



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

GRANTS-CIBOLA COUNTY SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

GRANTS-CIBOLA COUNTY SCHOOLS		
AYP Rating: AYP Not Met		
Improvement Status: CA		
	Total Number	Percent
Schools rated in district	11	100
Schools in School Improvement	2	18
Schools in Corrective Action	2	18
Schools in Restructuring	4	36

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*

	GRANTS-CIBOLA COUNTY		STATE WIDE	
	Number	Percent	Number	Percent
Female	1759	49.3	157911	48.9
Male	1806	50.7	165190	51.1
Caucasian	661	18.5	95275	29.5
African-American	42	1.2	8424	2.6
Hispanic	1366	38.3	17918	55.5
Asian/Pacific Islander	28	0.8	4441	1.4
American Indian	1468	41.2	35780	11.1
English Language Learners	510	14.3	59903	18.5
Students with Disabilities	525	14.7	48691	15.1
Free/Reduced Lunch Program	2476	69.5	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
BLUEWATER ELEMENTARY	Meets AYP	Progressing	CUBERO ELEMENTARY	AYP Not Met	R-2
GRANTS HIGH	AYP Not Met	R-1	LAGUNA-ACOMA HIGH	AYP Not Met	CA
LAGUNA-ACOMA MIDDLE	AYP Not Met	SI-1	LOS ALAMITOS MIDDLE	AYP Not Met	R-1
MESA VIEW ELEMENTARY	AYP Not Met	R-2	MILAN ELEMENTARY	AYP Not Met	Progressing
MOUNT TAYLOR ELEM	AYP Not Met	CA	SAN RAFAEL ELEM	Meets AYP	Progressing
SEBOYETA ELEMENTARY	AYP Not Met	SI-2			

