



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

BLOOMFIELD MUNICIPAL SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

BLOOMFIELD MUNICIPAL SCHOOLS

AYP Rating: Meets AYP

Improvement Status: SI-2 delay

	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	1	14
Schools in Corrective Action	2	29
Schools in Restructuring	1	14

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State 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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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).

2007-2008 STUDENT DEMOGRAPHICS*

	BLOOMFIELD MUNICIPAL		STATE WIDE	
	Number	Percent	Number	Percent
Female	1509	48.4	157911	48.9
Male	1606	51.6	165190	51.1
Caucasian	1021	32.8	95275	29.5
African-American	16	0.5	8424	2.6
Hispanic	1060	34.0	17918	55.5
Asian/Pacific Islander	11	0.4	4441	1.4
American Indian	1007	32.3	35780	11.1
English Language Learners	465	14.9	59903	18.5
Students with Disabilities	580	18.6	48691	15.1
Free/Reduced Lunch Program	1789	57.4	205601	63.6
Migrant	0	0.0	616	0.2

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

Adequate Yearly Progress**STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
BLANCO ELEMENTARY	Meets AYP	Progressing	BLOOMFIELD FAMILY LC	Meets AYP	Progressing
BLOOMFIELD HIGH	Meets AYP	CA-delay	CENTRAL PRIMARY	AYP Not Met	Progressing
CHARLIE Y. BROWN ALT	AYP Not Met	SI-1	MESA ALTA JR HIGH	AYP Not Met	CA
NAABA ANI ELEMENTARY	AYP Not Met	R-1			

