



ADEQUATE YEARLY PROGRESS SUMMARY

HOBBS MUNICIPAL SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	5	31
Schools in Corrective Action	0	0
Schools in Restructuring	4	25

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*

	HOBBS MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3765	48.2	157911	48.9
Male	4046	51.8	165190	51.1
Caucasian	2645	33.9	95275	29.5
African-American	493	6.3	8424	2.6
Hispanic	4607	59.0	17918	55.5
Asian/Pacific Islander	39	0.5	4441	1.4
American Indian	27	0.3	35780	11.1
English Language Learners	1484	19.0	59903	18.5
Students with Disabilities	893	11.4	48691	15.1
Free/Reduced Lunch Program	4340	55.6	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
B.T. WASHINGTON ELEM	AYP Not Met	Progressing	BROADMOOR	AYP Not Met	Progressing
COLLEGE LANE ELEM	AYP Not Met	Progressing	CORONADO ELEMENTARY	AYP Not Met	SI-1
EDISON ELEMENTARY	AYP Not Met	Progressing	HIGHLAND JR HIGH	AYP Not Met	R-1
HOBBS FRESHMAN SCH	AYP Not Met	R-1	HOBBS HIGH	AYP Not Met	R-1
HOUSTON JR HIGH	AYP Not Met	R-2	JEFFERSON ELEMENTARY	AYP Not Met	SI-1
MILLS ELEMENTARY	AYP Not Met	Progressing	SANGER ELEMENTARY	Meets AYP	Progressing
SOUTHERN HEIGHTS ELE	AYP Not Met	SI-1	STONE ELEMENTARY	Meets AYP	Progressing
TAYLOR ELEMENTARY	AYP Not Met	SI-2	WILL ROGERS ELEM	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							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	51.0	63.3	29.3	46.3	***	***	43.7	37.9	19.6	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	48.1	60.7	39.0	41.3	***	***	38.6	25.2	16.2	
District Wide-Grades 11	Reading Proficiency	56	41.6	53.4	40.7	32.1	***	***	28.6	22.9	18.2	
B.T. WASHINGTON ELEM	Reading Proficiency	59	***	***	***	***	***	***	***	***	***	
BROADMOOR ELEMENTARY	Reading Proficiency	55	59.0	71.7	18.2	56.9	***	***	53.9	37.2	***	
COLLEGE LANE ELEM	Reading Proficiency	55	53.9	60.2	***	44.4	***	***	33.8	26.7	28.6	
CORONADO ELEMENTARY	Reading Proficiency	55	41.2	53.6	***	31.1	***	***	35.7	16.7	14.3	
EDISON ELEMENTARY	Reading Proficiency	55	45.0	***	33.3	47.4	***	***	46.3	36.1	<2.0	
HIGHLAND JR HIGH	Reading Proficiency	56	58.8	68.0	51.2	54.2	***	***	50.9	38.6	6.9	
HOBBS FRESHMAN SCH	Reading Proficiency	56	***	***	***	***	***	***	***	***	***	
HOBBS HIGH	Reading Proficiency	56	42.0	53.4	40.7	32.7	***	***	28.6	23.5	18.5	
HOUSTON JR HIGH	Reading Proficiency	56	51.1	67.2	45.0	41.1	***	***	37.2	25.5	28.6	
JEFFERSON ELEMENTARY	Reading Proficiency	55	38.0	42.9	18.2	39.0	***	***	38.5	34.6	<2.0	
MILLS ELEMENTARY	Reading Proficiency	55	48.8	54.2	***	40.5	***	***	44.4	35.5	31.3	
SANGER ELEMENTARY	Reading Proficiency	55	66.4	75.4	***	62.7	***	***	60.0	56.7	***	
SOUTHERN HEIGHTS ELE	Reading Proficiency	55	39.1	47.6	20.0	39.8	***	***	37.5	32.7	25.0	
STONE ELEMENTARY	Reading Proficiency	55	67.7	72.3	***	59.3	***	***	41.9	69.2	***	
TAYLOR ELEMENTARY	Reading Proficiency	55	42.9	56.0	***	40.5	***	***	42.0	38.7	15.4	
WILL ROGERS ELEM	Reading Proficiency	55	36.3	46.7	***	36.5	***	***	33.9	26.3	<2.0	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	32.5	41.1	17.0	29.3	***	***	27.4	23.3	14.2	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	32.3	44.9	23.0	25.5	***	***	23.7	15.1	13.9	
District Wide-Grades 11	Math Proficiency	40	26.4	34.8	29.6	19.1	***	***	16.3	17.1	10.9	
B.T. WASHINGTON ELEM	Math Proficiency	44	***	***	***	***	***	***	***	***	***	
BROADMOOR ELEMENTARY	Math Proficiency	41	42.2	58.7	18.2	37.3	***	***	34.8	18.6	***	
COLLEGE LANE ELEM	Math Proficiency	41	29.8	33.1	***	22.2	***	***	18.9	16.7	14.3	
CORONADO ELEMENTARY	Math Proficiency	41	28.8	40.6	***	20.3	***	***	22.6	16.7	14.3	
EDISON ELEMENTARY	Math Proficiency	41	31.7	***	20.0	31.6	***	***	31.6	27.9	9.1	
HIGHLAND JR HIGH	Math Proficiency	35	50.0	61.6	37.2	44.7	***	***	43.5	36.1	10.3	
HOBBS FRESHMAN SCH	Math Proficiency	40	***	***	***	***	***	***	***	***	***	
HOBBS HIGH	Math Proficiency	40	26.4	34.8	29.6	19.2	***	***	16.3	17.7	11.1	
HOUSTON JR HIGH	Math Proficiency	35	30.2	46.9	19.1	20.6	***	***	17.2	8.5	23.2	
JEFFERSON ELEMENTARY	Math Proficiency	41	24.4	42.9	18.2	23.1	***	***	23.7	16.7	<2.0	
MILLS ELEMENTARY	Math Proficiency	41	18.1	19.5	***	13.9	***	***	17.8	9.7	<2.0	
SANGER ELEMENTARY	Math Proficiency	41	37.6	44.3	***	34.9	***	***	30.0	33.3	***	
SOUTHERN HEIGHTS ELE	Math Proficiency	41	32.7	38.1	13.3	33.8	***	***	32.3	27.9	15.0	

