PLACITAS ELEMENTARY	Met	Progressing
ROOSEVELT PRIMARY	Met	Progressing	SANTO DOMINGO ELEM	Not Met	SI-1
SANTO DOMINGO MIDDLE	Not Met	R-2	W.D. CARROLL ELEM	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	51.3	78.8	<>	56.1	<>	37.8	49.2	48.3	22.1
Districtwide-Grades 6-8	Reading Proficiency	57	41.4	61.8	<>	44.5	<>	34.1	41.3	37.0	6.1
Districtwide-Grade 11	Reading Proficiency	60	36.0	55.0	<>	39.8	<>	27.9	36.2	25.6	11.1
ALGODONES ELEMENTARY	Reading Proficiency	63	32.8	<>	<>	<>	<>	27.3	32.8	26.9	<>
BERNALILLO HIGH	Reading Proficiency	60	36.0	55.0	<>	39.8	<>	27.9	36.2	25.6	11.1
BERNALILLO MIDDLE	Reading Proficiency	57	42.1	62.0	<>	44.3	<>	29.0	42.2	37.4	7.3
COCHITI ELEMENTARY	Reading Proficiency	63	48.2	<>	<>	31.2	<>	51.1	48.2	45.7	<>
COCHITI MIDDLE	Reading Proficiency	57	46.2	<>	<>	<>	<>	46.0	46.2	43.3	<>
PLACITAS ELEMENTARY	Reading Proficiency	63	72.5	73.5	<>	25.0	<>	<>	<>	68.4	<>
SANTO DOMINGO ELEM	Reading Proficiency	63	30.4	<>	<>	<>	<>	30.4	30.4	29.8	<>
SANTO DOMINGO MIDDLE	Reading Proficiency	57	34.7	<>	<>	<>	<>	34.2	34.2	32.1	<>
W.D. CARROLL ELEM	Reading Proficiency	63	57.3	24.0	<>	57.8	<>	50.9	57.3	56.7	30.7
Districtwide-Grades 3-5	Math Proficiency	50	40.8	59.1	<>	48.2	<>	26.2	39.2	38.4	16.4
Districtwide-Grades 6-8	Math Proficiency	41	29.6	40.0	<>	31.7	<>	25.1	29.7	26.4	5.3
Districtwide-Grade 11	Math Proficiency	46	11.6	25.0	<>	15.7	<>	4.7	11.7	3.3	2.8
ALGODONES ELEMENTARY	Math Proficiency	50	25.9	<>	<>	<>	<>	20.5	25.9	23.1	<>
BERNALILLO HIGH	Math Proficiency	46	11.6	25.0	<>	15.7	<>	4.7	11.7	3.3	2.8
BERNALILLO MIDDLE	Math Proficiency	41	31.7	42.0	<>	32.1	<>	26.0	31.8	28.4	4.9
COCHITI ELEMENTARY	Math Proficiency	50	31.8	<>	<>	21.9	<>	31.9	31.8	28.6	<>
COCHITI MIDDLE	Math Proficiency	41	26.9	<>	<>	<>	<>	28.0	26.9	23.3	<>
PLACITAS ELEMENTARY	Math Proficiency	50	49.3	52.9	<>	25.0	<>	<>	<>	44.7	<>
SANTO DOMINGO ELEM	Math Proficiency	50	19.1	<>	<>	<>	<>	19.1	19.1	18.4	<>
SANTO DOMINGO MIDDLE	Math Proficiency	41	22.9	<>	<>	<>	<>	23.1	23.1	21.4	<>
W.D. CARROLL ELEM	Math Proficiency	50	50.1	20.0	<>	51.7	<>	40.0	50.1	49.7	24.0
Districtwide-Grades 3-5	Attendance Rate	92	93.4	92.4	97.5	94.2	97.5	92.7	93.5	93.5	91.8
Districtwide-Grades 6-8	Attendance Rate	92	93.4	92.4	97.5	94.2	97.5	92.7	93.5	93.5	91.8
ALGODONES ELEMENTARY	Attendance Rate	92	93.3	94.7	<>	96.1	<>	92.3	93.3	93.1	93.5
BERNALILLO MIDDLE	Attendance Rate	92	93.5	93.0	<>	94.2	97.5	91.7	93.5	93.4	91.0
