



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

Printed: 10/14/2008

BERNALILLO

NO CHILD LEFT BEHIND SUMMARY

BERNALILLO

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	10	100
Schools in School Improvement	2	20
Schools in Corrective Action	3	30
Schools in Restructuring	2	20

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*

	BERNALILLO		STATE WIDE	
	Number	Percent	Number	Percent
Female	1584	48.5	159155	48.8
Male	1684	51.5	167000	51.2
Caucasian	290	8.9	99600	30.5
African-American	9	0.3	8523	2.6
Hispanic	1613	49.4	178091	54.6
Asian/Pacific Islander	4	0.1	4246	1.3
American Indian	1346	41.2	35679	10.9
English Language Learners	1632	49.9	60832	18.7
Students with Disabilities	567	17.4	48634	14.9
Free/Reduced Lunch Program	3148	96.3	193840	59.4
Migrant	1	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
ALGODONES ELEMENTARY	Meets AYP	SI-1 delay	BERNALILLO HIGH	AYP Not Met	CA
BERNALILLO MIDDLE	AYP Not Met	CA	COCHITI ELEMENTARY	Meets AYP	Restr. 2 delay
COCHITI MIDDLE	AYP Not Met	SI-1	PLACITAS ELEMENTARY	Meets AYP	Progressing
ROOSEVELT PRIMARY	Meets AYP	Progressing	SANTO DOMINGO ELEM	Meets AYP	Progressing
SANTO DOMINGO MIDDLE	AYP Not Met	Restructuring 2	W.D. CARROLL ELEM	AYP Not Met	CA

