



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	5	33.3
Schools in School Improvement	2	13.3
Schools in Corrective Action	1	6.7
Schools in Restructuring	6	40

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2005-2006 STUDENT DEMOGRAPHICS*

	Espanola		STATE WIDE	
	Number	Percent	Number	Percent
Female	2247	50.4	159519	48.6
Male	2215	49.6	168526	51.4
Caucasian	109	2.4	102066	31.1
African-American	21	.5	8226	2.5
Hispanic	4053	90.8	177254	54
Asian/Pacific	4	.1	4136	1.3
American Indian/Alaskan Native	275	6.2	36453	11.1
SWD	529	11.9	50048	15.3
ELL	1751	39.2	70172	21.4
FRLP	4462	100	171635	52.3
Migrant	39	.9	1229	0.4

*Source: ADS 40th day submission to Public Education Department.

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Abiqui ES	AYP Not Met	SI-1	Alcalde ES	Meets AYP	Restr. 1 delay
Carlos Vigil MS	AYP Not Met	Restructuring 2	Chimayo ES	Meets AYP	None
Dixon ES	Meets AYP	None	Espanola Middle East	AYP Not Met	Restructuring 2
Espanola Valley HS	AYP Not Met	Restructuring 2	Eutimio Salazar ES	AYP Not Met	SI-1
Hernandez ES	AYP Not Met	None	James H Rodriguez ES	AYP Not Met	Restructuring 2
Los Ninos ES	Meets AYP	None	Mountain View ES	AYP Not Met	None
San Juan ES	AYP Not Met	CA	Tony E Quintana ES	AYP Not Met	Restructuring 2
Velarde ES	Meets AYP	None			

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
All Students In Grades 3, 4 & 5	Math Proficiency	28	23.8	37.5	***	24.0	***	18.8	23.8	17.3	12.6	
All Students In Grades 6, 7 & 8	Math Proficiency	15	5.1	0.0	***	5.2	***	6.3	5.1	3.5	2.8	
All Students In Grades 9 & 11	Math Proficiency	22	12.6	***	***	12.4	***	7.4	12.6	7.7	3.9	
Carlos Vigil MS	Math Proficiency	18	7.7	***	***	7.9	***	0.0	7.7	6.0	5.8	
Abiqui ES	Math Proficiency	23	3.8	***	***	4.3	***	***	3.8	1.9	***	
Alcalde ES	Math Proficiency	23	17.3	***	***	17.6	***	***	17.3	21.7	***	
Chimayo ES	Math Proficiency	23	15.8	***	***	15.2	***	***	15.8	14.6	0.0	
Dixon ES	Math Proficiency	23	29.2	***	***	22.7	***	***	29.2	29.1	***	
Eutimio Salazar ES	Math Proficiency	23	12.5	***	***	12.3	***	***	12.5	6.7	15.0	
Hernandez ES	Math Proficiency	23	24.7	***	***	24.5	***	***	24.7	17.5	14.3	
James H Rodriguez ES	Math Proficiency	23	21.3	***	***	21.6	***	***	21.3	23.3	3.5	
Los Ninos ES	Math Proficiency	28	50.0	***	***	49.3	***	***	50.0	38.2	***	
Mountain View ES	Math Proficiency	23	11.8	***	***	11.8	***	***	11.8	11.7	***	
San Juan ES	Math Proficiency	23	19.1	***	***	22.5	***	13.9	19.1	16.6	15.8	
Tony E Quintana ES	Math Proficiency	23	26.1	***	***	25.2	***	***	26.1	17.3	12.5	
Velarde ES	Math Proficiency	23	30.9	***	***	32.3	***	***	30.9	30.0	***	
Espanola Valley HS	Math Proficiency	22	15.2	***	***	14.6	***	15.4	15.2	14.2	0.0	
Espanola Middle East	Math Proficiency	15	5.5	***	***	5.0	***	16.7	5.5	4.4	4.7	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	37.4	50.0	***	36.2	***	47.8	37.4	26.2	17.1	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	23.2	14.3	***	23.6	***	20.8	23.2	16.8	8.4	
All Students In Grades 9 & 11	Reading Proficiency	41	38.5	***	***	37.4	***	55.6	38.5	26.5	19.2	
Carlos Vigil MS	Reading Proficiency	41	23.3	***	***	23.2	***	29.2	23.3	19.6	15.4	
Abiqui ES	Reading Proficiency	40	18.9	***	***	17.0	***	***	18.9	17.3	***	
Alcalde ES	Reading Proficiency	40	37.8	***	***	38.4	***	***	37.8	30.4	***	
Chimayo ES	Reading Proficiency	40	38.6	***	***	38.4	***	***	38.6	29.2	0.0	
Dixon ES	Reading Proficiency	40	37.5	***	***	31.8	***	***	37.5	37.5	***	
Eutimio Salazar ES	Reading Proficiency	40	32.5	***	***	32.3	***	***	32.5	24.1	10.0	
Hernandez ES	Reading Proficiency	40	35.6	***	***	35.3	***	***	35.6	25.8	21.4	
James H Rodriguez ES	Reading Proficiency	40	33.2	***	***	33.2	***	***	33.2	23.3	6.9	
Los Ninos ES	Reading Proficiency	45	42.7	***	***	41.8	***	***	42.7	29.4	***	
Mountain View ES	Reading Proficiency	40	11.8	***	***	11.8	***	***	11.8	11.8	***	
San Juan ES	Reading Proficiency	40	37.6	***	***	33.3	***	44.4	37.6	29.2	21.1	
Tony E Quintana ES	Reading Proficiency	40	33.8	***	***	32.5	***	***	33.8	15.4	18.8	
Velarde ES	Reading Proficiency	40	52.9	***	***	52.3	***	***	52.9	40.0	***	
Espanola Valley HS	Reading Proficiency	41	52.1	***	***	50.3	***	76.9	52.1	53.6	25.9	
Espanola Middle East	Reading Proficiency	41	23.2	***	***	23.5	***	25.0	23.2	18.0	7.0	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	
---District---	Attendance Rate	92	93.4	92.5	93.4	93.5	***	93.0	93.4	94.2	91.6	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.5	94.4	95.3	94.5	***	94.1	94.5	94.4	94.2	
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.6	92.2	***	94.8	***	94.6	94.6	94.6	93.1	
All Students In Grades 9 & 11	Attendance Rate	92	89.9	89.2	***	89.9	***	89.7	89.9	91.2	85.5	