COCHITI ELEMENTARY	Attendance Rate	92	93.3	95.5	<>	94.2	<>	92.6	93.3	93.1	92.9
COCHITI MIDDLE	Attendance Rate	92	93.0	96.8	97.5	93.6	<>	92.3	93.0	93.1	92.8

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 %
PLACITAS ELEMENTARY	Attendance Rate	92	95.0	94.8	94.5	94.9	<>	97.5	93.7	95.0	92.3
SANTO DOMINGO ELEM	Attendance Rate	92	93.5	<>	<>	<>	<>	93.5	93.5	93.5	93.6
SANTO DOMINGO MIDDLE	Attendance Rate	92	94.0	<>	<>	NDA	<>	94.0	94.0	94.0	93.2
W.D. CARROLL ELEM	Attendance Rate	92	95.0	94.7	<>	95.2	100	94.3	95.0	95.1	94.2
All Students	Graduation Rate	52	53.9	42.0	<>	55.1	<>	54.6	59.6	57.4	48.6
BERNALILLO HIGH	Graduation Rate	52	53.9	42.0	<>	55.1	<>	54.6	59.6	57.4	48.6

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
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	117	1	56	27	13	100	117	1	42	54	0	99	117	5	75	18	0	
Male	100	119	4	45	30	20	99	119	4	47	43	4	100	119	9	78	11	0	
Caucasian	95	23	4	73	13	4	100	23	0	69	30	0	100	23	21	73	4	0	
Black	<>						<>						<>						
Hispanic	100	118	4	56	29	9	99	118	5	53	38	1	100	118	8	75	16	0	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	100	94	1	37	31	29	100	94	0	28	67	4	98	94	2	79	17	0	
ELL	100	197	2	47	30	19	99	197	3	41	51	3	99	197	6	77	15	0	
FRL	99	220	3	47	30	18	99	220	3	42	51	2	99	220	5	77	16	0	
SWD	100	36	5	25	22	47	97	36	2	16	66	11	100	36	0	66	33	0	
Migrant	<>						<>						<>						
All 2008-09	99	236	2	50	28	16	99	236	2	44	49	2	99	236	7	77	15	0	
All 2007-08	99	259	8	43	32	15	99	259	6	39	46	6	99	259	7	79	11	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	120	12	45	27	15	100	120	7	25	60	6	100	120	1	45	52	0	
Male	100	128	8	28	39	23	100	128	5	21	65	7	99	128	0	45	50	2	
Caucasian	100	18	33	55	11	0	100	18	22	38	38	0	100	18	11	77	11	0	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	100	128	13	37	35	13	100	128	7	29	57	5	99	128	0	54	42	0	
Asian	<>						<>						<>						
Am Ind	100	101	2	31	35	29	100	101	2	11	75	9	100	101	0	27	69	2	
ELL	100	211	7	36	34	21	100	211	4	21	66	7	99	211	0	43	54	1	
FRL	100	231	9	36	34	19	100	231	6	21	65	6	99	231	0	44	52	1	
SWD	100	42	7	16	30	45	100	42	2	14	69	14	100	42	0	38	57	4	
Migrant	<>						<>						<>						
All 2008-09	100	248	10	36	33	19	100	248	6	22	63	7	99	248	1	45	51	1	
All 2007-08	100	218	6	42	34	16	99	218	2	28	61	6	100	218	1	46	48	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	98	99	17	43	33	5	100	99	8	43	40	8	100	99	1	54	41	3
