



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

Printed: 10/14/2008

SILVER CITY

NO CHILD LEFT BEHIND SUMMARY

SILVER CITY

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	8	100
Schools in School Improvement	1	13
Schools in Corrective Action	2	25
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*

	SILVER CITY		STATE WIDE	
	Number	Percent	Number	Percent
Female	1496	48.0	159155	48.8
Male	1622	52.0	167000	51.2
Caucasian	1277	41.0	99600	30.5
African-American	44	1.4	8523	2.6
Hispanic	1755	56.3	178091	54.6
Asian/Pacific Islander	22	0.7	4246	1.3
American Indian	20	0.6	35679	10.9
English Language Learners	119	3.8	60832	18.7
Students with Disabilities	461	14.8	48634	14.9
Free/Reduced Lunch Program	1695	54.4	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
CLIFF ELEMENTARY	Meets AYP	Progressing	CLIFF HIGH	Meets AYP	Progressing
G.W.STOUT ELEMENTARY	Meets AYP	SI-1 delay	HARRISON SCHMITT ELE	Meets AYP	Progressing
JOSE BARRIOS ELEM	Meets AYP	Progressing	LA PLATA MIDDLE	AYP Not Met	CA
SILVER HIGH	AYP Not Met	CA	SIXTH STREET ELEM	Meets AYP	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	Pacific	Asian/Alaskan Native	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	68.5	77.2	***	63.0	***	***	60.7	48.0	26.8	
All students in Grades 6, 7 & 8	Reading Proficiency	42	53.6	64.6	***	46.3	***	***	46.4	30.3	8.8	
All Students in Grades 9 & 11	Reading Proficiency	45	53.9	72.2	***	39.8	***	***	43.2	35.7	15.7	
CLIFF ELEMENTARY	Reading Proficiency	44	73.4	78.0	***	58.3	***	***	70.0	***	***	
CLIFF HIGH	Reading Proficiency	45	68.1	71.2	***	58.3	***	***	70.8	***	***	
G.W.STOUT ELEMENTARY	Reading Proficiency	49	62.8	68.8	***	61.5	***	***	51.7	43.8	21.7	
HARRISON SCHMITT ELE	Reading Proficiency	49	72.4	82.8	***	64.7	***	***	65.6	46.2	31.8	
JOSE BARRIOS ELEM	Reading Proficiency	49	74.5	77.4	***	72.0	***	***	69.6	***	43.8	
LA PLATA MIDDLE	Reading Proficiency	42	53.6	64.8	***	47.0	***	***	45.6	31.3	9.3	
SILVER HIGH	Reading Proficiency	45	53.6	74.3	***	40.2	***	***	43.8	30.8	18.3	
