



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

Printed: 10/14/2008

FARMINGTON

NO CHILD LEFT BEHIND SUMMARY

FARMINGTON

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	17	100
Schools in School Improvement	3	18
Schools in Corrective Action	5	29
Schools in Restructuring	1	6

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*

	FARMINGTON		STATE WIDE	
	Number	Percent	Number	Percent
Female	4942	49.0	159155	48.8
Male	5154	51.0	167000	51.2
Caucasian	4444	44.0	99600	30.5
African-American	123	1.2	8523	2.6
Hispanic	2457	24.3	178091	54.6
Asian/Pacific Islander	66	0.7	4246	1.3
American Indian	3006	29.8	35679	10.9
English Language Learners	1282	12.7	60832	18.7
Students with Disabilities	1259	12.5	48634	14.9
Free/Reduced Lunch Program	4741	47.0	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	AYP Not Met	SI-1	APACHE ELEMENTARY	Meets AYP	Progressing
BLUFFVIEW ELEMENTARY	Meets AYP	Progressing	COUNTRY CLUB ELEM	Meets AYP	Progressing
ESPERANZA ELEMENTARY	AYP Not Met	SI-2	FARMINGTON HIGH	AYP Not Met	CA
HEIGHTS MIDDLE SCH	AYP Not Met	Progressing	HERMOSA MIDDLE SCH	AYP Not Met	CA
LADERA DEL NORTE ELE	Meets AYP	Progressing	MCCORMICK ELEMENTARY	Meets AYP	SI-1 delay
MCKINLEY ELEMENTARY	Meets AYP	Progressing	MESA VERDE ELEM	Meets AYP	Progressing
MESA VIEW MIDDLE SCH	AYP Not Met	CA	NORTHEAST ELEMENTARY	Meets AYP	Progressing
PIEDRA VISTA HIGH	AYP Not Met	CA	ROCINANTE HIGH	AYP Not Met	Restructuring 1
TIBBETTS MIDDLE SCH	AYP Not Met	CA			