Male	95	121	7	40	42	5	100	121	6	34	46	12	98	121	4	41	47	4
Caucasian	100	25	16	56	24	4	100	25	16	32	48	4	100	25	4	64	32	0
Black	<>						<>						<>					
Hispanic	97	123	13	43	34	5	100	123	7	42	39	11	99	123	4	48	43	3
Asian	<>						<>						<>					
Am Ind	95	72	8	33	48	5	100	72	4	34	50	11	98	72	1	38	52	5
ELL	97	180	11	40	40	5	100	180	6	39	43	11	99	180	3	45	46	3
FRL	97	204	11	39	40	5	100	204	6	39	43	11	99	204	2	46	46	3
SWD	90	44	2	11	56	20	100	44	2	11	56	29	95	44	0	11	70	13
Migrant	<>						<>						<>					
All 2008-09	97	220	11	41	38	5	100	220	7	38	43	10	99	220	3	47	45	3
All 2007-08	99	243	9	48	33	6	99	243	5	34	48	10	100	243	1	43	50	4
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	106	2	40	48	7	98	106	2	20	61	13	99	106	0	21	58	18
Male	98	104	0	29	51	15	100	104	4	25	58	10	98	104	0	22	58	17
Caucasian	89	19	5	47	31	5	100	19	10	36	42	10	89	19	0	47	31	10
Black	<>						<>						<>					
Hispanic	100	96	2	33	54	10	100	96	4	25	61	9	100	96	0	22	58	18
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	98	93	1	34	49	13	97	93	2	18	62	15	98	93	0	15	65	18
ELL	98	171	1	30	53	12	98	171	2	18	63	13	98	171	0	15	63	20
FRL	98	210	1	35	50	11	99	210	3	23	60	11	98	210	0	21	58	18
SWD	97	40	0	5	45	47	100	40	2	0	62	35	97	40	0	2	45	50
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	98	210	1	35	50	11	99	210	3	23	60	11	98	210	0	21	58	18
All 2007-08	100	223	3	33	53	9	99	223	0	19	66	12	100	223	1	21	62	14
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	114	7	37	44	9	100	114	5	21	56	16	100	114	0	25	54	19
Male	99	104	4	31	48	14	99	104	7	21	49	21	100	104	2	22	58	16
Caucasian	100	20	5	45	45	5	100	20	0	15	75	10	100	20	0	30	65	5
Black	<>						<>						<>					
Hispanic	99	116	6	41	37	13	99	116	9	24	43	21	100	116	2	32	43	20
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	100	79	6	22	59	11	100	79	2	20	59	17	100	79	1	8	72	17
ELL	100	170	5	31	50	12	100	170	5	22	52	19	100	170	2	20	57	20
FRL	99	218	6	34	46	11	99	218	6	21	52	18	100	218	1	23	56	17
SWD	96	31	0	3	41	51	96	31	0	3	35	58	100	31	0	6	32	61
Migrant	<>						<>						<>					
All 2008-09	99	218	6	34	46	11	99	218	6	21	52	18	100	218	1	23	56	17
All 2007-08	99	228	5	37	38	17	99	228	3	19	58	18	99	228	1	24	51	21
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	122	4	45	38	11	99	122	1	31	57	9	99	122	0	9	63	25
Male	100	139	5	35	38	21	98	139	6	26	49	15	99	139	2	14	53	29