SIXTH STREET ELEM	Reading Proficiency	49	49.3	***	***	50.0	***	***	46.9	***	14.3	
All Students in Grades 3, 4 & 5	Math Proficiency	33	55.8	65.3	***	50.3	***	***	48.7	42.0	23.9	
All students in Grades 6, 7 & 8	Math Proficiency	20	30.8	45.3	***	20.9	***	***	23.0	15.2	4.9	
All Students in Grades 9 & 11	Math Proficiency	27	34.0	52.8	***	18.8	***	***	21.3	17.9	5.6	
CLIFF ELEMENTARY	Math Proficiency	28	65.6	72.0	***	50.0	***	***	53.3	***	***	
CLIFF HIGH	Math Proficiency	23	54.2	57.6	***	41.7	***	***	58.3	***	***	
G.W.STOUT ELEMENTARY	Math Proficiency	33	44.2	52.1	***	43.6	***	***	36.3	25.0	17.4	
HARRISON SCHMITT ELE	Math Proficiency	33	64.0	70.5	***	58.8	***	***	60.0	61.5	36.4	
JOSE BARRIOS ELEM	Math Proficiency	33	60.4	67.9	***	52.0	***	***	50.0	***	25.0	
LA PLATA MIDDLE	Math Proficiency	20	29.5	43.4	***	21.2	***	***	21.9	15.6	5.2	
SILVER HIGH	Math Proficiency	27	32.1	53.6	***	17.5	***	***	19.5	11.5	5.6	
SIXTH STREET ELEM	Math Proficiency	33	40.6	***	***	43.3	***	***	39.1	***	7.1	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.9	94.9	***	94.9	***	***	94.4	94.8	94.3	
All students in Grades 6, 7 & 8	Attendance Rate	92	94.7	95.5	***	94.1	***	***	93.7	95.2	94.0	
CLIFF ELEMENTARY	Attendance Rate	92	94.7	94.8	***	93.9	***	***	94.3	***	***	
CLIFF HIGH	Attendance Rate	92	100.0	100.0	***	100.0	***	***	100.0	***	***	
G.W.STOUT ELEMENTARY	Attendance Rate	92	94.3	94.2	***	94.4	***	***	93.7	93.2	92.3	
HARRISON SCHMITT ELE	Attendance Rate	92	94.9	95.0	***	94.8	***	***	94.5	94.9	94.3	
JOSE BARRIOS ELEM	Attendance Rate	92	95.8	95.7	***	95.7	***	***	95.4	***	95.3	
LA PLATA MIDDLE	Attendance Rate	92	94.3	94.9	***	94.0	***	***	93.5	95.1	93.8	
SIXTH STREET ELEM	Attendance Rate	92	94.0	***	***	94.1	***	***	93.7	***	94.7	
All Students in Grade 12	Graduation Rate	90	87.4	92.2	***	81.9	***	***	86.7	82.6	71.9	
CLIFF HIGH	Graduation Rate	90	100.0	100.0	***	100.0	***	***	100.0	***	***	
SILVER HIGH	Graduation Rate	90	84.9	90.2	***	78.8	***	***	81.5	80.0	69.2	

