



**AYP Summary**

T OR C MUNICIPAL SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	1	20
Schools in Corrective Action	1	20
Schools in Restructuring	2	40

**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).

<b>Student Demographics</b>				
	T OR C MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	720	48.0	160,866	47.0
Male	781	52.0	169,312	49.5
Caucasian	725	48.3	95,406	27.9
African-American	14	0.9	8,670	2.5
Hispanic	748	49.8	185,147	54.1
Asian/Pacific Islander	2	0.1	4,506	1.3
American Indian	12	0.8	36,449	10.7
English Language Learners	200	13.3	55,866	16.3
Students with Disabilities	283	18.9	45,346	13.3
Free/Reduced Lunch Program	1,085	72.3	203,946	59.6
Migrant	33	2.2	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
ARREY ELEMENTARY	Not Met	Progressing	HOT SPRINGS HIGH	Not Met	R-2
SIERRA ELEMENTARY	Not Met	CA	T OR C ELEMENTARY	Met	SI-2 delay
T OR C MIDDLE	Not Met	R-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	56.8	64.2	<>	51.3	<>	<>	55.4	38.8	16.9
Districtwide-Grades 6-8	Reading Proficiency	57	53.5	62.8	<>	43.5	<>	<>	48.7	16.7	14.5
Districtwide-Grade 11	Reading Proficiency	60	59.2	73.3	<>	37.5	<>	<>	55.4	<>	<>
ARREY ELEMENTARY	Reading Proficiency	63	52.7	<>	<>	51.9	<>	<>	52.7	32.4	<>
HOT SPRINGS HIGH	Reading Proficiency	60	59.2	73.3	<>	37.5	<>	<>	55.4	<>	<>
SIERRA ELEMENTARY	Reading Proficiency	63	57.7	62.7	<>	50.0	<>	<>	55.1	<>	20.0
T OR C ELEMENTARY	Reading Proficiency	63	57.5	67.4	<>	52.8	<>	<>	57.5	<>	16.7
T OR C MIDDLE	Reading Proficiency	57	53.5	62.8	<>	43.5	<>	<>	48.7	16.7	14.5
Districtwide-Grades 3-5	Math Proficiency	50	46.4	54.3	<>	38.6	<>	<>	46.0	28.6	20.3
Districtwide-Grades 6-8	Math Proficiency	41	27.4	31.1	<>	23.6	<>	<>	21.1	8.3	7.3
Districtwide-Grade 11	Math Proficiency	46	29.1	40.0	<>	12.5	<>	<>	24.6	<>	<>
ARREY ELEMENTARY	Math Proficiency	50	27.3	<>	<>	26.9	<>	<>	27.3	17.6	<>
HOT SPRINGS HIGH	Math Proficiency	46	29.1	40.0	<>	12.5	<>	<>	24.6	<>	<>
SIERRA ELEMENTARY	Math Proficiency	50	39.4	44.1	<>	31.4	<>	<>	36.8	<>	13.3
T OR C ELEMENTARY	Math Proficiency	50	72.4	78.3	<>	69.4	<>	<>	72.4	<>	38.9
T OR C MIDDLE	Math Proficiency	41	27.4	31.1	<>	23.6	<>	<>	21.1	8.3	7.3
Districtwide-Grades 3-5	Attendance Rate	92	94.8	94.4	91.7	95.1	<>	98.0	94.4	95.6	94.5
Districtwide-Grades 6-8	Attendance Rate	92	94.8	94.4	91.7	95.1	<>	98.0	94.4	95.6	94.5
ARREY ELEMENTARY	Attendance Rate	92	97.2	96.6	<>	97.2	<>	<>	97.2	97.6	97.2
SIERRA ELEMENTARY	Attendance Rate	92	94.7	94.7	93.9	94.7	<>	<>	94.4	93.2	93.8
T OR C ELEMENTARY	Attendance Rate	92	94.2	94.3	96.8	94.1	<>	93.8	94.0	96.6	93.5
T OR C MIDDLE	Attendance Rate	92	94.8	94.4	91.7	95.1	<>	98.0	94.4	95.6	94.5
All Students	Graduation Rate	52	54.1	49.9	<>	58.1	<>	<>	71.4	63.1	49.5
HOT SPRINGS HIGH	Graduation Rate	52	60.5	58.1	<>	62.2	<>	<>	73.1	63.0	56.7