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			
STONE ELEMENTARY	Math Proficiency	41	49.5	54.6	***	39.0	***	***	27.9	50.0	***	
TAYLOR ELEMENTARY	Math Proficiency	41	26.5	28.0	***	27.0	***	***	28.0	27.4	7.7	
WILL ROGERS ELEM	Math Proficiency	41	16.6	26.7	***	16.1	***	***	15.0	8.8	<2.0	
All Students-Grade K-5	Attendance Rate	92	95.5	95.5	94.9	95.5	***	***	95.3	95.3	94.4	
All Students-Grades 6, 7 & 8	Attendance Rate	92	94.8	95.0	94.3	94.6	***	***	94.3	94.8	92.4	
B.T. WASHINGTON ELEM	Attendance Rate	92	92.4	***	***	***	***	***	***	***	***	
BROADMOOR ELEMENTARY	Attendance Rate	92	95.7	95.4	97.9	95.6	***	***	95.6	95.4	***	
COLLEGE LANE ELEM	Attendance Rate	92	95.2	94.9	***	95.3	***	***	94.5	95.3	95.5	
CORONADO ELEMENTARY	Attendance Rate	92	95.2	95.6	***	95.0	***	***	94.9	95.1	94.4	
EDISON ELEMENTARY	Attendance Rate	92	95.4	***	94.7	95.4	***	***	95.7	95.6	94.6	
HIGHLAND JR HIGH	Attendance Rate	92	95.1	95.4	94.0	95.1	***	***	94.6	95.6	89.5	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
HOUSTON JR HIGH	Attendance Rate	92	93.6	94.3	91.0	93.4	***	***	92.8	93.4	92.0	
JEFFERSON ELEMENTARY	Attendance Rate	92	94.3	93.9	92.6	94.5	***	***	94.3	94.3	93.7	
MILLS ELEMENTARY	Attendance Rate	92	94.6	94.8	***	94.1	***	***	94.3	93.4	93.5	
SANGER ELEMENTARY	Attendance Rate	92	95.1	94.7	***	95.4	***	***	94.5	95.2	***	
SOUTHERN HEIGHTS ELE	Attendance Rate	92	96.1	95.9	96.8	96.1	***	***	96.1	96.1	95.1	
STONE ELEMENTARY	Attendance Rate	92	96.9	96.8	***	97.2	***	***	96.5	97.3	***	
TAYLOR ELEMENTARY	Attendance Rate	92	94.5	95.3	***	94.3	***	***	94.2	94.1	93.9	
WILL ROGERS ELEM	Attendance Rate	92	93.9	93.1	***	94.2	***	***	93.9	94.2	93.1	
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	67.0	***	***	***	***	***	***	***	***	
HOBBS FRESHMAN SCH	Graduation Rate	90	.	***	***	***	***	***	***	***	***	
HOBBS HIGH	Graduation Rate	90	94.8	98.3	86.7	92.7	***	***	93.3	88.2	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	100	310	11	54	22	13	100	310	6	35	47	11	99	309	8	70	21	1
Male	100	357	5	48	27	19	100	357	7	26	51	16	100	357	9	69	20	2
Caucasian	100	228	12	60	19	9	100	228	9	39	43	8	100	228	15	75	10	1
Black	100	43	2	37	35	26	100	43	0	19	58	23	98	43	5	53	37	2
Hispanic	100	392	6	47	27	20	100	392	6	27	52	16	99	391	6	68	25	1
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	100	58	3	24	28	45	98	58	3	17	40	38	100	58	7	55	34	3
ELL ³	100	261	4	43	30	23	100	261	6	21	54	19	99	260	4	65	29	2
FRLP ⁴	100	434	5	44	31	20	100	434	6	26	51	18	100	434	7	64	27	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	667	8	51	25	16	100	667	7	30	49	13	100	666	9	70	20	1
All 2006-07	100	602	2	42	35	21	100	601	2	40	47	10	100	601	6	69	24	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)