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	100	113	9	68	18	5	0	100	113	5	55	35	4	0
	Male	100	128	4	60	26	10	0	100	128	7	45	44	4	0
Ethnicity	Caucasian	100	94	12	67	14	7	0	100	94	14	53	32	1	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	141	3	62	26	9	0	100	141	1	48	45	6	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	21	0	38	33	29	0	100	21	5	24	57	14	0
	ELL ³	100	14	0	43	50	7	0	100	14	0	43	57	0	0
	FRLP	100	149	3	60	26	11	0	100	149	3	46	44	7	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	241	6	64	22	8	0	100	241	6	50	40	4	0
	2005-06	99	246	5	53	26	15	1	99	246	1	34	55	9	1
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	99	126	13	59	24	3	1	99	126	15	52	29	2	1
	Male	99	119	13	43	33	11	1	99	119	19	47	28	5	1
Ethnicity	Caucasian	100	92	24	51	22	3	0	100	92	24	48	27	1	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	143	6	50	32	10	1	99	143	14	51	29	4	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	34	15	9	44	32	0	100	34	12	26	47	15	0
	ELL ³	100	16	13	25	63	0	0	100	16	13	44	38	6	0
	FRLP	100	139	8	51	32	9	0	100	139	14	48	32	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	245	13	51	28	7	1	99	245	17	50	29	4	1
	2005-06	100	242	11	52	29	8	0	100	242	9	34	52	5	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	100	122	23	46	27	4	0	100	122	8	33	48	11	0
	Male	100	122	15	59	23	3	0	100	122	16	33	45	7	0
Ethnicity	Caucasian	100	99	23	56	17	4	0	100	99	21	38	37	3	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	139	16	50	30	4	0	100	139	6	29	53	13	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	28	7	21	50	21	0	100	28	4	4	61	32	0
	ELL ³	100	23	17	43	30	9	0	100	23	9	26	52	13	0
	FRLP	100	147	11	50	34	5	0	100	147	5	31	52	12	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	244	19	52	25	4	0	100	244	12	33	47	9	0
	2005-06	100	236	13	50	30	8	0	100	236	8	29	49	14	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	101	6	35	48	12	0	100	101	4	23	59	14	0
	Male	100	141	4	38	45	14	0	100	141	4	28	49	19	0
Ethnicity	Caucasian	100	105	7	46	37	10	0	100	105	10	30	52	9	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	131	3	30	52	15	0	100	131	0	23	53	24	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	100	38	0	3	42	55	0	100	38	0	11	34	55	0
	ELL ³	100	25	4	24	68	4	0	100	25	0	20	72	8	0
	FRLP	100	144	2	30	51	17	0	100	144	1	17	58	24	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	242	5	36	46	13	0	100	242	4	26	53	17	0
	2005-06	98	255	5	42	42	9	2	98	255	4	25	49	21	1
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	98	119	10	55	27	6	2	98	119	6	30	43	19	2
	Male	98	135	5	50	34	8	2	98	135	7	27	44	19	2
Ethnicity	Caucasian	98	98	14	58	26	0	2	98	98	13	39	37	9	2
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	98	149	3	49	34	12	2	98	149	3	21	48	26	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	95	41	5	7	46	37	5	98	41	5	5	20	68	2
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	97	151	6	46	36	9	3	98	151	5	25	44	24	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	254	7	53	31	7	2	98	254	7	28	44	19	2
	2005-06	99	241	7	45	38	8	1	99	241	5	24	42	28	1
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	111	5	57	32	7	0	100	111	5	23	49	24	0
	Male	100	126	2	55	34	10	0	100	126	3	26	51	20	0
Ethnicity	Caucasian	100	95	6	64	23	6	0	100	95	7	41	40	12	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	135	1	52	37	10	0	100	135	1	13	56	30	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	44	0	18	45	36	0	100	44	0	2	36	61	0
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	100	117	0	56	32	12	0	100	117	1	20	51	28	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	237	3	56	33	8	0	100	237	4	24	50	22	0
	2005-06	99	235	6	49	35	8	1	98	235	3	21	47	27	2
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	99	147	3	55	25	16	1	99	147	5	37	48	10	1
	Male	99	137	1	37	27	34	1	99	137	5	20	58	15	1
Ethnicity	Caucasian	100	114	4	62	23	11	0	100	114	11	43	38	9	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	164	2	35	29	33	1	98	164	1	18	65	15	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	56	2	14	20	64	0	98	56	0	5	59	34	2
	ELL ³	100	18	0	22	28	50	0	100	18	0	6	56	39	0
	FRLP	99	142	2	40	27	29	1	98	142	1	20	63	13	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	284	2	46	26	24	1	99	284	5	29	53	12	1
	2005-06	99	295	1	43	27	27	1	99	295	7	28	46	17	1
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	99	86	12	49	31	7	1	98	86	5	26	47	21	2
	Male	100	90	9	50	28	13	0	99	90	14	21	44	19	1
Ethnicity	Caucasian	100	84	15	63	18	4	0	100	84	14	38	38	10	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	87	6	38	38	17	1	97	87	5	10	53	29	3
	Asian/Pacific	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	28	7	18	32	43	0	96	28	0	11	18	68	4
	ELL ³	100	10	0	60	30	10	0	100	10	0	40	50	10	0
	FRLP	98	65	6	43	37	12	2	97	65	3	18	54	22	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	176	10	49	30	10	1	98	176	10	23	45	20	2
	2005-06	98	206	19	43	25	12	2	100	206	4	31	45	19	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
Flores, Eddie	6
Manzano, Yolanda	4
Reed, Patty	7
Rommel, Barry	18
Saenz, John	8

