



**AYP Summary**

CLAYTON MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	4	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**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>				
	CLAYTON MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	281	46.8	160,866	47.0
Male	320	53.2	169,312	49.5
Caucasian	299	49.8	95,406	27.9
African-American	5	0.8	8,670	2.5
Hispanic	289	48.1	185,147	54.1
Asian/Pacific Islander	3	0.5	4,506	1.3
American Indian	5	0.8	36,449	10.7
English Language Learners	1	0.2	55,866	16.3
Students with Disabilities	93	15.5	45,346	13.3
Free/Reduced Lunch Program	347	57.7	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
ALVIS ELEMENTARY	Not Met	Progressing	CLAYTON HIGH	Met	Progressing
CLAYTON JUNIOR HIGH	Met	Progressing	KISER ELEMENTARY	Met	Progressing

## 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	69.6	87.5	<>	50.0	<>	<>	56.3	<>	46.7
Districtwide-Grades 6-8	Reading Proficiency	57	69.6	85.5	<>	55.6	<>	<>	59.5	<>	20.0
Districtwide-Grade 11	Reading Proficiency	60	66.7	76.2	<>	53.3	<>	<>	61.5	<>	<>
ALVIS ELEMENTARY	Reading Proficiency	63	65.3	91.2	<>	38.2	<>	<>	47.8	<>	<>
CLAYTON HIGH	Reading Proficiency	60	66.7	76.2	<>	53.3	<>	<>	61.5	<>	<>
CLAYTON JUNIOR HIGH	Reading Proficiency	60	71.3	85.0	<>	58.7	<>	<>	62.5	<>	<>
KISER ELEMENTARY	Reading Proficiency	59	71.6	84.1	<>	59.1	<>	<>	62.7	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	76.8	85.7	<>	65.4	<>	<>	70.4	<>	53.3
Districtwide-Grades 6-8	Math Proficiency	41	56.3	66.1	<>	47.2	<>	<>	44.6	<>	20.0
Districtwide-Grade 11	Math Proficiency	46	36.1	47.6	<>	20.0	<>	<>	23.1	<>	<>
ALVIS ELEMENTARY	Math Proficiency	50	83.3	91.2	<>	73.5	<>	<>	78.3	<>	<>
CLAYTON HIGH	Math Proficiency	46	36.1	47.6	<>	20.0	<>	<>	23.1	<>	<>
CLAYTON JUNIOR HIGH	Math Proficiency	41	48.3	57.5	<>	39.1	<>	<>	37.5	<>	<>
KISER ELEMENTARY	Math Proficiency	47	68.2	79.5	<>	56.8	<>	<>	56.9	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.8	95.1	87.5	94.5	97.1	99.6	94.1	96.7	94.8
Districtwide-Grades 6-8	Attendance Rate	92	94.8	95.1	87.5	94.5	<>	<>	94.1	96.7	94.8
ALVIS ELEMENTARY	Attendance Rate	92	94.8	95.2	92.5	94.4	93.3	99.6	94.5	<>	94.2
CLAYTON JUNIOR HIGH	Attendance Rate	92	94.8	95.2	87.5	94.5	<>	<>	94.0	96.7	94.6
KISER ELEMENTARY	Attendance Rate	92	95.6	95.6	<>	95.5	<>	<>	95.3	NDA	96.0
All Students	Graduation Rate	52	94.3	<>	<>	90.3	<>	<>	<>	<>	<>
CLAYTON HIGH	Graduation Rate	52	94.3	<>	<>	90.3	<>	<>	<>	<>	<>

