



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **Meets AYP**

	Total Number	Percent
Schools that Met AYP	4	57.1
Schools in School Improvement	2	28.6
Schools in Corrective Action	1	14.3
Schools in Restructuring	0	0

**NO CHILD LEFT BEHIND
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
Blanco ES	Meets AYP	None
Bloomfield Family Learning Ctr	Meets AYP	None
Bloomfield HS	AYP Not Met	SI-2
Central PS	Meets AYP	None
Charlie Y Brown Sec Sch	Meets AYP	None
Mesa Alta Jr HS	AYP Not Met	SI-1
Naaba Ani ES	AYP Not Met	CA

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

2005-2006 STUDENT DEMOGRAPHICS*

	Bloomfield		STATE WIDE	
	Number	Percent	Number	Percent
Female	1555	48.7	159519	48.6
Male	1636	51.3	168526	51.4
Caucasian	1090	34.2	102066	31.1
African-American	14	.4	8226	2.5
Hispanic	1008	31.6	177254	54.0
Asian/Pacific	12	.4	4136	1.3
American Indian/Alaskan Native	1067	33.4	36453	11.1
SWD	560	17.5	50048	15.3
ELL	551	17.3	70172	21.4
FRLP	1886	59.1	171635	52.3
Migrant	0	0	1229	0.4

* Source: ADS 40th day submission to Public Education Department.

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 10 students and is indicated by ***.

	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native			
All Students In Grades 3, 4 & 5	Math Proficiency	28	42.3	51.1	***	45.7	***	27.8	35.7	26.9	21.7
All Students In Grades 6, 7 & 8	Math Proficiency	15	42.3	56.0	***	41.3	***	27.8	32.1	18.6	9.9
All Students In Grades 9 & 11	Math Proficiency	22	44.2	59.7	***	46.2	***	29.9	29.9	11.9	22.0
Blanco ES	Math Proficiency	23	50.8	51.5	***	56.8	***	15.4	49.5	37.04	36.4
Bloomfield Family Learning Ctr	Math Proficiency	28	76.9	***	***	75.0	***	***	90.0	***	***
Central PS	Math Proficiency	28	48.8	68.3	***	42.6	***	32.8	41.1	50.0	35.7
Naaba Ani ES	Math Proficiency	23	35.4	51.9	***	27.4	***	24.3	25.7	11.67	7.0
Bloomfield HS	Math Proficiency	22	47.4	61.3	***	50.4	***	32.4	33.5	12.1	22.2
Charlie Y Brown Sec Sch	Math Proficiency	22	12.0	***	***	***	***	6.7	9.5	***	***
Mesa Alta Jr HS	Math Proficiency	15	44.9	56.9	***	46.3	***	30.2	34.1	20.7	7.7
All Students In Grades 3, 4 & 5	Reading Proficiency	45	52.7	67.2	***	56.9	***	31.2	44.0	16.7	26.1
All Students In Grades 6, 7 & 8	Reading Proficiency	38	56.4	66.5	***	57.2	***	43.5	46.1	22.0	13.6
All Students In Grades 9 & 11	Reading Proficiency	41	66.1	79.8	***	71.6	***	50.6	53.2	35.7	27.1
Blanco ES	Reading Proficiency	40	58.2	57.6	***	62.2	***	30.8	55.8	29.6	27.3
Bloomfield Family Learning Ctr	Reading Proficiency	45	38.5	***	***	41.7	***	***	40.0	***	***
Central PS	Reading Proficiency	45	49.4	68.3	***	44.7	***	32.8	41.1	26.7	35.7
Naaba Ani ES	Reading Proficiency	40	46.7	65.7	***	46.4	***	26.2	36.1	10.0	11.6
Bloomfield HS	Reading Proficiency	41	69.3	82.4	***	74.4	***	53.8	56.9	37.8	27.8
Charlie Y Brown Sec Sch	Reading Proficiency	41	36.0	***	***	***	***	26.7	38.1	***	***
Mesa Alta Jr HS	Reading Proficiency	41	62.2	70.6	***	64.9	***	50.4	51.4	23.2	15.4
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8
---District---	Attendance Rate	92	93.8	93.8	94.7	94.0	97.6	93.4	93.3	93.1	93.1
All Students In Grades 3, 4 & 5	Attendance Rate	92	93.8	93.9	***	93.9	***	93.6	93.6	93.7	93.5
All Students In Grades 6, 7 & 8	Attendance Rate	92	92.4	91.9	***	92.8	***	92.4	91.9	91.7	91.3
All Students In Grades 9 & 11	Attendance Rate	92	94.8	95.4	***	95.5	***	93.7	94.2	93.4	93.7
Blanco ES	Attendance Rate	92	94.8	94.5	***	95.0	***	94.9	94.4	95.3	94.3
Bloomfield Family Learning Ctr	Attendance Rate	92	92.8	92.5	***	93.0	***	93.1	92.8	91.0	92.3
Central PS	Attendance Rate	92	93.9	93.9	***	94.1	***	93.6	93.6	94.1	93.4
Naaba Ani ES	Attendance Rate	92	93.7	93.9	***	93.4	***	93.7	93.4	93.2	93.5
Mesa Alta Jr HS	Attendance Rate	92	91.8	91.7	***	92.1	***	91.6	91.0	90.6	90.9
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7
---Districtwide---	Graduation Rate	90	84.7	85.7	***	87.1	***	82.9	77.3	91.3	80.0
Charlie Y Brown Sec Sch	Graduation Rate	90	68.2	***	***	***	***	81.3	***	***	***
Bloomfield Hs	Graduation Rate	90	87.2	88.7	***	92.9	***	83.3	78.6	88.9	81.8

