



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

Printed: 10/14/2008

BLOOMFIELD

NO CHILD LEFT BEHIND SUMMARY

BLOOMFIELD		
AYP Rating: AYP Not Met		
Improvement Status: SI-2		
	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	1	14
Schools in Corrective Action	2	29
Schools in Restructuring	0	0

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

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).

2006-2007 STUDENT DEMOGRAPHICS\*

	BLOOMFIELD		STATE WIDE	
	Number	Percent	Number	Percent
Female	1507	48.6	159155	48.8
Male	1594	51.4	167000	51.2
Caucasian	1059	34.2	99600	30.5
African-American	13	0.4	8523	2.6
Hispanic	1010	32.6	178091	54.6
Asian/Pacific Islander	11	0.4	4246	1.3
American Indian	1008	32.5	35679	10.9
English Language Learners	509	16.4	60832	18.7
Students with Disabilities	594	19.2	48634	14.9
Free/Reduced Lunch Program	1719	55.4	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
BLANCO ELEMENTARY	Meets AYP	Progressing	BLOOMFIELD EARLY CHIL	Meets AYP	Progressing
BLOOMFIELD HIGH	AYP Not Met	CA	CENTRAL PRIMARY	AYP Not Met	Progressing
CHARLIE Y. BROWN ALT	AYP Not Met	Progressing	MESA ALTA JR HIGH	AYP Not Met	SI-2
NAABA ANI ELEMENTARY	Meets AYP	CA delay			

## 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	60.0	75.4	***	62.1	***	39.2	51.3	***	23.5
All students in Grades 6, 7 & 8	Reading Proficiency	42	52.9	63.9	***	55.9	***	37.4	42.2	***	11.3
All Students in Grades 9 & 11	Reading Proficiency	45	44.6	59.0	***	44.0	***	31.7	36.7	***	3.1
BLANCO ELEMENTARY	Reading Proficiency	44	63.6	61.8	***	65.8	***	50.0	57.5	***	14.3
BLOOMFIELD EARLY CHIL	Reading Proficiency	49	81.8	***	***	***	***	***	***	***	***
BLOOMFIELD HIGH	Reading Proficiency	45	47.6	61.2	***	47.9	***	34.0	40.1	***	10.0
CENTRAL PRIMARY	Reading Proficiency	49	55.6	74.3	***	65.0	***	23.1	44.6	***	20.7
CHARLIE Y. BROWN ALT	Reading Proficiency	45	6.7	***	***	***	***	10.0	7.7	***	***
MESA ALTA JR HIGH	Reading Proficiency	45	56.4	67.0	***	59.4	***	42.2	45.1	***	10.2
NAABA ANI ELEMENTARY	Reading Proficiency	44	48.8	62.3	***	52.2	***	33.6	41.3	***	7.1
All Students in Grades 3, 4 & 5	Math Proficiency	33	46.2	56.0	***	49.5	***	30.1	39.9	***	25.9
All students in Grades 6, 7 & 8	Math Proficiency	20	41.3	53.8	***	39.5	***	30.0	30.5	***	11.3
All Students in Grades 9 & 11	Math Proficiency	27	39.3	52.5	***	36.5	***	29.8	27.6	***	3.1
BLANCO ELEMENTARY	Math Proficiency	28	53.4	61.8	***	53.4	***	20.0	50.0	***	35.7
BLOOMFIELD EARLY CHIL	Math Proficiency	33	100.0	***	***	***	***	***	***	***	***
BLOOMFIELD HIGH	Math Proficiency	27	43.1	55.6	***	39.0	***	34.7	31.8	***	10.0
CENTRAL PRIMARY	Math Proficiency	33	45.1	54.3	***	55.0	***	25.0	38.6	***	27.6
CHARLIE Y. BROWN ALT	Math Proficiency	27	<1.0	***	***	***	***	<1.0	<1.0	***	***
MESA ALTA JR HIGH	Math Proficiency	20	42.2	55.5	***	40.6	***	31.3	29.4	***	8.2
NAABA ANI ELEMENTARY	Math Proficiency	28	37.1	45.9	***	37.8	***	28.2	28.8	***	11.9
All Students in Grades 3, 4 & 5	Attendance Rate	92	93.0	92.9	***	93.8	***	92.3	92.8	***	93.1
All students in Grades 6, 7 & 8	Attendance Rate	92	92.5	91.9	***	93.1	***	92.4	92.2	***	90.5
BLANCO ELEMENTARY	Attendance Rate	92	95.3	94.2	***	96.1	***	93.5	95.0	***	94.8
CENTRAL PRIMARY	Attendance Rate	92	93.0	93.2	***	92.4	***	93.4	92.8	***	92.6
MESA ALTA JR HIGH	Attendance Rate	92	92.4	91.2	***	92.9	***	92.8	91.7	***	90.6
NAABA ANI ELEMENTARY	Attendance Rate	92	92.1	92.3	***	92.5	***	91.5	92.1	***	92.1
All Students in Grade 12	Graduation Rate	90	83.9	90.7	***	94.4	***	68.2	75.6	***	52.9
BLOOMFIELD HIGH	Graduation Rate	90	85.4	90.4	***	94.0	***	72.2	77.6	***	63.6
CHARLIE Y. BROWN ALT	Graduation Rate	90	66.7	***	***	***	***	60.0	83.3	***	***