Caucasian	100	16	18	68	12	0	100	16	18	43	37	0	100	16	6	43	50	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	116	5	43	37	14	99	116	4	27	58	8	99	116	1	12	60	25
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	100	127	2	33	42	21	98	127	1	28	50	18	99	127	0	7	57	33
ELL	100	197	2	38	39	19	98	197	2	26	54	15	99	197	0	8	59	31
FRL	100	258	4	39	38	17	98	258	4	29	52	12	99	258	1	12	57	27
SWD	100	43	6	2	32	58	97	43	4	4	48	39	95	43	2	4	27	60
Migrant	<>						<>						<>					
All 2008-09	100	261	4	40	38	16	98	261	4	28	53	12	99	261	1	12	58	27
All 2007-08	100	260	5	59	28	6	99	260	6	29	49	13	99	260	0	25	60	13
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	96	2	38	48	10	100	96	0	12	47	39	100	96	0	14	78	7	
Male	94	93	1	30	43	20	94	93	1	9	38	45	95	93	0	19	58	18	
Caucasian	100	20	0	55	30	15	100	20	0	25	40	35	100	20	0	30	60	10	
Black	<>						<>						<>						
Hispanic	96	83	1	38	40	15	95	83	1	14	40	38	96	83	0	21	60	14	
Asian	<>						<>						<>						
Am Ind	97	86	2	25	54	15	98	86	0	4	46	47	98	86	0	9	77	11	
ELL	95	90	2	23	47	22	95	90	0	3	45	46	96	90	0	7	72	16	
FRL	97	188	1	34	45	15	97	188	0	11	43	42	97	188	0	17	68	12	
SWD	86	36	2	8	27	47	86	36	0	2	16	66	88	36	0	8	33	47	
Migrant	<>						<>						<>						
All 2008-09	97	189	1	34	46	15	97	189	0	11	43	42	97	189	0	16	68	12	
All 2007-08	93	210	2	30	41	18	93	210	2	14	40	35	94	208	0	15	64	13	
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	17,563,563	62
Instructional Support Services	10,658,774	38
Students	2,861,415	10
Instruction	583,007	2
General Administration	653,516	2
School Administration	1,559,545	6
Central Services	1,619,875	6
Operations & Maintenance	3,160,420	11
Student Transportation	0	0
Other	220,996	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	28,222,337	

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
Errol Chavez	3
Jack Torres	4
Nancy Walker	10
Olivia Calabaza	16
Ray Trujillo	0

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%	1.05%
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	284	53.5	44.4	1.0
ALGODONES ELEMENTARY	19	42.1	57.9	0.0
BERNALILLO HIGH	74	43.2	51.4	2.4
BERNALILLO MIDDLE	51	56.9	43.1	0.0
COCHITI ELEMENTARY	20	65.0	30.0	100.0
COCHITI MIDDLE	8	50.0	50.0	100.0
PLACITAS ELEMENTARY	18	66.7	33.3	0.0
ROOSEVELT PRIMARY	47	61.7	36.2	0.0
SANTO DOMINGO ELEM	26	65.4	30.8	0.0
SANTO DOMINGO MIDDLE	14	57.1	42.9	0.0
W.D. CARROLL ELEM	41	46.3	53.7	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 (%)
