



AYP Summary

GRANTS-CIBOLA COUNTY SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	11	100
Schools in Improvement	2	18
Schools in Corrective Action	1	9
Schools in Restructuring	6	54

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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				
	GRANTS-CIBOLA COUNTY SCHOOLS		Statewide	
	Number	%	Number	%
Female	1,729	47.9	160,866	47.0
Male	1,879	52.1	169,312	49.5
Caucasian	653	18.1	95,406	27.9
African-American	34	0.9	8,670	2.5
Hispanic	1,412	39.1	185,147	54.1
Asian/Pacific Islander	27	0.7	4,506	1.3
American Indian	1,482	41.1	36,449	10.7
English Language Learners	559	15.5	55,866	16.3
Students with Disabilities	507	14.1	45,346	13.3
Free/Reduced Lunch Program	2,490	69.0	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
BLUEWATER ELEMENTARY	Met	Progressing	CUBERO ELEMENTARY	Not Met	R-2
GRANTS HIGH	Not Met	R-2	LAGUNA-ACOMA HIGH	Not Met	R-1
LAGUNA-ACOMA MIDDLE	Not Met	SI-2	LOS ALAMITOS MIDDLE	Not Met	R-2
MESA VIEW ELEMENTARY	Not Met	R-2	MILAN ELEMENTARY	Not Met	SI-1
MOUNT TAYLOR ELEM	Not Met	R-1	SAN RAFAEL ELEM	Not Met	Progressing
SEBOYETA ELEMENTARY	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	49.8	62.0	<>	52.8	<>	41.5	46.3	34.3	14.7
Districtwide-Grades 6-8	Reading Proficiency	57	43.4	60.3	<>	44.7	<>	33.0	38.7	21.7	11.0
Districtwide-Grade 11	Reading Proficiency	60	38.4	52.3	<>	44.0	<>	31.9	37.6	23.1	12.5
BLUEWATER ELEMENTARY	Reading Proficiency	59	53.5	<>	<>	<>	<>	<>	<>	<>	<>
CUBERO ELEMENTARY	Reading Proficiency	59	43.1	<>	<>	<>	<>	43.2	44.0	29.6	<>
GRANTS HIGH	Reading Proficiency	60	36.6	52.3	<>	42.9	<>	23.3	35.8	10.0	13.0
LAGUNA-ACOMA HIGH	Reading Proficiency	60	43.3	<>	<>	<>	<>	41.9	42.0	<>	11.8
LAGUNA-ACOMA MIDDLE	Reading Proficiency	60	43.4	<>	<>	<>	<>	34.2	43.8	23.1	<>
LOS ALAMITOS MIDDLE	Reading Proficiency	60	50.1	68.5	<>	50.0	<>	37.7	44.8	26.4	16.7
MESA VIEW ELEMENTARY	Reading Proficiency	59	38.6	20.0	<>	44.2	<>	28.4	35.5	28.1	6.8
MILAN ELEMENTARY	Reading Proficiency	59	53.1	65.5	<>	54.9	<>	35.9	48.0	30.6	5
MOUNT TAYLOR ELEM	Reading Proficiency	59	43.2	15.4	<>	50.4	<>	33.3	39.2	23.9	<>
SAN RAFAEL ELEM	Reading Proficiency	59	27.1	<>	<>	14.7	<>	<>	27.9	<>	<>
SEBOYETA ELEMENTARY	Reading Proficiency	59		<>	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	35.4	48.1	<>	36.7	<>	28.2	32.4	20.1	11.6
Districtwide-Grades 6-8	Math Proficiency	41	24.9	34.0	<>	25.1	<>	18.8	19.9	9.3	3.7
Districtwide-Grade 11	Math Proficiency	46	14.7	22.7	<>	16.0	<>	11.9	10.6	3.8	5
BLUEWATER ELEMENTARY	Math Proficiency	47	59.5	<>	<>	<>	<>	<>	<>	<>	<>
CUBERO ELEMENTARY	Math Proficiency	47	39.4	<>	<>	<>	<>	38.1	37.9	27.8	<>
GRANTS HIGH	Math Proficiency	46	15.2	22.7	<>	17.1	<>	9.6	10.0	0	4.3
LAGUNA-ACOMA HIGH	Math Proficiency	46	13.4	<>	<>	<>	<>	14.5	12.0	<>	5.9
LAGUNA-ACOMA MIDDLE	Math Proficiency	41	17.0	<>	<>	<>	<>	10.5	16.7	7.7	<>
LOS ALAMITOS MIDDLE	Math Proficiency	41	23.6	31.5	<>	23.7	<>	17.7	17.8	5.6	7.1
MESA VIEW ELEMENTARY	Math Proficiency	47	21.2	17.5	<>	21.4	<>	14.9	18.9	10.9	2.3
MILAN ELEMENTARY	Math Proficiency	47	37.4	47.6	<>	38.2	<>	23.4	34.7	15.3	5
MOUNT TAYLOR ELEM	Math Proficiency	47	34.5	15.4	<>	43.6	<>	23.9	29.3	15.2	<>
SAN RAFAEL ELEM	Math Proficiency	47	27.1	<>	<>	8.8	<>	<>	27.9	<>	<>
SEBOYETA ELEMENTARY	Math Proficiency	47		<>	<>	<>	<>	<>	<>	<>	<>