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	14,271,776	61
Instructional Support Services	9,028,279	39
Students	2,570,248	28
Instruction	616,082	7
General Administration	435,280	5
School Administration	1,455,756	16
Central Services	619,601	7
Operations & Maintenance	3,201,727	35
Student Transportation	129,586	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	23,300,055	

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	174	48.3	50.6	9.5
CLIFF ELEMENTARY	10	50.0	50.0	0.0
CLIFF HIGH	7	28.6	71.4	6.8
G.W.STOUT ELEMENTARY	29	48.3	51.7	4.2
HARRISON SCHMITT ELE	30	43.3	56.7	5.7
JOSE BARRIOS ELEM	17	52.9	47.1	5.9
LA PLATA MIDDLE	30	66.7	30.0	6.4
SILVER CITY DIST OFF	3	33.3	33.3	***
SILVER HIGH	34	47.1	52.9	13.0
SIXTH STREET ELEM	14	28.6	71.4	5.3

* 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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- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
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- Q10. My child takes responsibility for his or her learning.

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
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	210	455	79	27	42	10	25.5	55.3	9.6	3.3	5.1	1.2
DISTRICT WIDE TOTALS	2	203	512	56	6	38	8	24.7	62.2	6.8	0.7	4.6	1.0
DISTRICT WIDE TOTALS	3	276	464	33	11	28	11	33.5	56.4	4.0	1.3	3.4	1.3
DISTRICT WIDE TOTALS	4	262	443	66	12	13	27	31.8	53.8	8.0	1.5	1.6	3.3
DISTRICT WIDE TOTALS	5	133	453	69	16	133	19	16.2	55.0	8.4	1.9	16.2	2.3
DISTRICT WIDE TOTALS	6	194	507	48	21	42	11	23.6	61.6	5.8	2.6	5.1	1.3
DISTRICT WIDE TOTALS	7	130	410	121	46	93	23	15.8	49.8	14.7	5.6	11.3	2.8
DISTRICT WIDE TOTALS	8	334	401	46	20	10	12	40.6	48.7	5.6	2.4	1.2	1.5
DISTRICT WIDE TOTALS	9	222	465	45	18	54	19	27.0	56.5	5.5	2.2	6.6	2.3
DISTRICT WIDE TOTALS	10	257	458	64	18	10	16	31.2	55.7	7.8	2.2	1.2	1.9
CLIFF ELEMENTARY	1	19	16	1	0	0	0	52.8	44.4	2.8	0.0	0.0	0.0
CLIFF ELEMENTARY	2	8	24	4	0	0	0	22.2	66.7	11.1	0.0	0.0	0.0
CLIFF ELEMENTARY	3	16	18	1	1	0	0	44.4	50.0	2.8	2.8	0.0	0.0
CLIFF ELEMENTARY	4	11	22	3	0	0	0	30.6	61.1	8.3	0.0	0.0	0.0
CLIFF ELEMENTARY	5	7	21	5	1	1	1	19.4	58.3	13.9	2.8	2.8	2.8
CLIFF ELEMENTARY	6	9	24	2	1	0	0	25.0	66.7	5.6	2.8	0.0	0.0
CLIFF ELEMENTARY	7	4	13	10	8	0	1	11.1	36.1	27.8	22.2	0.0	2.8