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	46.7	66.7	***	49.8	***	34.5	40.7	27.5	19.4	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	41.2	55.5	***	41.9	***	33.1	37.8	19.8	5.3	
District Wide-Grades 11	Reading Proficiency	56	42.2	51.2	***	46.0	***	35.2	38.8	25.0	2.7	
BLUEWATER ELEMENTARY	Reading Proficiency	55	90.0	>98.0	***	***	***	***	82.4	***	***	
CUBERO ELEMENTARY	Reading Proficiency	55	38.5	***	***	36.4	***	38.1	37.7	25.0	15.8	
GRANTS HIGH	Reading Proficiency	56	47.4	52.5	***	47.0	***	42.6	46.2	20.0	7.1	
LAGUNA-ACOMA HIGH	Reading Proficiency	56	28.4	***	***	***	***	29.0	22.7	***	<2.0	
LAGUNA-ACOMA MIDDLE	Reading Proficiency	56	29.8	***	***	45.5	***	25.0	24.3	***	***	
LOS ALAMITOS MIDDLE	Reading Proficiency	56	44.0	55.3	***	41.9	***	40.5	40.7	16.4	<2.0	
MESA VIEW ELEMENTARY	Reading Proficiency	55	45.2	63.2	***	48.4	***	24.4	39.9	20.5	18.2	
MILAN ELEMENTARY	Reading Proficiency	55	49.6	58.0	***	49.0	***	35.0	44.2	34.5	23.5	
MOUNT TAYLOR ELEM	Reading Proficiency	55	44.4	81.3	***	50.4	***	29.4	40.7	21.8	8.3	
SAN RAFAEL ELEM	Reading Proficiency	55	46.0	***	***	56.0	***	***	40.0	***	***	
SEBOYETA ELEMENTARY	Reading Proficiency	55	17.4	***	***	25.0	***	10.0	5.0	***	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	31.5	41.0	***	35.6	***	22.1	25.9	20.7	14.9	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	22.2	32.0	***	22.9	***	15.9	16.2	8.3	2.7	
District Wide-Grades 11	Math Proficiency	40	20.3	34.2	***	23.0	***	13.0	19.4	7.1	<2.0	
BLUEWATER ELEMENTARY	Math Proficiency	41	60.0	55.6	***	***	***	***	35.3	***	***	
CUBERO ELEMENTARY	Math Proficiency	41	26.6	***	***	18.2	***	26.8	22.4	21.2	15.8	
GRANTS HIGH	Math Proficiency	40	25.2	35.0	***	24.1	***	19.2	26.4	10.0	<2.0	
LAGUNA-ACOMA HIGH	Math Proficiency	40	7.6	***	***	***	***	8.2	4.7	***	<2.0	
LAGUNA-ACOMA MIDDLE	Math Proficiency	35	4.3	***	***	<2.0	***	5.6	<2.0	***	***	
LOS ALAMITOS MIDDLE	Math Proficiency	35	21.8	27.6	***	22.8	***	16.7	16.8	3.6	<2.0	
MESA VIEW ELEMENTARY	Math Proficiency	41	28.8	39.5	***	31.9	***	13.3	23.1	9.1	6.1	
MILAN ELEMENTARY	Math Proficiency	41	31.7	33.3	***	33.0	***	25.0	24.9	22.4	11.8	
MOUNT TAYLOR ELEM	Math Proficiency	41	33.3	68.8	***	38.9	***	18.6	27.7	18.0	<2.0	
SAN RAFAEL ELEM	Math Proficiency	41	27.0	***	***	24.0	***	***	26.7	***	***	
SEBOYETA ELEMENTARY	Math Proficiency	41	8.7	***	***	16.7	***	<2.0	10.0	***	***	
All Students-Grade K-5	Attendance Rate	92	95.5	96.7	***	95.6	***	94.9	95.6	95.0	94.5	
All Students-Grades 6, 7 & 8	Attendance Rate	92	93.7	94.2	***	94.2	***	92.8	93.2	94.3	90.9	
BLUEWATER ELEMENTARY	Attendance Rate	92	95.0	96.2	***	***	***	***	94.9	***	***	
CUBERO ELEMENTARY	Attendance Rate	92	94.1	***	***	93.1	***	94.2	94.1	94.1	94.1	
LAGUNA-ACOMA MIDDLE	Attendance Rate	92	90.6	***	***	93.2	***	89.8	90.0	***	***	
LOS ALAMITOS MIDDLE	Attendance Rate	92	92.7	91.8	***	93.2	***	92.5	92.2	93.6	89.6	
MESA VIEW ELEMENTARY	Attendance Rate	92	96.7	97.8	***	96.9	***	95.5	96.5	95.7	96.7	

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								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
MILAN ELEMENTARY	Attendance Rate	92	97.3	98.0	***	97.3	***	96.4	97.1	96.8	97.0
MOUNT TAYLOR ELEM	Attendance Rate	92	93.7	94.9	***	93.6	***	93.5	93.5	93.1	92.6
SAN RAFAEL ELEM	Attendance Rate	92	94.7	***	***	94.8	***	***	94.7	***	***
SEBOYETA ELEMENTARY	Attendance Rate	92	94.9	***	***	95.9	***	94.0	94.6	***	***
ST JOSEPH MISSION SC	Attendance Rate	92	.	***	***	***	***	***	***	***	***
ST TERESA OF AVILA	Attendance Rate	92	.	***	***	***	***	***	***	***	***
All Students in Grade 12	Graduation Rate	90	91.4	89.4	***	90.0	***	93.3	91.6	100.0	96.0
GRANTS HIGH	Graduation Rate	90	91.4	90.3	***	89.3	***	95.9	90.6	100.0	95.7
HOMEBOUND/HOSPITAL	Graduation Rate	90	100.0	***	***	***	***	***	***	***	***
LAGUNA-ACOMA HIGH	Graduation Rate	90	91.7	***	***	***	***	91.3	93.9	***	100.0