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								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	55.6	67.1	***	51.7	***	57.6	53.9	53.8	21.3
All students in Grades 6, 7 & 8	Reading Proficiency	42	41.4	72.1	***	48.5	***	29.2	41.4	32.7	5.0
All Students in Grades 9 & 11	Reading Proficiency	45	33.2	66.7	***	38.5	***	22.7	33.2	22.7	1.6
ALGODONES ELEMENTARY	Reading Proficiency	49	35.1	***	***	41.7	***	33.3	35.1	35.1	***
BERNALILLO HIGH	Reading Proficiency	45	33.4	66.7	***	38.9	***	22.8	33.4	22.8	3.3
BERNALILLO MIDDLE	Reading Proficiency	42	49.8	75.0	***	50.0	***	36.7	49.8	39.7	11.1
COCHITI ELEMENTARY	Reading Proficiency	49	51.8	***	***	41.2	***	57.9	51.8	50.0	8.3
COCHITI MIDDLE	Reading Proficiency	42	36.2	***	***	36.4	***	36.1	36.2	31.0	9.1
PLACITAS ELEMENTARY	Reading Proficiency	49	71.2	74.4	***	63.6	***	***	61.5	79.2	43.8
ROOSEVELT PRIMARY	Reading Proficiency	49	54.6	63.6	***	52.3	***	61.5	55.1	55.1	28.0
SANTO DOMINGO ELEM	Reading Proficiency	49	61.4	***	***	***	***	61.4	61.4	60.6	26.7
SANTO DOMINGO MIDDLE	Reading Proficiency	42	23.9	***	***	***	***	23.9	24.1	23.9	3.7
W.D. CARROLL ELEM	Reading Proficiency	49	53.6	67.7	***	51.4	***	57.1	53.5	51.9	21.1
All Students in Grades 3, 4 & 5	Math Proficiency	33	41.9	47.4	***	42.0	***	39.8	41.6	40.4	16.4
All students in Grades 6, 7 & 8	Math Proficiency	20	21.5	39.5	***	27.5	***	12.3	21.5	14.4	2.0
All Students in Grades 9 & 11	Math Proficiency	27	22.2	42.9	***	27.1	***	14.1	22.1	12.5	1.6
ALGODONES ELEMENTARY	Math Proficiency	33	24.3	***	***	25.0	***	25.0	24.3	24.3	***
BERNALILLO HIGH	Math Proficiency	27	22.5	42.9	***	27.5	***	14.1	22.4	12.6	3.3
BERNALILLO MIDDLE	Math Proficiency	20	28.2	42.5	***	29.1	***	17.6	28.2	18.7	6.3
COCHITI ELEMENTARY	Math Proficiency	33	28.6	***	***	29.4	***	26.3	28.6	23.9	8.3
COCHITI MIDDLE	Math Proficiency	20	6.4	***	***	9.1	***	5.6	6.4	2.4	<1.0
PLACITAS ELEMENTARY	Math Proficiency	33	40.9	46.2	***	36.4	***	***	23.1	33.3	25.0
ROOSEVELT PRIMARY	Math Proficiency	33	42.7	63.6	***	44.2	***	15.4	43.1	41.8	28.0
SANTO DOMINGO ELEM	Math Proficiency	33	50.5	***	***	***	***	50.5	50.5	49.5	13.3
SANTO DOMINGO MIDDLE	Math Proficiency	20	11.9	***	***	***	***	11.9	12.0	11.9	<1.0
W.D. CARROLL ELEM	Math Proficiency	33	42.7	48.4	***	43.5	***	34.7	42.6	41.1	15.5
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.1	94.0	***	94.6	***	93.3	94.0	94.1	93.2
All students in Grades 6, 7 & 8	Attendance Rate	92	92.9	93.7	***	93.3	***	92.5	92.9	93.0	91.4
ALGODONES ELEMENTARY	Attendance Rate	92	93.2	***	***	94.0	***	92.8	93.1	93.2	***
BERNALILLO MIDDLE	Attendance Rate	92	92.8	93.7	***	93.4	***	91.1	92.8	92.7	92.8
COCHITI ELEMENTARY	Attendance Rate	92	92.8	***	***	92.2	***	92.8	92.8	92.6	92.8
COCHITI MIDDLE	Attendance Rate	92	92.6	***	***	91.6	***	93.0	92.6	93.0	92.6
PLACITAS ELEMENTARY	Attendance Rate	92	94.3	94.1	***	94.0	***	***	93.1	94.4	94.3
ROOSEVELT PRIMARY	Attendance Rate	92	93.9	92.4	***	94.5	***	91.6	93.9	94.3	93.9
SANTO DOMINGO ELEM	Attendance Rate	92	93.8	***	***	***	***	93.8	93.8	94.0	93.8

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	Pacific	Asian/	American Indian/Alaskan Native			
SANTO DOMINGO MIDDLE	Attendance Rate	92	93.4	***	***	***	***	93.4	93.4	93.3	93.3	
W.D. CARROLL ELEM	Attendance Rate	92	94.3	93.7	***	94.7	***	92.2	94.3	94.4	94.3	
All Students in Grade 12	Graduation Rate	90	93.9	100.0	***	95.6	***	90.5	93.6	88.5	92.3	
BERNALILLO HIGH	Graduation Rate	90	94.6	100.0	***	96.6	***	91.2	94.4	89.2	94.1	