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	58.8	75.7	***	62.1	***	33.9	49.7	34.5	25.5	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	56.0	64.5	***	59.0	***	42.4	46.3	25.8	18.5	
District Wide-Grades 11	Reading Proficiency	56	54.7	65.9	***	54.2	***	45.6	46.7	15.8	29.2	
BLANCO ELEMENTARY	Reading Proficiency	55	62.5	73.5	***	61.5	***	30.0	55.2	29.2	42.1	
BLOOMFIELD FAMILY LC	Reading Proficiency	59	63.3	76.6	***	65.1	***	47.8	56.4	43.8	38.7	
BLOOMFIELD HIGH	Reading Proficiency	56	58.1	68.3	***	57.8	***	49.0	48.7	21.4	35.0	
CENTRAL PRIMARY	Reading Proficiency	59	62.1	78.0	***	64.8	***	45.0	54.3	42.9	40.0	
CHARLIE Y. BROWN ALT	Reading Proficiency	56	***	***	***	***	***	***	***	***	***	
MESA ALTA JR HIGH	Reading Proficiency	56	57.5	66.7	***	62.3	***	41.7	45.2	27.1	20.3	
NAABA ANI ELEMENTARY	Reading Proficiency	55	54.8	70.9	***	58.4	***	32.7	45.9	28.3	14.1	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	39.4	52.8	***	41.8	***	19.7	35.3	25.7	15.7	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	43.9	53.0	***	42.5	***	34.3	36.0	24.2	16.1	
District Wide-Grades 11	Math Proficiency	40	52.7	61.4	***	56.3	***	42.1	46.7	31.6	29.2	
BLANCO ELEMENTARY	Math Proficiency	41	43.8	58.8	***	39.8	***	30.0	37.9	20.8	26.3	
BLOOMFIELD FAMILY LC	Math Proficiency	44	48.0	56.3	***	54.0	***	32.8	48.4	46.9	29.0	
BLOOMFIELD HIGH	Math Proficiency	40	56.6	63.4	***	60.0	***	46.9	53.9	42.9	35.0	
CENTRAL PRIMARY	Math Proficiency	44	45.8	60.0	***	51.9	***	26.7	45.7	42.9	24.0	
CHARLIE Y. BROWN ALT	Math Proficiency	40	***	***	***	***	***	***	***	***	***	
MESA ALTA JR HIGH	Math Proficiency	35	45.1	56.8	***	42.6	***	33.3	34.7	22.4	20.3	
NAABA ANI ELEMENTARY	Math Proficiency	41	36.9	46.7	***	39.7	***	22.2	31.7	21.7	7.7	
All Students-Grade K-5	Attendance Rate	92	94.8	94.8	***	95.3	***	94.3	94.3	95.3	93.3	
All Students-Grades 6, 7 & 8	Attendance Rate	92	92.1	91.9	***	92.7	***	91.5	91.3	92.2	91.5	
BLANCO ELEMENTARY	Attendance Rate	92	94.7	94.2	***	94.9	***	94.7	94.4	95.2	94.0	
BLOOMFIELD FAMILY LC	Attendance Rate	92	93.4	94.0	***	93.4	***	92.0	92.7	92.3	93.6	
CENTRAL PRIMARY	Attendance Rate	92	93.9	93.8	***	94.3	***	93.5	93.3	93.6	93.6	
MESA ALTA JR HIGH	Attendance Rate	92	91.2	91.6	***	91.1	***	90.9	90.2	91.1	90.7	
NAABA ANI ELEMENTARY	Attendance Rate	92	94.5	94.3	***	95.5	***	93.7	93.9	95.0	93.2	
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	75.0	63.6	
CHARLIE Y. BROWN ALT	Graduation Rate	90	66.7	***	***	***	***	***	***	***	***	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	116	10	54	27	8	99	116	3	42	47	7	100	116	10	78	12	0
Male	100	122	13	52	29	6	100	122	5	48	46	1	100	122	15	75	10	0
Caucasian	100	80	19	61	14	6	100	80	5	53	38	5	100	80	20	75	5	0
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	83	13	51	29	6	99	83	7	48	41	2	100	83	13	81	6	0
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	100	72	1	47	43	8	100	72	0	33	63	4	100	72	3	74	24	0
SWD ²	100	38	8	34	32	26	100	38	3	26	58	13	100	38	11	66	24	0
ELL ³	100	38	3	39	47	11	100	38	8	37	53	3	100	38	3	79	18	0
FRLP ⁴	100	157	8	50	32	9	100	157	3	46	47	3	100	157	10	77	13	0
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	238	12	53	28	7	100	238	4	45	46	4	100	238	13	76	11	0
All 2006-07	100	246	2	52	32	13	100	246	3	43	49	5	100	246	9	79	12	1
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	109	5	54	32	9	99	109	3	35	50	11	100	109	1	41	57	1
Male	100	124	5	48	34	13	100	124	3	33	61	2	100	124	2	45	52	1
Caucasian	100	98	6	60	26	8	100	98	4	42	50	4	100	98	2	62	36	0
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	100	74	5	58	26	11	100	74	3	45	47	5	100	74	1	39	58	1
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	61	2	28	54	16	98	61	2	8	77	11	100	61	2	18	79	2
SWD ²	100	47	0	17	49	34	100	47	2	11	72	15	100	47	2	19	79	0
ELL ³	100	39	0	51	38	10	100	39	3	28	64	5	100	39	0	31	67	3
FRLP ⁴	100	150	3	47	37	13	99	150	3	31	59	6	100	150	2	39	58	1
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	233	5	51	33	11	100	233	3	34	56	6	100	233	2	43	54	1