## 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	24	8	54	16	20	100	24	20	54	20	4	100	24	20	66	12	0			
Male	100	13	0	61	38	0	100	13	15	69	15	0	100	13	15	84	0	0			
Caucasian	100	20	10	80	5	5	100	20	35	55	10	0	100	20	35	60	5	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	16	0	25	50	25	100	16	0	62	31	6	100	16	0	87	12	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	<>						<>						<>								
FRL	100	24	8	37	33	20	100	24	25	45	25	4	100	24	16	70	12	0			
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	37	5	56	24	13	100	37	18	59	18	2	100	37	18	72	8	0			
All 2007-08	100	31	16	64	0	19	96	31	9	61	22	3	100	31	19	70	6	3			
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	13	23	61	15	0	100	13	38	53	7	0	100	13	0	76	23	0			
Male	100	22	31	27	22	18	100	22	36	50	9	4	100	22	4	72	18	4			
Caucasian	100	14	50	42	7	0	100	14	50	42	7	0	100	14	1	99	0	0			
Black	<>						<>						<>								
Hispanic	100	18	11	38	33	16	100	18	22	61	11	5	100	18	0	55	38	5			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
ELL	<>						<>						<>								
FRL	100	22	13	36	31	18	100	22	27	59	9	4	100	22	4	59	31	4			
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	35	28	40	20	11	100	35	37	51	8	2	100	35	2	74	20	2			
All 2007-08	100	36	8	47	36	8	100	36	11	72	16	0	100	36	0	77	22	0			
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	14	7	71	21	0	100	14	7	57	35	0	100	14	0	64	35	0
Male	100	26	3	73	15	7	100	26	15	50	34	0	100	26	3	69	26	0
Caucasian	100	22	9	72	9	9	100	22	18	59	22	0	100	22	4	81	13	0
Black	<>						<>						<>					
Hispanic	100	18	0	72	27	0	100	18	5	44	50	0	100	18	0	50	50	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	25	4	68	20	8	100	25	4	52	44	0	100	25	0	52	48	0
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	40	5	72	17	5	100	40	12	52	35	0	100	40	2	67	30	0
All 2007-08	100	42	16	61	19	2	100	42	21	45	33	0	100	43	4	58	37	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	28	14	67	17	0	100	28	25	53	21	0	100	28	3	50	46	0
Male	100	20	0	45	50	5	100	20	15	45	35	5	100	20	0	25	65	10
Caucasian	100	22	4	81	13	0	100	22	22	59	18	0	100	22	0	50	50	0
Black	<>						<>						<>					
Hispanic	100	26	11	38	46	3	100	26	19	42	34	3	100	26	3	30	57	7
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	26	7	46	42	3	100	26	11	46	38	3	100	26	0	34	57	7
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	48	8	58	31	2	100	48	20	50	27	2	100	48	2	39	54	4
All 2007-08	100	39	7	38	48	5	100	39	5	30	58	5	100	39	0	48	46	5
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

