



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

Printed: 10/14/2008

HOBBS

NO CHILD LEFT BEHIND SUMMARY

HOBBS

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	17	100
Schools in School Improvement	3	18
Schools in Corrective Action	3	18
Schools in Restructuring	1	6

**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\*

	HOBBS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3710	48.0	159155	48.8
Male	4019	52.0	167000	51.2
Caucasian	2776	35.9	99600	30.5
African-American	494	6.4	8523	2.6
Hispanic	4401	56.9	178091	54.6
Asian/Pacific Islander	33	0.4	4246	1.3
American Indian	25	0.3	35679	10.9
English Language Learners	1764	22.8	60832	18.7
Students with Disabilities	946	12.2	48634	14.9
Free/Reduced Lunch Program	4445	57.5	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
B.T. WASHINGTON ELEM	Meets AYP	Progressing	BROADMOOR	Meets AYP	Progressing
COLLEGE LANE ELEM	Meets AYP	Progressing	CORONADO ELEMENTARY	AYP Not Met	Progressing
EDISON ELEMENTARY	Meets AYP	Progressing	HIGHLAND JR HIGH	AYP Not Met	CA
HOBBS ALTERNATIVE HI	Meets AYP	SI-1 delay	HOBBS FRESHMAN SCH	AYP Not Met	CA
HOBBS HIGH	AYP Not Met	CA	HOUSTON JR HIGH	AYP Not Met	Restructuring 1
JEFFERSON ELEMENTARY	AYP Not Met	Progressing	MILLS ELEMENTARY	Meets AYP	Progressing
SANGER ELEMENTARY	Meets AYP	Progressing	SOUTHERN HEIGHTS ELE	AYP Not Met	Progressing
STONE ELEMENTARY	Meets AYP	Progressing	TAYLOR ELEMENTARY	AYP Not Met	SI-1
WILL ROGERS ELEM	AYP Not Met	SI-1			

## 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			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	48.1	59.6	32.7	42.7	***	***	41.3	36.1	18.6	
All students in Grades 6, 7 & 8	Reading Proficiency	42	47.5	59.3	45.6	39.8	***	***	38.4	22.9	4.6	
All Students in Grades 9 & 11	Reading Proficiency	45	45.1	60.7	13.7	35.9	***	***	35.4	27.9	7.6	
B.T. WASHINGTON ELEM	Reading Proficiency	49	39.5	63.6	15.4	42.1	***	***	31.4	***	***	
BROADMOOR ELEMENTARY	Reading Proficiency	44	62.7	71.4	***	58.7	***	***	52.8	52.2	***	
COLLEGE LANE ELEM	Reading Proficiency	44	53.3	60.4	***	38.9	***	***	38.2	42.9	15.8	
CORONADO ELEMENTARY	Reading Proficiency	44	37.4	51.3	***	23.3	***	***	31.9	26.7	27.8	
EDISON ELEMENTARY	Reading Proficiency	44	51.5	57.1	45.0	51.5	***	***	54.0	52.2	***	
HIGHLAND JR HIGH	Reading Proficiency	45	62.2	68.0	66.7	57.6	***	***	58.0	32.5	9.1	
HOBBS ALTERNATIVE HI	Reading Proficiency	45	***	***	***	***	***	***	***	***	***	
HOBBS FRESHMAN SCH	Reading Proficiency	45	45.0	59.6	20.0	37.3	***	***	37.7	29.0	10.5	
HOBBS HIGH	Reading Proficiency	45	46.7	62.4	13.0	35.5	***	***	33.9	***	19.1	
HOUSTON JR HIGH	Reading Proficiency	45	50.3	66.2	50.0	38.4	***	***	37.5	24.2	27.9	
JEFFERSON ELEMENTARY	Reading Proficiency	44	40.4	***	28.6	42.4	***	***	37.1	32.2	<1.0	
MILLS ELEMENTARY	Reading Proficiency	44	41.9	48.1	***	35.1	***	***	41.1	27.3	11.1	
SANGER ELEMENTARY	Reading Proficiency	44	55.6	67.2	***	46.8	***	***	48.7	26.3	23.1	
SOUTHERN HEIGHTS ELE	Reading Proficiency	44	36.8	50.0	15.4	37.1	***	***	35.4	34.3	17.7	
STONE ELEMENTARY	Reading Proficiency	44	59.2	66.1	***	42.6	***	***	32.6	***	35.7	
TAYLOR ELEMENTARY	Reading Proficiency	44	36.7	58.8	18.2	31.1	***	***	37.6	26.5	<1.0	
WILL ROGERS ELEM	Reading Proficiency	44	35.6	***	***	35.0	***	***	33.6	30.7	15.4	
All Students in Grades 3, 4 & 5	Math Proficiency	33	39.6	51.6	26.7	33.5	***	***	32.5	26.9	19.3	
All students in Grades 6, 7 & 8	Math Proficiency	20	27.1	37.2	17.8	21.2	***	***	18.4	9.5	2.3	
All Students in Grades 9 & 11	Math Proficiency	27	27.0	36.8	7.8	20.9	***	***	19.2	19.0	3.3	
B.T. WASHINGTON ELEM	Math Proficiency	33	41.9	72.7	15.4	42.1	***	***	31.4	***	***	
BROADMOOR ELEMENTARY	Math Proficiency	28	50.8	64.3	***	45.3	***	***	43.1	39.1	***	
COLLEGE LANE ELEM	Math Proficiency	28	37.9	47.2	***	20.4	***	***	19.1	28.6	10.5	
CORONADO ELEMENTARY	Math Proficiency	28	36.1	48.7	***	24.7	***	***	31.9	13.3	27.8	
EDISON ELEMENTARY	Math Proficiency	28	41.8	42.9	45.0	39.7	***	***	40.2	39.1	***	
HIGHLAND JR HIGH	Math Proficiency	20	38.8	45.9	25.6	35.4	***	***	31.3	16.3	4.6	
HOBBS ALTERNATIVE HI	Math Proficiency	27	***	***	***	***	***	***	***	***	***	
HOBBS FRESHMAN SCH	Math Proficiency	27	30.2	38.9	10.0	26.0	***	***	23.5	19.7	7.0	
HOBBS HIGH	Math Proficiency	27	24.8	35.1	13.0	15.9	***	***	14.8	***	14.3	
HOUSTON JR HIGH	Math Proficiency	20	25.5	36.1	27.8	17.3	***	***	14.4	7.4	20.6	
JEFFERSON ELEMENTARY	Math Proficiency	28	20.6	***	7.1	21.6	***	***	18.2	13.6	9.1	
MILLS ELEMENTARY	Math Proficiency	28	31.7	36.8	***	25.7	***	***	25.6	27.3	16.7	

