



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

LORDSBURG

NO CHILD LEFT BEHIND SUMMARY

LORDSBURG

AYP Rating: AYP Not Met

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	5	100
Schools in School Improvement	1	20
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

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).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	LORDSBURG		STATE WIDE	
	Number	Percent	Number	Percent
Female	332	46.8	159155	48.8
Male	378	53.2	167000	51.2
Caucasian	92	13.0	99600	30.5
African-American	4	0.6	8523	2.6
Hispanic	607	85.5	178091	54.6
Asian/Pacific Islander	5	0.7	4246	1.3
American Indian	2	0.3	35679	10.9
English Language Learners	53	7.5	60832	18.7
Students with Disabilities	141	19.9	48634	14.9
Free/Reduced Lunch Program	522	73.5	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
CENTRAL ELEMENTARY	Meets AYP	Progressing	DUGAN-TARANGO MIDDLE	AYP Not Met	Progressing
LORDSBURG HIGH	AYP Not Met	SI-1	R.V.TRAYLOR ELEM	AYP Not Met	Progressing
SOUTHSIDE ELEMENTARY	AYP Not Met	Progressing			

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 fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	45.5	50.0	***	44.8	***	***	39.6	23.5	4.6	
All students in Grades 6, 7 & 8	Reading Proficiency	42	44.4	40.0	***	45.2	***	***	38.0	36.4	12.5	
All Students in Grades 9 & 11	Reading Proficiency	45	27.3	***	***	28.6	***	***	25.4	***	<1.0	
CENTRAL ELEMENTARY	Reading Proficiency	44	43.8	54.6	***	42.3	***	***	40.6	***	8.3	
DUGAN-TARANGO MIDDLE	Reading Proficiency	45	50.0	33.3	***	52.4	***	***	44.2	***	***	
LORDSBURG HIGH	Reading Proficiency	45	27.3	***	***	28.6	***	***	25.4	***	<1.0	
R.V.TRAYLOR ELEM	Reading Proficiency	49	43.2	***	***	44.1	***	***	35.5	***	9.1	
SOUTHSIDE ELEMENTARY	Reading Proficiency	49	39.5	***	***	37.7	***	***	30.0	20.0	6.3	
All Students in Grades 3, 4 & 5	Math Proficiency	33	26.5	28.6	***	25.7	***	***	21.9	11.8	<1.0	
All students in Grades 6, 7 & 8	Math Proficiency	20	13.6	13.3	***	13.7	***	***	11.6	<1.0	<1.0	
All Students in Grades 9 & 11	Math Proficiency	27	8.0	***	***	6.5	***	***	6.4	***	<1.0	
CENTRAL ELEMENTARY	Math Proficiency	28	23.6	27.3	***	23.1	***	***	20.3	***	<1.0	
DUGAN-TARANGO MIDDLE	Math Proficiency	20	11.2	8.3	***	11.7	***	***	10.5	***	***	
LORDSBURG HIGH	Math Proficiency	27	8.0	***	***	6.5	***	***	6.4	***	<1.0	
R.V.TRAYLOR ELEM	Math Proficiency	33	18.9	***	***	17.7	***	***	12.9	***	<1.0	
SOUTHSIDE ELEMENTARY	Math Proficiency	33	26.3	***	***	24.6	***	***	20.0	13.3	<1.0	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.1	94.2	***	94.1	***	***	93.8	95.6	91.4	
All students in Grades 6, 7 & 8	Attendance Rate	92	92.2	87.6	***	92.9	***	***	92.4	93.9	86.2	
CENTRAL ELEMENTARY	Attendance Rate	92	92.8	90.6	***	93.3	***	***	92.6	***	87.7	
DUGAN-TARANGO MIDDLE	Attendance Rate	92	92.0	87.9	***	92.7	***	***	92.3	***	***	
R.V.TRAYLOR ELEM	Attendance Rate	92	92.5	***	***	92.4	***	***	91.6	***	92.3	
SOUTHSIDE ELEMENTARY	Attendance Rate	92	94.7	***	***	94.6	***	***	94.6	95.7	92.0	
All Students in Grade 12	Graduation Rate	90	82.4	***	***	81.3	***	***	81.8	***	100.0	
LORDSBURG HIGH	Graduation Rate	90	87.5	***	***	85.0	***	***	87.5	***	100.0	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) 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 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer 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	20	5	45	35	15	0	100	20	0	20	60	20	0
	Male	100	22	0	32	36	32	0	100	22	0	14	64	23	0
Ethnicity	Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	38	3	37	37	24	0	100	38	0	16	61	24	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	12	0	8	33	58	0	100	12	0	0	50	50	0
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	35	0	31	43	26	0	100	35	0	11	66	23	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	42	2	38	36	24	0	100	42	0	17	62	21	0
	2005-06	100	46	7	52	26	15	0	100	46	2	37	52	9	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