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			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
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			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
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	133	9	45	35	10	100	133	2	25	65	8	100	132	4	73	22	1
Male	100	127	3	40	31	26	100	127	1	20	66	13	100	127	3	68	27	2
Caucasian	100	37	19	54	14	14	100	37	5	41	46	8	100	37	16	70	14	0
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	100	105	3	52	33	11	100	105	0	26	64	10	100	105	1	82	16	1
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	99	112	4	31	38	25	100	112	1	13	75	11	100	111	2	62	33	3
SWD ²	100	32	3	16	41	41	100	32	3	16	53	28	100	32	3	41	50	6
ELL ³	99	91	3	26	46	23	100	91	0	10	75	15	100	90	0	59	39	2
FRLP ⁴	99	198	6	39	35	19	100	198	1	19	68	12	100	197	2	71	25	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	260	6	43	33	18	100	260	1	23	66	10	100	259	3	71	24	2
All 2006-07	100	286	3	48	30	19	100	286	1	31	58	9	99	286	6	66	27	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	131	2	46	36	17	100	131	2	28	62	8	100	131	1	33	63	3
Male	100	139	3	36	33	28	100	139	5	26	58	12	100	139	0	40	56	4
Caucasian	100	43	5	56	26	14	100	43	5	40	47	9	100	43	0	60	40	0
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	100	117	1	46	33	20	100	117	5	28	60	7	100	117	1	41	56	3
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	100	105	3	27	41	30	100	105	1	19	66	14	100	105	0	20	73	7
SWD ²	100	19	5	11	11	74	100	19	5	5	58	32	100	19	0	21	53	26
ELL ³	100	96	0	27	43	30	100	96	0	22	64	15	100	96	0	21	74	5
FRLP ⁴	100	207	1	36	36	27	100	207	2	22	64	12	100	207	0	31	64	5
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	270	2	41	34	23	100	270	3	27	60	10	100	270	0	36	60	4
All 2006-07	100	246	6	34	43	18	100	247	2	26	58	14	100	246	0	41	52	6
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	99	107	7	43	38	11	99	107	7	34	46	13	99	107	1	37	55	6
Male	100	136	6	38	43	13	99	136	8	27	52	12	100	136	1	38	57	4
Caucasian	100	52	13	50	23	13	98	52	8	25	54	12	100	52	2	46	48	4
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	99	98	5	43	45	6	99	98	5	42	43	9	99	98	0	38	58	3
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	100	89	3	33	45	19	100	89	10	19	54	17	100	89	1	34	57	8
SWD ²	96	25	8	8	32	48	96	25	4	4	60	28	96	25	4	16	60	16
ELL ³	100	71	0	25	58	17	100	71	4	25	51	20	100	71	0	24	66	10
FRLP ⁴	99	179	3	34	47	15	99	179	6	26	53	15	99	179	1	31	61	6
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	243	6	40	41	12	99	243	7	30	49	12	100	243	1	37	56	5
All 2006-07	100	279	8	43	39	10	100	280	6	22	60	13	100	280	1	40	52	7
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	99	118	3	39	46	11	99	118	6	18	58	18	99	118	0	23	61	15
Male	99	158	3	34	49	13	99	158	2	26	57	15	99	158	1	26	63	10
Caucasian	100	57	5	47	40	7	100	57	9	28	54	9	100	57	2	44	51	4
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	98	113	4	35	50	9	98	113	1	24	58	16	98	113	0	24	64	11