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	102	5	59	27	9	0	100	102	9	34	48	9	0
	Male	98	116	2	45	34	18	2	99	115	3	38	47	10	2
Ethnicity	Caucasian	100	30	7	60	23	10	0	97	30	3	40	43	10	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	99	118	3	46	38	12	1	100	117	4	35	52	9	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	99	70	1	57	21	19	1	100	70	10	37	41	11	1
Status	SWD ²	98	45	0	24	36	38	2	100	45	0	27	47	27	2
	ELL ³	99	179	3	52	31	13	1	99	178	7	37	48	8	1
	FRLP	99	199	3	50	32	15	1	100	198	7	37	46	10	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	218	3	51	31	14	1	100	217	6	36	47	10	1
	2005-06	99	266	1	48	30	19	1	99	266	2	38	50	10	1
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	100	122	11	46	30	13	0	100	122	4	36	49	11	0
	Male	100	122	7	41	40	12	0	100	122	8	34	48	10	0
Ethnicity	Caucasian	100	32	13	56	22	9	0	100	32	16	38	38	9	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	117	7	40	40	13	0	100	117	5	32	54	9	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	92	11	41	34	14	0	100	92	4	36	47	13	0
Status	SWD ²	100	51	6	20	33	41	0	100	51	6	6	61	27	0
	ELL ³	100	194	8	41	39	12	0	100	194	5	34	52	10	0
	FRLP	100	220	8	42	36	14	0	100	220	5	35	50	10	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	244	9	43	35	13	0	100	244	6	35	49	10	0
	2005-06	100	247	11	43	38	8	0	100	247	4	34	53	9	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	138	12	49	36	4	0	100	138	4	36	53	7	0
	Male	100	118	6	52	37	5	0	99	117	9	32	45	12	1
Ethnicity	Caucasian	100	30	17	57	27	0	0	100	30	7	43	40	10	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	133	10	49	36	5	0	100	132	8	36	45	10	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	92	5	50	39	5	0	99	92	4	28	59	8	1
Status	SWD ²	100	41	2	17	61	20	0	100	41	0	12	61	27	0
	ELL ³	100	204	8	49	39	4	0	100	203	7	32	53	8	0
	FRLP	100	234	6	51	38	5	0	100	234	7	32	52	9	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	256	9	50	36	5	0	100	255	7	34	49	9	0
	2005-06	100	279	9	35	44	11	0	99	279	3	22	53	20	1
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	99	113	4	32	50	14	1	99	113	0	12	65	22	1
	Male	99	132	1	27	41	30	1	99	132	5	17	49	27	2
Ethnicity	Caucasian	100	17	0	71	18	12	0	100	17	18	24	53	6	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	107	4	36	42	18	0	100	107	3	21	53	23	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	98	119	1	17	51	29	2	98	119	0	8	60	29	3
Status	SWD ²	98	46	2	7	30	59	2	98	46	0	2	43	52	2
	ELL ³	99	193	2	24	49	24	1	99	193	2	14	58	26	1
	FRLP	99	244	2	30	45	23	1	99	244	3	15	56	25	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	245	2	29	45	23	1	99	245	3	15	56	25	1
	2005-06	99	251	4	37	51	8	1	99	251	2	20	60	18	1
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	99	110	12	39	43	5	1	100	111	4	22	54	21	0
	Male	100	112	10	39	42	9	0	100	112	1	25	50	24	0
Ethnicity	Caucasian	100	19	16	58	21	5	0	100	19	11	42	42	5	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	101	14	43	40	4	0	100	101	3	30	46	22	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	99	33	3	12	52	30	3	100	33	3	0	42	55	0
	ELL ³	99	151	6	34	50	9	1	100	151	0	15	57	28	0
	FRLP	100	220	11	39	42	7	0	100	221	2	24	52	23	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	222	11	39	42	7	0	100	223	2	23	52	22	0
	2005-06	90	254	4	33	41	12	10	100	254	1	10	53	37	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	111	2	46	45	7	0	99	111	1	22	54	23	1
	Male	99	130	2	37	48	12	1	100	130	5	13	65	18	0
Ethnicity	Caucasian	100	15	0	73	27	0	0	100	15	7	33	47	13	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	114	1	51	39	10	0	100	114	3	21	58	18	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	41	5	2	54	39	0	98	41	5	2	41	49	2
	ELL ³	99	171	1	33	55	11	1	99	171	1	11	65	23	1
	FRLP	100	240	2	41	47	10	0	100	240	3	17	60	20	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	241	2	41	47	10	0	100	241	3	17	60	20	0
	2005-06	99	280	1	49	40	9	1	99	280	1	21	54	24	1
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	96	140	0	41	38	17	4	96	139	1	23	61	10	4
	Male	97	153	1	22	35	41	3	98	153	1	17	65	15	2
Ethnicity	Caucasian	100	25	0	60	24	16	0	100	25	4	32	60	4	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	98	139	1	33	40	24	2	98	139	1	24	63	10	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	95	129	0	23	34	38	5	95	128	0	13	65	17	5
Status	SWD ²	100	39	3	5	15	77	0	100	39	3	3	56	38	0
	ELL ³	97	202	0	22	38	37	3	96	201	0	12	69	15	4
	FRLP	97	289	0	31	36	29	3	97	288	1	20	63	13	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	293	0	31	36	29	3	97	292	1	20	63	13	3
	2005-06	98	257	0	37	32	29	2	98	257	1	21	62	14	2
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	97	75	4	41	33	19	3	97	75	1	23	44	29	3
	Male	96	84	1	23	36	37	4	95	84	1	18	37	39	5
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	96	73	1	42	30	22	4	95	73	1	25	45	23	5
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	98	81	1	20	41	36	2	98	81	0	12	38	47	2
Status	SWD ²	91	32	0	0	19	72	9	91	32	0	0	6	84	9
	ELL ³	96	125	1	25	38	33	4	95	125	1	12	42	40	5
	FRLP	97	158	3	32	35	28	3	96	158	1	20	41	34	4
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	159	3	31	35	28	3	96	159	1	20	40	35	4
	2005-06	97	205	5	35	40	17	3	95	204	3	13	50	29	5
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
Chavez, Errol	5
Tafova, Lorenzo	6
Torres, Jack	3
Trujillo, Ray	2
Walker, Nancy	8