# 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	115	3	57	29	12	0	100	115	3	41	50	6	0
	Male	100	131	2	49	34	15	0	100	131	3	45	48	4	0
Ethnicity	Caucasian	100	107	1	68	21	9	0	100	107	4	52	39	5	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	70	7	56	29	9	0	100	70	6	50	44	0	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	100	69	0	25	51	25	0	100	69	0	22	68	10	0
Status	SWD <sup>2</sup>	100	45	0	22	29	49	0	100	45	0	22	73	4	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	146	1	46	36	17	0	100	146	2	41	51	5	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	246	2	52	32	13	0	100	246	3	43	49	5	0
	2005-06	100	242	3	48	38	11	0	100	242	4	47	47	2	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	100	115	10	55	29	7	0	100	115	15	37	43	4	0
	Male	100	120	10	47	33	11	0	100	120	15	29	48	8	0
Ethnicity	Caucasian	100	79	19	62	19	0	0	100	79	24	38	35	3	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	82	9	46	34	11	0	100	82	13	35	49	2	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	100	72	1	42	40	17	0	100	72	6	25	56	14	0
Status	SWD <sup>2</sup>	100	38	0	37	34	29	0	100	38	11	18	55	16	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	150	5	49	34	13	0	100	150	10	32	52	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	235	10	51	31	9	0	100	235	15	33	46	6	0
	2005-06	100	215	5	45	33	17	0	100	214	10	26	50	14	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

<sup>1</sup> includes Alaskan Natives <sup>2</sup> SWD - Students with Disabilities <sup>3</sup> 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	104	20	41	29	10	0	100	104	6	28	54	13	0
	Male	100	111	9	50	27	14	0	100	111	9	31	50	11	0
Ethnicity	Caucasian	100	62	15	50	26	10	0	100	62	6	29	53	11	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	88	14	50	28	8	0	100	88	10	30	52	8	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	100	63	14	35	30	21	0	100	63	5	27	51	17	0
Status	SWD <sup>2</sup>	100	25	0	12	28	60	0	100	25	0	12	44	44	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	140	11	44	31	14	0	100	140	6	26	56	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	215	14	46	28	12	0	100	215	7	29	52	12	0
	2005-06	100	216	12	41	37	10	0	100	216	6	30	52	13	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	103	2	43	49	7	0	100	103	6	24	57	13	0
	Male	99	122	3	36	48	11	1	99	122	7	35	49	8	1
Ethnicity	Caucasian	99	82	2	51	41	4	1	99	82	10	38	48	4	1
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	65	2	46	45	8	0	100	65	3	34	52	11	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	100	76	3	20	61	17	0	100	76	4	18	61	17	0
Status	SWD <sup>2</sup>	100	34	0	15	38	47	0	100	34	0	15	50	35	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	99	133	2	32	52	13	1	99	133	4	26	56	14	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	225	3	39	48	9	0	100	225	6	30	53	10	0
	2005-06	100	231	6	37	53	4	0	100	231	6	27	55	11	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

