



AYP Summary

AZTEC MUNICIPAL SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	6	100
Schools in Improvement	1	16
Schools in Corrective Action	1	16
Schools in Restructuring	2	33

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				
	AZTEC MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	1,518	49.1	160,866	47.0
Male	1,572	50.9	169,312	49.5
Caucasian	1,877	60.7	95,406	27.9
African-American	15	0.5	8,670	2.5
Hispanic	783	25.3	185,147	54.1
Asian/Pacific Islander	12	0.4	4,506	1.3
American Indian	403	13.0	36,449	10.7
English Language Learners	93	3.0	55,866	16.3
Students with Disabilities	534	17.3	45,346	13.3
Free/Reduced Lunch Program	1,534	49.6	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
AZTEC HIGH	Not Met	CA	C.V. KOOGLER MIDDLE	Not Met	R-1
LYDIA RIPPEY ELEM	Met	Progressing	MCCOY AVENUE ELEM	Met	Progressing
PARK AVENUE ELEM	Not Met	R-1	VISTA NUEVA HIGH	Not Met	SI-1

AYP by Subgroup

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

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	62.5	65.7	<>	62.8	<>	45.2	56.2	36.4	27.7
Districtwide-Grades 6-8	Reading Proficiency	57	60.8	65.9	<>	57.4	<>	41.7	47.5	37.0	18.1
Districtwide-Grade 11	Reading Proficiency	60	56.5	60.5	<>	63.9	<>	35.1	43.1	<>	17.9
AZTEC HIGH	Reading Proficiency	60	59.3	64.0	<>	65.7	<>	37.1	50.0	<>	20.0
C.V. KOOGLER MIDDLE	Reading Proficiency	57	61.0	66.1	<>	57.4	<>	42.4	47.9	30.8	18.7
LYDIA RIPPEY ELEM	Reading Proficiency	63	65.4	64.9	<>	66.7	<>	66.7	59.7	<>	29.4
MCCOY AVENUE ELEM	Reading Proficiency	63	65.5	70.7	<>	63.6	<>	40.0	55.9	<>	50.0
PARK AVENUE ELEM	Reading Proficiency	63	60.9	64.6	<>	61.3	<>	41.3	55.2	<>	22.5
VISTA NUEVA HIGH	Reading Proficiency	60	10.0	<>	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	56.8	61.0	<>	56.7	<>	35.6	50.7	43.5	29.8
Districtwide-Grades 6-8	Math Proficiency	41	42.2	46.3	<>	39.9	<>	25.0	28.5	25.9	8.5
Districtwide-Grade 11	Math Proficiency	46	37.3	39.5	<>	52.8	<>	16.2	29.3	<>	3.6
AZTEC HIGH	Math Proficiency	46	39.0	41.4	<>	54.3	<>	17.1	34.0	<>	4
C.V. KOOGLER MIDDLE	Math Proficiency	41	42.4	46.4	<>	39.9	<>	25.4	28.7	23.1	8.8
LYDIA RIPPEY ELEM	Math Proficiency	50	49.6	43.2	<>	61.5	<>	58.3	47.8	<>	17.6
MCCOY AVENUE ELEM	Math Proficiency	50	60.2	68.0	<>	50.0	<>	33.3	50.8	<>	50.0
PARK AVENUE ELEM	Math Proficiency	50	58.0	63.8	<>	56.3	<>	30.4	51.6	<>	27.5
VISTA NUEVA HIGH	Math Proficiency	46	10.0	<>	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.1	94.1	93.9	94.1	90.4	94.5	93.4	94.3	93.5
Districtwide-Grades 6-8	Attendance Rate	92	94.1	94.1	93.9	94.1	90.4	94.5	93.4	94.3	93.5
C.V. KOOGLER MIDDLE	Attendance Rate	92	94.3	94.3	93.9	94.3	90.4	94.6	93.6	94.2	94.0
LYDIA RIPPEY ELEM	Attendance Rate	92	93.5	93.7	<>	93.3	92.9	92.9	93.1	94.1	92.6
MCCOY AVENUE ELEM	Attendance Rate	92	94.2	93.9	96.7	94.4	<>	94.7	94.0	96.5	93.2
PARK AVENUE ELEM	Attendance Rate	92	94.4	94.5	89.9	93.8	98.0	94.9	93.9	95.3	93.3
All Students	Graduation Rate	52	59.3	61.7	<>	59.2	<>	48.4	62.3	59.0	51.6
AZTEC HIGH	Graduation Rate	52	61.4	64.1	<>	59.8	<>	51.5	62.7	57.5	52.6
VISTA NUEVA HIGH	Graduation Rate	52	36.5	40.7	<>	<>	<>	<>	<>	<>	<>