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	15,341,313	59
Instructional Support Services	10,462,474	41
Students	3,440,028	33
Instruction	574,850	5
General Administration	927,920	9
School Administration	1,297,578	12
Central Services	1,035,440	10
Operations & Maintenance	3,163,657	30
Student Transportation	23,000	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	25,803,787	

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	334	48.2	47.6	7.7
ALGODONES ELEMENTARY	17	35.3	58.8	18.2
BERNALILLO DIST OFF	3	33.3	33.3	***
BERNALILLO HIGH	75	40.0	52.0	50.0
BERNALILLO MIDDLE	46	54.3	45.7	11.4
COCHITI ELEMENTARY	22	63.6	36.4	5.6
COCHITI MIDDLE	11	45.5	54.5	8.7
HOMEBOUND/HOSPITAL	1	0.0	100.0	***
PENA BLANCA HEADSTAR	1	0.0	100.0	***
PLACITAS ELEMENTARY	19	47.4	52.6	14.3
ROOSEVELT PRIMARY	46	50.0	41.3	0.0
SAN FELIPE HEAD STAR	1	0.0	.0	***
SANDIA PUEBLO HDST.	1	0.0	100.0	***
SANTO DOMINGO ELEM	25	60.0	40.0	5.9
SANTO DOMINGO HDST.	3	0.0	100.0	***
SANTO DOMINGO MIDDLE	19	52.6	42.1	0.0
W.D. CARROLL ELEM	44	50.0	47.7	4.5

* 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

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#=Number %=Percent ***=indicates no data reported