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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			
SANGER ELEMENTARY	Math Proficiency	28	42.9	57.8	***	30.7	***	***	32.9	10.5	30.8	
SOUTHERN HEIGHTS ELE	Math Proficiency	28	45.1	68.8	30.8	44.0	***	***	44.8	39.1	17.7	
STONE ELEMENTARY	Math Proficiency	28	51.1	54.3	***	44.4	***	***	32.6	***	28.6	
TAYLOR ELEMENTARY	Math Proficiency	28	21.3	29.4	18.2	18.5	***	***	20.5	20.4	7.7	
WILL ROGERS ELEM	Math Proficiency	28	16.7	***	***	14.5	***	***	15.5	9.7	7.7	
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.6	95.6	94.8	95.6	***	***	95.2	95.7	94.5	
All students in Grades 6, 7 & 8	Attendance Rate	92	95.2	95.5	94.5	95.0	***	***	94.6	95.0	92.9	
BROADMOOR ELEMENTARY	Attendance Rate	92	96.3	96.3	***	96.1	***	***	95.9	97.0	***	
COLLEGE LANE ELEM	Attendance Rate	92	95.5	95.4	***	95.4	***	***	95.0	97.4	94.5	
CORONADO ELEMENTARY	Attendance Rate	92	95.3	95.9	***	95.2	***	***	95.0	94.5	93.8	
EDISON ELEMENTARY	Attendance Rate	92	95.0	94.8	94.8	95.1	***	***	94.8	94.3	***	
HIGHLAND JR HIGH	Attendance Rate	92	95.2	95.9	94.3	94.8	***	***	94.7	94.5	91.7	
HOUSTON JR HIGH	Attendance Rate	92	94.7	95.2	92.8	94.5	***	***	93.6	94.4	93.2	
JEFFERSON ELEMENTARY	Attendance Rate	92	95.4	***	96.0	95.5	***	***	95.3	95.8	95.7	
MILLS ELEMENTARY	Attendance Rate	92	95.2	95.2	***	94.9	***	***	94.6	93.3	95.3	
SANGER ELEMENTARY	Attendance Rate	92	96.0	95.6	***	96.5	***	***	95.8	96.6	95.6	
SOUTHERN HEIGHTS ELE	Attendance Rate	92	95.0	94.9	93.6	95.1	***	***	95.0	95.5	93.3	
STONE ELEMENTARY	Attendance Rate	92	96.1	96.1	***	95.9	***	***	95.3	***	95.8	
TAYLOR ELEMENTARY	Attendance Rate	92	94.8	95.8	95.5	94.4	***	***	94.7	95.0	94.7	
WILL ROGERS ELEM	Attendance Rate	92	96.1	***	***	96.1	***	***	95.8	96.9	95.4	
All Students in Grade 12	Graduation Rate	90	95.5	99.2	95.0	92.3	***	***	93.8	87.8	100.0	
HOBBS ALTERNATIVE HI	Graduation Rate	90	***	***	***	***	***	***	***	***	***	
HOBBS HIGH	Graduation Rate	90	94.8	98.3	86.7	92.7	***	***	93.3	***	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	287	2	48	35	15	0	100	287	3	41	45	10	0
	Male	100	315	3	36	34	27	0	100	314	2	39	49	11	0
Ethnicity	Caucasian	100	197	5	51	27	16	0	100	196	4	52	38	6	0
	African-American	100	38	3	21	50	26	0	100	38	3	18	68	11	0
	Hispanic	100	362	1	39	38	23	0	100	362	2	35	50	13	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	100	75	3	16	23	59	0	100	75	3	23	45	29	0
	ELL <sup>3</sup>	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	418	1	35	39	25	0	100	417	2	33	52	14	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	602	2	42	35	21	0	100	601	2	40	47	10	0
	2005-06	100	588	6	45	30	19	0	99	588	2	42	48	8	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	305	9	48	34	9	0	100	305	5	41	45	9	0
	Male	100	300	5	37	37	20	0	100	299	6	36	45	13	0
Ethnicity	Caucasian	100	204	7	54	27	11	0	100	204	5	47	43	5	0
	African-American	100	41	10	34	41	15	0	100	40	13	30	48	10	0
	Hispanic	100	356	6	37	40	17	0	100	356	5	34	47	14	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	100	54	2	15	30	54	0	100	54	0	17	46	37	0
	ELL <sup>3</sup>	100	189	5	31	42	22	0	100	189	5	30	50	15	0
	FRLP	100	386	6	36	39	19	0	100	385	4	33	48	15	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	605	7	43	36	15	0	100	604	5	39	45	11	0
	2005-06	100	557	6	43	37	13	0	100	557	8	35	46	11	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	293	7	49	35	9	0	100	294	5	26	57	12	0
	Male	99	271	6	35	44	15	1	100	271	1	29	53	17	0
Ethnicity	Caucasian	100	190	11	51	31	8	0	100	190	6	39	48	7	0
	African-American	98	40	0	40	40	18	3	100	40	0	18	60	23	0
	Hispanic	100	333	4	38	44	14	0	100	334	2	22	59	17	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	96	52	4	12	29	52	4	100	52	4	6	46	44	0
	ELL <sup>3</sup>	99	165	2	33	47	18	1	100	165	2	16	58	24	0
	FRLP	100	371	3	41	42	14	0	100	371	2	24	58	16	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	564	6	42	39	12	0	100	565	3	27	55	14	0
	2005-06	100	559	11	45	33	11	0	100	559	4	28	53	14	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	277	4	34	53	9	0	100	277	1	18	58	23	0
	Male	100	274	2	25	52	20	0	100	274	4	18	56	22	0
Ethnicity	Caucasian	100	197	4	42	42	12	0	100	197	4	28	53	15	0
	African-American	100	39	0	26	54	21	0	100	39	3	8	58	29	3
	Hispanic	100	312	3	23	59	15	0	100	312	2	12	60	26	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD <sup>2</sup>	100	48	13	2	25	60	0	100	48	11	2	49	38	0
	ELL <sup>3</sup>	100	129	2	18	59	22	0	100	129	1	9	53	36	1
	FRLP	100	368	3	24	55	17	0	100	368	2	13	59	26	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	551	3	30	53	15	0	100	551	2	18	57	22	0
	2005-06	100	593	6	38	46	10	0	100	593	3	24	55	18	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	271	10	43	39	7	0	100	271	5	21	46	28	0
	Male	99	314	8	40	42	10	1	100	314	4	18	54	22	0
Ethnicity	Caucasian	100	208	17	45	32	6	0	100	208	7	27	44	21	0
	African-American	100	29	7	52	34	7	0	100	29	0	14	62	24	0
	Hispanic	99	344	4	39	47	10	1	100	344	3	16	53	27	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	100	56	11	9	34	46	0	100	56	4	5	23	68	0
	ELL <sup>3</sup>	100	95	1	24	53	22	0	100	95	1	7	45	46	0
	FRLP	99	339	4	36	46	12	1	100	339	2	14	52	32	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	585	9	42	41	9	0	100	585	5	20	50	25	0
	2005-06	100	629	6	47	39	8	0	100	628	3	19	51	27	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	303	2	58	30	9	0	100	303	4	30	51	15	0
	Male	100	329	4	51	28	17	0	100	329	7	28	44	21	0
Ethnicity	Caucasian	100	223	3	64	23	10	0	100	223	8	35	46	11	0
	African-American	100	42	7	45	36	12	0	100	42	7	24	52	17	0
	Hispanic	100	361	2	49	32	16	0	100	361	3	25	48	23	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian <sup>1</sup>	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD <sup>2</sup>	100	76	13	5	28	54	0	100	76	12	4	29	55	0
	ELL <sup>3</sup>	99	92	3	24	30	41	1	99	92	2	11	38	48	1
	FRLP	100	345	4	47	31	18	0	100	345	4	21	51	24	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	632	3	54	29	13	0	100	632	5	29	48	18	0
	2005-06	99	628	3	49	37	11	1	100	626	3	20	48	29	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	100	284	2	47	31	20	0	100	284	1	31	54	13	0
	Male	99	313	1	36	27	35	1	99	313	3	23	54	20	1
Ethnicity	Caucasian	100	220	3	56	25	17	0	100	220	5	35	53	8	0
	African-American	100	37	3	19	41	38	0	100	37	0	11	59	30	0
	Hispanic	99	336	1	34	31	34	1	99	336	1	23	54	21	1
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian <sup>1</sup>	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD <sup>2</sup>	100	69	6	6	28	61	0	100	69	4	6	41	49	0
	ELL <sup>3</sup>	100	82	1	27	18	54	0	100	82	0	18	48	34	0
	FRLP	100	322	1	35	30	33	0	100	322	1	22	58	19	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	597	2	41	29	27	0	100	597	2	27	54	17	0
	2005-06	99	587	1	46	27	26	1	100	586	2	27	55	17	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	99	245	9	42	37	11	1	99	245	2	22	47	29	1
	Male	100	247	7	33	41	19	0	100	247	6	20	46	28	0
Ethnicity	Caucasian	100	210	11	52	27	10	0	100	210	5	31	46	17	0
	African-American	100	28	4	7	64	25	0	100	28	4	7	29	61	0
	Hispanic	99	246	4	29	47	18	1	98	246	2	13	49	35	2
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	98	48	8	8	38	44	2	98	48	6	6	23	63	2
	ELL <sup>3</sup>	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	99	191	4	29	47	19	1	99	191	3	12	49	35	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	492	8	38	39	15	1	99	492	4	21	46	28	1
	2005-06	100	433	17	48	28	7	0	100	433	5	29	50	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
Calderon, Joseph	10
Jones, Patricia	0
Puckett, Joseph	2
Simpson, Tejay	2
Wiseman, Lance	1