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native			
Abiqui ES	Attendance Rate	92	96.7	95.6	***	96.7	***	***	96.7	96.7	96.5
Alcalde ES	Attendance Rate	92	93.4	***	***	93.5	***	***	93.4	92.9	91.3
Carlos Vigil MS	Attendance Rate	92	93.6	90.0	***	93.7	***	93.6	93.6	93.9	91.9
Chimayo ES	Attendance Rate	92	97.0	***	***	97.0	***	***	97.0	97.2	97.0
Dixon ES	Attendance Rate	92	93.8	89.3	***	94.6	***	***	93.8	94.2	***
Espanola Middle East	Attendance Rate	92	93.8	***	***	94.0	***	94.8	93.8	93.5	91.8
Eutimio Salazar ES	Attendance Rate	92	93.8	94.3	***	93.8	***	***	93.8	94.0	93.4
Hernandez ES	Attendance Rate	92	94.1	***	***	94.2	***	***	94.1	94.4	94.3
James H Rodriguez ES	Attendance Rate	92	94.4	***	***	94.4	***	93.2	94.4	92.9	95.1
Los Ninos ES	Attendance Rate	92	93.7	***	***	93.7	***	***	93.7	93.7	93.6
Mountain View ES	Attendance Rate	92	93.0	***	***	93.0	***	***	93.0	93.1	***
San Juan ES	Attendance Rate	92	95.3	***	***	95.5	***	94.7	95.3	94.8	95.7
Tony E Quintana ES	Attendance Rate	92	94.4	***	***	94.5	***	***	94.4	94.4	92.4
Velarde ES	Attendance Rate	92	95.1	***	***	95.1	***	***	95.1	94.5	93.3
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7
---Districtwide---	Graduation Rate	90	82.2	***	***	83.3	***	73.7	82.1	87.1	64.5
Espanola Valley Hs	Graduation Rate	90	82.6	***	***	83.7	***	73.7	82.5	87.1	66.7