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	95	21	5	29	57	5	5	95	21	0	33	57	5	5
	Male	100	28	4	29	50	18	0	100	28	4	25	54	18	0
Ethnicity	Caucasian	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	42	5	26	57	10	2	98	42	2	26	55	14	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	97	38	5	18	61	13	3	97	38	0	26	55	16	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	49	4	29	53	12	2	98	49	2	29	55	12	2
	2005-06	100	51	14	53	27	6	0	100	51	4	31	59	6	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

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	25	16	44	24	16	0	100	25	4	16	60	20	0
	Male	100	26	12	42	42	4	0	100	26	4	27	62	8	0
Ethnicity	Caucasian	100	11	9	45	18	27	0	100	11	0	27	55	18	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	40	15	43	38	5	0	100	40	5	20	63	13	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	39	10	49	36	5	0	100	39	5	21	62	13	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	51	14	43	33	10	0	100	51	4	22	61	14	0
	2005-06	100	51	12	27	49	12	0	100	51	2	18	53	27	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

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	25	4	28	48	20	0	100	25	0	28	44	28	0
	Male	100	27	0	22	41	37	0	100	27	4	4	59	33	0
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	46	2	24	43	30	0	100	46	0	17	48	35	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	38	0	21	47	32	0	100	38	0	13	50	37	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	52	2	25	44	29	0	100	52	2	15	52	31	0
	2005-06	100	71	6	37	54	4	0	100	71	1	15	55	28	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	35	3	34	51	11	0	100	35	0	6	49	46	0
	Male	100	37	3	41	46	11	0	100	37	0	14	51	35	0
Ethnicity	Caucasian	100	12	0	42	42	17	0	100	12	0	17	50	33	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	58	3	38	48	10	0	100	58	0	9	50	41	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	51	0	31	57	12	0	100	51	0	10	45	45	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	72	3	38	49	11	0	100	72	0	10	50	40	0
	2005-06	100	57	9	40	47	4	0	100	57	0	14	46	40	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

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	31	3	65	26	6	0	100	31	0	13	61	26	0
	Male	96	27	4	44	37	11	4	96	27	0	11	67	19	4
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	98	53	4	58	30	6	2	98	53	0	13	66	19	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	98	42	0	60	31	7	2	98	42	0	10	67	21	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	58	3	55	31	9	2	98	58	0	12	64	22	2
	2005-06	100	61	0	34	51	15	0	100	61	0	13	51	36	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	100	25	0	32	44	24	0	100	25	0	8	76	16	0
	Male	98	43	0	26	26	47	2	98	43	0	9	53	35	2
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	98	57	0	32	32	35	2	98	57	0	7	67	25	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	11	0	0	18	82	0	100	11	0	0	27	73	0
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	98	53	0	26	32	40	2	98	53	0	6	60	32	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	68	0	28	32	38	1	99	68	0	9	62	28	1
	2005-06	97	78	0	26	23	49	3	97	78	3	9	50	36	3
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

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	19	0	26	68	5	0	100	19	0	11	58	32	0
	Male	100	12	0	25	33	42	0	100	12	0	0	50	50	0
Ethnicity	Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	27	0	22	56	22	0	100	27	0	7	48	44	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	21	0	24	48	29	0	100	21	0	10	52	38	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	31	0	26	55	19	0	100	31	0	6	55	39	0
	2005-06	100	37	5	35	43	16	0	97	37	3	8	49	38	3
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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
Allen, Dason	8
Clem, Chris	2
Saucedo, Manuel	6
Stewart, Marianne	10
Worthan, Patty	19