## 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	54	5	55	18	20	100	54	5	59	31	3	100	54	7	70	22	0	
Male	100	51	7	41	29	21	100	51	11	56	27	3	100	51	13	68	15	1	
Caucasian	100	47	10	55	19	14	100	47	12	63	21	2	100	47	14	80	2	2	
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Hispanic	100	53	3	47	22	26	100	53	5	54	33	5	100	53	7	60	32	0	
Asian	<>						<>						<>						
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	19	0	31	31	36	100	19	0	47	47	5	100	19	0	52	47	0	
FRL	100	105	6	48	23	20	100	105	8	58	29	3	100	105	10	69	19	0	
SWD	100	23	4	13	21	60	100	23	8	26	52	13	100	23	0	65	30	4	
Migrant	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
All 2008-09	100	105	6	48	23	20	100	105	8	58	29	3	100	105	10	69	19	0	
All 2007-08	100	112	4	43	33	17	100	112	0	27	60	10	100	113	7	77	14	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	52	9	55	19	15	100	52	9	30	50	9	100	51	0	56	39	3	
Male	100	64	6	35	42	15	100	64	7	18	60	12	100	63	1	44	52	1	
Caucasian	100	48	8	47	31	12	100	48	8	33	47	10	100	47	2	61	34	2	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	100	67	7	43	31	17	100	67	8	17	61	11	100	66	0	42	54	3	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	21	0	38	38	23	100	21	0	14	61	23	100	20	0	20	70	10	
FRL	100	92	6	44	31	17	100	92	8	21	56	13	100	90	1	44	51	3	
SWD	100	18	0	11	22	66	100	18	0	0	61	38	100	18	0	22	72	5	
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
All 2008-09	100	116	7	44	31	15	100	116	8	24	56	11	100	114	0	50	46	2	
All 2007-08	100	94	5	39	32	22	97	94	1	24	61	10	100	94	0	54	43	2	
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	47	10	57	29	2	100	47	8	31	53	6	100	47	2	44	51	2
Male	100	49	14	44	26	14	97	49	6	34	42	14	100	49	4	48	40	6
Caucasian	100	56	16	53	26	3	98	56	7	39	44	7	100	56	3	46	50	0
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	38	7	44	31	15	100	38	7	21	55	15	100	38	2	47	39	10
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
FRL	100	81	11	49	29	9	100	81	4	32	50	12	100	81	3	44	46	4
SWD	100	18	5	16	44	33	100	18	11	11	38	38	100	18	0	16	72	11
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
All 2008-09	100	96	12	51	28	8	98	96	7	33	47	10	100	96	3	46	45	4
All 2007-08	100	106	4	51	40	2	100	106	2	33	53	10	100	106	0	41	56	1
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	52	3	40	51	3	100	52	0	19	71	9	100	52	0	23	63	13
Male	100	57	1	40	36	21	100	57	3	17	68	10	100	57	0	35	54	10
Caucasian	100	63	3	49	41	6	100	63	3	19	69	7	100	63	0	34	58	6
Black	<>						<>						<>					
Hispanic	100	44	2	25	50	22	100	44	0	15	70	13	100	44	0	20	59	20
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	10	0	10	60	30	100	10	0	10	90	0	100	10	0	10	60	30
FRL	100	79	2	41	43	12	100	79	1	18	69	10	100	79	0	26	60	12
SWD	100	16	0	6	37	56	100	16	0	0	75	25	100	16	0	0	62	37
Migrant	<>						<>						<>					
All 2008-09	100	109	2	40	44	12	100	109	1	18	69	10	100	109	0	29	58	11
All 2007-08	97	97	2	23	55	16	100	97	1	21	64	12	100	97	1	20	64	13
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	38	10	42	34	13	100	38	5	21	55	18	100	38	0	47	39	13
Male	100	64	10	46	35	6	100	64	7	25	51	15	100	64	4	53	29	12