All 2006-07	100	235	10	51	31	9	100	235	15	33	46	6	100	235	4	47	46	2
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	112	13	46	33	7	100	112	5	33	48	13	100	112	0	38	57	5
Male	100	130	8	43	40	9	100	130	11	18	58	13	99	130	5	40	46	8
Caucasian	100	78	19	62	17	3	100	78	17	37	44	3	100	78	4	60	33	3
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	89	10	46	35	9	100	89	3	24	60	13	100	89	1	38	55	6
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	100	73	1	23	62	14	100	73	3	14	59	25	99	73	1	16	67	14
SWD ²	100	35	0	17	40	43	100	35	0	6	60	34	100	35	0	26	57	17
ELL ³	100	53	4	15	60	21	100	53	2	9	58	30	98	53	0	15	66	17
FRLP ⁴	100	151	5	36	47	12	100	151	2	23	58	17	99	151	1	30	58	10
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	242	10	45	37	8	100	242	8	25	54	13	100	242	2	39	51	7
All 2006-07	100	215	14	46	28	12	100	215	7	29	52	12	100	215	3	38	53	6
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	104	8	53	33	7	100	104	3	37	52	9	100	104	1	31	61	8
Male	99	111	5	40	43	12	100	111	5	33	54	8	100	111	1	36	54	9
Caucasian	98	59	14	46	32	7	100	59	3	39	51	7	100	59	2	47	44	7
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	91	2	52	38	8	100	91	3	36	52	9	100	91	0	34	59	7
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	64	5	38	44	14	100	64	5	28	58	9	100	64	2	19	67	13
SWD ²	96	25	0	12	36	48	100	25	0	4	52	44	100	25	0	4	52	44
ELL ³	100	39	0	21	54	26	100	39	0	26	59	15	100	39	0	8	74	18
FRLP ⁴	100	133	5	44	40	11	100	133	2	33	56	9	100	133	1	24	65	11
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	215	6	46	38	9	100	215	4	35	53	8	100	215	1	33	57	8
All 2006-07	100	225	3	39	48	9	100	225	6	30	53	10	100	225	2	35	54	8
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	106	6	46	37	11	100	106	3	23	59	15	100	106	0	20	61	19
Male	99	132	6	43	45	5	100	132	6	31	50	13	100	132	2	36	55	7
Caucasian	99	85	8	55	32	4	100	85	8	38	46	8	100	85	1	51	47	1
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	73	4	45	44	7	100	73	3	23	63	11	100	73	1	16	74	8
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	100	76	5	30	51	13	100	76	3	17	58	22	100	76	1	14	57	28
SWD ²	100	35	0	17	49	34	100	35	0	11	46	43	100	35	0	17	54	29
ELL ³	100	52	0	15	67	17	100	52	0	8	65	27	100	52	0	2	63	35
FRLP ⁴	99	130	2	37	48	13	100	130	1	18	60	21	100	130	0	21	58	21
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	238	6	45	41	8	100	238	5	27	54	14	100	238	1	29	58	12
All 2006-07	100	228	9	36	48	6	100	227	6	25	52	16	100	227	3	22	56	19
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	113	6	66	26	2	100	113	13	37	42	7	100	113	0	35	55	10
Male	100	94	6	52	36	5	100	94	9	50	39	2	99	94	3	33	61	2
Caucasian	100	69	10	64	25	1	100	69	16	52	28	4	99	69	1	52	39	6
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	70	6	63	29	3	100	70	10	41	44	4	100	70	3	27	67	3
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	66	3	53	38	6	100	66	6	36	52	6	100	66	0	23	67	11
SWD ²	100	36	3	19	61	17	100	36	0	22	67	11	97	36	0	6	69	22
ELL ³	100	43	0	44	47	9	100	43	5	30	56	9	100	43	0	12	77	12
FRLP ⁴	100	111	1	54	41	5	100	111	6	38	49	7	100	111	0	24	67	9
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	207	6	60	30	3	100	207	11	43	41	5	100	207	1	34	57	6
All 2006-07	100	232	4	57	29	9	100	232	15	34	42	9	100	231	0	29	63	7
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	80	5	48	38	10	100	80	18	30	40	13	98	80	0	36	53	9
Male	99	85	7	45	34	13	99	85	15	35	32	16	98	85	1	41	52	4
Caucasian	100	45	9	56	27	9	100	45	29	31	31	9	100	45	2	58	38	2
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	98	53	4	49	38	8	98	53	13	38	38	9	96	53	0	40	51	6
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	100	66	6	36	41	17	100	66	9	30	38	23	97	66	0	24	64	9
SWD ²	100	24	17	13	29	42	100	24	17	13	33	38	100	24	4	21	42	33
ELL ³	100	21	5	10	57	29	100	21	5	24	43	29	100	21	0	10	71	19
FRLP ⁴	98	53	6	38	42	13	98	53	9	32	30	26	94	53	0	30	55	9
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	165	6	46	36	12	99	165	16	33	36	15	98	165	1	39	52	6
All 2006-07	97	168	5	40	42	10	99	169	8	29	47	15	***	4	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