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessment 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 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	188	2	38	44	14	0	100	189	1	33	55	10	0
	Male	99	193	2	35	38	22	0	100	193	2	32	53	12	0
Ethnicity	Caucasian	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	345	2	36	42	18	0	100	346	1	32	53	12	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	22	0	45	45	9	0	100	22	0	27	72	0	0	
Status	SWD**	100	28	3	14	39	42	0	100	28	0	25	35	39	0
	ELL*	99	214	1	32	43	21	0	100	214	0	28	55	14	0
	FRLP	99	381	2	37	41	18	0	100	382	1	32	54	11	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	381	2	37	41	18	0	100	382	1	32	54	11	0
	2004-05	96	375	2	43	29	22	4	99	375	1	34	52	12	4
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	182	5	32	43	17	0	100	182	2	21	57	17	0
	Male	98	194	2	31	45	20	1	98	194	4	20	59	13	1
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	344	3	31	45	18	0	99	344	3	20	59	15	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	21	4	47	33	14	0	100	21	0	38	42	19	0	
Status	SWD**	100	36	2	16	33	47	0	100	36	0	5	63	30	0
	ELL*	98	222	0	25	48	24	1	99	222	2	15	60	20	0
	FRLP	99	376	3	32	44	18	0	99	376	3	21	58	15	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	376	3	32	44	18	0	99	376	3	21	58	15	0
	2004-05	96	383	2	34	45	15	4	98	383	2	22	59	15	2
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	194	4	35	46	13	0	100	194	1	15	55	27	0
	Male	100	185	3	28	43	23	0	99	185	0	12	49	36	0
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	341	4	30	46	19	0	99	341	0	14	51	32	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	33	3	39	42	15	0	100	33	0	6	66	27	0	
Status	SWD**	100	53	1	11	39	47	0	100	53	1	7	41	49	0
	ELL*	100	203	2	16	53	27	0	99	203	0	8	47	43	0
	FRLP	100	379	4	31	45	18	0	99	379	0	14	52	32	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	379	4	31	45	18	0	99	379	0	14	52	32	0
	2004-05	98	395	7	31	45	14	2	99	395	0	9	63	27	1
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	186	2	30	59	7	0	100	186	0	4	62	27	5
	Male	100	157	0	14	64	21	0	100	157	0	5	52	33	8
Ethnicity	Caucasian	100	12	8	33	50	8	0	100	12	0	8	66	25	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	304	0	23	61	14	0	100	304	0	4	59	30	5
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	25	0	20	72	8	0	100	25	0	4	36	32	28	
Status	SWD**	100	39	5	2	41	51	0	100	39	0	2	33	61	2
	ELL*	100	164	0	15	64	18	0	100	164	0	2	53	38	5
	FRLP	100	343	1	23	61	13	0	100	343	0	4	57	30	6
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	343	1	23	61	13	0	100	343	0	4	57	30	6
	2004-05	99	365	1	18	61	19	1	99	365	0	7	52	39	2
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	137	1	27	55	14	0	99	137	0	5	41	51	0
	Male	98	131	0	18	47	32	1	95	131	0	3	35	56	4
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	245	0	23	51	23	1	97	245	0	4	37	55	2
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	14	0	21	64	14	0	92	14	0	14	35	42	7	
Status	SWD**	97	46	0	6	21	69	2	97	46	0	4	13	80	2
	ELL*	98	165	0	18	53	26	1	96	165	0	4	37	55	3
	FRLP	98	268	0	23	51	23	1	97	268	0	4	38	54	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	268	0	23	51	23	1	97	268	0	4	38	54	2
	2004-05	98	287	1	23	56	18	2	96	287	0	4	38	54	4
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	130	0	26	59	12	1	96	130	0	5	40	51	3
	Male	97	131	0	21	52	23	2	94	129	0	6	31	55	5
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	97	238	0	25	56	16	2	95	237	0	6	36	52	4
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	13	0	15	53	30	0	100	12	0	0	41	58	0	
Status	SWD**	97	35	0	14	25	57	2	88	35	0	2	8	77	11
	ELL*	100	62	0	17	69	12	0	100	62	0	4	33	61	0
	FRLP	98	261	0	24	55	18	1	95	259	0	5	35	53	4
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	261	0	24	55	18	1	95	259	0	5	35	53	4
	2004-05	85	291	0	22	42	22	15	92	291	0	4	38	49	8
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	95	122	0	24	31	38	4	96	122	0	4	60	31	3
	Male	90	132	0	18	31	40	9	88	132	2	9	43	33	11
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	94	224	0	21	31	40	5	93	224	0	8	52	32	6
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	89	19	0	26	31	31	10	89	19	0	0	52	36	10	
Status	SWD**	89	29	6	3	3	75	10	82	29	3	3	10	65	17
	ELL*	95	146	0	19	33	41	4	97	146	0	6	60	30	2
	FRLP	93	254	0	21	31	39	6	92	254	1	7	51	32	7
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	93	254	0	21	31	39	6	92	254	1	7	51	32	7
	2004-05	97	304	0	27	31	39	3	95	304	1	9	53	32	5
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	123	6	53	35	2	1	90	123	0	13	49	26	10
	Male	100	110	3	37	50	9	0	90	110	2	12	47	27	10
Ethnicity	Caucasian	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	212	5	44	43	6	0	89	212	1	12	49	25	11
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	15	0	73	26	0	0	100	15	0	13	40	46	0	
Status	SWD**	100	30	0	23	70	3	3	90	30	0	0	23	63	13
	ELL*	100	31	0	48	45	6	0	96	31	6	6	58	25	3
	FRLP	99	233	5	45	42	5	0	90	233	1	12	48	26	10
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	233	5	45	42	5	0	90	233	1	12	48	26	10
	2004-05	91	219	2	36	28	25	9	96	219	0	10	51	35	4
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners

**SWD - Students with Disabilities.

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
Guillen, Joe	25
Salazar, Leroy	9
Medina, Ralph	19
Medina, Isaac	12
Romero, Joe	13

Source: 2005-06 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Budgeted Expenditures

	Expenditure	Percent
Direct Instruction	\$16338465	53
Instructional Support	7476958	24
Administration	1040068	3
Business and Support Services	892825	3
Operations/Maintenance of Plant	4063541	13
Food Services	40000	0
Athletics	344660	1
Non-Instructional Student Support	52735	0
Community Services	110477	0
Transportation Services	0	0
Capital Outlay	631003	2
Total	\$30990732	99

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:	STATE WIDE 0.68%	DISTRICT 0 %
	Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.
Percent of Teachers High Poverty Schools	0.79%	94.8%
Percent of Teachers Low Poverty Schools	0.72%	87.7%

	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 taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Espanola District Wide	316	75.3	24.7	86.3
Abiqui ES	8	87.5	12.5	62.5
Alcalde ES	13	84.6	15.4	91.7
Carlos Vigil MS	33	75.8	24.2	84.3
Chimayo ES	19	78.9	21.1	100
Dixon ES	5	100	0	87.5
Espanola Middle East	21	66.7	33.3	62.1
Espanola Valley HS	46	58.7	41.3	96.6
Eutimio Salazar ES	34	79.4	20.6	96.8
Hernandez ES	23	78.3	21.7	100
James H Rodriguez ES	26	76.9	23.1	100
Los Ninos ES	14	85.7	14.3	87.5
Mountain View ES	6	83.3	16.7	100
San Juan ES	25	80	20	79.3
Tony E Quintana ES	24	79.2	20.8	100
Velarde ES	10	80	20	77.8

* See explanation of data source on last page.

*** = missing or not available

Note: Difference in teacher totals and school totals may occur because of district assignments.