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - 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	119	10	41	43	6	0	100	119	8	25	50	18	0
	Male	100	109	8	31	54	6	0	100	108	5	25	56	15	0
Ethnicity	Caucasian	100	74	16	42	36	5	0	100	74	9	36	42	12	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	80	8	38	51	4	0	100	79	6	19	62	13	0
	Asian/Pacific American Indian <sup>1</sup>	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD <sup>2</sup>	100	39	3	8	72	18	0	100	39	3	0	64	33	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	140	3	33	56	8	0	100	140	1	22	56	21	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	228	9	36	48	6	0	100	227	6	25	52	16	0
	2005-06	100	241	11	55	28	6	0	100	241	11	27	46	15	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	113	7	65	20	8	0	100	113	22	35	33	11	0
	Male	100	119	2	50	38	11	0	100	119	8	33	50	8	0
Ethnicity	Caucasian	100	75	9	63	24	4	0	100	75	17	39	40	4	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	81	4	58	27	11	0	100	81	16	36	37	11	0
	Asian/Pacific American Indian <sup>1</sup>	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD <sup>2</sup>	100	24	4	8	42	46	0	100	24	4	13	54	29	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	112	3	52	33	13	0	100	112	12	26	54	9	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	232	4	57	29	9	0	100	232	15	34	42	9	0
	2005-06	99	259	3	53	34	8	1	100	259	8	40	41	11	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

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - 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	99	160	1	44	33	22	1	99	160	5	34	48	12	1
	Male	96	186	2	36	30	29	4	97	185	4	33	48	12	3
Ethnicity	Caucasian	97	98	1	54	30	12	3	97	98	4	48	39	6	3
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	95	1	43	23	31	2	99	95	7	32	47	13	1
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian <sup>1</sup>	98	150	1	27	37	32	2	98	149	3	26	54	15	2
Status	SWD <sup>2</sup>	96	52	2	4	19	71	4	96	52	4	6	46	40	4
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	98	180	1	32	31	36	2	98	179	2	25	54	17	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	346	1	40	31	26	2	98	345	5	34	48	12	2
	2005-06	100	289	2	59	25	15	0	100	289	9	35	46	9	0
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	91	3	41	44	9	3	98	92	5	29	52	11	2
	Male	97	77	6	40	39	12	3	100	77	12	29	40	19	0
Ethnicity	Caucasian	98	60	8	57	32	2	2	100	61	18	39	36	7	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	47	4	36	49	11	0	100	47	2	23	60	15	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	93	61	2	28	46	18	7	97	61	3	23	48	23	3
Status	SWD <sup>2</sup>	97	30	10	7	43	37	3	100	30	0	13	43	43	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	97	65	3	38	43	12	3	98	65	8	18	54	18	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	168	5	40	42	10	3	99	169	8	29	47	15	1
	2005-06	100	212	17	54	24	4	0	100	211	11	27	46	16	0
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

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - 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
Benny, Evelyn	11
Conyers, Jim	13
Cummings, Timothy	5
Montoya, Patrick	0
Ransom, Karen	30

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
<b>Direct Instruction</b>	<b>13,029,451</b>	<b>62</b>
<b>Instructional Support Services</b>	<b>7,955,459</b>	<b>38</b>
Students	1,700,698	21
Instruction	503,770	6
General Administration	572,249	7
School Administration	1,982,557	25
Central Services	425,176	5
Operations & Maintenance	2,771,009	35
Student Transportation	0	0
<b>Non-Instructional Support</b>	<b>0</b>	<b>0</b>
Food Services	0	0
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>20,984,909</b>	