ALGODONES ELEMENTARY	49	1	44.9	51	4.1	0	0	0
ALGODONES ELEMENTARY	49	2	32.7	53.1	0	0	6.1	8.2
ALGODONES ELEMENTARY	49	3	38.8	53.1	4.1	4.1	0	0
ALGODONES ELEMENTARY	49	4	51	46.9	0	0	0	2
ALGODONES ELEMENTARY	49	5	22.4	63.3	2	0	12.2	0
ALGODONES ELEMENTARY	49	6	28.6	53.1	6.1	0	8.2	4.1
ALGODONES ELEMENTARY	49	7	26.5	57.1	8.2	0	4.1	4.1
ALGODONES ELEMENTARY	49	8	51	34.7	4.1	6.1	0	4.1
ALGODONES ELEMENTARY	49	9	26.5	69.4	0	0	0	4.1

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
ALGODONES ELEMENTARY	49	10	30.6	53.1	12.2	0	0	4.1
BERNALILLO HIGH	7	1	42.8	42.8	14.3	0	0	0
BERNALILLO HIGH	7	2	0	57.1	28.6	0	14.3	0
BERNALILLO HIGH	7	3	0	85.7	0	14.3	0	0
BERNALILLO HIGH	7	4	14.3	57.1	14.3	14.3	0	0
BERNALILLO HIGH	7	5	0	71.4	0	14.3	14.3	0
BERNALILLO HIGH	7	6	0	57.1	28.6	14.3	0	0
BERNALILLO HIGH	7	7	71.4	14.3	14.3	0	0	0
BERNALILLO HIGH	7	8	0	71.4	0	28.6	0	0
BERNALILLO HIGH	7	9	0	42.8	14.3	14.3	28.6	0
BERNALILLO HIGH	7	10	71.4	28.6	0	0	0	0
BERNALILLO MIDDLE	285	1	30.9	55.1	4.2	1.1	5.6	3.2
BERNALILLO MIDDLE	285	2	28.1	57.5	3.2	4.6	4.6	2.1
BERNALILLO MIDDLE	285	3	27.7	62.5	3.2	1.4	2.8	2.5
BERNALILLO MIDDLE	285	4	24.2	53.7	14.7	1.8	2.8	2.8
BERNALILLO MIDDLE	285	5	23.5	53	9.5	1.1	11.6	1.4
BERNALILLO MIDDLE	285	6	25.3	54	9.5	3.9	4.9	2.5
BERNALILLO MIDDLE	285	7	25.3	54.7	9.5	2.1	6.7	1.8
BERNALILLO MIDDLE	285	8	22.1	59.6	9.8	3.9	2.8	1.8
BERNALILLO MIDDLE	285	9	22.1	57.2	7	4.6	4.9	4.2
BERNALILLO MIDDLE	285	10	32.3	55.4	6	2.1	1.1	3.2
COCHITI ELEMENTARY	2	1	0	0	0	0	100	0
COCHITI ELEMENTARY	2	2	50	50	0	0	0	0
COCHITI ELEMENTARY	2	3	50	0	0	50	0	0
COCHITI ELEMENTARY	2	4	50	0	0	50	0	0
COCHITI ELEMENTARY	2	5	50	0	0	0	50	0
COCHITI ELEMENTARY	2	6	0	50	0	50	0	0
COCHITI ELEMENTARY	2	7	0	50	0	0	50	0
COCHITI ELEMENTARY	2	8	50	50	0	0	0	0
COCHITI ELEMENTARY	2	9	50	0	50	0	0	0
COCHITI ELEMENTARY	2	10	50	0	0	50	0	0
COCHITI MIDDLE	***	1						
Districtwide	752	1	34.2	54.9	3.2	0.7	4.5	2.5
Districtwide	752	2	29.1	58.4	4	2.4	3.7	2.4
Districtwide	752	3	31	61.5	2.8	1.6	1.9	1.3
Districtwide	752	4	31.1	54.5	7.7	1.7	2.4	2.5
Districtwide	752	5	24.9	54.4	6.5	1.6	10.4	2.2
Districtwide	752	6	28.9	54.1	6.7	2.4	5.4	2.5
Districtwide	752	7	26.1	54.6	7.7	1.7	6.8	3.1
Districtwide	752	8	41.1	47.6	5.6	2.8	1.3	1.6
Districtwide	752	9	26.6	59.2	5.2	2.3	3.6	3.2
Districtwide	752	10	35.1	52.9	6.3	1.7	1.5	2.5
PLACITAS ELEMENTARY	7	1	42.8	57.1	0	0	0	0
PLACITAS ELEMENTARY	7	2	57.1	42.8	0	0	0	0