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>29,937,566</b>	<b>65</b>
<b>Instructional Support Services</b>	<b>15,934,205</b>	<b>35</b>
Students	4,272,437	27
Instruction	1,566,484	10
General Administration	652,516	4
School Administration	3,033,783	19
Central Services	1,033,804	6
Operations & Maintenance	5,375,181	34
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>47,239</b>	<b>&lt;1</b>
<b>Total Expenditures</b>	<b>45,919,010</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: 0.18%

		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	557	50.6	48.5	0.4
B.T. WASHINGTON ELEM	18	44.4	55.6	0.0
BROADMOOR ELEMENTARY	25	60.0	40.0	0.0
COLLEGE LANE ELEM	31	45.2	51.6	0.0
CORONADO ELEMENTARY	29	44.8	48.3	0.0
EDISON ELEMENTARY	25	44.0	56.0	0.0
HIGHLAND JR HIGH	42	50.0	50.0	0.0
HOBBS DISTRICT OFF	5	20.0	80.0	***
HOBBS FRESHMAN SCH	43	62.8	37.2	0.0
HOBBS HIGH	97	45.4	54.6	1.0
HOUSTON JR HIGH	42	59.5	40.5	0.0
JEFFERSON ELEMENTARY	28	50.0	50.0	0.0
JENKINS-NUNAN CENTER	2	0.0	.0	***
MILLS ELEMENTARY	29	34.5	65.5	2.8
SANGER ELEMENTARY	23	43.5	56.5	0.0
SOUTHERN HEIGHTS ELE	35	60.0	37.1	0.0
STONE ELEMENTARY	28	50.0	46.4	0.0
TAYLOR ELEMENTARY	26	57.7	42.3	0.0
TIEUEL HEADSTART	1	0.0	100.0	***
WILL ROGERS ELEM	28	60.7	39.3	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

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=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	454	781	62	18	96	56	30.9	53.2	4.2	1.2	6.5	3.8
DISTRICT WIDE TOTALS	2	469	825	72	15	62	24	32.0	56.2	4.9	1.0	4.2	1.6
DISTRICT WIDE TOTALS	3	551	753	54	10	56	43	37.6	51.3	3.7	0.7	3.8	2.9
DISTRICT WIDE TOTALS	4	548	730	86	17	29	57	37.4	49.8	5.9	1.2	2.0	3.9
DISTRICT WIDE TOTALS	5	526	780	22	5	104	30	35.9	53.2	1.5	0.3	7.1	2.0
DISTRICT WIDE TOTALS	6	509	742	87	27	61	41	34.7	50.6	5.9	1.8	4.2	2.8
DISTRICT WIDE TOTALS	7	318	685	157	49	178	80	21.7	46.7	10.7	3.3	12.1	5.5
DISTRICT WIDE TOTALS	8	660	687	62	28	10	20	45.0	46.8	4.2	1.9	0.7	1.4
DISTRICT WIDE TOTALS	9	482	782	49	18	99	37	32.9	53.3	3.3	1.2	6.7	2.5
DISTRICT WIDE TOTALS	10	504	785	103	16	25	34	34.4	53.5	7.0	1.1	1.7	2.3
B.T. WASHINGTON ELEM	1	6	6	1	0	0	0	46.2	46.2	7.7	0.0	0.0	0.0
B.T. WASHINGTON ELEM	2	6	6	1	0	0	0	46.2	46.2	7.7	0.0	0.0	0.0
B.T. WASHINGTON ELEM	3	3	8	1	0	1	0	23.1	61.5	7.7	0.0	7.7	0.0
B.T. WASHINGTON ELEM	4	9	4	0	0	0	0	69.2	30.8	0.0	0.0	0.0	0.0
B.T. WASHINGTON ELEM	5	8	4	0	0	0	1	61.5	30.8	0.0	0.0	0.0	7.7
B.T. WASHINGTON ELEM	6	6	4	3	0	0	0	46.2	30.8	23.1	0.0	0.0	0.0
B.T. WASHINGTON ELEM	7	4	2	2	0	2	3	30.8	15.4	15.4	0.0	15.4	23.1