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Espanola District Total	1	436	764	76	21	56	29	31.5	55.3	5.5	1.5	4.1	2.1
Espanola District Total	2	403	623	146	74	57	29	30.3	46.8	11	5.6	4.3	2.2
Espanola District Total	3	468	720	66	21	74	33	33.9	52.1	4.8	1.5	5.4	2.4
Espanola District Total	4	548	671	75	17	26	41	39.8	48.7	5.4	1.2	1.9	3
Espanola District Total	5	362	684	104	50	150	32	26.2	49.5	7.5	3.6	10.9	2.3
Espanola District Total	6	421	998	111	42	72	38	25	59.3	6.6	2.5	4.3	2.3
Espanola District Total	7	314	618	212	54	135	67	22.4	44.1	15.1	3.9	9.6	4.8
Espanola District Total	8	651	596	73	20	14	28	47.1	43.1	5.3	1.4	1	2
Espanola District Total	9	434	698	93	24	93	40	31.4	50.5	6.7	1.7	6.7	2.9
Espanola District Total	10	532	721	66	13	18	32	38.5	52.2	4.8	.9	1.3	2.3
Abiqui ES	1	30	63	9	2	1	1	28.3	59.4	8.5	1.9	.9	.9
Abiqui ES	2	27	67	9	***	2	1	25.5	63.2	8.5	***	1.9	.9
Abiqui ES	3	29	57	8	4	6	2	27.4	53.8	7.5	3.8	5.7	1.9
Abiqui ES	4	38	56	6	3	1	2	35.8	52.8	5.7	2.8	.9	1.9
Abiqui ES	5	35	55	7	3	5	1	33	51.9	6.6	2.8	4.7	.9
Abiqui ES	6	32	48	14	4	4	4	30.2	45.3	13.2	3.8	3.8	3.8
Abiqui ES	7	22	48	21	5	7	3	20.8	45.3	19.8	4.7	6.6	2.8
Abiqui ES	8	42	44	9	2	3	6	39.6	41.5	8.5	1.9	2.8	5.7
Abiqui ES	9	30	55	8	4	6	3	28.3	51.9	7.5	3.8	5.7	2.8
Abiqui ES	10	33	60	8	***	3	2	31.1	56.6	7.5	***	2.8	1.9
Alcalde ES	1	21	40	2	***	2	***	32.3	61.5	3.1	***	3.1	***
Alcalde ES	2	8	22	13	22	***	***	12.3	33.8	20	33.8	***	***
Alcalde ES	3	26	34	3	***	2	***	40	52.3	4.6	***	3.1	***
Alcalde ES	4	31	29	2	***	2	1	47.7	44.6	3.1	***	3.1	1.5
Alcalde ES	5	16	35	7	1	5	1	24.6	53.8	10.8	1.5	7.7	1.5
Alcalde ES	6	21	334	5	1	3	1	5.8	91.5	1.4	.3	.8	.3
Alcalde ES	7	8	17	22	4	5	9	12.3	26.2	33.8	6.2	7.7	13.8
Alcalde ES	8	30	29	2	1	1	2	46.2	44.6	3.1	1.5	1.5	3.1
Alcalde ES	9	19	30	8	***	4	4	29.2	46.2	12.3	***	6.2	6.2