Asian	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Am.Indian ¹	100	99	0	29	52	19	100	99	3	15	61	21	100	99	0	12	68	20
SWD ²	100	36	0	11	36	53	100	36	0	8	53	39	100	36	3	11	53	33
ELL ³	100	62	0	23	53	24	100	62	2	13	56	29	100	62	0	8	69	23
FRLP ⁴	99	208	1	36	47	15	99	208	2	17	63	18	99	208	0	18	66	14
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	276	3	36	48	12	99	276	4	22	57	16	99	276	0	25	62	12
All 2006-07	100	237	1	22	53	23	99	237	6	18	49	27	100	237	0	27	58	15
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	99	100	0	36	48	15	100	100	1	12	59	28	100	100	0	11	60	29
Male	99	114	4	35	41	19	96	114	2	18	52	25	99	114	1	22	49	27
Caucasian	98	43	7	51	35	5	93	43	5	26	53	9	98	43	2	33	53	9
Black	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Hispanic	99	87	0	36	47	16	100	87	1	16	59	24	100	87	0	15	57	28
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	100	76	1	28	49	22	100	76	0	8	51	41	100	76	0	9	54	37
SWD ²	96	25	0	0	32	64	88	25	0	0	24	64	96	25	0	4	28	64
ELL ³	100	29	0	10	55	34	100	29	0	0	41	59	100	29	0	0	45	55
FRLP ⁴	99	152	1	31	47	20	99	152	1	9	59	30	99	152	0	13	53	34
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	214	2	36	44	17	98	214	1	15	55	27	100	214	0	17	54	28
All 2006-07	100	286	5	33	47	16	100	285	2	16	46	35	100	285	1	18	51	29
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	150	1	49	39	11	99	150	2	19	55	23	99	150	0	8	64	27
Male	100	145	1	41	46	12	100	145	1	20	61	17	100	145	0	17	59	24
Caucasian	100	51	2	57	22	20	100	51	4	16	61	20	100	51	0	16	63	22
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	100	111	2	45	48	5	100	111	3	23	59	15	100	111	0	16	67	17
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	100	128	0	39	46	15	99	128	0	16	59	25	99	128	0	7	56	36
SWD ²	100	21	0	5	24	71	100	21	0	0	24	76	100	21	0	0	33	67
ELL ³	100	46	0	17	54	28	100	46	0	4	67	28	100	46	0	2	59	39
FRLP ⁴	100	225	1	41	44	13	100	225	2	15	61	22	100	225	0	11	59	29
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	295	1	45	42	12	100	295	2	20	58	20	100	295	0	13	61	26
All 2006-07	100	270	0	39	40	21	99	270	0	11	51	37	99	270	0	12	61	26
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	96	134	3	44	40	9	98	134	0	17	45	36	99	134	0	19	69	10
Male	97	120	2	33	51	12	97	120	4	17	44	32	96	120	2	26	62	7
Caucasian	98	44	2	48	45	2	98	44	0	32	48	18	98	44	0	32	64	2
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	96	89	1	44	39	11	98	89	4	18	42	34	98	89	2	27	56	12
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	97	120	3	32	50	13	97	120	1	11	45	40	97	120	0	15	73	8
SWD ²	95	39	0	5	44	46	97	39	0	0	10	87	97	39	0	3	54	41
ELL ³	100	28	0	25	54	21	100	28	4	4	46	46	100	28	0	7	71	21
FRLP ⁴	98	145	1	37	46	14	99	145	1	17	43	38	98	145	0	19	66	12
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	96	254	2	39	45	10	97	254	2	17	44	34	97	254	1	22	66	9
All 2006-07	99	271	0	35	45	18	99	271	1	13	56	28	***	0	***	***	***	***
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
Chavez, Earl	15.5
Estevan, William	19
MacKendrick, Sharon	18.5
Sandoval, Dion	13
Thompson, Mark	4