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	Attendance Rate	92	93.9	95.0	93.4	94.3	96.9	92.8	93.5	93.2	93.4
Districtwide-Grades 6-8	Attendance Rate	92	93.9	95.0	93.4	94.3	96.9	92.8	93.5	93.2	93.4
BLUEWATER ELEMENTARY	Attendance Rate	92	94.6	95.9	<>	93.2	<>	92.3	95.0	94.2	92.7
CUBERO ELEMENTARY	Attendance Rate	92	94.5	87.4	<>	92.9	96.2	94.8	94.4	94.9	94.7
LAGUNA-ACOMA MIDDLE	Attendance Rate	92	93.2	68.6	<>	92.9	96.9	93.6	92.9	93.8	93.3
LOS ALAMITOS MIDDLE	Attendance Rate	92	93.0	94.3	94.7	93.4	94.4	91.3	92.4	91.8	92.2
MESA VIEW ELEMENTARY	Attendance Rate	92	98.0	98.5	99.2	98.2	<>	97.3	97.8	97.6	98.2
MILAN ELEMENTARY	Attendance Rate	92	97.6	98.6	99.3	97.8	<>	95.7	97.3	96.6	97.9
MOUNT TAYLOR ELEM	Attendance Rate	92	94.0	94.8	83.1	94.3	<>	93.6	94.0	93.5	93.9
SAN RAFAEL ELEM	Attendance Rate	92	94.3	95.3	<>	94.1	99.4	93.3	94.3	94.7	94.7
SEBOYETA ELEMENTARY	Attendance Rate	92	94.4	<>	91.6	95.5	<>	93.4	94.0	94.5	92.1
All Students	Graduation Rate	52	48.5	52.4	<>	44.8	<>	49.7	63.1	37.9	40.7
GRANTS HIGH	Graduation Rate	52	46.1	53.1	<>	44.9	<>	40.9	62.1	33.8	34.9
LAGUNA-ACOMA HIGH	Graduation Rate	52	55.7	<>	<>	42.3	<>	57.3	65.1	41.1	50.5