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	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
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	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Alcalde ES	10	21	34	7	1	1	1	32.3	52.3	10.8	1.5	1.5	1.5
Carlos Vigil MS	1	29	22	5	7	7	4	39.2	29.7	6.8	9.5	9.5	5.4
Carlos Vigil MS	2	31	25	5	4	6	3	41.9	33.8	6.8	5.4	8.1	4.1
Carlos Vigil MS	3	27	25	7	10	5	***	36.5	33.8	9.5	13.5	6.8	***
Carlos Vigil MS	4	28	25	6	6	4	5	37.8	33.8	8.1	8.1	5.4	6.8
Carlos Vigil MS	5	27	19	5	16	5	2	36.5	25.7	6.8	21.6	6.8	2.7
Carlos Vigil MS	6	29	19	8	9	7	2	39.2	25.7	10.8	12.2	9.5	2.7
Carlos Vigil MS	7	27	30	5	3	8	1	36.5	40.5	6.8	4.1	10.8	1.4
Carlos Vigil MS	8	36	25	8	2	2	1	48.6	33.8	10.8	2.7	2.7	1.4
Carlos Vigil MS	9	33	19	11	5	5	1	44.6	25.7	14.9	6.8	6.8	1.4
Carlos Vigil MS	10	39	31	3	***	***	1	52.7	41.9	4.1	***	***	1.4
Chimayo ES	1	32	84	5	1	5	2	24.8	65.1	3.9	.8	3.9	1.6
Chimayo ES	2	28	78	11	1	8	3	21.7	60.5	8.5	.8	6.2	2.3
Chimayo ES	3	32	77	5	***	12	3	24.8	59.7	3.9	***	9.3	2.3
Chimayo ES	4	35	78	9	1	3	3	27.1	60.5	7	.8	2.3	2.3
Chimayo ES	5	23	68	12	4	22	***	17.8	52.7	9.3	3.1	17.1	***
Chimayo ES	6	22	82	13	2	7	3	17.1	63.6	10.1	1.6	5.4	2.3
Chimayo ES	7	15	71	24	9	5	5	11.6	55	18.6	7	3.9	3.9
Chimayo ES	8	49	73	3	2	***	2	38	56.6	2.3	1.6	***	1.6
Chimayo ES	9	19	85	8	2	10	5	14.7	65.9	6.2	1.6	7.8	3.9
Chimayo ES	10	44	72	7	2	3	1	34.1	55.8	5.4	1.6	2.3	.8
Mountain View ES	1	7	15	***	***	***	1	30.4	65.2	***	***	***	4.3
Mountain View ES	2	8	15	***	***	***	***	34.8	65.2	***	***	***	***
Mountain View ES	3	10	10	1	***	1	1	43.5	43.5	4.3	***	4.3	4.3
Mountain View ES	4	7	14	1	***	1	***	30.4	60.9	4.3	***	4.3	***
Mountain View ES	5	7	14	***	***	2	***	30.4	60.9	***	***	8.7	***
Mountain View ES	6	5	13	3	***	1	1	21.7	56.5	13	***	4.3	4.3
Mountain View ES	7	7	13	2	***	1	***	30.4	56.5	8.7	***	4.3	***
Mountain View ES	8	8	15	***	***	***	***	34.8	65.2	***	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Mountain View ES	9	8	15	***	***	***	***	34.8	65.2	***	***	***	***
Mountain View ES	10	10	13	***	***	***	***	43.5	56.5	***	***	***	***
Dixon ES	1	10	11	1	***	2	***	41.7	45.8	4.2	***	8.3	***
Dixon ES	2	9	14	1	***	***	***	37.5	58.3	4.2	***	***	***
Dixon ES	3	8	15	1	***	***	***	33.3	62.5	4.2	***	***	***
Dixon ES	4	9	10	1	***	***	***	45	50	5	***	***	***
Dixon ES	5	8	15	***	***	1	***	33.3	62.5	***	***	4.2	***
Dixon ES	6	9	9	1	1	3	1	37.5	37.5	4.2	4.2	12.5	4.2
Dixon ES	7	5	13	3	1	2	***	20.8	54.2	12.5	4.2	8.3	***
Dixon ES	8	16	7	***	1	***	***	66.7	29.2	***	4.2	***	***
Dixon ES	9	9	14	1	***	***	***	37.5	58.3	4.2	***	***	***
Dixon ES	10	8	16	***	***	***	***	33.3	66.7	***	***	***	***
James H Rodriguez ES	1	62	121	14	1	7	5	29.5	57.6	6.7	.5	3.3	2.4
James H Rodriguez ES	2	80	113	5	7	4	1	38.1	53.8	2.4	3.3	1.9	.5
James H Rodriguez ES	3	61	128	9	2	6	4	29	61	4.3	1	2.9	1.9
James H Rodriguez ES	4	82	109	12	3	***	4	39	51.9	5.7	1.4	***	1.9
James H Rodriguez ES	5	62	113	12	4	17	2	29.5	53.8	5.7	1.9	8.1	1
James H Rodriguez ES	6	59	121	15	6	8	1	28.1	57.6	7.1	2.9	3.8	.5
James H Rodriguez ES	7	41	94	36	11	21	7	19.5	44.8	17.1	5.2	10	3.3
James H Rodriguez ES	8	100	96	9	4	***	1	47.6	45.7	4.3	1.9	***	.5
James H Rodriguez ES	9	59	115	17	5	12	2	28.1	54.8	8.1	2.4	5.7	1
James H Rodriguez ES	10	87	115	7	1	***	***	41.4	54.8	3.3	.5	***	***
Espanola Middle East	1	7	22	2	***	1	1	21.2	66.7	6.1	***	3	3
Espanola Middle East	2	8	18	5	1	1	***	24.2	54.5	15.2	3	3	***
Espanola Middle East	3	11	21	***	***	1	***	33.3	63.6	***	***	3	***
Espanola Middle East	4	15	15	2	***	1	***	45.5	45.5	6.1	***	3	***
Espanola Middle East	5	7	23	***	1	2	***	21.2	69.7	***	3	6.1	***
Espanola Middle East	6	9	21	2	***	***	1	27.3	63.6	6.1	***	***	3
Espanola Middle East	7	9	14	6	***	20	2	17.6	27.5	11.8	***	39.2	3.9