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: 0.43%

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	232	59.9	35.8	3.6
BLANCO ELEMENTARY	23	69.6	30.4	0.0
BLOOMFIELD DIST OFF	1	0.0	.0	***
BLOOMFIELD FAMILY LC	21	66.7	33.3	0.0
BLOOMFIELD HIGH	56	50.0	46.4	2.0
CENTRAL PRIMARY	43	60.5	34.9	0.0
CHARLIE Y. BROWN ALT	11	54.5	27.3	28.2
MESA ALTA JR HIGH	35	51.4	42.9	0.0
NAABA ANI ELEMENTARY	42	73.8	23.8	2.5

\* 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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- 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.
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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	137	240	15	5	10	4	33.3	58.4	3.6	1.2	2.4	1.0	
DISTRICT WIDE TOTALS	2	115	234	26	6	26	4	28.0	56.9	6.3	1.5	6.3	1.0	
DISTRICT WIDE TOTALS	3	159	224	12	1	9	6	38.7	54.5	2.9	0.2	2.2	1.5	
DISTRICT WIDE TOTALS	4	165	220	12	4	5	5	40.1	53.5	2.9	1.0	1.2	1.2	
DISTRICT WIDE TOTALS	5	118	214	10	2	65	2	28.7	52.1	2.4	0.5	15.8	0.5	
DISTRICT WIDE TOTALS	6	132	233	11	6	25	4	32.1	56.7	2.7	1.5	6.1	1.0	
DISTRICT WIDE TOTALS	7	92	212	51	9	34	13	22.4	51.6	12.4	2.2	8.3	3.2	
DISTRICT WIDE TOTALS	8	206	189	8	3	2	3	50.1	46.0	1.9	0.7	0.5	0.7	
DISTRICT WIDE TOTALS	9	140	230	9	5	16	11	34.1	56.0	2.2	1.2	3.9	2.7	
DISTRICT WIDE TOTALS	10	130	238	25	3	7	8	31.6	57.9	6.1	0.7	1.7	1.9	
BLANCO ELEMENTARY	1	22	26	0	0	2	0	44.0	52.0	0.0	0.0	4.0	0.0	
BLANCO ELEMENTARY	2	19	28	2	0	1	0	38.0	56.0	4.0	0.0	2.0	0.0	
BLANCO ELEMENTARY	3	27	21	0	0	2	0	54.0	42.0	0.0	0.0	4.0	0.0	
BLANCO ELEMENTARY	4	24	26	0	0	0	0	48.0	52.0	0.0	0.0	0.0	0.0	
BLANCO ELEMENTARY	5	23	25	0	0	2	0	46.0	50.0	0.0	0.0	4.0	0.0	
BLANCO ELEMENTARY	6	24	26	0	0	0	0	48.0	52.0	0.0	0.0	0.0	0.0	
BLANCO ELEMENTARY	7	13	25	7	2	3	0	26.0	50.0	14.0	4.0	6.0	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	
BLANCO ELEMENTARY	8	22	28	0	0	0	44.0	56.0	0.0	0.0	0.0	0.0	
BLANCO ELEMENTARY	9	22	27	0	0	1	44.0	54.0	0.0	0.0	2.0	0.0	
BLANCO ELEMENTARY	10	24	24	1	0	1	48.0	48.0	2.0	0.0	2.0	0.0	
BLOOMFIELD EARLY CHI	1	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	2	3	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	3	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	4	1	2	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	5	1	1	0	1	0	33.3	33.3	0.0	33.3	0.0	0.0	
BLOOMFIELD EARLY CHI	6	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	7	0	2	0	0	1	0.0	66.7	0.0	0.0	0.0	33.3	
BLOOMFIELD EARLY CHI	8	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	9	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
BLOOMFIELD EARLY CHI	10	2	0	1	0	0	66.7	0.0	33.3	0.0	0.0	0.0	
BLOOMFIELD HIGH	1	1	5	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0	
BLOOMFIELD HIGH	2	0	1	1	3	1	0.0	16.7	16.7	50.0	0.0	16.7	
BLOOMFIELD HIGH	3	1	2	2	0	1	16.7	33.3	33.3	0.0	0.0	16.7	
BLOOMFIELD HIGH	4	1	4	1	0	0	16.7	66.7	16.7	0.0	0.0	0.0	
BLOOMFIELD HIGH	5	3	3	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	
BLOOMFIELD HIGH	6	0	2	2	2	0	0.0	33.3	33.3	33.3	0.0	0.0	
BLOOMFIELD HIGH	7	1	4	0	0	1	16.7	66.7	0.0	0.0	0.0	16.7	
BLOOMFIELD HIGH	8	2	4	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0	
BLOOMFIELD HIGH	9	1	3	1	1	0	16.7	50.0	16.7	16.7	0.0	0.0	
BLOOMFIELD HIGH	10	1	3	0	1	1	16.7	50.0	0.0	16.7	0.0	16.7	
CENTRAL PRIMARY	1	104	191	14	4	7	32.1	59.0	4.3	1.2	2.2	1.2	
CENTRAL PRIMARY	2	88	190	21	3	19	27.2	58.6	6.5	0.9	5.9	0.9	
CENTRAL PRIMARY	3	122	180	9	1	7	37.7	55.6	2.8	0.3	2.2	1.5	
CENTRAL PRIMARY	4	133	168	10	4	5	41.0	51.9	3.1	1.2	1.5	1.2	

