



**AYP Summary**

WEST LAS VEGAS PUBLIC SCHOOLS		
Improvement Status: CA		
AYP Rating: AYP Not Met		
	Total Number	%
Schools rated in district	9	100
Schools in Improvement	1	11
Schools in Corrective Action	1	11
Schools in Restructuring	3	33

**Report Contents**

- Student Demographics
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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).

<b>Student Demographics</b>				
	WEST LAS VEGAS PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	816	49.5	160,866	47.0
Male	831	50.5	169,312	49.5
Caucasian	53	3.2	95,406	27.9
African-American	12	0.7	8,670	2.5
Hispanic	1,572	95.4	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	10	0.6	36,449	10.7
English Language Learners	425	25.8	55,866	16.3
Students with Disabilities	209	12.7	45,346	13.3
Free/Reduced Lunch Program	1,647	100.0	203,946	59.6
Migrant	1	0.1	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
DON CECILIO MTZ ELEM	Met	Progressing	LUIS E. ARMIJO ELEM	Met	Progressing
TONY SERNA JR. ELEM	Not Met	SI-1	UNION ELEMENTARY	Met	Progressing
VALLEY ELEMENTARY	Not Met	Progressing	VALLEY MIDDLE	Not Met	R-1
W LAS VEGAS HIGH	Not Met	R-1	W LAS VEGAS MIDDLE	Not Met	R-2
WLV FAMILY PARTNERSH	Not Met	CA			

## AYP by Subgroup

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

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	60.2	54.5	<>	61.4	<>	<>	60.2	51.9	16.2
Districtwide-Grades 6-8	Reading Proficiency	57	45.2	31.2	<>	46.0	<>	<>	45.5	31.0	9.8
Districtwide-Grade 11	Reading Proficiency	60	46.7	<>	<>	47.1	<>	<>	46.7	44.9	18.2
DON CECILIO MTZ ELEM	Reading Proficiency	63	62.5	<>	<>	63.0	<>	<>	62.5	60.6	<>
TONY SERNA JR. ELEM	Reading Proficiency	63	50.9	<>	<>	51.4	<>	<>	50.9	44.0	<>
UNION ELEMENTARY	Reading Proficiency	63	75.9	<>	<>	81.2	<>	<>	75.9	<>	<>
VALLEY ELEMENTARY	Reading Proficiency	63	59.6	<>	<>	59.6	<>	<>	59.6	<>	<>
VALLEY MIDDLE	Reading Proficiency	57	27.9	<>	<>	28.1	<>	<>	27.9	0	<>
W LAS VEGAS HIGH	Reading Proficiency	60	51.4	<>	<>	51.4	<>	<>	51.4	50.0	23.5
W LAS VEGAS MIDDLE	Reading Proficiency	57	51.1	<>	<>	51.7	<>	<>	51.3	38.1	6.7
WLV FAMILY PARTNERSH	Reading Proficiency	60	14.3	<>	<>	15.4	<>	<>	14.3	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	42.6	54.5	<>	42.2	<>	<>	42.6	37.7	10.8
Districtwide-Grades 6-8	Math Proficiency	41	23.9	20.0	<>	24.3	<>	<>	23.9	12.8	2.4
Districtwide-Grade 11	Math Proficiency	46	15.6	<>	<>	16.0	<>	<>	15.6	20.4	9.1
DON CECILIO MTZ ELEM	Math Proficiency	50	45.5	<>	<>	45.4	<>	<>	45.5	51.5	<>
TONY SERNA JR. ELEM	Math Proficiency	50	30.9	<>	<>	29.5	<>	<>	30.9	24.0	<>
UNION ELEMENTARY	Math Proficiency	50	70.4	<>	<>	75.0	<>	<>	70.4	<>	<>
VALLEY ELEMENTARY	Math Proficiency	50	29.8	<>	<>	29.8	<>	<>	29.8	<>	<>
VALLEY MIDDLE	Math Proficiency	41	13.1	<>	<>	14.0	<>	<>	13.1	0	<>
W LAS VEGAS HIGH	Math Proficiency	46	17.1	<>	<>	17.4	<>	<>	17.1	22.7	11.8
W LAS VEGAS MIDDLE	Math Proficiency	41	28.4	<>	<>	28.5	<>	<>	28.3	16.3	3.3
WLV FAMILY PARTNERSH	Math Proficiency	43	0	<>	<>	0	<>	<>	0	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.9	92.5	97.6	95.2	<>	62.5	94.9	95.2	92.2
Districtwide-Grades 6-8	Attendance Rate	92	94.9	92.5	97.6	95.2	<>	62.5	94.9	95.2	92.2
DON CECILIO MTZ ELEM	Attendance Rate	92	95.6	95.1	<>	95.6	<>	<>	95.6	95.5	94.3
TONY SERNA JR. ELEM	Attendance Rate	92	93.4	92.7	96.2	93.4	<>	<>	93.4	93.1	90.0
UNION ELEMENTARY	Attendance Rate	92	93.4	87.6	80.5	93.9	<>	96.6	93.4	93.9	93.5
VALLEY ELEMENTARY	Attendance Rate	92	93.6	<>	<>	93.6	<>	<>	93.6	93.4	92.0
VALLEY MIDDLE	Attendance Rate	92	94.8	89.6	97.5	95.0	<>	<>	94.8	95.4	96.2
W LAS VEGAS MIDDLE	Attendance Rate	92	95.6	90.2	99.0	95.7	<>	<>	95.6	95.2	92.4