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	0
Conyers, Jim	29
Cummings, Timothy	4
Montoya, Patrick	6
Ransom, Karen	32

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	14,062,080	62
Instructional Support Services	8,520,126	38
Students	1,924,353	23
Instruction	514,982	6
General Administration	613,356	7
School Administration	2,144,453	25
Central Services	465,184	5
Operations & Maintenance	2,857,797	34
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	22,582,205	

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: 0.14% DISTRICT: 0.93%

	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	N/A
Low Poverty Schools	4.2%	0.5 %

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	215	64.7	34.9	0.9
BLANCO ELEMENTARY	24	70.8	29.2	0.0
BLOOMFIELD FAMILY LC	22	77.3	22.7	3.4
BLOOMFIELD HIGH	52	50.0	48.1	0.5
CENTRAL PRIMARY	43	65.1	34.9	0.0
CHARLIE Y. BROWN ALT	6	33.3	66.7	2.9
MESA ALTA JR HIGH	34	67.6	32.4	0.0
NAABA ANI ELEMENTARY	41	75.6	24.4	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

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- 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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	115	283	26	9	24	5	24.9	61.3	5.6	1.9	5.2	1.1
DISTRICT WIDE TOTALS	2	144	256	37	6	13	6	31.2	55.4	8.0	1.3	2.8	1.3
DISTRICT WIDE TOTALS	3	158	259	18	6	17	4	34.2	56.1	3.9	1.3	3.7	0.9
DISTRICT WIDE TOTALS	4	148	249	28	8	18	11	32.0	53.9	6.1	1.7	3.9	2.4
DISTRICT WIDE TOTALS	5	123	254	20	9	50	6	26.6	55.0	4.3	1.9	10.8	1.3
DISTRICT WIDE TOTALS	6	126	262	25	12	32	5	27.3	56.7	5.4	2.6	6.9	1.1
DISTRICT WIDE TOTALS	7	109	251	47	11	27	17	23.6	54.3	10.2	2.4	5.8	3.7
DISTRICT WIDE TOTALS	8	211	218	18	7	6	2	45.7	47.2	3.9	1.5	1.3	0.4
DISTRICT WIDE TOTALS	9	141	242	28	6	42	3	30.5	52.4	6.1	1.3	9.1	0.6
DISTRICT WIDE TOTALS	10	153	259	28	7	7	8	33.1	56.1	6.1	1.5	1.5	1.7
BLANCO ELEMENTARY	1	30	64	1	0	5	1	29.7	63.4	1.0	0.0	5.0	1.0
BLANCO ELEMENTARY	2	34	56	7	2	0	2	33.7	55.4	6.9	2.0	0.0	2.0
BLANCO ELEMENTARY	3	44	55	2	0	0	0	43.6	54.5	2.0	0.0	0.0	0.0
BLANCO ELEMENTARY	4	38	59	1	0	2	1	37.6	58.4	1.0	0.0	2.0	1.0
BLANCO ELEMENTARY	5	37	59	2	2	1	0	36.6	58.4	2.0	2.0	1.0	0.0
BLANCO ELEMENTARY	6	41	55	4	0	0	1	40.6	54.5	4.0	0.0	0.0	1.0