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	119	2	54	36	6	0	99	119	1	52	42	2	0
	Male	100	123	3	42	39	15	0	100	123	5	41	50	2	0
Ethnicity	Caucasian	100	86	3	63	27	4	0	98	86	5	56	36	0	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	83	4	45	42	7	0	100	83	2	49	45	2	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	69	0	30	44	24	0	100	69	2	28	62	5	0	
Status	SWD**	100	42	4	28	35	30	0	100	42	0	35	54	9	0
	ELL*	100	43	2	23	44	30	0	100	43	2	48	41	6	0
	FRLP	100	161	1	42	40	14	0	99	161	2	43	50	3	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	242	2	48	37	11	0	99	242	3	46	46	2	0
	2004-05	99	219	2	41	36	20	1	100	219	3	42	49	5	1
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	109	5	46	34	12	0	100	108	7	28	48	15	0
	Male	100	106	4	43	31	20	0	100	106	13	23	50	12	0
Ethnicity	Caucasian	100	64	9	51	23	15	0	100	64	15	18	51	14	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	85	4	51	32	10	0	100	85	11	35	42	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	65	1	29	43	26	0	100	65	3	21	56	18	0	
Status	SWD**	100	36	0	19	30	50	0	100	36	0	11	50	38	0
	ELL*	100	43	0	13	46	39	0	100	43	2	13	60	23	0
	FRLP	100	150	4	36	39	20	0	100	149	6	24	54	15	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	215	5	45	33	16	0	100	214	10	26	49	14	0
	2004-05	99	207	6	37	46	10	1	99	207	9	25	56	9	1
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	99	13	38	40	8	0	100	99	4	25	57	13	0
	Male	100	117	11	43	33	11	0	100	117	6	33	47	12	0
Ethnicity	Caucasian	100	78	12	58	23	5	0	100	78	7	38	48	5	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	65	13	43	35	7	0	100	65	4	27	55	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	71	8	21	53	16	0	100	71	4	21	53	21	0	
Status	SWD**	100	32	0	18	43	37	0	100	32	0	6	53	40	0
	ELL*	100	48	0	12	66	20	0	100	48	0	14	58	27	0
	FRLP	100	140	9	35	41	14	0	100	140	3	25	55	15	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	216	12	41	36	10	0	100	216	5	29	51	12	0
	2004-05	100	218	12	39	42	7	0	100	218	5	24	60	11	0
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	118	5	43	47	3	0	100	118	7	28	52	11	0
	Male	100	113	5	30	59	5	0	100	113	5	25	58	10	0
Ethnicity	Caucasian	100	75	8	48	41	2	0	100	75	9	44	41	5	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	86	5	36	55	2	0	100	86	5	22	61	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Native American	100	67	1	23	65	8	0	100	67	2	16	62	17	0	
Status	SWD**	100	35	0	8	74	17	0	100	35	0	11	68	20	0
	ELL*	100	49	0	18	71	10	0	100	49	0	10	69	20	0
	FRLP	100	163	2	33	58	5	0	100	163	4	22	59	13	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	231	5	36	53	4	0	100	231	6	27	55	10	0
	2004-05	100	232	4	38	48	10	0	100	232	12	25	53	11	0
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	119	17	56	21	4	0	100	119	15	29	42	13	0
	Male	100	122	4	53	33	8	0	100	122	7	24	50	17	0
Ethnicity	Caucasian	100	80	23	51	23	1	0	100	80	10	41	42	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	73	9	58	26	5	0	100	73	16	21	45	16	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	87	1	54	33	11	0	100	87	6	18	51	22	0	
Status	SWD**	100	24	0	8	37	54	0	100	24	0	4	29	66	0
	ELL*	100	45	2	22	60	15	0	100	45	2	8	55	33	0
	FRLP	100	139	7	50	32	10	0	100	139	7	20	48	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	241	11	54	27	6	0	100	241	11	26	46	15	0
	2004-05	99	273	5	39	39	15	1	99	274	4	24	52	19	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	118	4	58	33	4	0	100	118	8	46	35	9	0
	Male	98	141	2	48	35	12	1	100	141	7	34	46	12	0
Ethnicity	Caucasian	100	95	2	66	25	6	0	100	95	7	50	33	8	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	80	1	56	33	6	2	100	80	8	38	40	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	81	4	35	45	13	0	100	81	6	28	51	13	0	
Status	SWD**	100	35	5	14	31	48	0	100	35	8	2	37	51	0
	ELL*	95	43	2	20	58	13	4	100	43	2	30	55	11	0
	FRLP	98	133	2	44	40	11	1	100	133	5	34	46	13	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	259	3	53	34	8	0	100	259	7	39	41	11	0
	2004-05	98	254	1	50	40	7	2	98	254	6	34	47	11	2
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD-Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	134	2	67	16	13	0	99	134	11	36	44	6	0
	Male	100	155	1	51	31	15	0	100	155	7	34	47	11	0
Ethnicity	Caucasian	100	80	2	70	22	5	0	100	80	12	43	38	5	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	84	1	61	29	7	0	100	84	10	39	44	5	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		99	123	1	48	22	26	0	99	123	5	26	52	14	0
Status	SWD**	100	42	7	9	33	50	0	100	42	4	11	38	45	0
	ELL*	100	56	0	30	33	35	0	100	56	1	16	58	23	0
	FRLP	100	156	0	47	31	20	0	100	156	5	25	55	14	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	289	1	58	24	14	0	99	289	9	35	45	9	0
	2004-05	98	265	1	37	31	29	3	97	266	9	29	38	21	3
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	106	16	51	27	3	0	100	106	6	22	52	17	0
	Male	100	106	17	56	20	4	0	100	105	15	32	39	13	0
Ethnicity	Caucasian	100	68	20	64	11	2	0	100	69	13	42	37	7	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	64	23	59	17	0	0	100	62	12	27	48	11	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		100	79	8	41	40	8	0	100	79	6	15	51	26	0
Status	SWD**	100	30	13	26	43	16	0	100	30	13	13	23	50	0
	ELL*	100	44	2	43	43	11	0	100	44	4	2	54	38	0
	FRLP	100	94	10	51	32	5	0	100	93	8	17	51	22	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	212	17	54	24	4	0	100	211	10	27	45	15	0
	2004-05	96	198	7	34	40	14	4	95	198	7	21	49	18	5
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners **SWD-Students with Disabilities.