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	304	2	40	49	9	100	304	1	16	67	15	99	304	1	22	62	14
Male	100	274	2	31	48	19	99	274	2	15	64	18	100	274	1	24	57	18
Caucasian	100	204	3	46	42	9	100	204	2	24	64	10	99	204	1	36	55	6
Black	95	43	0	23	56	16	98	43	0	7	63	28	98	43	0	16	60	21
Hispanic	100	330	1	31	52	16	99	330	1	12	67	20	100	330	1	16	63	21
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	98	50	2	6	22	68	96	50	0	4	44	48	100	50	2	4	52	42
ELL ³	100	104	0	17	53	30	99	104	0	5	67	27	100	104	0	9	52	39
FRLP ⁴	100	345	1	30	53	15	100	345	1	12	67	20	100	345	0	16	64	20
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	578	2	36	48	13	99	578	1	16	65	17	99	578	1	23	60	16
All 2006-07	100	551	3	30	53	15	100	550	2	18	57	22	100	550	1	23	63	13
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	288	5	48	33	13	99	288	4	28	50	17	100	288	0	25	56	19
Male	99	281	4	37	42	16	100	281	6	22	50	21	100	280	1	25	56	18
Caucasian	99	193	7	53	32	7	99	193	8	37	45	10	100	194	2	38	50	11
Black	98	41	0	37	41	20	98	41	2	17	44	34	100	40	0	15	58	28
Hispanic	99	330	4	36	41	18	100	330	4	19	53	23	100	329	0	19	59	22
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
SWD ²	96	47	13	2	34	47	98	47	6	6	26	60	98	47	6	11	28	53
ELL ³	100	107	3	21	46	30	100	107	0	9	53	37	100	107	0	9	53	37
FRLP ⁴	100	324	3	36	42	19	100	324	2	20	53	24	100	325	1	17	60	22
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	569	5	42	38	15	99	569	5	25	50	19	100	568	1	25	56	18
All 2006-07	100	585	9	42	41	9	100	585	5	20	50	25	100	585	1	23	55	21
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	263	6	59	28	6	100	263	10	41	35	15	100	262	1	22	59	18
Male	99	310	2	52	34	11	100	310	11	35	41	14	100	308	0	27	53	20
Caucasian	99	203	6	64	25	4	100	203	16	44	34	6	100	201	0	40	51	8
Black	100	30	0	63	27	10	100	30	3	40	43	13	100	30	0	17	63	20
Hispanic	100	337	3	49	36	12	100	337	7	34	40	19	100	336	0	16	57	26
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	56	11	9	36	45	100	56	4	14	32	50	100	56	2	13	32	54
ELL ³	100	97	2	38	40	20	100	97	4	30	39	27	100	97	1	6	61	32
FRLP ⁴	100	298	2	45	38	14	100	298	6	31	42	21	100	298	0	15	59	26
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	573	4	55	31	9	100	573	10	37	38	14	100	570	0	25	56	19
All 2006-07	100	632	3	54	29	13	100	632	5	29	48	18	100	632	1	20	61	17
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	97	207	8	37	42	11	96	207	6	20	41	29	97	203	1	25	64	7
Male	99	244	2	35	50	13	99	244	6	20	43	29	98	238	2	32	58	6
Caucasian	99	180	6	46	41	7	99	180	11	26	46	16	99	180	3	42	51	2
Black	100	29	3	34	45	17	100	29	0	28	34	38	100	29	0	17	72	10
Hispanic	97	239	4	27	51	16	97	239	3	15	41	38	97	229	0	19	68	10
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	96	57	12	5	40	39	91	57	7	4	25	56	91	57	5	7	60	19
ELL ³	100	38	5	16	34	45	97	38	5	11	26	55	97	29	3	10	62	21
FRLP ⁴	98	160	4	24	53	16	98	160	2	16	44	37	97	154	0	16	71	10
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	451	4	36	46	12	98	451	6	20	42	29	98	441	2	29	61	7
All 2006-07	99	492	8	38	39	15	99	492	4	21	46	28	***	6	***	***	***	***
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
Calderon, Joseph	18
Jones, Patricia	0
Puckett, Joseph	0
Simpson, Tejay	9
Wiseman, Lance	0