Source: 2006-07 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 Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	2,947,332	52
Instructional Support Services	2,693,876	48
Students	596,830	22
Instruction	156,028	6
General Administration	186,459	7
School Administration	607,437	23
Central Services	283,769	11
Operations & Maintenance	859,360	32
Student Transportation	3,994	<1
Non-Instructional Support	22,975	<1
Food Services	22,975	100
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	5,664,184	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	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 not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	67	34.3	65.7	0.0
CENTRAL ELEMENTARY	11	36.4	63.6	0.0
DUGAN-TARANGO MIDDLE	13	46.2	53.8	0.0
LORDSBURG DIST OFF	1	0.0	.0	***
LORDSBURG HIGH	18	27.8	72.2	0.0
R.V. TRAYLOR ELEM	15	40.0	60.0	0.0
SOUTHSIDE ELEMENTARY	9	11.1	88.9	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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- Q10. My child takes responsibility for his or her learning.

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	42	97	13	7	9	4	24.4	56.4	7.6	4.1	5.2	2.3
DISTRICT WIDE TOTALS	2	46	93	16	10	7	0	26.7	54.1	9.3	5.8	4.1	0.0
DISTRICT WIDE TOTALS	3	51	102	7	3	9	0	29.7	59.3	4.1	1.7	5.2	0.0
DISTRICT WIDE TOTALS	4	56	83	24	5	3	1	32.6	48.3	14.0	2.9	1.7	0.6
DISTRICT WIDE TOTALS	5	42	97	14	4	15	0	24.4	56.4	8.1	2.3	8.7	0.0
DISTRICT WIDE TOTALS	6	44	95	15	10	8	0	25.6	55.2	8.7	5.8	4.7	0.0
DISTRICT WIDE TOTALS	7	19	84	37	13	16	3	11.0	48.8	21.5	7.6	9.3	1.7
DISTRICT WIDE TOTALS	8	69	86	9	6	1	1	40.1	50.0	5.2	3.5	0.6	0.6
DISTRICT WIDE TOTALS	9	47	100	5	8	12	0	27.3	58.1	2.9	4.7	7.0	0.0
DISTRICT WIDE TOTALS	10	51	107	5	4	4	1	29.7	62.2	2.9	2.3	2.3	0.6
CENTRAL ELEMENTARY	1	12	23	3	3	2	0	27.9	53.5	7.0	7.0	4.7	0.0
CENTRAL ELEMENTARY	2	7	28	2	1	5	0	16.3	65.1	4.7	2.3	11.6	0.0
CENTRAL ELEMENTARY	3	11	29	2	0	1	0	25.6	67.4	4.7	0.0	2.3	0.0
CENTRAL ELEMENTARY	4	14	19	8	0	2	0	32.6	44.2	18.6	0.0	4.7	0.0
CENTRAL ELEMENTARY	5	9	24	4	1	5	0	20.9	55.8	9.3	2.3	11.6	0.0
CENTRAL ELEMENTARY	6	8	25	2	4	4	0	18.6	58.1	4.7	9.3	9.3	0.0
CENTRAL ELEMENTARY	7	4	18	12	3	6	0	9.3	41.9	27.9	7.0	14.0	0.0