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Ransom, Karen	28
Benny, Evelyn	5
Cummings, Timothy	9
Maloy, Marlon	10
Montoya, Patrick	10

Source: 2005-06 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Budgeted Expenditures

Includes state general fund budgeted operational monies only for 2005-2006

	Expenditure	Percent
Direct Instruction	\$12939918	64
Instructional Support	3704257	18
Administration	444583	2
Business and Support Services	242218	1
Operations/Maintenance of Plant	2491962	12
Food Services	0	0
Athletics	308102	2
Non-Instructional Student Support	40446	0
Community Services	33347	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$20204833	99

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:	STATE WIDE: 0.68%	DISTRICT: 0 %		
	Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.		
Percent of Teachers High Poverty Schools	0.79%	94.8%		
Percent of Teachers Low Poverty Schools	0.72%	87.7%		
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Bloomfield District Wide	224	66.5	33.5	99.8
Blanco ES	22	59.1	40.9	100
Bloomfield Family Learning Ctr	24	62.5	37.5	100
Bloomfield HS	53	66	34	99.5
Central PS	42	69	31	100
Charlie Y Brown Sec Sch	7	57.1	42.9	100
Mesa Alta Jr HS	36	66.7	33.3	100
Naaba Ani ES	40	72.5	27.5	100

* See explanation of data source on last page. *** = missing or not available Difference in teacher totals and school totals may occur because of district assignments.