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	32,479,559	66
Instructional Support Services	16,742,605	34
Students	4,477,751	27
Instruction	1,777,586	11
General Administration	880,295	5
School Administration	3,226,493	19
Central Services	1,081,896	6
Operations & Maintenance	5,250,770	31
Student Transportation	47,814	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	49,222,164	

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%	0.0 %

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	492	53.7	46.3	0.0
B.T. WASHINGTON ELEM	16	62.5	37.5	0.0
BROADMOOR ELEMENTARY	27	55.6	44.4	0.0
COLLEGE LANE ELEM	29	44.8	55.2	0.0
CORONADO ELEMENTARY	27	37.0	63.0	0.0
EDISON ELEMENTARY	23	47.8	52.2	0.0
HIGHLAND JR HIGH	45	48.9	51.1	0.0
HOBBS FRESHMAN SCH	50	52.0	48.0	0.0
HOBBS HIGH	100	48.0	52.0	0.0
HOUSTON JR HIGH	48	62.5	37.5	0.0
JEFFERSON ELEMENTARY	29	51.7	48.3	0.0
JENKINS-NUNAN CENTER	2	100.0	0.0	***
MILLS ELEMENTARY	29	34.5	65.5	0.0
SANGER ELEMENTARY	27	44.4	55.6	0.0
SOUTHERN HEIGHTS ELE	35	60.0	40.0	0.0
STONE ELEMENTARY	29	55.2	44.8	0.0
TAYLOR ELEMENTARY	27	63.0	37.0	0.0
WILL ROGERS ELEM	32	62.5	37.5	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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	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	902	1470	121	53	110	79	33.0	53.7	4.4	1.9	4.0	2.9
DISTRICT WIDE TOTALS	2	736	1540	226	72	130	31	26.9	56.3	8.3	2.6	4.8	1.1
DISTRICT WIDE TOTALS	3	972	1462	99	28	113	61	35.5	53.5	3.6	1.0	4.1	2.2
DISTRICT WIDE TOTALS	4	943	1423	173	55	60	81	34.5	52.0	6.3	2.0	2.2	3.0
DISTRICT WIDE TOTALS	5	871	1488	57	16	253	51	31.8	54.4	2.1	0.6	9.2	1.9
DISTRICT WIDE TOTALS	6	862	1498	161	60	107	48	31.5	54.8	5.9	2.2	3.9	1.8
DISTRICT WIDE TOTALS	7	666	1361	256	69	269	115	24.3	49.7	9.4	2.5	9.8	4.2
DISTRICT WIDE TOTALS	8	1106	1381	125	50	36	38	40.4	50.5	4.6	1.8	1.3	1.4
DISTRICT WIDE TOTALS	9	838	1489	115	48	172	74	30.6	54.4	4.2	1.8	6.3	2.7
DISTRICT WIDE TOTALS	10	949	1496	162	29	28	72	34.7	54.7	5.9	1.1	1.0	2.6
B.T. WASHINGTON ELEM	1	46	60	0	1	1	7	40.0	52.2	0.0	0.9	0.9	6.1
B.T. WASHINGTON ELEM	2	37	71	1	1	2	3	32.2	61.7	0.9	0.9	1.7	2.6
B.T. WASHINGTON ELEM	3	58	47	1	1	7	1	50.4	40.9	0.9	0.9	6.1	0.9
B.T. WASHINGTON ELEM	4	53	56	2	0	2	2	46.1	48.7	1.7	0.0	1.7	1.7
B.T. WASHINGTON ELEM	5	41	62	2	0	7	3	35.7	53.9	1.7	0.0	6.1	2.6
B.T. WASHINGTON ELEM	6	44	62	2	0	6	1	38.3	53.9	1.7	0.0	5.2	0.9