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	121	9	52	25	12	100	121	2	30	65	1	100	121	4	71	23	0			
Male	99	106	2	38	29	28	100	106	0	35	54	8	100	106	7	63	26	2			
Caucasian	100	42	21	38	23	16	100	42	9	33	52	4	100	42	9	66	21	2			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	98	98	0	55	27	16	100	98	0	36	58	5	100	98	7	72	20	0			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	100	85	5	40	28	25	100	85	0	28	67	4	100	85	3	63	30	2			
ELL	100	62	3	45	24	27	100	62	0	22	70	6	100	62	3	61	33	1			
FRL	99	184	7	43	28	20	100	184	2	30	61	5	100	184	3	69	25	1			
SWD	100	25	0	12	24	64	100	25	0	16	68	16	100	25	4	44	52	0			
Migrant	<>						<>						<>								
All 2008-09	99	227	6	46	27	19	100	227	1	33	60	4	100	227	6	67	24	1			
All 2007-08	99	260	6	42	33	17	100	260	1	22	65	10	100	259	3	70	24	1			
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	134	8	36	39	15	100	134	3	30	60	5	100	134	0	38	58	2			
Male	100	119	3	41	34	21	100	119	6	28	55	9	100	119	0	43	50	5			
Caucasian	100	42	11	45	30	11	100	42	14	42	40	2	100	42	0	59	38	2			
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Hispanic	100	106	4	42	38	14	100	106	4	30	58	6	100	106	0	42	53	3			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	100	100	4	34	38	24	100	100	2	24	66	8	100	100	0	32	62	6			
ELL	100	90	1	24	46	27	100	90	0	20	70	10	100	90	0	21	73	5			
FRL	100	210	4	38	37	20	100	210	4	28	59	8	100	210	0	38	57	4			
SWD	100	37	2	10	40	45	100	37	2	5	59	32	100	37	0	10	70	18			
Migrant	<>						<>						<>								
All 2008-09	100	253	5	38	37	18	100	253	5	29	58	7	100	253	0	41	54	4			
All 2007-08	100	270	2	40	34	22	100	270	3	27	59	10	100	270	0	36	59	3			
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	132	12	41	40	5	100	132	5	28	56	9	100	132	1	37	57	3
Male	99	141	7	43	41	7	99	140	5	32	52	7	99	140	5	42	47	4
Caucasian	100	45	13	55	28	2	100	45	11	33	46	8	100	45	2	62	33	2
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	100	116	10	45	38	5	100	115	4	33	53	7	100	115	5	40	50	3
Asian	<>						<>						<>					
Am Ind	99	109	7	33	47	10	99	109	3	26	59	9	99	109	1	30	61	5
ELL	98	87	2	31	55	10	98	87	2	16	71	9	98	87	0	25	66	6
FRL	99	224	8	37	45	7	99	223	3	28	58	9	99	223	1	37	56	4
SWD	100	33	3	15	60	21	100	33	3	9	69	18	100	33	3	27	57	12
Migrant	<>						<>						<>					
All 2008-09	99	273	9	42	40	6	99	272	5	30	54	8	99	272	3	39	52	4
All 2007-08	99	243	6	40	40	12	99	243	7	30	49	12	99	243	0	37	56	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	97	116	4	31	50	11	98	116	2	29	54	12	98	116	0	19	68	10
Male	100	137	4	25	53	16	100	136	5	19	63	11	100	136	0	27	58	13
Caucasian	100	51	5	39	47	7	100	51	3	33	52	9	100	51	0	31	64	3
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	98	98	5	27	53	13	98	98	3	25	61	9	98	98	1	27	59	11
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	97	99	3	23	52	19	98	98	5	18	60	15	98	98	0	15	65	18
ELL	98	67	0	16	55	26	98	66	3	10	62	22	98	66	0	7	65	25
FRL	99	200	2	26	54	17	99	200	2	21	62	13	99	200	0	20	65	14
SWD	90	30	6	0	40	43	93	30	0	0	43	50	93	30	0	6	50	36
Migrant	<>						<>						<>					
All 2008-09	98	253	4	28	52	14	99	252	4	24	59	11	99	252	0	23	62	12
All 2007-08	99	276	2	36	47	12	99	276	3	22	57	15	99	276	0	24	61	12
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	99	112	9	41	39	8	98	112	4	16	59	16	98	112	0	24	61	11
Male	99	143	5	44	41	7	99	143	2	18	60	16	100	143	0	38	47	13
Caucasian	100	50	8	58	30	4	100	50	10	20	58	12	100	50	2	46	48	4
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	108	8	46	42	2	98	108	0	22	62	12	99	108	0	35	52	10
Asian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Am Ind	97	91	5	31	43	16	98	91	2	9	60	26	98	91	0	18	59	20
ELL	98	55	0	32	45	20	98	55	0	5	69	23	98	55	0	10	61	25
FRL	99	202	6	40	42	9	98	202	2	11	65	17	99	202	0	25	59	13
SWD	100	22	0	13	45	40	95	22	0	4	31	59	100	22	0	9	45	45
Migrant	<>						<>						<>					
All 2008-09	99	255	7	43	40	7	98	255	3	18	60	16	99	255	0	32	53	12
All 2007-08	99	214	1	35	44	17	98	214	1	14	55	26	99	214	0	16	54	28
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	98	97	3	42	38	15	98	97	1	17	58	21	97	97	0	7	57	32
Male	98	116	6	43	37	12	98	116	5	24	52	16	97	116	0	16	57	23
Caucasian	95	40	10	62	12	10	95	40	10	25	50	10	95	40	0	30	60	5
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Hispanic	100	89	5	40	41	12	100	89	2	21	57	19	100	89	0	13	57	29
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	98	77	1	35	48	14	98	77	1	19	55	22	96	77	0	2	57	36
ELL	96	30	0	13	50	33	96	30	0	6	40	50	96	30	0	0	40	56
FRL	98	161	3	37	39	16	98	161	1	19	55	21	96	161	0	8	58	30
SWD	93	30	3	10	33	46	93	30	3	3	40	46	90	30	0	3	23	63
Migrant	<>						<>						<>					
All 2008-09	98	213	4	42	37	13	98	213	3	21	55	18	97	213	0	12	57	27
All 2007-08	100	295	1	45	42	11	99	295	1	19	58	20	99	295	0	12	61	25
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	96	126	1	40	39	15	96	126	0	13	37	45	97	126	0	15	69	13
Male	98	132	2	32	50	12	97	132	3	12	38	43	96	132	0	18	69	8
Caucasian	100	44	0	52	43	4	100	44	0	22	43	34	97	44	0	31	61	4
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	97	75	4	40	38	14	96	75	2	13	40	40	97	75	1	18	66	10
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	97	135	1	30	48	17	96	135	2	9	34	50	97	135	0	11	72	13
ELL	96	26	0	23	46	26	96	26	0	3	23	69	96	26	0	0	53	42
FRL	97	170	2	35	41	17	95	170	1	9	37	48	96	170	0	15	67	13
SWD	95	40	7	5	30	52	92	40	2	2	12	75	92	40	0	5	50	37
Migrant	<>						<>						<>					
All 2008-09	97	258	1	36	45	13	96	258	1	12	37	44	97	258	0	16	69	10
All 2007-08	96	254	2	38	45	10	97	254	1	16	44	33	97	254	0	22	65	8
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	16,876,368	62
Instructional Support Services	10,521,718	38
Students	2,271,078	8
Instruction	413,641	2
General Administration	1,068,090	4
School Administration	1,420,044	5
Central Services	549,824	2
Operations & Maintenance	4,643,882	17
Student Transportation	0	0
Other	155,159	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	27,398,086	