PLACITAS ELEMENTARY	7	3	14.3	85.7	0	0	0	0
PLACITAS ELEMENTARY	7	4	28.6	57.1	14.3	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
PLACITAS ELEMENTARY	7	5	0	42.8	28.6	28.6	0	0
PLACITAS ELEMENTARY	7	6	14.3	71.4	14.3	0	0	0
PLACITAS ELEMENTARY	7	7	14.3	28.6	14.3	14.3	28.6	0
PLACITAS ELEMENTARY	7	8	42.8	42.8	0	14.3	0	0
PLACITAS ELEMENTARY	7	9	42.8	42.8	0	0	14.3	0
PLACITAS ELEMENTARY	7	10	28.6	57.1	0	0	14.3	0
ROOSEVELT PRIMARY	118	1	44.1	50	0.8	0	2.5	2.5
ROOSEVELT PRIMARY	118	2	34.7	51.7	6.8	0	3.4	3.4
ROOSEVELT PRIMARY	118	3	41.5	53.4	0	1.7	2.5	0.8
ROOSEVELT PRIMARY	118	4	43.2	49.2	0.8	1.7	3.4	1.7
ROOSEVELT PRIMARY	118	5	24.6	56.8	1.7	0	16.9	0
ROOSEVELT PRIMARY	118	6	37.3	50	3.4	0.8	6.8	1.7
ROOSEVELT PRIMARY	118	7	28	50.8	6.8	0.8	8.5	5.1
ROOSEVELT PRIMARY	118	8	60.2	34.7	1.7	1.7	0	1.7
ROOSEVELT PRIMARY	118	9	33.1	60.2	1.7	0	1.7	3.4
ROOSEVELT PRIMARY	118	10	39	52.5	5.9	0.8	1.7	0
SANTO DOMINGO ELEM	47	1	19.1	63.8	6.4	2.1	2.1	6.4
SANTO DOMINGO ELEM	47	2	10.6	66	6.4	8.5	6.4	2.1
SANTO DOMINGO ELEM	47	3	14.9	70.2	10.6	2.1	2.1	0
SANTO DOMINGO ELEM	47	4	14.9	61.7	8.5	8.5	4.3	2.1
SANTO DOMINGO ELEM	47	5	6.4	44.7	17	6.4	19.1	6.4
SANTO DOMINGO ELEM	47	6	8.5	53.2	8.5	6.4	17	6.4
SANTO DOMINGO ELEM	47	7	8.5	61.7	8.5	6.4	12.8	2.1
SANTO DOMINGO ELEM	47	8	36.2	55.3	2.1	0	4.3	2.1
SANTO DOMINGO ELEM	47	9	10.6	70.2	10.6	6.4	2.1	0
SANTO DOMINGO ELEM	47	10	21.3	66	6.4	2.1	4.3	0
SANTO DOMINGO MIDDLE	2	1	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	2	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	3	50	50	0	0	0	0
SANTO DOMINGO MIDDLE	2	4	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	5	50	50	0	0	0	0
SANTO DOMINGO MIDDLE	2	6	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	7	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	8	0	100	0	0	0	0
SANTO DOMINGO MIDDLE	2	9	0	50	50	0	0	0
SANTO DOMINGO MIDDLE	2	10	0	100	0	0	0	0
W.D. CARROLL ELEM	226	1	34.1	57.1	1.8	0.4	5.3	1.3
W.D. CARROLL ELEM	226	2	31.4	63.3	2.7	0.4	1.3	0.9
W.D. CARROLL ELEM	226	3	33.2	63.3	1.8	0.4	0.9	0.4
W.D. CARROLL ELEM	226	4	33.6	59.3	2.2	0	1.8	3.1
W.D. CARROLL ELEM	226	5	32.7	55.8	3.1	0.9	3.1	4.4
W.D. CARROLL ELEM	226	6	35.8	56.6	2.2	0.4	3.1	1.8
W.D. CARROLL ELEM	226	7	29.6	56.6	5.3	0.9	4.4	3.1
W.D. CARROLL ELEM	226	8	56.2	40.3	1.8	0.9	0	0.9
W.D. CARROLL ELEM	226	9	32.7	58	4	0	3.1	2.2
W.D. CARROLL ELEM	226	10	40.7	46.9	5.8	1.8	1.3	3.5

(blank) = No data available