Student Achievement continued

School districts also are required to report student performance for different groups based on ethnicity as well as special education status, economic status and students' ability to speak and read English. The graphs below show how stu-
dents in these groups performed on the state's Standards Based Assessment that was administered in spring 2009.

Parent Survey Shows Parents Believe Students Safe; Teachers Doing ‘Good Job’ on Math, Reading

All public school districts in New Mexico are required to conduct an annual Quality of Education Parent Survey. The legislation mandating this survey specifies that the survey will be 20 items, 10 of which are developed by the NM Public Education Depart-
ment, five developed by each district's local board and five developed at each school. The district summary report shows the first 15 items for the district. The legislation requires that the items be developed with a 5-point agreement scale, have suffi-
cient room for comments, and that the survey be sent home with students. The results of the Quality of Education Survey are pre-
sented below, while individual school summaries are available from the APS Research, Deployment and Accountability Office.

Board of Education Focuses on Achievement

The APS Board of Education has seven members elected by dis-
tricts within the boundaries of the school district. Members participate in regularly scheduled twice-monthly public meetings and hold several committee meetings each month open to the pub-
lic. In addition to this work, each board member is available to speak with parents and community members in their district and volunteers much of his or her time to ensure that every student re-
ceives the best quality education.

APS board members are committed to training, making this a pri-
ority and one of the eight goals for the district. The NM Public Education Department requires five hours of mandatory training for board members each year through the New Mexico School Board Association. Only two points of individualized credit may be counted toward mandated training per year.

All seven members participated in the district-selected trainings and five participated in the state board association’s approved train-
ings. Special education only two points of individualized credit is counted, members of the Albuquerque Public Schools Board of Ed-
ucation take part in many hours of work-study sessions, national training sessions and conferences. This past year board members’ work sessions included Title I funding, public education funding, human resources and employee benefits, collective bargaining, school budget and Advancement Via Individual Determination (AVID), a program designed to prepare students for college, and Next Generation Learning, a project-based learning approach for students. On average, the work sessions last one and two hours.

Additionally, the district and board are very active with the Coun-
el of Great City Schools (CGCS). The council holds conferences and learning opportunities on a variety of issues that ensure large urban school districts face. CGCS also provides research for board mem-
ers to use as they search for options with which to positively impact Albuquerque Public Schools.

During 2008-09, the APS board participated in a two-day training sponsored by the council. This training was specifically designed to work with the superintendent, his leadership team and the board members to understand roles and responsibilities and to build a team that works cooperatively and cohesively to ensure that APS students receive the best possible education. This provided each member one point.

Members of the APS Board of Education are: Martin R. Esquivel, president; Paula Maes, vice president; Dolores A. Grieio, secretary; Robert D. Lucero, member; Lorenzo Garcia, member; David Rob-
bins, member and David Peery, member.

APS Spends Less Than 1 percent on Administration

In New Mexico, school district operating funds are allocated through the Public Education Department (PED). The State Equalization Guarantee is designed to equitably distribute operational funds across all districts in the state so that stu-
dents have a similar quality of education in every NM public school. Each district may obtain additional funds through federal, state and private grants.

Districts may also receive building and facility funds through several different kinds of awards. The state PED allocates funds for specific facility needs. Each district may levy a mill tax on property and may issue General Obligation Bonds to generate additional funds for buildings, technology and maintenance needs.

The PED analyzes all district expenditures through an annual budget review and publishes a rating of districts based on their administrative costs. According to the state, APS spends only 97 percent of its budget on administrative expen-
tures. This ranks APS the lowest among the four large comparison districts in the state. A comprehensive report of all budgeting allocations is available from the district Finance Office. A summary of those funds is presented below.