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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				
CENTRAL PRIMARY	5	84	168	10	1	59	2	25.9	51.9	3.1	0.3	18.2	0.6			
CENTRAL PRIMARY	6	101	183	8	4	25	3	31.2	56.5	2.5	1.2	7.7	0.9			
CENTRAL PRIMARY	7	74	164	41	7	28	10	22.8	50.6	12.7	2.2	8.6	3.1			
CENTRAL PRIMARY	8	173	137	7	3	2	2	53.4	42.3	2.2	0.9	0.6	0.6			
CENTRAL PRIMARY	9	109	179	7	4	14	11	33.6	55.2	2.2	1.2	4.3	3.4			
CENTRAL PRIMARY	10	102	188	21	1	5	7	31.5	58.0	6.5	0.3	1.5	2.2			
CHARLIE Y. BROWN ALT	1	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	2	1	4	0	0	2	0	14.3	57.1	0.0	0.0	28.6	0.0			
CHARLIE Y. BROWN ALT	3	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	4	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	5	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	6	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	7	2	2	1	0	2	0	28.6	28.6	14.3	0.0	28.6	0.0			
CHARLIE Y. BROWN ALT	8	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	9	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
CHARLIE Y. BROWN ALT	10	0	5	0	1	1	0	0.0	71.4	0.0	14.3	14.3	0.0			
MESA ALTA JR HIGH	1	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	2	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	3	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	4	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	5	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	6	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	7	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	8	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	9	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
MESA ALTA JR HIGH	10	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
NAABA ANI ELEMENTARY	1	6	10	1	1	1	0	31.6	52.6	5.3	5.3	5.3	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
NAABA ANI ELEMENTARY	2	4	9	2	0	4	0	21.1	47.4	10.5	0.0	21.1	0.0		
NAABA ANI ELEMENTARY	3	5	13	1	0	0	0	26.3	68.4	5.3	0.0	0.0	0.0		
NAABA ANI ELEMENTARY	4	4	13	1	0	0	1	21.1	68.4	5.3	0.0	0.0	5.3		
NAABA ANI ELEMENTARY	5	4	11	0	0	4	0	21.1	57.9	0.0	0.0	21.1	0.0		
NAABA ANI ELEMENTARY	6	2	15	1	0	0	1	10.5	78.9	5.3	0.0	0.0	5.3		
NAABA ANI ELEMENTARY	7	2	13	2	0	1	1	10.5	68.4	10.5	0.0	5.3	5.3		
NAABA ANI ELEMENTARY	8	4	13	1	0	0	1	21.1	68.4	5.3	0.0	0.0	5.3		
NAABA ANI ELEMENTARY	9	4	13	1	0	1	0	21.1	68.4	5.3	0.0	5.3	0.0		
NAABA ANI ELEMENTARY	10	1	16	2	0	0	0	5.3	84.2	10.5	0.0	0.0	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%).