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
Dion Sandoval	19
Earl Chavez	8
Jerry Smith	11
Sharon MacKendrick	20
William Estevan	17

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	269	69.1	29.7	4.1
BLUEWATER ELEMENTARY	7	100.0	0.0	0.0
CUBERO ELEMENTARY	19	78.9	21.1	0.0
GRANTS HIGH	59	64.4	32.2	1.0
LAGUNA-ACOMA HIGH	30	63.3	33.3	3.4
LAGUNA-ACOMA MIDDLE	7	71.4	28.6	4.5
LOS ALAMITOS MIDDLE	33	51.5	48.5	2.6
MESA VIEW ELEMENTARY	36	66.7	33.3	1.4
MILAN ELEMENTARY	34	70.6	29.4	32.4
MOUNT TAYLOR ELEM	37	81.1	18.9	0.0
SAN RAFAEL ELEM	9	100.0	0.0	0.0
SEBOYETA ELEMENTARY	6	66.7	33.3	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 (%)
BLUEWATER ELEMENTARY	***	1						
CUBERO ELEMENTARY	***	1						
Districtwide	***	1						
GRANTS HIGH	***	1						
LAGUNA-ACOMA HIGH	***	1						
LAGUNA-ACOMA MIDDLE	***	1						
LOS ALAMITOS MIDDLE	***	1						

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
MESA VIEW ELEMENTARY	***	1						
MILAN ELEMENTARY	***	1						
MOUNT TAYLOR ELEM	***	1						
SAN RAFAEL ELEM	***	1						
SEBOYETA ELEMENTARY	***	1						
(blank) = No data available								