Caucasian	100	47	17	51	27	4	100	47	10	27	53	8	100	47	4	61	25	8
Black	<>						<>						<>					
Hispanic	100	55	5	40	41	12	100	55	3	20	52	23	100	55	1	41	40	16
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	11	0	18	63	18	100	11	0	9	36	54	100	11	0	27	45	27
FRL	100	76	7	44	35	11	100	76	2	19	56	21	100	76	0	50	34	15
SWD	100	17	0	17	47	35	100	17	0	11	52	35	100	17	0	23	41	35
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	102	10	45	35	8	100	102	6	23	52	16	100	102	2	50	33	12
All 2007-08	100	117	0	41	41	15	100	117	0	11	62	25	100	116	0	38	49	12
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	54	3	59	31	5	100	54	5	27	61	5	100	54	0	29	62	7
Male	100	64	1	57	28	12	98	64	1	28	59	9	98	64	0	35	50	12
Caucasian	100	54	1	68	22	7	100	54	3	31	61	3	100	54	0	44	50	5
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	62	3	50	35	11	98	62	3	25	59	9	98	62	0	24	59	14
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	15	0	20	66	13	100	15	0	6	66	26	100	15	0	6	66	26
FRL	100	77	1	48	37	12	98	77	2	18	67	10	98	77	0	23	59	15
SWD	100	22	0	18	54	27	100	22	0	9	68	22	100	22	0	4	72	22
Migrant	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
All 2008-09	100	118	2	58	29	9	99	118	3	27	60	7	99	118	0	33	55	10
All 2007-08	100	113	7	66	21	4	100	113	3	34	57	4	100	113	0	25	63	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	62	9	56	29	4	98	62	4	30	40	22	100	62	3	38	51	6
Male	100	41	0	48	46	4	100	41	7	12	53	26	100	41	0	29	65	4
Caucasian	100	60	8	65	21	5	98	60	6	33	41	16	100	60	3	46	46	3
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	40	2	35	57	5	100	40	5	7	52	35	100	40	0	17	72	10
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
FRL	100	65	6	49	36	7	98	65	4	20	44	29	100	65	1	30	60	7
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	103	5	53	35	4	99	103	5	23	45	24	100	103	1	34	57	5
All 2007-08	98	102	1	33	52	9	99	102	0	11	56	30	99	101	0	32	61	4
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>7,213,925</b>	<b>62</b>
<b>Instructional Support Services</b>	<b>3,841,175</b>	<b>33</b>
Students	1,500,295	13
Instruction	152,440	1
General Administration	416,471	4
School Administration	683,810	6
Central Services	324,715	3
Operations & Maintenance	749,708	6
Student Transportation	2,000	<1
Other	11,736	<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>490,540</b>	<b>4</b>
<b>Total Expenditures</b>	<b>11,545,640</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
Ann Filosa	14
Cathy Vickers	9
Louis Schwab	7
Lydia Bamonte	7
Paul Tooley	5

Source: 2008-09 New Mexico School Board Association Annual Report.

## Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	103	66.0	31.1	0.0
ARREY ELEMENTARY	14	78.6	21.4	0.0
HOT SPRINGS HIGH	27	59.3	37.0	0.0
SIERRA ELEMENTARY	12	66.7	33.3	0.0
T OR C ELEMENTARY	28	67.9	28.6	0.0
T OR C MIDDLE	25	64.0	32.0	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 (%)
ARREY ELEMENTARY	***	1						
Districtwide	***	1						
HOT SPRINGS HIGH	***	1						
SIERRA ELEMENTARY	***	1						
T OR C ELEMENTARY	***	1						
T OR C MIDDLE	***	1						

(blank) = No data available