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Espanola Middle East	8	9	17	6	***	***	1	27.3	51.5	18.2	***	***	3
Espanola Middle East	9	5	23	3	***	1	1	15.2	69.7	9.1	***	3	3
Espanola Middle East	10	13	14	5	***	***	1	39.4	42.4	15.2	***	***	3
Espanola Valley HS	1	3	40	9	1	1	5	5.1	67.8	15.3	1.7	1.7	8.5
Espanola Valley HS	2	1	34	16	4	***	4	1.7	57.6	27.1	6.8	***	6.8
Espanola Valley HS	3	6	35	13	2	***	3	10.2	59.3	22	3.4	***	5.1
Espanola Valley HS	4	10	31	12	1	1	4	16.9	52.5	20.3	1.7	1.7	6.8
Espanola Valley HS	5	3	31	12	3	6	4	5.1	52.5	20.3	5.1	10.2	6.8
Espanola Valley HS	6	3	33	13	3	3	4	5.1	55.9	22	5.1	5.1	6.8
Espanola Valley HS	7	7	36	6	4	2	4	11.9	61	10.2	6.8	3.4	6.8
Espanola Valley HS	8	5	35	12	3	***	4	8.5	59.3	20.3	5.1	***	6.8
Espanola Valley HS	9	4	34	7	4	5	5	6.8	57.6	11.9	6.8	8.5	8.5
Espanola Valley HS	10	20	31	5	***	***	3	33.9	52.5	8.5	***	***	5.1
Eutimio Salazar ES	1	78	44	7	***	10	1	55.7	31.4	5	***	7.1	.7
Eutimio Salazar ES	2	66	49	12	2	10	1	47.1	35	8.6	1.4	7.1	.7
Eutimio Salazar ES	3	75	45	3	***	13	4	53.6	32.1	2.1	***	9.3	2.9
Eutimio Salazar ES	4	79	43	5	***	6	7	56.4	30.7	3.6	***	4.3	5
Eutimio Salazar ES	5	58	36	5	4	29	8	41.4	25.7	3.6	2.9	20.7	5.7
Eutimio Salazar ES	6	73	40	7	2	12	6	52.1	28.6	5	1.4	8.6	4.3
Eutimio Salazar ES	7	64	42	7	3	14	10	45.7	30	5	2.1	10	7.1
Eutimio Salazar ES	8	93	31	7	1	6	2	66.4	22.1	5	.7	4.3	1.4
Eutimio Salazar ES	9	82	38	8	1	7	4	58.6	27.1	5.7	.7	5	2.9
Eutimio Salazar ES	10	83	43	6	***	4	4	59.3	30.7	4.3	***	2.9	2.9
Hernandez ES	1	21	72	3	6	6	***	19.4	66.7	2.8	5.6	5.6	***
Hernandez ES	2	22	64	10	3	6	3	20.4	59.3	9.3	2.8	5.6	2.8
Hernandez ES	3	32	63	4	1	7	1	29.6	58.3	3.7	.9	6.5	.9
Hernandez ES	4	40	61	4	1	1	1	37	56.5	3.7	.9	.9	.9
Hernandez ES	5	19	66	12	***	10	1	17.6	61.1	11.1	***	9.3	.9
Hernandez ES	6	27	59	9	3	7	3	25	54.6	8.3	2.8	6.5	2.8

Parent Survey on the Quality of Education

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.
- * *** indicates no data reported.

= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
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	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
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	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Hernandez ES	7	14	58	19	3	8	6	13	53.7	17.6	2.8	7.4	5.6
Hernandez ES	8	50	53	1	1	1	2	46.3	49.1	.9	.9	.9	1.9
Hernandez ES	9	24	61	8	2	10	3	22.2	56.5	7.4	1.9	9.3	2.8
Hernandez ES	10	37	66	2	2	1	***	34.3	61.1	1.9	1.9	.9	***
Los Ninos ES	1	78	68	2	***	3	***	51.7	45	1.3	***	2	***
Los Ninos ES	2	82	65	1	1	2	***	54.3	43	.7	.7	1.3	***
Los Ninos ES	3	83	61	2	***	3	2	55	40.4	1.3	***	2	1.3
Los Ninos ES	4	93	54	1	***	1	2	61.6	35.8	.7	***	.7	1.3
Los Ninos ES	5	58	68	3	1	17	4	38.4	45	2	.7	11.3	2.6
Los Ninos ES	6	77	66	1	2	4	1	51	43.7	.7	1.3	2.6	.7
Los Ninos ES	7	53	61	14	1	15	7	35.1	40.4	9.3	.7	9.9	4.6
Los Ninos ES	8	104	45	***	1	1	***	68.9	29.8	***	.7	.7	***
Los Ninos ES	9	83	55	3	***	8	2	55	36.4	2	***	5.3	1.3
San Juan ES	1	6	30	6	1	1	***	13.6	68.2	13.6	2.3	2.3	***
San Juan ES	2	4	22	11	3	4	***	9.1	50	25	6.8	9.1	***
San Juan ES	3	13	27	4	***	***	***	29.5	61.4	9.1	***	***	***
San Juan ES	4	16	24	2	***	1	1	36.4	54.5	4.5	***	2.3	2.3
San Juan ES	5	4	25	10	2	3	***	9.1	56.8	22.7	4.5	6.8	***
San Juan ES	6	7	23	10	2	1	1	15.9	52.3	22.7	4.5	2.3	2.3
San Juan ES	7	5	22	14	1	2	***	11.4	50	31.8	2.3	4.5	***
San Juan ES	8	15	24	5	***	***	***	34.1	54.5	11.4	***	***	***
San Juan ES	9	8	25	5	***	5	1	18.2	56.8	11.4	***	11.4	2.3
San Juan ES	10	13	31	***	***	***	***	29.5	70.5	***	***	***	***
Tony E Quintana ES	1	19	62	10	2	7	4	18.3	59.6	9.6	1.9	6.7	3.8
Tony E Quintana ES	2	13	32	29	19	5	6	12.5	30.8	27.9	18.3	4.8	5.8
Tony E Quintana ES	3	19	56	5	1	14	9	18.3	53.8	4.8	1	13.5	8.7
Tony E Quintana ES	4	29	57	9	1	3	5	27.9	54.8	8.7	1	2.9	4.8
Tony E Quintana ES	5	19	58	9	3	11	4	18.3	55.8	8.7	2.9	10.6	3.8
Tony E Quintana ES	6	20	64	6	2	9	3	19.2	61.5	5.8	1.9	8.7	2.9

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 - 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.
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= Number % = Percent

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SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
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	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Tony E Quintana ES	7	14	46	14	4	19	7	13.5	44.2	13.5	3.8	18.3	6.7
Tony E Quintana ES	8	51	45	4	2	***	2	49	43.3	3.8	1.9	***	1.9
Tony E Quintana ES	9	20	69	3	1	8	3	19.2	66.3	2.9	1	7.7	2.9
Tony E Quintana ES	10	36	50	8	4	2	4	34.6	48.1	7.7	3.8	1.9	3.8
Los Ninos ES	10	60	73	5	1	3	9	39.7	48.3	3.3	.7	2	6
Velarde ES	1	33	70	1	***	3	5	29.5	62.5	.9	***	2.7	4.5
Velarde ES	2	16	5	18	7	9	7	25.8	8.1	29	11.3	14.5	11.3
Velarde ES	3	36	66	1	1	4	4	32.1	58.9	.9	.9	3.6	3.6
Velarde ES	4	36	65	3	1	1	6	32.1	58	2.7	.9	.9	5.4
Velarde ES	5	16	58	10	8	15	5	14.3	51.8	8.9	7.1	13.4	4.5
Velarde ES	6	28	66	4	5	3	6	25	58.9	3.6	4.5	2.7	5.4
Velarde ES	7	23	53	19	5	6	6	20.5	47.3	17	4.5	5.4	5.4
Velarde ES	8	43	57	7	***	***	5	38.4	50.9	6.3	***	***	4.5
Velarde ES	9	31	60	3	***	12	6	27.7	53.6	2.7	***	10.7	5.4
Velarde ES	10	28	72	3	2	1	6	25	64.3	2.7	1.8	.9	5.4

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD - Students with Disabilities

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately 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 and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).