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	142	344	25	14	35	20	24.5	59.3	4.3	2.4	6.0	3.4
DISTRICT WIDE TOTALS	2	129	355	36	18	29	13	22.2	61.2	6.2	3.1	5.0	2.2
DISTRICT WIDE TOTALS	3	165	356	25	5	21	8	28.4	61.4	4.3	0.9	3.6	1.4
DISTRICT WIDE TOTALS	4	155	342	40	9	7	27	26.7	59.0	6.9	1.6	1.2	4.7
DISTRICT WIDE TOTALS	5	100	292	50	19	100	19	17.2	50.3	8.6	3.3	17.2	3.3
DISTRICT WIDE TOTALS	6	139	342	36	17	32	14	24.0	59.0	6.2	2.9	5.5	2.4
DISTRICT WIDE TOTALS	7	123	285	65	28	52	27	21.2	49.1	11.2	4.8	9.0	4.7
DISTRICT WIDE TOTALS	8	242	290	23	15	6	4	41.7	50.0	4.0	2.6	1.0	0.7
DISTRICT WIDE TOTALS	9	136	337	39	12	39	17	23.4	58.1	6.7	2.1	6.7	2.9
DISTRICT WIDE TOTALS	10	205	319	29	8	6	13	35.3	55.0	5.0	1.4	1.0	2.2
ALGODONES	1	21	41	1	2	4	2	29.6	57.7	1.4	2.8	5.6	2.8
ALGODONES	2	12	44	5	2	7	1	16.9	62.0	7.0	2.8	9.9	1.4
ALGODONES	3	18	50	2	1	0	0	25.4	70.4	2.8	1.4	0.0	0.0
ALGODONES	4	23	38	8	0	0	2	32.4	53.5	11.3	0.0	0.0	2.8
ALGODONES	5	7	39	8	3	10	4	9.9	54.9	11.3	4.2	14.1	5.6
ALGODONES	6	9	53	3	1	1	4	12.7	74.6	4.2	1.4	1.4	5.6
ALGODONES	7	9	26	17	11	7	1	12.7	36.6	23.9	15.5	9.9	1.4

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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		
ALGODONES	8	27	39	4	1	0	0	38.0	54.9	5.6	1.4	0.0	0.0	
ALGODONES	9	14	45	5	0	4	3	19.7	63.4	7.0	0.0	5.6	4.2	
ALGODONES	10	18	45	5	0	1	2	25.4	63.4	7.0	0.0	1.4	2.8	
BERNALILLO HIGH	1	0	12	3	3	5	6	0.0	41.4	10.3	10.3	17.2	20.7	
BERNALILLO HIGH	2	0	11	7	3	5	3	0.0	37.9	24.1	10.3	17.2	10.3	
BERNALILLO HIGH	3	2	14	6	3	2	2	6.9	48.3	20.7	10.3	6.9	6.9	
BERNALILLO HIGH	4	1	9	9	3	0	7	3.4	31.0	31.0	10.3	0.0	24.1	
BERNALILLO HIGH	5	3	13	3	2	5	3	10.3	44.8	10.3	6.9	17.2	10.3	
BERNALILLO HIGH	6	0	11	7	5	4	2	0.0	37.9	24.1	17.2	13.8	6.9	
BERNALILLO HIGH	7	4	13	2	3	5	2	13.8	44.8	6.9	10.3	17.2	6.9	
BERNALILLO HIGH	8	4	12	5	6	1	1	13.8	41.4	17.2	20.7	3.4	3.4	
BERNALILLO HIGH	9	2	11	6	4	4	2	6.9	37.9	20.7	13.8	13.8	6.9	
BERNALILLO HIGH	10	9	13	2	2	1	2	31.0	44.8	6.9	6.9	3.4	6.9	
BERNALILLO MIDDLE	1	7	18	3	1	2	2	21.2	54.5	9.1	3.0	6.1	6.1	
BERNALILLO MIDDLE	2	7	24	1	0	1	0	21.2	72.7	3.0	0.0	3.0	0.0	
BERNALILLO MIDDLE	3	12	19	1	0	1	0	36.4	57.6	3.0	0.0	3.0	0.0	
BERNALILLO MIDDLE	4	8	16	3	0	3	3	24.2	48.5	9.1	0.0	9.1	9.1	
BERNALILLO MIDDLE	5	6	12	5	1	9	0	18.2	36.4	15.2	3.0	27.3	0.0	
BERNALILLO MIDDLE	6	11	19	0	1	2	0	33.3	57.6	0.0	3.0	6.1	0.0	
BERNALILLO MIDDLE	7	13	15	0	0	3	2	39.4	45.5	0.0	0.0	9.1	6.1	
BERNALILLO MIDDLE	8	9	21	0	1	0	2	27.3	63.6	0.0	3.0	0.0	6.1	
BERNALILLO MIDDLE	9	9	16	0	2	3	3	27.3	48.5	0.0	6.1	9.1	9.1	
BERNALILLO MIDDLE	10	16	16	1	0	0	0	48.5	48.5	3.0	0.0	0.0	0.0	
COCHITI ELEMENTARY	1	7	15	1	1	3	1	25.0	53.6	3.6	3.6	10.7	3.6	
COCHITI ELEMENTARY	2	13	14	0	0	1	0	46.4	50.0	0.0	0.0	3.6	0.0	
COCHITI ELEMENTARY	3	7	16	3	0	2	0	25.0	57.1	10.7	0.0	7.1	0.0	
COCHITI ELEMENTARY	4	7	16	3	0	2	0	25.0	57.1	10.7	0.0	7.1	0.0	

