



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

ANIMAS

NO CHILD LEFT BEHIND SUMMARY

ANIMAS

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	3	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

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

2006-2007 STUDENT DEMOGRAPHICS*

	ANIMAS		STATE WIDE	
	Number	Percent	Number	Percent
Female	126	49.2	159155	48.8
Male	130	50.8	167000	51.2
Caucasian	143	55.9	99600	30.5
African-American	0	0.0	8523	2.6
Hispanic	110	43.0	178091	54.6
Asian/Pacific Islander	1	0.4	4246	1.3
American Indian	2	0.8	35679	10.9
English Language Learners	23	9.0	60832	18.7
Students with Disabilities	46	18.0	48634	14.9
Free/Reduced Lunch Program	148	57.8	193840	59.4
Migrant	0	0.0	796	0.2

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

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ANIMAS ELEMENTARY	Meets AYP	Progressing	ANIMAS HIGH	Meets AYP	Progressing
ANIMAS MIDDLE	AYP Not Met	Progressing			

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 fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	73.7	75.0	***	70.0	***	***	64.0	***	***	
All students in Grades 6, 7 & 8	Reading Proficiency	42	42.9	55.6	***	31.4	***	***	37.0	***	<1.0	
All Students in Grades 9 & 11	Reading Proficiency	45	56.5	76.2	***	37.5	***	***	44.8	***	***	
ANIMAS ELEMENTARY	Reading Proficiency	49	72.7	75.0	***	***	***	***	61.5	***	***	
ANIMAS HIGH	Reading Proficiency	45	56.5	76.2	***	37.5	***	***	44.8	***	***	
ANIMAS MIDDLE	Reading Proficiency	45	49.4	61.5	***	35.9	***	***	43.1	***	<1.0	
All Students in Grades 3, 4 & 5	Math Proficiency	33	52.6	64.3	***	20.0	***	***	40.0	***	***	
All students in Grades 6, 7 & 8	Math Proficiency	20	15.9	18.5	***	11.4	***	***	8.7	***	<1.0	
All Students in Grades 9 & 11	Math Proficiency	27	58.7	71.4	***	45.8	***	***	44.8	***	***	
ANIMAS ELEMENTARY	Math Proficiency	33	63.6	75.0	***	***	***	***	46.2	***	***	
ANIMAS HIGH	Math Proficiency	27	58.7	71.4	***	45.8	***	***	44.8	***	***	
ANIMAS MIDDLE	Math Proficiency	24	20.3	28.2	***	10.3	***	***	13.8	***	<1.0	
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.2	95.1	***	95.5	***	***	96.0	***	***	
All students in Grades 6, 7 & 8	Attendance Rate	92	96.2	95.3	***	97.2	***	***	96.9	***	95.2	
ANIMAS ELEMENTARY	Attendance Rate	92	96.1	96.3	***	***	***	***	96.1	***	***	
ANIMAS MIDDLE	Attendance Rate	92	95.6	94.4	***	97.0	***	***	96.4	***	94.6	
All Students in Grade 12	Graduation Rate	90	94.1	90.9	***	100.0	***	***	100.0	***	***	
ANIMAS HIGH	Graduation Rate	90	95.7	91.7	***	100.0	***	***	100.0	***	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th 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 2006-07 school year. The assessments were administered during March 2007. 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						
		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	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Male	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Ethnicity	Caucasian	100	10	20	60	10	10	0	100	10	40	40	10	10	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	12	17	58	8	17	0	100	12	33	33	17	17	0
	2005-06	100	12	0	50	50	0	0	100	12	0	75	25	0	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

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	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Male	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Ethnicity	Caucasian	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	93	14	7	57	29	0	7	93	14	14	43	36	0	7
	2005-06	94	18	6	50	33	6	6	100	18	6	44	39	11	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

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

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	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Male	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Ethnicity	Caucasian	100	12	17	58	17	8	0	100	12	8	42	42	8	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	12	8	58	25	8	0	100	12	0	33	58	8	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	16	19	56	19	6	0	100	16	6	31	56	6	0
	2005-06	100	21	10	57	33	0	0	100	21	0	38	52	10	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