## 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 %
All Students	Graduation Rate	52	73.6	71.1	<>	74.3	<>	<>	77.0	73.9	73.4
W LAS VEGAS HIGH	Graduation Rate	52	76.4	<>	<>	76.9	<>	<>	79.0	76.5	79.8
WLV FAMILY PARTNERSH	Graduation Rate	52	62.4	<>	<>	58.3	<>	<>	63.9	58.7	<>

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

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

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

# Rounds to zero

### NAEP Participation Rates

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

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

## Assessment Summary by Grade

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

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	60	8	60	18	13	100	60	10	33	46	10	100	60	13	71	13	1			
Male	100	55	7	52	20	20	100	55	9	41	40	9	100	55	20	65	14	0			
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	113	7	57	17	16	100	113	9	37	43	9	100	113	16	68	14	0			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	100	63	4	63	17	14	100	63	6	39	44	9	100	63	11	69	17	1			
FRL	100	115	7	56	19	16	100	115	9	37	43	9	100	115	16	68	13	0			
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	115	7	56	19	16	100	115	9	37	43	9	100	115	16	68	13	0			
All 2007-08	100	92	20	61	11	5	100	92	14	53	30	2	100	92	25	65	7	2			
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	55	12	60	21	5	98	55	12	38	43	3	100	55	0	63	34	1			
Male	97	38	13	55	21	7	97	38	21	28	34	13	100	38	5	60	28	5			
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	86	12	59	23	4	97	86	15	33	40	8	100	86	2	61	32	3			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	42	4	52	38	4	95	42	9	28	42	14	100	42	2	45	50	2			
FRL	98	93	12	58	21	6	97	93	16	34	39	7	100	93	2	62	32	3			
SWD	90	11	9	18	18	45	81	11	9	0	45	27	100	11	9	27	36	27			
Migrant	<>						<>						<>								
All 2008-09	98	93	12	58	21	6	97	93	16	34	39	7	100	93	2	62	32	3			
All 2007-08	100	124	8	37	37	15	100	124	3	29	53	13	99	124	1	46	44	6			
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	41	9	46	39	4	100	41	4	29	53	12	100	41	0	43	43	12	
Male	100	75	2	40	48	9	100	75	6	24	49	20	100	75	1	42	50	5	
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	109	5	43	44	7	100	109	6	25	51	16	100	109	0	44	47	7	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	49	0	26	55	18	100	49	8	18	46	26	100	49	2	32	53	12	
FRL	100	116	5	42	44	7	100	116	6	25	50	17	100	116	0	43	48	7	
SWD	100	17	0	0	58	41	100	17	0	5	41	52	100	17	0	5	58	35	
Migrant	<>						<>						<>						
All 2008-09	100	116	5	42	44	7	100	116	6	25	50	17	100	116	0	43	48	7	
All 2007-08	100	119	6	52	27	13	100	119	5	27	52	14	100	119	0	47	47	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	100	55	0	27	56	16	100	55	0	29	52	18	100	55	0	23	63	12	
Male	96	65	1	27	50	16	100	64	3	17	54	25	100	64	1	26	53	18	
Caucasian	<>	6	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	99	113	0	26	54	16	100	113	1	23	53	22	100	113	0	24	58	15	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	97	48	0	8	58	31	100	47	0	6	55	38	100	47	0	6	65	27	