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	100	122	7	63	20	8	100	122	5	54	36	3	100	122	6	78	14	0			
Male	100	118	6	52	24	16	99	118	7	41	45	4	100	118	6	77	15	0			
Caucasian	100	149	8	59	18	13	99	149	6	49	39	4	100	149	5	81	13	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	61	4	60	24	9	100	61	8	49	39	3	100	61	9	77	13	0			
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Am Ind	100	27	3	48	37	11	100	27	7	37	51	3	100	27	7	62	29	0			
ELL	100	11	0	45	36	18	100	11	9	45	36	9	100	11	0	81	18	0			
FRL	100	126	3	53	26	15	99	126	2	46	46	3	100	126	3	78	17	0			
SWD	100	39	10	30	25	33	97	39	7	28	53	7	100	39	5	79	15	0			
Migrant	<>						<>						<>								
All 2008-09	100	240	7	58	22	12	99	240	6	47	41	3	100	240	6	78	15	0			
All 2007-08	100	213	13	53	22	11	100	213	5	39	49	5	99	213	11	76	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	112	8	52	31	7	100	112	14	47	37	0	100	112	3	57	38	0			
Male	99	110	6	46	29	17	99	110	13	42	39	3	98	110	0	67	28	1			
Caucasian	100	147	9	48	31	10	100	147	16	46	35	1	100	147	3	63	30	2			
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
Hispanic	100	54	5	53	24	16	100	54	5	51	42	0	100	54	0	64	35	0			
Asian	<>						<>						<>								
Am Ind	100	18	0	50	33	16	100	18	16	16	50	16	94	18	0	44	50	0			
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
FRL	99	112	9	47	23	18	99	112	14	42	39	2	98	112	3	58	33	2			
SWD	100	50	8	14	32	46	100	50	12	20	62	6	98	50	8	46	40	4			
Migrant	<>						<>						<>								
All 2008-09	99	222	7	49	30	12	99	222	13	45	38	2	99	222	2	62	33	1			
All 2007-08	100	209	10	47	29	12	99	209	4	30	57	6	100	209	2	46	48	1			
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	113	29	42	23	4	100	113	22	39	34	3	99	113	5	58	32	2
Male	100	107	14	42	27	15	100	108	12	39	33	14	98	108	8	47	36	6
Caucasian	100	124	25	46	20	8	100	124	19	45	28	7	98	124	8	59	27	3
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	65	23	40	24	12	100	65	18	36	33	10	100	65	6	52	35	6
Asian	<>	2	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	100	28	10	25	50	14	100	28	7	21	60	10	100	28	3	25	64	7
ELL	<>	7	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
FRL	100	111	12	40	31	15	100	111	12	33	40	13	98	111	3	43	44	7
SWD	100	52	9	13	40	36	100	52	11	11	46	30	96	52	7	21	53	13
Migrant	<>						<>						<>					
All 2008-09	100	220	22	42	25	10	100	221	17	39	33	9	98	221	6	52	34	4
All 2007-08	99	218	16	51	27	3	99	218	7	34	51	5	100	218	2	54	43	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	124	6	52	40	0	100	124	4	29	62	3	100	124	3	42	50	3
Male	99	102	1	35	51	9	99	102	3	26	62	5	99	102	3	43	45	6
Caucasian	100	145	4	51	41	3	100	145	5	28	64	1	100	145	4	46	47	1
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	98	61	4	36	49	8	98	61	1	31	55	9	98	61	3	36	50	8
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	100	17	5	29	58	5	100	17	5	17	64	11	100	17	0	41	41	17
ELL	100	15	6	46	33	13	100	15	0	40	46	13	100	15	0	20	60	20
FRL	98	98	1	32	58	7	98	98	3	18	70	7	98	98	0	28	64	6
SWD	100	28	3	3	67	25	100	28	0	3	82	14	100	28	0	14	71	14
Migrant	<>						<>						<>					
All 2008-09	99	226	4	44	45	4	99	226	4	28	62	4	99	226	3	42	48	4
All 2007-08	99	219	5	35	47	10	99	219	4	27	59	7	100	219	5	29	56	8
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	120	15	49	33	1	100	120	12	27	50	9	99	120	0	38	55	4
Male	99	107	11	43	41	2	99	107	15	23	49	10	99	107	8	38	50	1
Caucasian	99	140	15	50	31	2	99	140	17	27	46	7	99	140	3	45	50	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	63	11	47	39	1	100	63	9	25	52	12	98	63	4	36	52	4
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	100	22	9	27	59	4	100	22	4	13	63	18	100	22	9	4	77	9
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
FRL	99	109	8	41	46	2	99	109	6	18	61	12	99	109	2	26	64	5
SWD	96	33	12	12	57	15	96	33	6	9	45	36	96	33	3	21	69	3
Migrant	<>						<>						<>					
All 2008-09	99	227	13	46	37	2	99	227	14	25	50	9	99	227	4	38	53	3
All 2007-08	99	199	8	49	33	8	99	199	7	32	50	9	99	199	2	46	39	10
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	92	17	64	18	0	100	92	9	52	34	3	100	92	1	44	47	6
Male	99	111	8	60	26	4	99	111	10	39	45	2	99	111	1	40	52	4
Caucasian	100	123	14	64	19	1	99	123	9	51	36	1	99	123	2	44	48	3
Black	<>						<>						<>					
Hispanic	100	59	10	62	23	3	100	59	13	38	42	5	100	59	0	47	45	6
Asian	<>						<>						<>					
Am Ind	95	21	4	47	38	4	100	21	4	28	61	4	100	21	0	14	71	14
ELL	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
FRL	98	77	5	57	33	2	98	77	6	36	48	7	98	77	1	31	55	10
SWD	96	33	3	18	66	9	96	33	3	3	75	15	96	33	3	6	66	21
Migrant	<>						<>						<>					
All 2008-09	99	203	12	62	22	2	99	203	10	45	40	2	99	203	1	42	50	5
All 2007-08	100	245	2	53	35	8	99	245	4	37	48	8	100	245	0	32	57	9
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	93	3	55	32	8	98	93	2	30	46	20	100	93	0	29	67	3
Male	100	100	7	47	35	11	99	100	8	34	35	22	99	100	1	45	46	7
Caucasian	100	119	5	55	28	10	100	119	6	32	41	19	100	119	0	42	51	5
Black	<>						<>						<>					
Hispanic	100	36	8	55	30	5	100	36	5	47	30	16	100	36	0	44	50	5
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	100	37	2	32	54	10	94	37	0	16	45	32	97	37	0	10	81	5
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	100	58	5	37	43	13	100	58	1	27	37	32	100	58	0	22	67	10
SWD	100	28	3	14	32	50	100	28	3	0	32	64	100	28	0	7	64	28
Migrant	<>						<>						<>					
All 2008-09	100	193	5	51	33	9	98	193	5	32	40	21	99	193	0	37	56	5
All 2007-08	99	224	4	49	39	5	99	224	5	21	47	24	99	223	0	27	68	2
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	13,782,079	64
Instructional Support Services	7,802,086	36
Students	2,359,511	11
Instruction	514,677	2
General Administration	398,914	2
School Administration	1,767,418	8
Central Services	576,267	3
Operations & Maintenance	1,965,316	9
Student Transportation	41,211	<1
Other	178,772	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	21,584,165	