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion									
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
CLIFF ELEMENTARY	8	23	13	0	0	0	63.9	36.1	0.0	0.0	0.0	0.0			
CLIFF ELEMENTARY	9	7	25	3	0	1	19.4	69.4	8.3	0.0	2.8	0.0			
CLIFF ELEMENTARY	10	17	17	2	0	0	47.2	47.2	5.6	0.0	0.0	0.0			
CLIFF HIGH	1	16	11	1	0	1	55.2	37.9	3.4	0.0	3.4	0.0			
CLIFF HIGH	2	3	22	3	0	0	10.3	75.9	10.3	0.0	0.0	3.4			
CLIFF HIGH	3	13	11	4	0	0	44.8	37.9	13.8	0.0	0.0	3.4			
CLIFF HIGH	4	9	11	5	1	1	31.0	37.9	17.2	3.4	3.4	6.9			
CLIFF HIGH	5	6	17	4	0	0	20.7	58.6	13.8	0.0	0.0	6.9			
CLIFF HIGH	6	7	15	4	1	1	24.1	51.7	13.8	3.4	3.4	3.4			
CLIFF HIGH	7	7	11	6	4	0	24.1	37.9	20.7	13.8	0.0	3.4			
CLIFF HIGH	8	8	19	1	0	0	27.6	65.5	3.4	0.0	0.0	3.4			
CLIFF HIGH	9	7	16	2	1	3	24.1	55.2	6.9	3.4	10.3	0.0			
CLIFF HIGH	10	10	16	0	1	1	34.5	55.2	0.0	3.4	3.4	3.4			
G.W.STOUT ELEMENTARY	1	34	70	11	3	4	27.6	56.9	8.9	2.4	3.3	0.8			
G.W.STOUT ELEMENTARY	2	54	64	1	0	4	43.9	52.0	0.8	0.0	3.3	0.0			
G.W.STOUT ELEMENTARY	3	37	75	6	1	3	30.1	61.0	4.9	0.8	2.4	0.8			
G.W.STOUT ELEMENTARY	4	44	59	8	1	3	35.8	48.0	6.5	0.8	2.4	6.5			
G.W.STOUT ELEMENTARY	5	18	50	14	5	34	14.6	40.7	11.4	4.1	27.6	1.6			
G.W.STOUT ELEMENTARY	6	33	67	8	5	9	26.8	54.5	6.5	4.1	7.3	0.8			
G.W.STOUT ELEMENTARY	7	18	49	18	12	23	14.6	39.8	14.6	9.8	18.7	2.4			
G.W.STOUT ELEMENTARY	8	54	51	9	5	2	43.9	41.5	7.3	4.1	1.6	1.6			
G.W.STOUT ELEMENTARY	9	35	65	6	4	12	28.5	52.8	4.9	3.3	9.8	0.8			
G.W.STOUT ELEMENTARY	10	38	72	9	2	1	30.9	58.5	7.3	1.6	0.8	0.8			
HARRISON SCHMITT ELEM	1	22	57	8	4	9	22.0	57.0	8.0	4.0	9.0	0.0			
HARRISON SCHMITT ELEM	2	27	63	6	0	1	27.0	63.0	6.0	0.0	1.0	3.0			
HARRISON SCHMITT ELEM	3	43	51	1	2	3	43.0	51.0	1.0	2.0	3.0	0.0			
HARRISON SCHMITT ELEM	4	36	60	2	2	0	36.0	60.0	2.0	2.0	0.0	0.0			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
HARRISON SCHMITT ELEM	5	18	55	3	0	22	2	18.0	55.0	3.0	0.0	22.0	2.0	
HARRISON SCHMITT ELEM	6	23	65	3	3	5	1	23.0	65.0	3.0	3.0	5.0	1.0	
HARRISON SCHMITT ELEM	7	16	42	15	5	21	1	16.0	42.0	15.0	5.0	21.0	1.0	
HARRISON SCHMITT ELEM	8	40	54	2	2	0	2	40.0	54.0	2.0	2.0	0.0	2.0	
HARRISON SCHMITT ELEM	9	24	58	4	0	11	3	24.0	58.0	4.0	0.0	11.0	3.0	
HARRISON SCHMITT ELEM	10	24	66	2	1	2	5	24.0	66.0	2.0	1.0	2.0	5.0	
JOSE BARRIOS ELEM	1	50	38	7	0	1	2	51.0	38.8	7.1	0.0	1.0	2.0	
JOSE BARRIOS ELEM	2	34	48	5	0	10	1	34.7	49.0	5.1	0.0	10.2	1.0	