FRL	98	120	0	27	53	16	100	119	1	22	53	21	100	119	0	25	57	15	
SWD	100	15	6	6	33	53	100	15	6	0	33	60	100	15	0	13	33	53	
Migrant	<>						<>						<>						
All 2008-09	98	120	0	27	53	16	100	119	1	22	53	21	100	119	0	25	57	15	
All 2007-08	98	120	5	34	46	12	97	120	0	15	66	15	97	119	0	16	63	17	
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	57	5	49	42	3	100	57	0	14	63	22	100	57	3	21	63	12	
Male	98	62	8	33	46	9	98	62	3	11	51	32	96	62	1	29	54	11	
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	99	111	7	42	43	6	99	111	1	12	55	28	98	111	1	27	57	11	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	50	4	34	52	10	100	50	2	6	54	38	98	50	0	24	54	20	
FRL	99	119	6	41	44	6	99	119	1	12	57	27	98	119	2	25	58	11	
SWD	92	14	0	0	42	50	92	14	0	0	28	64	85	14	0	0	14	71	
Migrant	<>						<>						<>						
All 2008-09	99	119	6	41	44	6	99	119	1	12	57	27	98	119	2	25	58	11	
All 2007-08	100	121	2	41	46	9	98	121	1	7	62	26	98	121	0	18	56	23	
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	71	2	63	26	7	100	71	1	36	50	11	100	71	0	11	76	12	
Male	98	51	3	45	35	13	100	51	5	19	54	19	100	51	0	15	68	15	
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	117	3	57	29	9	100	117	3	29	52	14	100	117	0	12	73	13	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	97	44	0	47	34	15	100	44	0	25	50	25	100	44	0	4	70	25	
FRL	99	117	3	57	29	8	100	117	3	29	52	13	100	117	0	12	74	12	
SWD	100	12	0	16	41	41	100	12	0	0	33	66	100	12	0	0	41	58	
Migrant	<>						<>						<>						
All 2008-09	99	122	3	55	30	9	100	122	3	29	52	14	100	122	0	13	72	13	
All 2007-08	100	132	1	55	34	8	97	132	0	21	61	14	99	132	0	8	69	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	95	67	2	40	40	11	95	67	5	7	40	40	94	67	1	14	68	8
Male	92	55	10	40	30	10	92	55	0	18	30	41	89	55	0	16	58	14
Caucasian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	94	119	6	40	36	11	94	119	3	12	36	41	92	119	0	15	63	11
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	97	49	12	32	34	18	93	49	6	14	26	46	93	49	2	14	57	20
FRL	94	122	6	40	36	11	94	122	3	12	36	40	91	122	0	15	63	11
SWD	77	22	9	9	27	31	77	22	4	4	9	50	68	22	4	0	31	31
Migrant	<>						<>						<>					
All 2008-09	94	122	6	40	36	11	94	122	3	12	36	40	91	122	0	15	63	11
All 2007-08	97	152	1	30	51	12	96	152	1	9	39	46	93	152	0	14	69	9
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>6,360,956</b>	<b>48</b>
<b>Instructional Support Services</b>	<b>7,008,528</b>	<b>52</b>
Students	1,404,228	11
Instruction	585,196	4
General Administration	653,952	5
School Administration	999,845	7
Central Services	502,962	4
Operations & Maintenance	2,731,179	20
Student Transportation	121,389	1
Other	9,777	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>0</b>
Food Services	0	0
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>13,369,484</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
Caroline Lopez	11
Christine Ludi	34
David Romero	17
Gary Gold	19
Kenny Lujan	21