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
CENTRAL ELEMENTARY	8	17	24	1	1	0	0	39.5	55.8	2.3	2.3	0.0	0.0
CENTRAL ELEMENTARY	9	7	28	1	3	4	0	16.3	65.1	2.3	7.0	9.3	0.0
CENTRAL ELEMENTARY	10	10	29	1	1	1	1	23.3	67.4	2.3	2.3	2.3	2.3
DUGAN-TARANGO MIDDLE	1	7	14	3	2	1	1	25.0	50.0	10.7	7.1	3.6	3.6
DUGAN-TARANGO MIDDLE	2	4	13	6	4	1	0	14.3	46.4	21.4	14.3	3.6	0.0
DUGAN-TARANGO MIDDLE	3	7	18	1	1	1	0	25.0	64.3	3.6	3.6	3.6	0.0
DUGAN-TARANGO MIDDLE	4	6	16	5	1	0	0	21.4	57.1	17.9	3.6	0.0	0.0
DUGAN-TARANGO MIDDLE	5	9	11	4	1	3	0	32.1	39.3	14.3	3.6	10.7	0.0
DUGAN-TARANGO MIDDLE	6	8	13	4	2	1	0	28.6	46.4	14.3	7.1	3.6	0.0
DUGAN-TARANGO MIDDLE	7	6	13	8	1	0	0	21.4	46.4	28.6	3.6	0.0	0.0
DUGAN-TARANGO MIDDLE	8	8	17	1	1	0	1	28.6	60.7	3.6	3.6	0.0	3.6
DUGAN-TARANGO MIDDLE	9	7	14	3	3	1	0	25.0	50.0	10.7	10.7	3.6	0.0
DUGAN-TARANGO MIDDLE	10	12	14	2	0	0	0	42.9	50.0	7.1	0.0	0.0	0.0
LORDSBURG HIGH	1	2	8	4	0	2	1	11.8	47.1	23.5	0.0	11.8	5.9
LORDSBURG HIGH	2	0	11	1	4	1	0	0.0	64.7	5.9	23.5	5.9	0.0
LORDSBURG HIGH	3	3	6	2	2	4	0	17.6	35.3	11.8	11.8	23.5	0.0
LORDSBURG HIGH	4	0	6	7	3	1	0	0.0	35.3	41.2	17.6	5.9	0.0
LORDSBURG HIGH	5	1	10	3	2	1	0	5.9	58.8	17.6	11.8	5.9	0.0
LORDSBURG HIGH	6	1	5	6	3	2	0	5.9	29.4	35.3	17.6	11.8	0.0
LORDSBURG HIGH	7	1	14	0	2	0	0	5.9	82.4	0.0	11.8	0.0	0.0
LORDSBURG HIGH	8	1	7	4	4	1	0	5.9	41.2	23.5	23.5	5.9	0.0
LORDSBURG HIGH	9	2	10	0	2	3	0	11.8	58.8	0.0	11.8	17.6	0.0
LORDSBURG HIGH	10	2	12	1	1	1	0	11.8	70.6	5.9	5.9	5.9	0.0
R.V.TRAYLOR ELEM	1	13	31	2	2	2	1	25.5	60.8	3.9	3.9	3.9	2.0
R.V.TRAYLOR ELEM	2	27	22	2	0	0	0	52.9	43.1	3.9	0.0	0.0	0.0
R.V.TRAYLOR ELEM	3	20	29	1	0	1	0	39.2	56.9	2.0	0.0	2.0	0.0
R.V.TRAYLOR ELEM	4	25	24	2	0	0	0	49.0	47.1	3.9	0.0	0.0	0.0

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R.V.TRAYLOR ELEM	5	14	32	2	0	3	0	27.5	62.7	3.9	0.0	5.9	0.0	
R.V.TRAYLOR ELEM	6	17	30	2	1	1	0	33.3	58.8	3.9	2.0	2.0	0.0	
R.V.TRAYLOR ELEM	7	4	22	10	5	7	3	7.8	43.1	19.6	9.8	13.7	5.9	
R.V.TRAYLOR ELEM	8	29	19	3	0	0	0	56.9	37.3	5.9	0.0	0.0	0.0	
R.V.TRAYLOR ELEM	9	21	27	1	0	2	0	41.2	52.9	2.0	0.0	3.9	0.0	
R.V.TRAYLOR ELEM	10	15	33	1	1	1	0	29.4	64.7	2.0	2.0	2.0	0.0	
SOUTHSIDE ELEMENTARY	1	8	21	1	0	2	1	24.2	63.6	3.0	0.0	6.1	3.0	
SOUTHSIDE ELEMENTARY	2	8	19	5	1	0	0	24.2	57.6	15.2	3.0	0.0	0.0	
SOUTHSIDE ELEMENTARY	3	10	20	1	0	2	0	30.3	60.6	3.0	0.0	6.1	0.0	
SOUTHSIDE ELEMENTARY	4	11	18	2	1	0	1	33.3	54.5	6.1	3.0	0.0	3.0	
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SOUTHSIDE ELEMENTARY	6	10	22	1	0	0	0	30.3	66.7	3.0	0.0	0.0	0.0	
SOUTHSIDE ELEMENTARY	7	4	17	7	2	3	0	12.1	51.5	21.2	6.1	9.1	0.0	
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SOUTHSIDE ELEMENTARY	10	12	19	0	1	1	0	36.4	57.6	0.0	3.0	3.0	0.0	

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 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School 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 Adequate 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 or Reduced Lunch (Top 25%).

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