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	16,893,256	59
Instructional Support Services	11,589,478	41
Students	3,321,822	29
Instruction	401,512	3
General Administration	1,078,641	9
School Administration	1,378,738	12
Central Services	565,720	5
Operations & Maintenance	4,843,045	42
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	28,482,734	

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: 0.00%

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

	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	270	70.0	28.5	2.7
BLUEWATER ELEMENTARY	8	87.5	12.5	0.0
CUBERO ELEMENTARY	19	89.5	10.5	0.0
GRANTS HEAD START	1	0.0	100.0	***
GRANTS HIGH	61	70.5	26.2	1.6
LAGUNA-ACOMA HIGH	27	63.0	33.3	2.5
LAGUNA-ACOMA MIDDLE	8	100.0	0.0	13.0
LOS ALAMITOS MIDDLE	33	48.5	51.5	10.2
MESA VIEW ELEMENTARY	35	74.3	25.7	0.0
MILAN ELEMENTARY	34	67.6	32.4	1.4
MOUNT TAYLOR ELEM	38	71.1	26.3	0.0
SAN RAFAEL ELEM	10	90.0	10.0	0.0
SEBOYETA ELEMENTARY	8	75.0	25.0	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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- Q1. My child is safe at school.
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- 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	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	10	4	0	0	0	0	71.4	28.6	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	2	4	8	2	0	0	0	28.6	57.1	14.3	0.0	0.0	0.0
DISTRICT WIDE TOTALS	3	11	2	0	1	0	0	78.6	14.3	0.0	7.1	0.0	0.0
DISTRICT WIDE TOTALS	4	10	3	0	1	0	0	71.4	21.4	0.0	7.1	0.0	0.0
DISTRICT WIDE TOTALS	5	7	6	1	0	0	0	50.0	42.9	7.1	0.0	0.0	0.0
DISTRICT WIDE TOTALS	6	7	7	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	7	5	5	3	1	0	0	35.7	35.7	21.4	7.1	0.0	0.0
DISTRICT WIDE TOTALS	8	10	4	0	0	0	0	71.4	28.6	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	9	7	5	0	1	1	0	50.0	35.7	0.0	7.1	7.1	0.0
DISTRICT WIDE TOTALS	10	8	5	1	0	0	0	57.1	35.7	7.1	0.0	0.0	0.0
BLUEWATER ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CUBERO ELEMENTARY	1	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	2	2	7	1	0	0	0	20.0	70.0	10.0	0.0	0.0	0.0
CUBERO ELEMENTARY	3	8	2	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	4	8	2	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	5	5	5	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0

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- 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.
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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
CUBERO ELEMENTARY	6	5	5	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	7	3	5	2	0	0	0	30.0	50.0	20.0	0.0	0.0	0.0
CUBERO ELEMENTARY	8	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	9	5	5	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
CUBERO ELEMENTARY	10	7	3	0	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	1	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	2	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	3	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	4	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	5	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	6	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	7	1	0	0	1	0	0	50.0	0.0	0.0	50.0	0.0	0.0
GRANTS DISTRICT OFF	8	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
GRANTS DISTRICT OFF	9	1	0	0	0	1	0	50.0	0.0	0.0	0.0	50.0	0.0
GRANTS DISTRICT OFF	10	1	0	1	0	0	0	50.0	0.0	50.0	0.0	0.0	0.0
GRANTS HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
LAGUNA-ACOMA HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
LAGUNA-ACOMA MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***
LOS ALAMITOS MIDDLE	1	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
LOS ALAMITOS MIDDLE	2	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0
LOS ALAMITOS MIDDLE	3	1	0	0	1	0	0	50.0	0.0	0.0	50.0	0.0	0.0
LOS ALAMITOS MIDDLE	4	0	1	0	1	0	0	0.0	50.0	0.0	50.0	0.0	0.0
LOS ALAMITOS MIDDLE	5	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0
LOS ALAMITOS MIDDLE	6	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
LOS ALAMITOS MIDDLE	7	1	0	1	0	0	0	50.0	0.0	50.0	0.0	0.0	0.0
LOS ALAMITOS MIDDLE	8	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
LOS ALAMITOS MIDDLE	9	1	0	0	1	0	0	50.0	0.0	0.0	50.0	0.0	0.0
LOS ALAMITOS MIDDLE	10	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VIEW ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
MILAN ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
MOUNT TAYLOR ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
SAN RAFAEL ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
SEBOYETA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***

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%).