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%	1.40%
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	121	75.2	24.0	8.6
DON CECILIO MTZ ELEM	16	87.5	12.5	3.7
LUIS E. ARMIJO ELEM	12	91.7	8.3	9.5
TONY SERNA JR. ELEM	16	81.2	18.8	9.5
UNION ELEMENTARY	8	87.5	12.5	0.0
VALLEY ELEMENTARY	8	87.5	12.5	11.1
VALLEY MIDDLE	4	75.0	25.0	0.0
W LAS VEGAS HIGH	34	64.7	35.3	1.4
W LAS VEGAS MIDDLE	26	69.2	26.9	5.6
WLV FAMILY PARTNERSH	7	85.7	14.3	44.8

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	41	1	36.6	61	2.4	0	0	0
Districtwide	41	2	14.6	56.1	19.5	7.3	2.4	0
Districtwide	41	3	53.7	46.3	0	0	0	0
Districtwide	41	4	58.5	36.6	2.4	2.4	0	0
Districtwide	41	5	29.3	53.7	7.3	0	9.8	0
Districtwide	41	6	31.7	53.7	2.4	9.8	2.4	0
Districtwide	41	7	29.3	46.3	17.1	2.4	2.4	2.4
Districtwide	41	8	46.3	46.3	4.9	2.4	0	0
Districtwide	41	9	48.8	36.6	4.9	2.4	4.9	2.4
Districtwide	41	10	41.5	56.1	2.4	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
DON CECILIO MTZ ELEM	3	1	33.3	66.7	0	0	0	0
DON CECILIO MTZ ELEM	3	2	0	66.7	0	33.3	0	0
DON CECILIO MTZ ELEM	3	3	66.7	33.3	0	0	0	0
DON CECILIO MTZ ELEM	3	4	33.3	66.7	0	0	0	0
DON CECILIO MTZ ELEM	3	5	33.3	66.7	0	0	0	0
DON CECILIO MTZ ELEM	3	6	33.3	66.7	0	0	0	0
DON CECILIO MTZ ELEM	3	7	33.3	66.7	0	0	0	0
DON CECILIO MTZ ELEM	3	8	66.7	33.3	0	0	0	0
DON CECILIO MTZ ELEM	3	9	66.7	33.3	0	0	0	0
DON CECILIO MTZ ELEM	3	10	66.7	33.3	0	0	0	0
LUIS E. ARMIJO ELEM	1	1	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	2	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	3	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	4	0	0	100	0	0	0
LUIS E. ARMIJO ELEM	1	5	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	6	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	7	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	8	100	0	0	0	0	0
LUIS E. ARMIJO ELEM	1	9	0	100	0	0	0	0
LUIS E. ARMIJO ELEM	1	10	0	100	0	0	0	0
TONY SERNA JR. ELEM	***	1						
UNION ELEMENTARY	3	1	33.3	66.7	0	0	0	0
UNION ELEMENTARY	3	2	0	0	100	0	0	0
UNION ELEMENTARY	3	3	100	0	0	0	0	0
UNION ELEMENTARY	3	4	100	0	0	0	0	0
UNION ELEMENTARY	3	5	33.3	33.3	0	0	33.3	0
UNION ELEMENTARY	3	6	100	0	0	0	0	0
UNION ELEMENTARY	3	7	0	100	0	0	0	0
UNION ELEMENTARY	3	8	100	0	0	0	0	0
UNION ELEMENTARY	3	9	66.7	0	0	0	33.3	0
UNION ELEMENTARY	3	10	100	0	0	0	0	0
VALLEY ELEMENTARY	***	1						
VALLEY MIDDLE	***	1						
W LAS VEGAS HIGH	8	1	37.5	62.5	0	0	0	0
W LAS VEGAS HIGH	8	2	37.5	50	0	0	12.5	0
W LAS VEGAS HIGH	8	3	50	50	0	0	0	0
W LAS VEGAS HIGH	8	4	37.5	50	0	12.5	0	0
W LAS VEGAS HIGH	8	5	25	50	12.5	0	12.5	0
W LAS VEGAS HIGH	8	6	50	25	0	12.5	12.5	0
W LAS VEGAS HIGH	8	7	25	75	0	0	0	0
W LAS VEGAS HIGH	8	8	12.5	62.5	12.5	12.5	0	0
W LAS VEGAS HIGH	8	9	25	50	12.5	12.5	0	0
W LAS VEGAS HIGH	8	10	25	75	0	0	0	0
W LAS VEGAS MIDDLE	3	1	33.3	66.7	0	0	0	0
W LAS VEGAS MIDDLE	3	2	33.3	33.3	0	33.3	0	0
W LAS VEGAS MIDDLE	3	3	100	0	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
W LAS VEGAS MIDDLE	3	4	33.3	66.7	0	0	0	0
W LAS VEGAS MIDDLE	3	5	33.3	33.3	33.3	0	0	0
W LAS VEGAS MIDDLE	3	6	33.3	33.3	0	33.3	0	0
W LAS VEGAS MIDDLE	3	7	33.3	0	66.7	0	0	0
W LAS VEGAS MIDDLE	3	8	33.3	66.7	0	0	0	0
W LAS VEGAS MIDDLE	3	9	33.3	33.3	0	0	33.3	0
W LAS VEGAS MIDDLE	3	10	66.7	33.3	0	0	0	0
WLV FAMILY PARTNERSH	2	1	0	100	0	0	0	0
WLV FAMILY PARTNERSH	2	2	0	100	0	0	0	0
WLV FAMILY PARTNERSH	2	3	0	100	0	0	0	0
WLV FAMILY PARTNERSH	2	4	50	50	0	0	0	0
WLV FAMILY PARTNERSH	2	5	0	50	50	0	0	0
WLV FAMILY PARTNERSH	2	6	0	50	50	0	0	0
WLV FAMILY PARTNERSH	2	7	50	50	0	0	0	0
WLV FAMILY PARTNERSH	2	8	50	50	0	0	0	0
WLV FAMILY PARTNERSH	2	9	50	50	0	0	0	0
WLV FAMILY PARTNERSH	2	10	0	100	0	0	0	0
(blank) = No data available								