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
B.T. WASHINGTON ELEM	8	9	3	1	0	0	69.2	23.1	7.7	0.0	0.0	0.0			
B.T. WASHINGTON ELEM	9	7	5	0	0	1	53.8	38.5	0.0	0.0	7.7	0.0			
B.T. WASHINGTON ELEM	10	7	5	0	0	1	53.8	38.5	0.0	0.0	7.7	0.0			
BROADMOOR	1	44	97	5	0	11	10	26.3	58.1	3.0	0.0	6.6	6.0		
BROADMOOR	2	44	96	7	5	11	4	26.3	57.5	4.2	3.0	6.6	2.4		
BROADMOOR	3	71	81	4	1	7	3	42.5	48.5	2.4	0.6	4.2	1.8		
BROADMOOR	4	77	72	6	2	3	7	46.1	43.1	3.6	1.2	1.8	4.2		
BROADMOOR	5	69	83	2	0	11	2	41.3	49.7	1.2	0.0	6.6	1.2		
BROADMOOR	6	53	87	13	0	8	6	31.7	52.1	7.8	0.0	4.8	3.6		
BROADMOOR	7	34	79	20	3	18	13	20.4	47.3	12.0	1.8	10.8	7.8		
BROADMOOR	8	84	75	5	1	0	2	50.3	44.9	3.0	0.6	0.0	1.2		
BROADMOOR	9	61	88	3	2	10	3	36.5	52.7	1.8	1.2	6.0	1.8		
BROADMOOR	10	64	91	8	1	1	2	38.3	54.5	4.8	0.6	0.6	1.2		
COLLEGE LANE ELEM	1	5	7	0	0	0	0	41.7	58.3	0.0	0.0	0.0	0.0		
COLLEGE LANE ELEM	2	5	7	0	0	0	0	41.7	58.3	0.0	0.0	0.0	0.0		
COLLEGE LANE ELEM	3	7	4	1	0	0	0	58.3	33.3	8.3	0.0	0.0	0.0		
COLLEGE LANE ELEM	4	7	3	2	0	0	0	58.3	25.0	16.7	0.0	0.0	0.0		
COLLEGE LANE ELEM	5	4	7	0	0	1	0	33.3	58.3	0.0	0.0	8.3	0.0		
COLLEGE LANE ELEM	6	1	6	3	2	0	0	8.3	50.0	25.0	16.7	0.0	0.0		
COLLEGE LANE ELEM	7	4	2	3	0	3	0	33.3	16.7	25.0	0.0	25.0	0.0		
COLLEGE LANE ELEM	8	7	4	0	1	0	0	58.3	33.3	0.0	8.3	0.0	0.0		
COLLEGE LANE ELEM	9	5	6	1	0	0	0	41.7	50.0	8.3	0.0	0.0	0.0		
COLLEGE LANE ELEM	10	5	7	0	0	0	0	41.7	58.3	0.0	0.0	0.0	0.0		
CORONADO ELEMENTARY	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
CORONADO ELEMENTARY	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
CORONADO ELEMENTARY	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
CORONADO ELEMENTARY	4	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0		