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SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Bloomfield District Total	1	28	41	5	3	1	***	35.9	52.6	6.4	3.8	1.3	***
Bloomfield District Total	2	17	41	12	4	3	1	21.8	52.6	15.4	5.1	3.8	1.3
Bloomfield District Total	3	31	34	9	2	2	***	39.7	43.6	11.5	2.6	2.6	***
Bloomfield District Total	4	32	31	11	3	***	1	41	39.7	14.1	3.8	***	1.3
Bloomfield District Total	5	21	39	8	1	4	***	28.8	53.4	11	1.4	5.5	***
Bloomfield District Total	6	22	39	7	2	7	1	28.2	50	9	2.6	9	1.3
Bloomfield District Total	7	20	30	15	4	5	3	26	39	19.5	5.2	6.5	3.9
Bloomfield District Total	8	34	32	7	2	1	2	43.6	41	9	2.6	1.3	2.6
Bloomfield District Total	9	26	34	8	4	4	1	33.8	44.2	10.4	5.2	5.2	1.3
Bloomfield District Total	10	31	43	2	1	***	1	39.7	55.1	2.6	1.3	***	1.3
Charlie Y Brown Sec Sch	1	5	9	***	***	1	***	33.3	60	***	***	6.7	***
Charlie Y Brown Sec Sch	2	4	7	1	***	2	1	26.7	46.7	6.7	***	13.3	6.7
Charlie Y Brown Sec Sch	3	7	6	***	***	2	***	46.7	40	***	***	13.3	***
Charlie Y Brown Sec Sch	4	8	5	1	***	***	1	53.3	33.3	6.7	***	***	6.7
Charlie Y Brown Sec Sch	5	5	9	***	***	1	***	33.3	60	***	***	6.7	***
Charlie Y Brown Sec Sch	6	6	6	***	***	2	1	40	40	***	***	13.3	6.7
Charlie Y Brown Sec Sch	7	3	9	***	1	1	1	20	60	***	6.7	6.7	6.7
Charlie Y Brown Sec Sch	8	5	9	***	***	***	1	33.3	60	***	***	***	6.7
Charlie Y Brown Sec Sch	9	5	7	***	***	2	1	33.3	46.7	***	***	13.3	6.7
Charlie Y Brown Sec Sch	10	5	9	1	***	***	***	33.3	60	6.7	***	***	***
Blanco ES	1	6	2	***	***	***	***	75	25	***	***	***	***
Blanco ES	2	2	6	***	***	***	***	25	75	***	***	***	***
Blanco ES	3	6	2	***	***	***	***	75	25	***	***	***	***
Blanco ES	4	7	1	***	***	***	***	87.5	12.5	***	***	***	***
Blanco ES	5	3	5	***	***	***	***	37.5	62.5	***	***	***	***
Blanco ES	6	5	3	***	***	***	***	62.5	37.5	***	***	***	***
Blanco ES	7	2	2	3	***	1	***	25	25	37.5	***	12.5	***
Blanco ES	8	7	1	***	***	***	***	87.5	12.5	***	***	***	***
Blanco ES	9	5	3	***	***	***	***	62.5	37.5	***	***	***	***
Blanco ES	10	7	1	***	***	***	***	87.5	12.5	***	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Bloomfield HS	1	1	10	3	3	***	***	5.9	58.8	17.6	17.6	***	***
Bloomfield HS	2	1	5	7	4	***	***	5.9	29.4	41.2	23.5	***	***
Bloomfield HS	3	2	8	5	2	***	***	11.8	47.1	29.4	11.8	***	***
Bloomfield HS	4	1	7	6	3	***	***	5.9	41.2	35.3	17.6	***	***
Bloomfield HS	5	5	5	3	1	3	***	29.4	29.4	17.6	5.9	17.6	***
Bloomfield HS	6	1	7	5	1	3	***	5.9	41.2	29.4	5.9	17.6	***
Bloomfield HS	7	6	5	4	2	***	***	35.3	29.4	23.5	11.8	***	***
Bloomfield HS	8	3	7	4	2	1	***	17.6	41.2	23.5	11.8	5.9	***
Bloomfield HS	9	1	9	2	3	2	***	5.9	52.9	11.8	17.6	11.8	***
Bloomfield HS	10	2	14	***	1	***	***	11.8	82.4	***	5.9	***	***
Bloomfield Family Learning Ctr	1	3	1	***	***	***	***	75	25	***	***	***	***
Bloomfield Family Learning Ctr	2	3	1	***	***	***	***	75	25	***	***	***	***
Bloomfield Family Learning Ctr	3	3	1	***	***	***	***	75	25	***	***	***	***
Bloomfield Family Learning Ctr	4	2	2	***	***	***	***	50	50	***	***	***	***
Bloomfield Family Learning Ctr	5	1	2	1	***	***	***	25	50	25	***	***	***
Bloomfield Family Learning Ctr	6	2	2	***	***	***	***	50	50	***	***	***	***
Bloomfield Family Learning Ctr	7	1	1	***	1	***	1	25	25	***	25	***	25
Bloomfield Family Learning Ctr	8	3	***	***	***	***	1	75	***	***	***	***	25
Bloomfield Family Learning Ctr	9	2	2	***	***	***	***	50	50	***	***	***	***
Bloomfield Family Learning Ctr	10	1	2	***	***	***	1	25	50	***	***	***	25
Central PS	1	6	5	***	***	***	***	54.5	45.5	***	***	***	***
Central PS	2	1	8	2	***	***	***	9.1	72.7	18.2	***	***	***
Central PS	3	5	5	1	***	***	***	45.5	45.5	9.1	***	***	***
Central PS	4	4	6	1	***	***	***	36.4	54.5	9.1	***	***	***
Central PS	5	2	7	***	***	***	***	22.2	77.8	***	***	***	***
Central PS	6	2	8	1	***	***	***	18.2	72.7	9.1	***	***	***
Central PS	7	1	7	2	***	***	***	10	70	20	***	***	***
Central PS	8	5	5	1	***	***	***	45.5	45.5	9.1	***	***	***
Central PS	9	5	4	1	***	***	***	50	40	10	***	***	***
Central PS	10	4	7	***	***	***	***	36.4	63.6	***	***	***	***