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
B.T. WASHINGTON ELEM	7	45	54	2	0	10	4	39.1	47.0	1.7	0.0	8.7	3.5
B.T. WASHINGTON ELEM	8	73	38	0	1	0	3	63.5	33.0	0.0	0.9	0.0	2.6
B.T. WASHINGTON ELEM	9	52	57	2	0	4	0	45.2	49.6	1.7	0.0	3.5	0.0
B.T. WASHINGTON ELEM	10	46	59	7	0	0	3	40.0	51.3	6.1	0.0	0.0	2.6
BROADMOOR ELEMENTARY	1	76	124	6	4	4	2	35.2	57.4	2.8	1.9	1.9	0.9
BROADMOOR ELEMENTARY	2	43	108	42	15	7	1	19.9	50.0	19.4	6.9	3.2	0.5
BROADMOOR ELEMENTARY	3	90	117	1	0	6	2	41.7	54.2	0.5	0.0	2.8	0.9
BROADMOOR ELEMENTARY	4	78	121	7	1	2	7	36.1	56.0	3.2	0.5	0.9	3.2
BROADMOOR ELEMENTARY	5	73	114	2	0	24	3	33.8	52.8	0.9	0.0	11.1	1.4
BROADMOOR ELEMENTARY	6	73	122	7	4	8	2	33.8	56.5	3.2	1.9	3.7	0.9
BROADMOOR ELEMENTARY	7	45	112	22	8	23	6	20.8	51.9	10.2	3.7	10.6	2.8
BROADMOOR ELEMENTARY	8	98	109	7	1	1	0	45.4	50.5	3.2	0.5	0.5	0.0
BROADMOOR ELEMENTARY	9	71	120	9	0	14	2	32.9	55.6	4.2	0.0	6.5	0.9
BROADMOOR ELEMENTARY	10	70	125	10	0	2	9	32.4	57.9	4.6	0.0	0.9	4.2
COLLEGE LANE ELEM	1	47	108	4	0	2	3	28.7	65.9	2.4	0.0	1.2	1.8
COLLEGE LANE ELEM	2	41	101	11	2	8	1	25.0	61.6	6.7	1.2	4.9	0.6
COLLEGE LANE ELEM	3	55	99	2	1	5	2	33.5	60.4	1.2	0.6	3.0	1.2
COLLEGE LANE ELEM	4	63	87	6	3	0	5	38.4	53.0	3.7	1.8	0.0	3.0
COLLEGE LANE ELEM	5	48	99	1	0	15	1	29.3	60.4	0.6	0.0	9.1	0.6
COLLEGE LANE ELEM	6	40	103	10	2	7	2	24.4	62.8	6.1	1.2	4.3	1.2
COLLEGE LANE ELEM	7	35	68	25	4	25	7	21.3	41.5	15.2	2.4	15.2	4.3
COLLEGE LANE ELEM	8	72	82	8	0	0	2	43.9	50.0	4.9	0.0	0.0	1.2
COLLEGE LANE ELEM	9	44	89	13	1	15	2	26.8	54.3	7.9	0.6	9.1	1.2
COLLEGE LANE ELEM	10	50	93	12	4	1	4	30.5	56.7	7.3	2.4	0.6	2.4
CORONADO ELEMENTARY	1	15	59	5	0	0	3	18.3	72.0	6.1	0.0	0.0	3.7
CORONADO ELEMENTARY	2	17	53	5	2	4	1	20.7	64.6	6.1	2.4	4.9	1.2

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CORONADO ELEMENTARY	3	18	58	3	0	2	1	22.0	70.7	3.7	0.0	2.4	1.2
CORONADO ELEMENTARY	4	20	52	5	1	0	4	24.4	63.4	6.1	1.2	0.0	4.9
CORONADO ELEMENTARY	5	15	52	2	1	8	4	18.3	63.4	2.4	1.2	9.8	4.9
CORONADO ELEMENTARY	6	20	53	5	0	2	2	24.4	64.6	6.1	0.0	2.4	2.4
CORONADO ELEMENTARY	7	11	41	12	4	6	8	13.4	50.0	14.6	4.9	7.3	9.8
CORONADO ELEMENTARY	8	35	44	1	1	0	1	42.7	53.7	1.2	1.2	0.0	1.2
CORONADO ELEMENTARY	9	25	45	2	2	5	3	30.5	54.9	2.4	2.4	6.1	3.7
CORONADO ELEMENTARY	10	26	47	5	3	0	1	31.7	57.3	6.1	3.7	0.0	1.2
EDISON ELEMENTARY	1	80	120	5	0	11	2	36.7	55.0	2.3	0.0	5.0	0.9
EDISON ELEMENTARY	2	71	132	3	1	7	4	32.6	60.6	1.4	0.5	3.2	1.8
EDISON ELEMENTARY	3	73	135	1	0	6	3	33.5	61.9	0.5	0.0	2.8	1.4
EDISON ELEMENTARY	4	77	129	6	2	1	3	35.3	59.2	2.8	0.9	0.5	1.4
EDISON ELEMENTARY	5	73	135	1	1	8	0	33.5	61.9	0.5	0.5	3.7	0.0
EDISON ELEMENTARY	6	74	134	4	2	3	1	33.9	61.5	1.8	0.9	1.4	0.5
EDISON ELEMENTARY	7	65	126	8	2	11	6	29.8	57.8	3.7	0.9	5.0	2.8
EDISON ELEMENTARY	8	78	135	2	0	2	1	35.8	61.9	0.9	0.0	0.9	0.5
EDISON ELEMENTARY	9	70	131	4	2	8	3	32.1	60.1	1.8	0.9	3.7	1.4
EDISON ELEMENTARY	10	73	133	6	3	1	2	33.5	61.0	2.8	1.4	0.5	0.9
HIGHLAND JR HIGH	1	19	68	16	8	5	11	15.0	53.5	12.6	6.3	3.9	8.7
HIGHLAND JR HIGH	2	22	73	16	7	5	4	17.3	57.5	12.6	5.5	3.9	3.1
HIGHLAND JR HIGH	3	25	75	13	2	6	6	19.7	59.1	10.2	1.6	4.7	4.7
HIGHLAND JR HIGH	4	18	74	16	10	1	8	14.2	58.3	12.6	7.9	0.8	6.3
HIGHLAND JR HIGH	5	24	73	8	3	16	3	18.9	57.5	6.3	2.4	12.6	2.4
HIGHLAND JR HIGH	6	24	66	15	11	7	4	18.9	52.0	11.8	8.7	5.5	3.1
HIGHLAND JR HIGH	7	24	69	13	2	10	9	18.9	54.3	10.2	1.6	7.9	7.1
HIGHLAND JR HIGH	8	24	69	20	7	2	5	18.9	54.3	15.7	5.5	1.6	3.9