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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		
CORONADO ELEMENTARY	5	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
CORONADO ELEMENTARY	6	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
CORONADO ELEMENTARY	7	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0
CORONADO ELEMENTARY	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
CORONADO ELEMENTARY	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
CORONADO ELEMENTARY	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
EDISON ELEMENTARY	1	6	6	0	0	1	2	40.0	40.0	0.0	0.0	6.7	13.3	0.0
EDISON ELEMENTARY	2	8	4	1	0	0	2	53.3	26.7	6.7	0.0	0.0	13.3	0.0
EDISON ELEMENTARY	3	6	7	0	0	0	2	40.0	46.7	0.0	0.0	0.0	13.3	0.0
EDISON ELEMENTARY	4	8	5	0	0	0	2	53.3	33.3	0.0	0.0	0.0	13.3	0.0
EDISON ELEMENTARY	5	7	5	0	0	2	1	46.7	33.3	0.0	0.0	13.3	6.7	0.0
EDISON ELEMENTARY	6	7	5	0	0	2	1	46.7	33.3	0.0	0.0	13.3	6.7	0.0
EDISON ELEMENTARY	7	5	5	0	0	3	2	33.3	33.3	0.0	0.0	20.0	13.3	0.0
EDISON ELEMENTARY	8	7	5	0	0	1	2	46.7	33.3	0.0	0.0	6.7	13.3	0.0
EDISON ELEMENTARY	9	7	5	0	0	1	2	46.7	33.3	0.0	0.0	6.7	13.3	0.0
EDISON ELEMENTARY	10	7	2	3	0	1	2	46.7	13.3	20.0	0.0	6.7	13.3	0.0
HIGHLAND JR HIGH	1	18	62	11	6	5	7	16.5	56.9	10.1	5.5	4.6	6.4	0.0
HIGHLAND JR HIGH	2	21	71	3	2	6	6	19.3	65.1	2.8	1.8	5.5	5.5	0.0
HIGHLAND JR HIGH	3	19	72	3	0	4	11	17.4	66.1	2.8	0.0	3.7	10.1	0.0
HIGHLAND JR HIGH	4	19	53	21	1	3	12	17.4	48.6	19.3	0.9	2.8	11.0	0.0
HIGHLAND JR HIGH	5	22	69	3	0	9	6	20.2	63.3	2.8	0.0	8.3	5.5	0.0
HIGHLAND JR HIGH	6	22	63	10	3	4	7	20.2	57.8	9.2	2.8	3.7	6.4	0.0
HIGHLAND JR HIGH	7	22	65	5	0	10	7	20.2	59.6	4.6	0.0	9.2	6.4	0.0
HIGHLAND JR HIGH	8	22	62	16	4	1	4	20.2	56.9	14.7	3.7	0.9	3.7	0.0
HIGHLAND JR HIGH	9	24	66	6	2	5	6	22.0	60.6	5.5	1.8	4.6	5.5	0.0
HIGHLAND JR HIGH	10	34	59	6	2	3	5	31.2	54.1	5.5	1.8	2.8	4.6	0.0
HOBBS ALTERNATIVE HI	***	***	***	***	***	***	***	***	***	***	***	***	***	***