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	13	8	38	54	0	0	100	13	0	15	85	0	0
	Male	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Ethnicity	Caucasian	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	12	0	33	58	8	0	100	12	0	8	92	0	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	13	8	23	69	0	0	100	13	0	15	85	0	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	21	5	38	52	5	0	100	21	0	14	86	0	0
	2005-06	100	25	0	28	68	4	0	100	25	0	8	68	24	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	100	12	8	67	25	0	0	100	12	0	8	75	17	0
	Male	100	11	0	0	91	9	0	100	11	0	0	64	36	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	14	7	21	64	7	0	100	14	0	7	71	21	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	17	0	29	65	6	0	100	17	0	0	71	29	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	23	4	35	57	4	0	100	23	0	4	70	26	0
	2005-06	100	23	4	52	35	9	0	100	23	13	26	43	17	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

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	100	12	0	58	25	17	0	100	12	0	33	42	25	0
	Male	100	13	0	46	46	8	0	100	13	0	15	62	23	0
Ethnicity	Caucasian	100	14	0	64	29	7	0	100	14	0	29	57	14	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	11	0	36	45	18	0	100	11	0	18	45	36	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	16	0	50	31	19	0	100	16	0	13	56	31	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	25	0	52	36	12	0	100	25	0	24	52	24	0
	2005-06	100	23	9	70	17	4	0	100	23	17	48	26	9	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	100	11	0	73	18	9	0	100	11	18	45	27	9	0
	Male	100	14	0	50	29	21	0	100	14	21	43	36	0	0
Ethnicity	Caucasian	100	14	0	71	14	14	0	100	14	29	36	36	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	11	0	45	36	18	0	100	11	9	55	27	9	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	13	0	54	23	23	0	100	13	15	46	38	0	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	25	0	60	24	16	0	100	25	20	44	32	4	0
	2005-06	100	21	0	43	33	24	0	100	21	0	43	52	5	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

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	100	13	8	46	31	15	0	100	13	8	31	62	0	0
	Male	100	15	13	33	47	7	0	100	15	20	33	47	0	0
Ethnicity	Caucasian	100	12	17	58	25	0	0	100	12	25	42	33	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	15	7	20	53	20	0	100	15	7	20	73	0	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	16	6	31	44	19	0	100	16	6	25	69	0	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	28	11	39	39	11	0	100	28	14	32	54	0	0
	2005-06	91	23	17	43	26	4	9	100	23	4	43	52	0	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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
Carbine, Rosanne	16
Hatch, Jody	1
Johnson, David	3
Klump, Levi	14
Richins, Scott	20

Source: 2006-07 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 Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	1,705,104	59
Instructional Support Services	1,195,177	41
Students	189,195	16
Instruction	78,728	7
General Administration	138,259	12
School Administration	201,930	17
Central Services	106,062	9
Operations & Maintenance	479,007	40
Student Transportation	1,996	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	2,900,281	

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: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	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	26,477	55.3%	41.6%	5.9%
District Wide	32	40.6	59.4	3.4
ANIMAS ELEMENTARY	9	22.2	77.8	0.0
ANIMAS HIGH	14	50.0	50.0	3.2
ANIMAS MIDDLE	9	44.4	55.6	4.5