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								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	65.0	74.4	66.7	64.8	92.9	49.2	57.7	24.4	32.0
All students in Grades 6, 7 & 8	Reading Proficiency	42	56.6	71.4	46.2	49.5	72.2	39.6	42.8	23.0	19.3
All Students in Grades 9 & 11	Reading Proficiency	45	58.2	71.3	33.3	51.1	***	41.4	42.7	4.9	13.9
ANIMAS ELEMENTARY	Reading Proficiency	49	63.8	62.5	***	76.3	***	55.2	62.4	***	26.8
APACHE ELEMENTARY	Reading Proficiency	49	53.6	86.7	***	73.1	***	43.3	46.4	***	5.3
BLUFFVIEW ELEMENTARY	Reading Proficiency	49	74.0	74.6	***	82.7	***	62.8	67.6	46.7	37.0
COUNTRY CLUB ELEM	Reading Proficiency	49	74.6	77.9	***	77.3	***	47.4	61.9	***	38.1
ESPERANZA ELEMENTARY	Reading Proficiency	49	47.6	57.8	***	47.8	***	39.2	46.1	***	22.6
FARMINGTON HIGH	Reading Proficiency	45	54.6	67.7	***	49.6	***	38.7	38.3	4.6	9.6
HEIGHTS MIDDLE SCH	Reading Proficiency	42	65.5	73.6	***	52.6	***	54.9	51.0	25.0	28.8
HERMOSA MIDDLE SCH	Reading Proficiency	42	55.2	72.8	***	50.9	***	40.7	46.1	10.0	17.2
LADERA DEL NORTE ELE	Reading Proficiency	49	75.6	80.4	***	64.0	***	52.0	59.3	***	44.8
MCCORMICK ELEMENTARY	Reading Proficiency	49	57.8	56.0	***	61.8	***	37.5	59.4	***	39.1
MCKINLEY ELEMENTARY	Reading Proficiency	49	73.0	76.4	***	73.5	***	60.0	63.2	***	61.5
MESA VERDE ELEM	Reading Proficiency	49	70.7	85.2	***	62.2	***	50.0	67.1	***	48.0
MESA VIEW MIDDLE SCH	Reading Proficiency	42	57.6	70.8	***	54.8	***	33.7	38.7	40.0	20.0
NORTHEAST ELEMENTARY	Reading Proficiency	49	63.5	80.3	***	61.5	***	50.0	57.0	***	23.5
PIEDRA VISTA HIGH	Reading Proficiency	45	62.9	75.8	***	52.7	***	44.1	48.4	6.7	20.5
ROCINANTE HIGH	Reading Proficiency	45	23.6	***	***	25.0	***	20.0	21.2	***	***
TIBBETTS MIDDLE SCH	Reading Proficiency	42	49.0	68.5	***	36.6	***	35.2	37.9	17.4	16.1
All Students in Grades 3, 4 & 5	Math Proficiency	33	48.3	60.2	38.1	40.9	92.9	34.8	38.7	13.3	23.4
All students in Grades 6, 7 & 8	Math Proficiency	20	30.8	43.2	<1.0	26.0	52.6	15.9	18.0	4.0	4.9
All Students in Grades 9 & 11	Math Proficiency	27	47.0	59.4	33.3	39.4	***	31.0	30.1	2.4	7.3
ANIMAS ELEMENTARY	Math Proficiency	33	41.4	56.3	***	42.1	***	26.9	35.8	***	9.8
APACHE ELEMENTARY	Math Proficiency	33	40.6	66.7	***	50.0	***	34.0	37.5	***	5.3
BLUFFVIEW ELEMENTARY	Math Proficiency	33	45.0	58.7	***	34.6	***	37.3	41.9	6.7	29.6
COUNTRY CLUB ELEM	Math Proficiency	33	63.3	69.9	***	59.1	***	21.1	40.5	***	33.3
ESPERANZA ELEMENTARY	Math Proficiency	33	33.5	39.1	***	32.8	***	29.7	30.9	***	16.1
FARMINGTON HIGH	Math Proficiency	27	44.2	57.3	***	39.4	***	27.1	26.9	4.6	4.1
HEIGHTS MIDDLE SCH	Math Proficiency	20	37.3	45.0	***	30.7	***	23.9	25.0	8.3	8.8
HERMOSA MIDDLE SCH	Math Proficiency	20	28.2	42.8	***	23.2	***	16.3	14.9	10.0	1.7
LADERA DEL NORTE ELE	Math Proficiency	33	55.8	58.3	***	40.0	***	48.0	35.6	***	27.6
MCCORMICK ELEMENTARY	Math Proficiency	33	31.9	32.0	***	31.4	***	21.9	30.1	***	26.1
MCKINLEY ELEMENTARY	Math Proficiency	33	58.4	58.5	***	67.7	***	45.7	46.1	***	46.2
MESA VERDE ELEM	Math Proficiency	33	61.7	73.9	***	51.1	***	46.4	58.6	***	40.0