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
HIGHLAND JR HIGH	9	15	73	11	10	12	6	11.8	57.5	8.7	7.9	9.4	4.7
HIGHLAND JR HIGH	10	41	74	9	0	0	3	32.3	58.3	7.1	0.0	0.0	2.4
HOBBS FRESHMAN SCH	1	19	48	13	13	6	6	18.1	45.7	12.4	12.4	5.7	5.7
HOBBS FRESHMAN SCH	2	16	48	24	12	4	1	15.2	45.7	22.9	11.4	3.8	1.0
HOBBS FRESHMAN SCH	3	20	53	11	9	9	3	19.0	50.5	10.5	8.6	8.6	2.9
HOBBS FRESHMAN SCH	4	18	50	17	9	6	5	17.1	47.6	16.2	8.6	5.7	4.8
HOBBS FRESHMAN SCH	5	21	57	8	5	11	3	20.0	54.3	7.6	4.8	10.5	2.9
HOBBS FRESHMAN SCH	6	25	52	16	8	3	1	23.8	49.5	15.2	7.6	2.9	1.0
HOBBS FRESHMAN SCH	7	27	56	11	5	6	0	25.7	53.3	10.5	4.8	5.7	0.0
HOBBS FRESHMAN SCH	8	30	53	9	5	7	1	28.6	50.5	8.6	4.8	6.7	1.0
HOBBS FRESHMAN SCH	9	23	58	8	4	10	2	21.9	55.2	7.6	3.8	9.5	1.9
HOBBS FRESHMAN SCH	10	31	54	9	4	5	2	29.5	51.4	8.6	3.8	4.8	1.9
HOBBS HIGH	1	21	74	17	10	16	21	13.2	46.5	10.7	6.3	10.1	13.2
HOBBS HIGH	2	31	85	20	8	9	6	19.5	53.5	12.6	5.0	5.7	3.8
HOBBS HIGH	3	39	81	23	5	4	7	24.5	50.9	14.5	3.1	2.5	4.4
HOBBS HIGH	4	23	74	31	15	7	9	14.5	46.5	19.5	9.4	4.4	5.7
HOBBS HIGH	5	48	89	7	0	9	6	30.2	56.0	4.4	0.0	5.7	3.8
HOBBS HIGH	6	25	78	31	11	9	5	15.7	49.1	19.5	6.9	5.7	3.1
HOBBS HIGH	7	49	81	15	4	5	5	30.8	50.9	9.4	2.5	3.1	3.1
HOBBS HIGH	8	38	76	26	10	3	6	23.9	47.8	16.4	6.3	1.9	3.8
HOBBS HIGH	9	26	83	17	8	16	9	16.4	52.2	10.7	5.0	10.1	5.7
HOBBS HIGH	10	67	78	9	1	1	3	42.1	49.1	5.7	0.6	0.6	1.9
HOUSTON JR HIGH	1	42	98	5	7	9	2	25.8	60.1	3.1	4.3	5.5	1.2
HOUSTON JR HIGH	2	27	106	14	3	12	1	16.6	65.0	8.6	1.8	7.4	0.6
HOUSTON JR HIGH	3	45	96	8	0	10	4	27.6	58.9	4.9	0.0	6.1	2.5
HOUSTON JR HIGH	4	44	76	25	2	12	4	27.0	46.6	15.3	1.2	7.4	2.5