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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		
COCHITI ELEMENTARY	5	5	19	1	0	2	1	17.9	67.9	3.6	0.0	7.1	3.6	
COCHITI ELEMENTARY	6	5	18	1	2	2	0	17.9	64.3	3.6	7.1	7.1	0.0	
COCHITI ELEMENTARY	7	3	16	4	1	2	2	10.7	57.1	14.3	3.6	7.1	7.1	
COCHITI ELEMENTARY	8	10	14	1	2	1	0	35.7	50.0	3.6	7.1	3.6	0.0	
COCHITI ELEMENTARY	9	3	20	2	1	1	1	10.7	71.4	7.1	3.6	3.6	3.6	
COCHITI ELEMENTARY	10	9	15	3	1	0	0	32.1	53.6	10.7	3.6	0.0	0.0	
COCHITI MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***	***
PLACITAS ELEMENTARY	1	0	3	0	2	0	0	0.0	60.0	0.0	40.0	0.0	0.0	
PLACITAS ELEMENTARY	2	0	2	1	2	0	0	0.0	40.0	20.0	40.0	0.0	0.0	
PLACITAS ELEMENTARY	3	0	2	1	1	1	0	0.0	40.0	20.0	20.0	20.0	0.0	
PLACITAS ELEMENTARY	4	0	3	1	1	0	0	0.0	60.0	20.0	20.0	0.0	0.0	
PLACITAS ELEMENTARY	5	0	0	1	2	2	0	0.0	0.0	20.0	40.0	40.0	0.0	
PLACITAS ELEMENTARY	6	0	2	0	2	1	0	0.0	40.0	0.0	40.0	20.0	0.0	
PLACITAS ELEMENTARY	7	0	0	2	2	0	1	0.0	0.0	40.0	40.0	0.0	20.0	
PLACITAS ELEMENTARY	8	0	2	3	0	0	0	0.0	40.0	60.0	0.0	0.0	0.0	
PLACITAS ELEMENTARY	9	0	3	2	0	0	0	0.0	60.0	40.0	0.0	0.0	0.0	
PLACITAS ELEMENTARY	10	1	4	0	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0	
ROOSEVELT PRIMARY	1	36	66	3	1	8	3	30.8	56.4	2.6	0.9	6.8	2.6	
ROOSEVELT PRIMARY	2	26	76	9	0	3	3	22.2	65.0	7.7	0.0	2.6	2.6	
ROOSEVELT PRIMARY	3	45	67	0	0	4	1	38.5	57.3	0.0	0.0	3.4	0.9	
ROOSEVELT PRIMARY	4	48	65	3	0	1	0	41.0	55.6	2.6	0.0	0.9	0.0	
ROOSEVELT PRIMARY	5	19	52	12	1	27	6	16.2	44.4	10.3	0.9	23.1	5.1	
ROOSEVELT PRIMARY	6	36	71	3	0	5	2	30.8	60.7	2.6	0.0	4.3	1.7	
ROOSEVELT PRIMARY	7	24	61	10	1	14	7	20.5	52.1	8.5	0.9	12.0	6.0	
ROOSEVELT PRIMARY	8	65	51	1	0	0	0	55.6	43.6	0.9	0.0	0.0	0.0	
ROOSEVELT PRIMARY	9	39	66	5	0	6	1	33.3	56.4	4.3	0.0	5.1	0.9	
ROOSEVELT PRIMARY	10	42	62	5	3	1	4	35.9	53.0	4.3	2.6	0.9	3.4	