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

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Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
BLANCO ELEMENTARY	7	33	51	7	4	3	3	32.7	50.5	6.9	4.0	3.0	3.0
BLANCO ELEMENTARY	8	51	49	1	0	0	0	50.5	48.5	1.0	0.0	0.0	0.0
BLANCO ELEMENTARY	9	37	57	1	0	4	2	36.6	56.4	1.0	0.0	4.0	2.0
BLANCO ELEMENTARY	10	38	56	5	0	0	2	37.6	55.4	5.0	0.0	0.0	2.0
BLOOMFIELD EARLY CHI	1	22	37	1	0	0	0	36.7	61.7	1.7	0.0	0.0	0.0
BLOOMFIELD EARLY CHI	2	34	25	0	0	1	0	56.7	41.7	0.0	0.0	1.7	0.0
BLOOMFIELD EARLY CHI	3	26	32	1	0	1	0	43.3	53.3	1.7	0.0	1.7	0.0
BLOOMFIELD EARLY CHI	4	29	27	3	1	0	0	48.3	45.0	5.0	1.7	0.0	0.0
BLOOMFIELD EARLY CHI	5	18	26	4	0	10	2	30.0	43.3	6.7	0.0	16.7	3.3
BLOOMFIELD EARLY CHI	6	24	29	0	1	6	0	40.0	48.3	0.0	1.7	10.0	0.0
BLOOMFIELD EARLY CHI	7	16	33	1	0	7	3	26.7	55.0	1.7	0.0	11.7	5.0
BLOOMFIELD EARLY CHI	8	34	26	0	0	0	0	56.7	43.3	0.0	0.0	0.0	0.0
BLOOMFIELD EARLY CHI	9	27	31	1	0	1	0	45.0	51.7	1.7	0.0	1.7	0.0
BLOOMFIELD EARLY CHI	10	21	36	0	1	1	1	35.0	60.0	0.0	1.7	1.7	1.7
BLOOMFIELD HIGH	1	12	48	8	3	5	1	15.6	62.3	10.4	3.9	6.5	1.3
BLOOMFIELD HIGH	2	18	42	8	2	4	3	23.4	54.5	10.4	2.6	5.2	3.9
BLOOMFIELD HIGH	3	16	45	8	2	4	2	20.8	58.4	10.4	2.6	5.2	2.6
BLOOMFIELD HIGH	4	10	37	12	4	10	4	13.0	48.1	15.6	5.2	13.0	5.2
BLOOMFIELD HIGH	5	16	42	6	5	7	1	20.8	54.5	7.8	6.5	9.1	1.3
BLOOMFIELD HIGH	6	12	38	9	4	14	0	15.6	49.4	11.7	5.2	18.2	0.0
BLOOMFIELD HIGH	7	18	48	6	1	4	0	23.4	62.3	7.8	1.3	5.2	0.0
BLOOMFIELD HIGH	8	12	50	7	4	2	2	15.6	64.9	9.1	5.2	2.6	2.6
BLOOMFIELD HIGH	9	9	38	10	4	15	1	11.7	49.4	13.0	5.2	19.5	1.3
BLOOMFIELD HIGH	10	23	44	5	1	3	1	29.9	57.1	6.5	1.3	3.9	1.3
CENTRAL PRIMARY	1	40	107	11	5	9	2	23.0	61.5	6.3	2.9	5.2	1.1
CENTRAL PRIMARY	2	48	103	14	2	6	1	27.6	59.2	8.0	1.1	3.4	0.6