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
HOUSTON JR HIGH	5	51	85	8	0	19	0	31.3	52.1	4.9	0.0	11.7	0.0
HOUSTON JR HIGH	6	39	94	14	6	8	2	23.9	57.7	8.6	3.7	4.9	1.2
HOUSTON JR HIGH	7	50	78	13	2	16	4	30.7	47.9	8.0	1.2	9.8	2.5
HOUSTON JR HIGH	8	50	97	8	5	2	1	30.7	59.5	4.9	3.1	1.2	0.6
HOUSTON JR HIGH	9	41	88	7	4	18	5	25.2	54.0	4.3	2.5	11.0	3.1
HOUSTON JR HIGH	10	63	79	9	1	5	6	38.7	48.5	5.5	0.6	3.1	3.7
JEFFERSON ELEMENTARY	1	69	104	13	2	15	1	33.8	51.0	6.4	1.0	7.4	0.5
JEFFERSON ELEMENTARY	2	58	116	18	5	7	0	28.4	56.9	8.8	2.5	3.4	0.0
JEFFERSON ELEMENTARY	3	70	118	1	0	6	9	34.3	57.8	0.5	0.0	2.9	4.4
JEFFERSON ELEMENTARY	4	71	116	6	2	5	4	34.8	56.9	2.9	1.0	2.5	2.0
JEFFERSON ELEMENTARY	5	68	105	6	1	24	1	33.2	51.2	2.9	0.5	11.7	0.5
JEFFERSON ELEMENTARY	6	67	114	6	2	10	6	32.7	55.6	2.9	1.0	4.9	2.9
JEFFERSON ELEMENTARY	7	45	116	16	2	19	7	22.0	56.6	7.8	1.0	9.3	3.4
JEFFERSON ELEMENTARY	8	73	111	10	4	5	2	35.6	54.1	4.9	2.0	2.4	1.0
JEFFERSON ELEMENTARY	9	65	120	1	3	12	4	31.7	58.5	0.5	1.5	5.9	2.0
JEFFERSON ELEMENTARY	10	59	124	16	1	2	3	28.8	60.5	7.8	0.5	1.0	1.5
MILLS ELEMENTARY	1	97	134	3	0	4	1	40.6	56.1	1.3	0.0	1.7	0.4
MILLS ELEMENTARY	2	56	147	25	3	8	0	23.4	61.5	10.5	1.3	3.3	0.0
MILLS ELEMENTARY	3	82	142	8	0	4	3	34.3	59.4	3.3	0.0	1.7	1.3
MILLS ELEMENTARY	4	81	132	15	3	3	5	33.9	55.2	6.3	1.3	1.3	2.1
MILLS ELEMENTARY	5	65	147	1	1	21	4	27.2	61.5	0.4	0.4	8.8	1.7
MILLS ELEMENTARY	6	74	140	13	1	8	3	31.0	58.6	5.4	0.4	3.3	1.3
MILLS ELEMENTARY	7	34	123	29	9	31	13	14.2	51.5	12.1	3.8	13.0	5.4
MILLS ELEMENTARY	8	103	127	6	0	2	1	43.1	53.1	2.5	0.0	0.8	0.4
MILLS ELEMENTARY	9	73	142	6	3	10	5	30.5	59.4	2.5	1.3	4.2	2.1
MILLS ELEMENTARY	10	75	147	9	2	0	6	31.4	61.5	3.8	0.8	0.0	2.5

Parent Survey on the Quality of Education Spring 2008)