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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		
HOBBS FRESHMAN SCH	1	0	3	0	1	0	1	0.0	60.0	0.0	20.0	0.0	20.0	
HOBBS FRESHMAN SCH	2	0	1	2	0	0	2	0.0	20.0	40.0	0.0	0.0	40.0	
HOBBS FRESHMAN SCH	3	0	4	1	0	0	0	0.0	80.0	20.0	0.0	0.0	0.0	
HOBBS FRESHMAN SCH	4	0	1	4	0	0	0	0.0	20.0	80.0	0.0	0.0	0.0	
HOBBS FRESHMAN SCH	5	1	2	0	0	0	2	20.0	40.0	0.0	0.0	0.0	40.0	
HOBBS FRESHMAN SCH	6	0	4	0	1	0	0	0.0	80.0	0.0	20.0	0.0	0.0	
HOBBS FRESHMAN SCH	7	0	4	1	0	0	0	0.0	80.0	20.0	0.0	0.0	0.0	
HOBBS FRESHMAN SCH	8	0	2	1	0	2	0	0.0	40.0	20.0	0.0	40.0	0.0	
HOBBS FRESHMAN SCH	9	0	1	3	0	0	1	0.0	20.0	60.0	0.0	0.0	20.0	
HOBBS FRESHMAN SCH	10	1	4	0	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0	
HOBBS HIGH	1	1	3	3	3	0	0	10.0	30.0	30.0	30.0	0.0	0.0	
HOBBS HIGH	2	0	7	1	2	0	0	0.0	70.0	10.0	20.0	0.0	0.0	
HOBBS HIGH	3	0	4	2	4	0	0	0.0	40.0	20.0	40.0	0.0	0.0	
HOBBS HIGH	4	0	5	0	5	0	0	0.0	50.0	0.0	50.0	0.0	0.0	
HOBBS HIGH	5	0	8	0	2	0	0	0.0	80.0	0.0	20.0	0.0	0.0	
HOBBS HIGH	6	0	4	3	3	0	0	0.0	40.0	30.0	30.0	0.0	0.0	
HOBBS HIGH	7	2	3	1	4	0	0	20.0	30.0	10.0	40.0	0.0	0.0	
HOBBS HIGH	8	0	4	2	4	0	0	0.0	40.0	20.0	40.0	0.0	0.0	
HOBBS HIGH	9	1	3	1	4	1	0	10.0	30.0	10.0	40.0	10.0	0.0	
HOBBS HIGH	10	0	4	4	2	0	0	0.0	40.0	40.0	20.0	0.0	0.0	
HOUSTON JR HIGH	1	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0	
HOUSTON JR HIGH	2	1	4	1	0	1	0	14.3	57.1	14.3	0.0	14.3	0.0	
HOUSTON JR HIGH	3	2	3	2	0	0	0	28.6	42.9	28.6	0.0	0.0	0.0	
HOUSTON JR HIGH	4	1	4	2	0	0	0	14.3	57.1	28.6	0.0	0.0	0.0	
HOUSTON JR HIGH	5	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0	
HOUSTON JR HIGH	6	4	1	2	0	0	0	57.1	14.3	28.6	0.0	0.0	0.0	
HOUSTON JR HIGH	7	4	1	2	0	0	0	57.1	14.3	28.6	0.0	0.0	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			
HOUSTON JR HIGH	8	2	4	0	0	0	1	28.6	57.1	0.0	0.0	0.0	14.3		
HOUSTON JR HIGH	9	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0		
HOUSTON JR HIGH	10	5	2	0	0	0	0	71.4	28.6	0.0	0.0	0.0	0.0		
JEFFERSON ELEMENTARY	1	10	12	2	0	0	0	41.7	50.0	8.3	0.0	0.0	0.0		
JEFFERSON ELEMENTARY	2	7	15	1	0	1	0	29.2	62.5	4.2	0.0	4.2	0.0		
JEFFERSON ELEMENTARY	3	12	12	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0		
JEFFERSON ELEMENTARY	4	15	9	0	0	0	0	62.5	37.5	0.0	0.0	0.0	0.0		
JEFFERSON ELEMENTARY	5	11	11	0	0	1	1	45.8	45.8	0.0	0.0	4.2	4.2		
JEFFERSON ELEMENTARY	6	12	9	2	0	0	1	50.0	37.5	8.3	0.0	0.0	4.2		
JEFFERSON ELEMENTARY	7	6	16	1	0	1	0	25.0	66.7	4.2	0.0	4.2	0.0		
JEFFERSON ELEMENTARY	8	17	6	1	0	0	0	70.8	25.0	4.2	0.0	0.0	0.0		
JEFFERSON ELEMENTARY	9	10	12	1	0	1	0	41.7	50.0	4.2	0.0	4.2	0.0		
JEFFERSON ELEMENTARY	10	13	7	4	0	0	0	54.2	29.2	16.7	0.0	0.0	0.0		
MILLS ELEMENTARY	1	121	185	10	2	7	1	37.1	56.7	3.1	0.6	2.1	0.3		