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CENTRAL PRIMARY	3	58	97	4	3	10	2	33.3	55.7	2.3	1.7	5.7	1.1
CENTRAL PRIMARY	4	56	99	8	2	5	4	32.2	56.9	4.6	1.1	2.9	2.3
CENTRAL PRIMARY	5	42	99	4	1	26	2	24.1	56.9	2.3	0.6	14.9	1.1
CENTRAL PRIMARY	6	41	110	6	6	9	2	23.6	63.2	3.4	3.4	5.2	1.1
CENTRAL PRIMARY	7	32	97	22	4	10	9	18.4	55.7	12.6	2.3	5.7	5.2
CENTRAL PRIMARY	8	97	70	3	2	2	0	55.7	40.2	1.7	1.1	1.1	0.0
CENTRAL PRIMARY	9	56	88	12	0	18	0	32.2	50.6	6.9	0.0	10.3	0.0
CENTRAL PRIMARY	10	54	98	12	4	3	3	31.0	56.3	6.9	2.3	1.7	1.7
CHARLIE Y. BROWN ALT	1	1	2	1	0	0	0	25.0	50.0	25.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	2	1	2	1	0	0	0	25.0	50.0	25.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	3	1	2	1	0	0	0	25.0	50.0	25.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	4	2	2	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	5	2	2	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	6	1	2	1	0	0	0	25.0	50.0	25.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	7	1	1	2	0	0	0	25.0	25.0	50.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	8	1	1	2	0	0	0	25.0	25.0	50.0	0.0	0.0	0.0
CHARLIE Y. BROWN ALT	9	1	2	0	0	1	0	25.0	50.0	0.0	0.0	25.0	0.0
CHARLIE Y. BROWN ALT	10	1	0	1	1	0	1	25.0	0.0	25.0	25.0	0.0	25.0
MESA ALTA JR HIGH	1	3	7	2	0	3	1	18.8	43.8	12.5	0.0	18.8	6.3
MESA ALTA JR HIGH	2	3	8	4	0	1	0	18.8	50.0	25.0	0.0	6.3	0.0
MESA ALTA JR HIGH	3	2	11	1	1	1	0	12.5	68.8	6.3	6.3	6.3	0.0
MESA ALTA JR HIGH	4	2	9	3	1	1	0	12.5	56.3	18.8	6.3	6.3	0.0
MESA ALTA JR HIGH	5	2	9	2	1	2	0	12.5	56.3	12.5	6.3	12.5	0.0
MESA ALTA JR HIGH	6	1	11	2	0	1	1	6.3	68.8	12.5	0.0	6.3	6.3
MESA ALTA JR HIGH	7	2	10	2	1	0	1	12.5	62.5	12.5	6.3	0.0	6.3
MESA ALTA JR HIGH	8	2	10	2	1	1	0	12.5	62.5	12.5	6.3	6.3	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
MESA ALTA JR HIGH	9	2	11	1	1	1	0	12.5	68.8	6.3	6.3	6.3	0.0
MESA ALTA JR HIGH	10	5	10	1	0	0	0	31.3	62.5	6.3	0.0	0.0	0.0
NAABA ANI ELEMENTARY	1	7	18	2	1	2	0	23.3	60.0	6.7	3.3	6.7	0.0
NAABA ANI ELEMENTARY	2	6	20	3	0	1	0	20.0	66.7	10.0	0.0	3.3	0.0
NAABA ANI ELEMENTARY	3	11	17	1	0	1	0	36.7	56.7	3.3	0.0	3.3	0.0
NAABA ANI ELEMENTARY	4	11	16	1	0	0	2	36.7	53.3	3.3	0.0	0.0	6.7
NAABA ANI ELEMENTARY	5	6	17	2	0	4	1	20.0	56.7	6.7	0.0	13.3	3.3
NAABA ANI ELEMENTARY	6	6	17	3	1	2	1	20.0	56.7	10.0	3.3	6.7	3.3
NAABA ANI ELEMENTARY	7	7	11	7	1	3	1	23.3	36.7	23.3	3.3	10.0	3.3
NAABA ANI ELEMENTARY	8	14	12	3	0	1	0	46.7	40.0	10.0	0.0	3.3	0.0
NAABA ANI ELEMENTARY	9	9	15	3	1	2	0	30.0	50.0	10.0	3.3	6.7	0.0
NAABA ANI ELEMENTARY	10	11	15	4	0	0	0	36.7	50.0	13.3	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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).