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
SANGER ELEMENTARY	1	103	101	3	0	7	0	48.1	47.2	1.4	0.0	3.3	0.0
SANGER ELEMENTARY	2	74	112	16	1	11	0	34.6	52.3	7.5	0.5	5.1	0.0
SANGER ELEMENTARY	3	113	90	5	0	3	3	52.8	42.1	2.3	0.0	1.4	1.4
SANGER ELEMENTARY	4	99	105	3	0	2	5	46.3	49.1	1.4	0.0	0.9	2.3
SANGER ELEMENTARY	5	88	100	4	1	19	2	41.1	46.7	1.9	0.5	8.9	0.9
SANGER ELEMENTARY	6	96	107	2	1	7	1	44.9	50.0	0.9	0.5	3.3	0.5
SANGER ELEMENTARY	7	71	100	18	3	14	8	33.2	46.7	8.4	1.4	6.5	3.7
SANGER ELEMENTARY	8	107	97	5	0	2	3	50.0	45.3	2.3	0.0	0.9	1.4
SANGER ELEMENTARY	9	91	101	7	0	13	2	42.5	47.2	3.3	0.0	6.1	0.9
SANGER ELEMENTARY	10	108	90	9	1	2	4	50.5	42.1	4.2	0.5	0.9	1.9
SOUTHERN HEIGHTS ELEM	1	48	92	10	1	10	10	28.1	53.8	5.8	0.6	5.8	5.8
SOUTHERN HEIGHTS ELEM	2	45	97	7	2	15	5	26.3	56.7	4.1	1.2	8.8	2.9
SOUTHERN HEIGHTS ELEM	3	44	95	4	5	18	5	25.7	55.6	2.3	2.9	10.5	2.9
SOUTHERN HEIGHTS ELEM	4	47	101	8	3	6	6	27.5	59.1	4.7	1.8	3.5	3.5
SOUTHERN HEIGHTS ELEM	5	46	101	2	1	14	7	26.9	59.1	1.2	0.6	8.2	4.1
SOUTHERN HEIGHTS ELEM	6	47	102	7	5	4	6	27.5	59.6	4.1	2.9	2.3	3.5
SOUTHERN HEIGHTS ELEM	7	32	84	13	5	24	13	18.7	49.1	7.6	2.9	14.0	7.6
SOUTHERN HEIGHTS ELEM	8	59	100	3	3	2	4	34.5	58.5	1.8	1.8	1.2	2.3
SOUTHERN HEIGHTS ELEM	9	42	102	7	2	5	13	24.6	59.6	4.1	1.2	2.9	7.6
SOUTHERN HEIGHTS ELEM	10	53	96	11	2	0	9	31.0	56.1	6.4	1.2	0.0	5.3
STONE ELEMENTARY	1	102	94	5	3	4	2	48.6	44.8	2.4	1.4	1.9	1.0
STONE ELEMENTARY	2	93	96	11	4	6	0	44.3	45.7	5.2	1.9	2.9	0.0
STONE ELEMENTARY	3	130	75	3	0	1	1	61.9	35.7	1.4	0.0	0.5	0.5
STONE ELEMENTARY	4	131	73	2	1	3	0	62.4	34.8	1.0	0.5	1.4	0.0
STONE ELEMENTARY	5	109	84	0	0	15	2	51.9	40.0	0.0	0.0	7.1	1.0
STONE ELEMENTARY	6	109	90	6	1	4	0	51.9	42.9	2.9	0.5	1.9	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STONE ELEMENTARY	7	65	95	17	5	18	10	31.0	45.2	8.1	2.4	8.6	4.8
STONE ELEMENTARY	8	128	71	8	2	0	1	61.0	33.8	3.8	1.0	0.0	0.5
STONE ELEMENTARY	9	100	96	3	2	8	1	47.6	45.7	1.4	1.0	3.8	0.5
STONE ELEMENTARY	10	76	115	10	1	1	7	36.2	54.8	4.8	0.5	0.5	3.3
TAYLOR ELEMENTARY	1	15	35	3	0	1	5	25.4	59.3	5.1	0.0	1.7	8.5
TAYLOR ELEMENTARY	2	12	36	4	0	7	0	20.3	61.0	6.8	0.0	11.9	0.0
TAYLOR ELEMENTARY	3	19	33	2	0	3	2	32.2	55.9	3.4	0.0	5.1	3.4
TAYLOR ELEMENTARY	4	22	27	5	0	1	4	37.3	45.8	8.5	0.0	1.7	6.8
TAYLOR ELEMENTARY	5	13	33	0	0	9	4	22.0	55.9	0.0	0.0	15.3	6.8
TAYLOR ELEMENTARY	6	14	30	9	0	4	2	23.7	50.8	15.3	0.0	6.8	3.4
TAYLOR ELEMENTARY	7	9	25	7	6	9	3	15.3	42.4	11.9	10.2	15.3	5.1
TAYLOR ELEMENTARY	8	24	27	4	1	1	2	40.7	45.8	6.8	1.7	1.7	3.4
TAYLOR ELEMENTARY	9	15	33	1	2	5	3	25.4	55.9	1.7	3.4	8.5	5.1
TAYLOR ELEMENTARY	10	16	35	2	3	2	1	27.1	59.3	3.4	5.1	3.4	1.7
WILL ROGERS ELEM	1	103	151	13	4	15	3	35.6	52.2	4.5	1.4	5.2	1.0
WILL ROGERS ELEM	2	93	159	9	6	18	4	32.2	55.0	3.1	2.1	6.2	1.4
WILL ROGERS ELEM	3	91	148	13	5	23	9	31.5	51.2	4.5	1.7	8.0	3.1
WILL ROGERS ELEM	4	98	150	19	3	9	10	33.9	51.9	6.6	1.0	3.1	3.5
WILL ROGERS ELEM	5	88	152	5	2	34	8	30.4	52.6	1.7	0.7	11.8	2.8
WILL ROGERS ELEM	6	91	151	14	6	17	10	31.5	52.2	4.8	2.1	5.9	3.5
WILL ROGERS ELEM	7	59	133	35	8	42	12	20.4	46.0	12.1	2.8	14.5	4.2
WILL ROGERS ELEM	8	114	145	8	10	7	5	39.4	50.2	2.8	3.5	2.4	1.7
WILL ROGERS ELEM	9	85	151	17	5	17	14	29.4	52.2	5.9	1.7	5.9	4.8
WILL ROGERS ELEM	10	95	147	29	3	6	9	32.9	50.9	10.0	1.0	2.1	3.1

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%).