* 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

Parent Survey on the Quality of Education Spring 2007

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		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	26	24	6	0	1	0	45.6	42.1	10.5	0.0	1.8	0.0	
DISTRICT WIDE TOTALS	2	17	37	1	0	2	0	29.8	64.9	1.8	0.0	3.5	0.0	
DISTRICT WIDE TOTALS	3	22	32	0	0	1	2	38.6	56.1	0.0	0.0	1.8	3.5	
DISTRICT WIDE TOTALS	4	23	29	4	0	1	0	40.4	50.9	7.0	0.0	1.8	0.0	
DISTRICT WIDE TOTALS	5	40	15	1	0	1	0	70.2	26.3	1.8	0.0	1.8	0.0	
DISTRICT WIDE TOTALS	6	13	27	10	5	1	1	22.8	47.4	17.5	8.8	1.8	1.8	
DISTRICT WIDE TOTALS	7	12	30	7	0	4	4	21.1	52.6	12.3	0.0	7.0	7.0	
DISTRICT WIDE TOTALS	8	17	35	3	1	1	0	29.8	61.4	5.3	1.8	1.8	0.0	
DISTRICT WIDE TOTALS	9	17	34	2	0	4	0	29.8	59.6	3.5	0.0	7.0	0.0	
DISTRICT WIDE TOTALS	10	16	35	5	0	0	1	28.1	61.4	8.8	0.0	0.0	1.8	
ANIMAS ELEMENTARY	1	9	8	4	0	0	0	42.9	38.1	19.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	2	3	17	1	0	0	0	14.3	81.0	4.8	0.0	0.0	0.0	
ANIMAS ELEMENTARY	3	7	12	0	0	1	1	33.3	57.1	0.0	0.0	4.8	4.8	
ANIMAS ELEMENTARY	4	7	13	1	0	0	0	33.3	61.9	4.8	0.0	0.0	0.0	
ANIMAS ELEMENTARY	5	14	7	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	6	6	11	1	1	1	1	28.6	52.4	4.8	4.8	4.8	4.8	
ANIMAS ELEMENTARY	7	4	10	2	0	3	2	19.0	47.6	9.5	0.0	14.3	9.5	

Parent Survey on the Quality of Education Spring 2007

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		
ANIMAS ELEMENTARY	8	9	12	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0		
ANIMAS ELEMENTARY	9	7	11	1	0	2	33.3	52.4	4.8	0.0	9.5	0.0		
ANIMAS ELEMENTARY	10	3	16	1	0	0	14.3	76.2	4.8	0.0	0.0	4.8		
ANIMAS HIGH	1	9	7	1	0	0	52.9	41.2	5.9	0.0	0.0	0.0		
ANIMAS HIGH	2	7	9	0	0	1	41.2	52.9	0.0	0.0	5.9	0.0		
ANIMAS HIGH	3	8	8	0	0	1	47.1	47.1	0.0	0.0	0.0	5.9		
ANIMAS HIGH	4	7	7	3	0	0	41.2	41.2	17.6	0.0	0.0	0.0		
ANIMAS HIGH	5	12	4	1	0	0	70.6	23.5	5.9	0.0	0.0	0.0		
ANIMAS HIGH	6	4	5	6	2	0	23.5	29.4	35.3	11.8	0.0	0.0		
ANIMAS HIGH	7	6	11	0	0	0	35.3	64.7	0.0	0.0	0.0	0.0		
ANIMAS HIGH	8	5	10	1	1	0	29.4	58.8	5.9	5.9	0.0	0.0		
ANIMAS HIGH	9	5	11	1	0	0	29.4	64.7	5.9	0.0	0.0	0.0		
ANIMAS HIGH	10	7	8	2	0	0	41.2	47.1	11.8	0.0	0.0	0.0		
ANIMAS MIDDLE	1	8	9	1	0	1	42.1	47.4	5.3	0.0	5.3	0.0		
ANIMAS MIDDLE	2	7	11	0	0	1	36.8	57.9	0.0	0.0	5.3	0.0		
ANIMAS MIDDLE	3	7	12	0	0	0	36.8	63.2	0.0	0.0	0.0	0.0		
ANIMAS MIDDLE	4	9	9	0	0	1	47.4	47.4	0.0	0.0	5.3	0.0		
ANIMAS MIDDLE	5	14	4	0	0	1	73.7	21.1	0.0	0.0	5.3	0.0		
ANIMAS MIDDLE	6	3	11	3	2	0	15.8	57.9	15.8	10.5	0.0	0.0		
ANIMAS MIDDLE	7	2	9	5	0	1	10.5	47.4	26.3	0.0	5.3	10.5		
ANIMAS MIDDLE	8	3	13	2	0	1	15.8	68.4	10.5	0.0	5.3	0.0		
ANIMAS MIDDLE	9	5	12	0	0	2	26.3	63.2	0.0	0.0	10.5	0.0		
ANIMAS MIDDLE	10	6	11	2	0	0	31.6	57.9	10.5	0.0	0.0	0.0		

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

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 2006-07 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 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School 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 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%).