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

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	19	5	52	42	0	100	19	5	36	52	5	100	19	0	52	47	0
Male	100	22	9	54	27	9	100	22	13	36	40	9	100	22	0	50	50	0
Caucasian	100	22	13	63	18	4	100	22	13	45	31	9	100	22	0	68	31	0
Black	<>						<>						<>					
Hispanic	100	19	0	42	52	5	100	19	5	26	63	5	100	19	0	31	68	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	22	4	40	54	0	100	22	13	18	54	13	100	22	0	36	63	0
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	41	7	53	34	4	100	41	9	36	46	7	100	41	0	51	48	0
All 2007-08	100	37	5	56	29	8	100	37	5	37	48	8	100	37	0	40	51	8
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	22	4	81	13	0	100	22	0	59	31	9	100	22	0	31	59	9
Male	100	24	4	70	20	4	100	24	0	41	50	8	100	24	0	37	58	4
Caucasian	100	18	11	83	5	0	100	18	0	55	38	5	100	18	0	55	38	5
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	27	0	70	25	3	100	27	0	44	44	11	100	27	0	22	70	7
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	26	0	76	19	3	100	26	0	42	46	11	100	26	0	15	73	11
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	46	4	76	17	2	100	46	0	50	41	8	100	46	0	34	58	6
All 2007-08	97	46	4	41	41	10	100	46	2	34	50	13	100	46	0	21	58	19
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	18	0	72	27	0	100	18	16	11	61	11	100	18	0	27	72	0
Male	100	18	5	55	22	16	100	18	16	27	38	16	100	18	0	38	61	0
Caucasian	100	21	4	71	23	0	100	21	28	19	42	9	100	21	0	42	57	0
Black	<>						<>						<>					
Hispanic	100	15	0	53	26	20	100	15	0	20	60	20	100	15	0	20	80	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	13	0	61	30	7	100	13	0	23	61	15	100	13	0	15	84	0
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	36	2	63	25	8	100	36	16	19	50	13	100	36	0	33	66	0
All 2007-08	97	41	4	65	21	4	97	41	12	39	41	4	97	41	0	48	46	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	%
<b>Direct Instruction</b>	<b>3,437,114</b>	<b>58</b>
<b>Instructional Support Services</b>	<b>2,421,526</b>	<b>41</b>
Students	259,194	4
Instruction	119,206	2
General Administration	250,466	4
School Administration	728,271	12
Central Services	176,260	3
Operations & Maintenance	880,736	15
Student Transportation	0	0
Other	7,393	<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>90,000</b>	<b>2</b>
<b>Total Expenditures</b>	<b>5,948,640</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
Andrea Naranjo	4
Bill Birdwell	8
Billy Deano Arellano	5
Janae Vandiver	8
Lorenzo Montoya	13
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	47	59.6	40.4	0.0
ALVIS ELEMENTARY	20	65.0	35.0	0.0
CLAYTON HIGH	19	63.2	36.8	0.0
CLAYTON JUNIOR HIGH	11	81.8	18.2	0.0
KISER ELEMENTARY	7	57.1	42.9	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 (%)
ALVIS ELEMENTARY	36	1	61.1	38.9	0	0	0	0
ALVIS ELEMENTARY	36	2	44.4	41.7	11.1	2.8	0	0
ALVIS ELEMENTARY	36	3	66.7	33.3	0	0	0	0
ALVIS ELEMENTARY	36	4	69.4	25	5.6	0	0	0
ALVIS ELEMENTARY	36	5	58.3	33.3	2.8	0	5.6	0
ALVIS ELEMENTARY	36	6	52.8	36.1	8.3	2.8	0	0
ALVIS ELEMENTARY	36	7	38.9	44.4	8.3	2.8	0	5.6
ALVIS ELEMENTARY	36	8	72.2	25	0	0	0	2.8
ALVIS ELEMENTARY	36	9	58.3	36.1	2.8	0	2.8	0
ALVIS ELEMENTARY	36	10	47.2	47.2	2.8	0	2.8	0
AMISTAD CHARTER	1	1	0	0	0	100	0	0
AMISTAD CHARTER	1	2	0	0	0	100	0	0
AMISTAD CHARTER	1	3	0	0	0	100	0	0
AMISTAD CHARTER	1	4	0	0	0	100	0	0
AMISTAD CHARTER	1	5	0	0	0	100	0	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
AMISTAD CHARTER	1	6	0	0	0	100	0	0
AMISTAD CHARTER	1	7	0	0	0	100	0	0
AMISTAD CHARTER	1	8	0	0	0	100	0	0
AMISTAD CHARTER	1	9	0	0	0	100	0	0
AMISTAD CHARTER	1	10	0	0	0	100	0	0
CLAYTON HIGH	25	1	40	48	0	4	8	0
CLAYTON HIGH	25	2	40	44	0	0	16	0
CLAYTON HIGH	25	3	32	32	20	8	4	4
CLAYTON HIGH	25	4	32	36	12	16	0	4
CLAYTON HIGH	25	5	32	40	4	8	16	0
CLAYTON HIGH	25	6	24	32	24	12	0	8
CLAYTON HIGH	25	7	36	56	4	0	4	0
CLAYTON HIGH	25	8	32	48	8	12	0	0
CLAYTON HIGH	25	9	24	32	12	12	20	0
CLAYTON HIGH	25	10	16	52	28	0	4	0
CLAYTON JUNIOR HIGH	31	1	61.3	32.2	0	0	0	6.4
CLAYTON JUNIOR HIGH	31	2	71	29	0	0	0	0
CLAYTON JUNIOR HIGH	31	3	67.7	25.8	3.2	0	3.2	0
CLAYTON JUNIOR HIGH	31	4	67.7	25.8	6.4	0	0	0
CLAYTON JUNIOR HIGH	31	5	67.7	19.4	3.2	0	6.4	3.2
CLAYTON JUNIOR HIGH	31	6	61.3	29	3.2	3.2	3.2	0
CLAYTON JUNIOR HIGH	31	7	61.3	32.2	3.2	3.2	0	0
CLAYTON JUNIOR HIGH	31	8	58.1	29	6.4	3.2	3.2	0
CLAYTON JUNIOR HIGH	31	9	61.3	25.8	0	3.2	6.4	3.2
CLAYTON JUNIOR HIGH	31	10	38.7	35.5	19.4	0	0	6.4
Districtwide	162	1	53.1	43.2	0	1.2	1.2	1.2
Districtwide	162	2	43.8	45.7	4.9	1.2	3.7	0.6
Districtwide	162	3	56.2	33.3	5.6	1.9	2.5	0.6
Districtwide	162	4	57.4	32.1	5.6	3.1	0.6	1.2
Districtwide	162	5	51.8	36.4	2.5	1.9	6.2	1.2
Districtwide	162	6	45.1	37.7	9.2	4.3	1.9	1.9
Districtwide	162	7	38.3	44.4	9.2	3.1	1.9	3.1
Districtwide	162	8	56.8	34.6	3.1	3.1	1.9	0.6
Districtwide	162	9	46.9	38.9	3.7	3.1	6.2	1.2
Districtwide	162	10	42	42	11.7	0.6	1.9	1.9
KISER ELEMENTARY	69	1	50.7	49.3	0	0	0	0
KISER ELEMENTARY	69	2	33.3	56.5	5.8	0	2.9	1.4
KISER ELEMENTARY	69	3	55.1	37.7	4.3	0	2.9	0
KISER ELEMENTARY	69	4	56.5	37.7	2.9	0	1.4	1.4
KISER ELEMENTARY	69	5	49.3	44.9	1.4	0	2.9	1.4
KISER ELEMENTARY	69	6	42	44.9	7.2	1.4	2.9	1.4
KISER ELEMENTARY	69	7	29	46.4	14.5	2.9	2.9	4.3
KISER ELEMENTARY	69	8	58	37.7	1.4	0	2.9	0
KISER ELEMENTARY	69	9	43.5	49.3	2.9	0	2.9	1.4
KISER ELEMENTARY	69	10	50.7	39.1	7.2	0	1.4	1.4
(blank) = No data available								