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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				
SANTO DOMINGO ELEM	1	7	45	6	1	2	2	11.1	71.4	9.5	1.6	3.2	3.2			
SANTO DOMINGO ELEM	2	10	32	5	9	5	2	15.9	50.8	7.9	14.3	7.9	3.2			
SANTO DOMINGO ELEM	3	16	40	3	0	3	1	25.4	63.5	4.8	0.0	4.8	1.6			
SANTO DOMINGO ELEM	4	9	42	6	3	1	2	14.3	66.7	9.5	4.8	1.6	3.2			
SANTO DOMINGO ELEM	5	9	26	8	5	15	0	14.3	41.3	12.7	7.9	23.8	0.0			
SANTO DOMINGO ELEM	6	8	34	10	3	7	1	12.7	54.0	15.9	4.8	11.1	1.6			
SANTO DOMINGO ELEM	7	4	35	11	4	5	4	6.3	55.6	17.5	6.3	7.9	6.3			
SANTO DOMINGO ELEM	8	18	38	2	2	3	0	28.6	60.3	3.2	3.2	4.8	0.0			
SANTO DOMINGO ELEM	9	8	41	7	2	3	2	12.7	65.1	11.1	3.2	4.8	3.2			
SANTO DOMINGO ELEM	10	27	31	1	0	2	2	42.9	49.2	1.6	0.0	3.2	3.2			
SANTO DOMINGO MIDDLE	1	2	4	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	2	0	5	0	0	1	0	0.0	83.3	0.0	0.0	16.7	0.0			
SANTO DOMINGO MIDDLE	3	0	6	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	4	1	4	1	0	0	0	16.7	66.7	16.7	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	5	1	3	1	0	1	0	16.7	50.0	16.7	0.0	16.7	0.0			
SANTO DOMINGO MIDDLE	6	1	5	0	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	7	0	4	1	1	0	0	0.0	66.7	16.7	16.7	0.0	0.0			
SANTO DOMINGO MIDDLE	8	1	5	0	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	9	0	6	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
SANTO DOMINGO MIDDLE	10	1	5	0	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0			
W.D. CARROLL ELEM	1	62	140	8	3	11	4	27.2	61.4	3.5	1.3	4.8	1.8			
W.D. CARROLL ELEM	2	61	147	8	2	6	4	26.8	64.5	3.5	0.9	2.6	1.8			
W.D. CARROLL ELEM	3	65	142	9	0	8	4	28.5	62.3	3.9	0.0	3.5	1.8			
W.D. CARROLL ELEM	4	58	149	6	2	0	13	25.4	65.4	2.6	0.9	0.0	5.7			
W.D. CARROLL ELEM	5	50	128	11	5	29	5	21.9	56.1	4.8	2.2	12.7	2.2			
W.D. CARROLL ELEM	6	69	129	12	3	10	5	30.3	56.6	5.3	1.3	4.4	2.2			
W.D. CARROLL ELEM	7	66	115	18	5	16	8	28.9	50.4	7.9	2.2	7.0	3.5			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
W.D. CARROLL ELEM	8	108	108	7	3	1	1	47.4	47.4	3.1	1.3	0.4	0.4			
W.D. CARROLL ELEM	9	61	129	12	3	18	5	26.8	56.6	5.3	1.3	7.9	2.2			
W.D. CARROLL ELEM	10	82	128	12	2	1	3	36.0	56.1	5.3	0.9	0.4	1.3			

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 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%).