JOSE BARRIOS ELEM	3	48	40	2	1	6	1	49.0	40.8	2.0	1.0	6.1	1.0	
JOSE BARRIOS ELEM	4	29	61	3	0	1	4	29.6	62.2	3.1	0.0	1.0	4.1	
JOSE BARRIOS ELEM	5	17	47	6	3	25	0	17.3	48.0	6.1	3.1	25.5	0.0	
JOSE BARRIOS ELEM	6	30	59	1	1	6	1	30.6	60.2	1.0	1.0	6.1	1.0	
JOSE BARRIOS ELEM	7	11	41	31	2	8	5	11.2	41.8	31.6	2.0	8.2	5.1	
JOSE BARRIOS ELEM	8	60	35	2	0	1	0	61.2	35.7	2.0	0.0	1.0	0.0	
JOSE BARRIOS ELEM	9	44	46	3	1	2	2	44.9	46.9	3.1	1.0	2.0	2.0	
JOSE BARRIOS ELEM	10	41	48	7	0	0	2	41.8	49.0	7.1	0.0	0.0	2.0	
LA PLATA MIDDLE	1	36	198	47	19	25	7	10.8	59.6	14.2	5.7	7.5	2.1	
LA PLATA MIDDLE	2	45	234	30	4	17	2	13.6	70.5	9.0	1.2	5.1	0.6	
LA PLATA MIDDLE	3	80	215	14	5	11	7	24.1	64.8	4.2	1.5	3.3	2.1	
LA PLATA MIDDLE	4	97	182	30	7	5	11	29.2	54.8	9.0	2.1	1.5	3.3	
LA PLATA MIDDLE	5	41	212	23	5	40	11	12.3	63.9	6.9	1.5	12.0	3.3	
LA PLATA MIDDLE	6	72	205	29	7	13	6	21.7	61.7	8.7	2.1	3.9	1.8	
LA PLATA MIDDLE	7	58	208	30	8	21	7	17.5	62.7	9.0	2.4	6.3	2.1	
LA PLATA MIDDLE	8	101	179	29	12	5	6	30.4	53.9	8.7	3.6	1.5	1.8	
LA PLATA MIDDLE	9	76	191	23	10	21	11	22.9	57.5	6.9	3.0	6.3	3.3	
LA PLATA MIDDLE	10	94	183	39	8	3	5	28.3	55.1	11.7	2.4	0.9	1.5	
SILVER HIGH	1	0	4	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
SILVER HIGH	2	0	1	1	2	0	0.0	25.0	25.0	50.0	0.0	0.0			
SILVER HIGH	3	1	1	2	0	0	25.0	25.0	50.0	0.0	0.0	0.0			
SILVER HIGH	4	2	1	1	0	0	50.0	25.0	25.0	0.0	0.0	0.0			
SILVER HIGH	5	0	1	2	1	0	0.0	25.0	50.0	25.0	0.0	0.0			
SILVER HIGH	6	0	0	1	2	1	0.0	0.0	25.0	50.0	25.0	0.0			
SILVER HIGH	7	2	1	1	0	0	50.0	25.0	25.0	0.0	0.0	0.0			
SILVER HIGH	8	2	2	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
SILVER HIGH	9	1	3	0	0	0	25.0	75.0	0.0	0.0	0.0	0.0			
SILVER HIGH	10	1	1	0	2	0	25.0	25.0	0.0	50.0	0.0	0.0			
SIXTH STREET ELEM	1	33	61	4	1	2	32.7	60.4	4.0	1.0	2.0	0.0			
SIXTH STREET ELEM	2	32	56	6	0	6	31.7	55.4	5.9	0.0	5.9	1.0			
SIXTH STREET ELEM	3	38	53	3	1	5	37.6	52.5	3.0	1.0	5.0	1.0			
SIXTH STREET ELEM	4	34	47	14	1	3	33.7	46.5	13.9	1.0	3.0	2.0			
SIXTH STREET ELEM	5	26	50	12	1	11	25.7	49.5	11.9	1.0	10.9	1.0			
SIXTH STREET ELEM	6	20	72	0	1	7	19.8	71.3	0.0	1.0	6.9	1.0			
SIXTH STREET ELEM	7	14	45	10	7	20	13.9	44.6	9.9	6.9	19.8	5.0			
SIXTH STREET ELEM	8	46	48	3	1	2	45.5	47.5	3.0	1.0	2.0	1.0			
SIXTH STREET ELEM	9	28	61	4	2	4	27.7	60.4	4.0	2.0	4.0	2.0			
SIXTH STREET ELEM	10	32	55	5	4	3	31.7	54.5	5.0	4.0	3.0	2.0			

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%).