MILLS ELEMENTARY	2	104	197	11	0	12	2	31.9	60.4	3.4	0.0	3.7	0.6		
MILLS ELEMENTARY	3	118	182	14	1	7	4	36.2	55.8	4.3	0.3	2.1	1.2		
MILLS ELEMENTARY	4	116	178	16	2	5	9	35.6	54.6	4.9	0.6	1.5	2.8		
MILLS ELEMENTARY	5	101	190	7	0	25	3	31.0	58.3	2.1	0.0	7.7	0.9		
MILLS ELEMENTARY	6	104	183	23	2	8	6	31.9	56.1	7.1	0.6	2.5	1.8		
MILLS ELEMENTARY	7	68	165	43	5	32	13	20.9	50.6	13.2	1.5	9.8	4.0		
MILLS ELEMENTARY	8	150	154	12	4	1	5	46.0	47.2	3.7	1.2	0.3	1.5		
MILLS ELEMENTARY	9	99	187	11	3	21	5	30.4	57.4	3.4	0.9	6.4	1.5		
MILLS ELEMENTARY	10	104	186	28	1	2	5	31.9	57.1	8.6	0.3	0.6	1.5		
SANGER ELEMENTARY	1	5	4	0	0	0	0	55.6	44.4	0.0	0.0	0.0	0.0		
SANGER ELEMENTARY	2	5	4	0	0	0	0	55.6	44.4	0.0	0.0	0.0	0.0		
SANGER ELEMENTARY	3	9	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0		
SANGER ELEMENTARY	4	6	3	0	0	0	0	66.7	33.3	0.0	0.0	0.0	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				
SANGER ELEMENTARY	5	5	3	1	0	0	0	55.6	33.3	11.1	0.0	0.0	0.0			
SANGER ELEMENTARY	6	7	2	0	0	0	0	77.8	22.2	0.0	0.0	0.0	0.0			
SANGER ELEMENTARY	7	4	4	0	0	0	1	44.4	44.4	0.0	0.0	0.0	11.1			
SANGER ELEMENTARY	8	7	1	1	0	0	0	77.8	11.1	11.1	0.0	0.0	0.0			
SANGER ELEMENTARY	9	6	3	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0			
SANGER ELEMENTARY	10	8	1	0	0	0	0	88.9	11.1	0.0	0.0	0.0	0.0			
SOUTHERN HEIGHTS	1	31	90	10	3	26	17	17.5	50.8	5.6	1.7	14.7	9.6			
SOUTHERN HEIGHTS	2	38	91	30	2	14	2	21.5	51.4	16.9	1.1	7.9	1.1			
SOUTHERN HEIGHTS	3	44	98	9	0	18	8	24.9	55.4	5.1	0.0	10.2	4.5			
SOUTHERN HEIGHTS	4	45	100	10	4	7	11	25.4	56.5	5.6	2.3	4.0	6.2			
SOUTHERN HEIGHTS	5	33	118	7	1	14	4	18.6	66.7	4.0	0.6	7.9	2.3			
SOUTHERN HEIGHTS	6	46	99	7	6	14	5	26.0	55.9	4.0	3.4	7.9	2.8			
SOUTHERN HEIGHTS	7	21	72	16	21	36	11	11.9	40.7	9.0	11.9	20.3	6.2			
SOUTHERN HEIGHTS	8	63	102	5	2	3	2	35.6	57.6	2.8	1.1	1.7	1.1			
SOUTHERN HEIGHTS	9	32	106	9	2	19	9	18.1	59.9	5.1	1.1	10.7	5.1			
SOUTHERN HEIGHTS	10	46	102	13	5	4	7	26.0	57.6	7.3	2.8	2.3	4.0			
STONE ELEMENTARY	1	101	124	1	0	6	3	43.0	52.8	0.4	0.0	2.6	1.3			
STONE ELEMENTARY	2	124	101	8	1	1	0	52.8	43.0	3.4	0.4	0.4	0.0			
STONE ELEMENTARY	3	153	80	1	0	0	1	65.1	34.0	0.4	0.0	0.0	0.4			
STONE ELEMENTARY	4	137	91	3	0	3	1	58.3	38.7	1.3	0.0	1.3	0.4			
STONE ELEMENTARY	5	140	89	0	0	5	1	59.6	37.9	0.0	0.0	2.1	0.4			
STONE ELEMENTARY	6	121	96	9	1	5	3	51.5	40.9	3.8	0.4	2.1	1.3			
STONE ELEMENTARY	7	73	88	29	4	26	15	31.1	37.4	12.3	1.7	11.1	6.4			
STONE ELEMENTARY	8	139	87	5	3	0	1	59.1	37.0	2.1	1.3	0.0	0.4			
STONE ELEMENTARY	9	123	103	4	0	4	1	52.3	43.8	1.7	0.0	1.7	0.4			
STONE ELEMENTARY	10	100	123	10	1	0	1	42.6	52.3	4.3	0.4	0.0	0.4			
TAYLOR ELEMENTARY	1	19	63	5	0	8	3	19.4	64.3	5.1	0.0	8.2	3.1			