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
Christina Lillywhite	10
E. Wayne Ritter	15
Leonard Tillman	14
Mitch Waggoner	25
Roger Collins	11
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%	5.15%

	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	209	63.2	36.8	4.9
AZTEC HIGH	54	64.8	35.2	6.5
C.V. KOOGLER MIDDLE	44	65.9	34.1	5.1
LYDIA RIPPEY ELEM	36	58.3	41.7	0.0
MCCOY AVENUE ELEM	40	65.0	35.0	0.0
PARK AVENUE ELEM	34	58.8	41.2	0.0
VISTA NUEVA HIGH	4	100.0	0.0	10.0

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 (%)
AZTEC HIGH	***	1						
C.V. KOOGLER MIDDLE	***	1						
Districtwide	64	1	51.6	45.3	0	0	3.1	0
Districtwide	64	2	35.9	50	6.2	3.1	3.1	1.6
Districtwide	65	3	63.1	33.8	3.1	0	0	0
Districtwide	64	4	68.8	26.6	3.1	0	0	1.6
Districtwide	64	5	54.7	40.6	0	0	3.1	1.6
Districtwide	65	6	49.2	35.4	12.3	0	1.5	1.5
Districtwide	65	7	21.5	50.8	12.3	6.2	7.7	1.5
Districtwide	67	8	65.7	28.4	6	0	0	0
Districtwide	65	9	67.7	27.7	1.5	0	1.5	1.5
Districtwide	65	10	60	32.3	4.6	0	0	3.1
LYDIA RIPPEY ELEM	***	1						

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
MCCOY AVENUE ELEM	***	1						
PARK AVENUE ELEM	***	1						
VISTA NUEVA HIGH	***	1						
(blank) = No data available								