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Mesa Alta Jr HS	1	4	5	2	***	***	***	36.4	45.5	18.2	***	***	***
Mesa Alta Jr HS	2	3	6	1	***	1	***	27.3	54.5	9.1	***	9.1	***
Mesa Alta Jr HS	3	6	4	1	***	***	***	54.5	36.4	9.1	***	***	***
Mesa Alta Jr HS	4	6	4	1	***	***	***	54.5	36.4	9.1	***	***	***
Mesa Alta Jr HS	5	3	6	2	***	***	***	27.3	54.5	18.2	***	***	***
Mesa Alta Jr HS	6	4	4	1	1	1	***	36.4	36.4	9.1	9.1	9.1	***
Mesa Alta Jr HS	7	5	3	2	***	1	***	45.5	27.3	18.2	***	9.1	***
Mesa Alta Jr HS	8	4	5	2	***	***	***	36.4	45.5	18.2	***	***	***
Mesa Alta Jr HS	9	5	3	3	***	***	***	45.5	27.3	27.3	***	***	***
Mesa Alta Jr HS	10	7	3	1	***	***	***	63.6	27.3	9.1	***	***	***
Naaba Ani ES	1	3	9	***	***	***	***	25	75	***	***	***	***
Naaba Ani ES	2	3	8	1	***	***	***	25	66.7	8.3	***	***	***
Naaba Ani ES	3	2	8	2	***	***	***	16.7	66.7	16.7	***	***	***
Naaba Ani ES	4	4	6	2	***	***	***	33.3	50	16.7	***	***	***
Naaba Ani ES	5	2	5	2	***	***	***	22.2	55.6	22.2	***	***	***
Naaba Ani ES	6	2	9	***	***	1	***	16.7	75	***	***	8.3	***
Naaba Ani ES	7	2	3	4	***	2	1	16.7	25	33.3	***	16.7	8.3
Naaba Ani ES	8	7	5	***	***	***	***	58.3	41.7	***	***	***	***
Naaba Ani ES	9	3	6	2	1	***	***	25	50	16.7	8.3	***	***
Naaba Ani ES	10	5	7	***	***	***	***	41.7	58.3	***	***	***	***

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).