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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
TAYLOR ELEMENTARY	2	26	59	1	2	7	3	26.5	60.2	1.0	2.0	7.1	3.1	
TAYLOR ELEMENTARY	3	32	56	7	0	1	2	32.7	57.1	7.1	0.0	1.0	2.0	
TAYLOR ELEMENTARY	4	23	64	7	0	2	2	23.5	65.3	7.1	0.0	2.0	2.0	
TAYLOR ELEMENTARY	5	34	51	0	1	9	3	34.7	52.0	0.0	1.0	9.2	3.1	
TAYLOR ELEMENTARY	6	35	48	3	1	6	5	35.7	49.0	3.1	1.0	6.1	5.1	
TAYLOR ELEMENTARY	7	23	46	11	1	11	6	23.5	46.9	11.2	1.0	11.2	6.1	
TAYLOR ELEMENTARY	8	39	51	4	3	0	1	39.8	52.0	4.1	3.1	0.0	1.0	
TAYLOR ELEMENTARY	9	27	52	4	1	10	4	27.6	53.1	4.1	1.0	10.2	4.1	
TAYLOR ELEMENTARY	10	32	57	5	1	3	0	32.7	58.2	5.1	1.0	3.1	0.0	
WILL ROGERS ELEM	1	83	115	14	3	32	12	32.0	44.4	5.4	1.2	12.4	4.6	
WILL ROGERS ELEM	2	80	161	5	1	9	3	30.9	62.2	1.9	0.4	3.5	1.2	
WILL ROGERS ELEM	3	75	141	9	4	18	12	29.0	54.4	3.5	1.5	6.9	4.6	
WILL ROGERS ELEM	4	85	138	15	3	6	12	32.8	53.3	5.8	1.2	2.3	4.6	
WILL ROGERS ELEM	5	87	136	2	1	27	6	33.6	52.5	0.8	0.4	10.4	2.3	
WILL ROGERS ELEM	6	91	130	9	8	14	7	35.1	50.2	3.5	3.1	5.4	2.7	
WILL ROGERS ELEM	7	48	133	23	11	36	8	18.5	51.4	8.9	4.2	13.9	3.1	
WILL ROGERS ELEM	8	114	126	9	6	2	2	44.0	48.6	3.5	2.3	0.8	0.8	
WILL ROGERS ELEM	9	76	141	6	4	26	6	29.3	54.4	2.3	1.5	10.0	2.3	
WILL ROGERS ELEM	10	78	134	22	3	10	12	30.1	51.7	8.5	1.2	3.9	4.6	

## 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%).