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								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
MESA VIEW MIDDLE SCH	Math Proficiency	20	33.9	44.3	***	29.9	***	17.3	17.5	5.0	8.3
NORTHEAST ELEMENTARY	Math Proficiency	33	52.9	72.1	***	41.0	***	42.7	43.0	***	17.7
PIEDRA VISTA HIGH	Math Proficiency	27	52.0	63.0	***	42.0	***	36.2	34.0	<1.0	11.5
ROCINANTE HIGH	Math Proficiency	23	1.8	***	***	<1.0	***	<1.0	3.0	***	***
TIBBETTS MIDDLE SCH	Math Proficiency	20	26.2	41.2	***	22.5	***	12.7	17.7	4.4	8.1
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.3	95.5	94.9	95.2	97.0	95.0	94.8	95.1	94.8
All students in Grades 6, 7 & 8	Attendance Rate	92	95.2	95.4	95.3	95.4	96.9	94.6	94.4	94.7	94.5
ANIMAS ELEMENTARY	Attendance Rate	92	94.4	94.2	***	94.7	***	94.4	94.1	***	93.8
APACHE ELEMENTARY	Attendance Rate	92	94.2	94.5	***	93.9	***	94.2	93.8	***	93.7
BLUFFVIEW ELEMENTARY	Attendance Rate	92	95.3	94.9	***	95.6	***	95.5	94.9	95.0	93.7
COUNTRY CLUB ELEM	Attendance Rate	92	95.2	95.5	***	94.4	***	95.2	94.2	***	95.2
ESPERANZA ELEMENTARY	Attendance Rate	92	94.6	94.8	***	94.7	***	94.2	94.2	***	93.8
HEIGHTS MIDDLE SCH	Attendance Rate	92	96.0	96.3	***	96.1	***	95.3	95.3	94.4	95.2
HERMOSA MIDDLE SCH	Attendance Rate	92	94.4	94.6	***	94.8	***	93.9	93.5	95.1	93.8
LADERA DEL NORTE ELE	Attendance Rate	92	96.0	96.1	***	95.5	***	95.4	95.7	***	95.2
MCCORMICK ELEMENTARY	Attendance Rate	92	95.6	95.1	***	96.2	***	94.7	95.7	***	95.7
MCKINLEY ELEMENTARY	Attendance Rate	92	95.3	95.3	***	95.1	***	95.4	94.5	***	94.9
MESA VERDE ELEM	Attendance Rate	92	95.4	95.7	***	95.3	***	94.3	94.7	***	94.5
MESA VIEW MIDDLE SCH	Attendance Rate	92	95.3	95.4	***	95.3	***	95.2	94.8	93.5	94.1
NORTHEAST ELEMENTARY	Attendance Rate	92	95.1	95.7	***	94.7	***	95.0	94.5	***	94.5
ROCINANTE HIGH	Attendance Rate	92	90.1	***	***	91.1	***	89.1	89.7	***	***
TIBBETTS MIDDLE SCH	Attendance Rate	92	94.5	94.5	***	94.9	***	94.2	93.8	95.0	94.3
All Students in Grade 12	Graduation Rate	90	91.3	94.2	50.0	93.2	***	85.7	87.5	87.5	81.3
FARMINGTON HIGH	Graduation Rate	90	91.4	95.0	***	90.9	***	88.4	90.7	88.9	70.8
PIEDRA VISTA HIGH	Graduation Rate	90	94.0	94.6	***	95.4	***	90.5	90.7	100.0	100.0
ROCINANTE HIGH	Graduation Rate	90	68.9	***	***	72.7	***	65.2	57.9	***	***

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	375	9	57	23	11	0	100	375	7	42	47	4	0
	Male	100	406	5	52	27	17	0	100	406	7	44	44	5	0
Ethnicity	Caucasian	100	324	12	63	18	7	0	100	324	13	52	32	3	0
	African-American	100	13	0	62	15	23	0	100	13	0	31	62	8	0
	Hispanic	100	197	6	57	26	11	0	100	197	5	42	53	1	0
	Asian/Pacific	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	American Indian ¹	100	240	1	39	34	26	0	100	240	1	31	58	10	0
Status	SWD ²	100	117	5	27	25	43	0	100	117	3	24	54	20	0
	ELL ³	100	12	0	25	42	33	0	100	12	0	42	42	17	0
	FRLP	100	463	4	50	28	18	0	100	463	4	38	53	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	781	7	54	25	14	0	100	781	7	43	46	5	0
	2005-06	100	764	7	48	31	14	0	100	764	3	39	51	6	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	100	370	18	51	25	6	0	100	370	9	39	46	5	0
	Male	100	404	9	48	32	11	0	100	404	7	42	43	7	0
Ethnicity	Caucasian	100	354	19	52	23	5	0	99	354	13	49	34	4	1
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	194	11	50	30	9	0	100	194	6	39	49	6	0
	Asian/Pacific	100	12	25	50	17	8	0	100	12	25	58	8	8	0
	American Indian ¹	100	209	6	44	37	13	0	100	209	3	29	60	9	0
Status	SWD ²	99	110	6	28	31	34	1	99	110	3	24	55	18	1
	ELL ³	100	22	0	27	45	27	0	100	22	0	5	86	9	0
	FRLP	100	415	10	46	34	11	0	100	415	5	35	52	8	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	774	14	49	29	8	0	100	774	8	41	45	6	0
	2005-06	100	740	11	48	32	9	0	100	739	6	32	52	10	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	348	20	52	24	4	0	100	348	8	32	51	9	0
	Male	100	366	14	46	32	8	0	100	365	7	34	49	10	0
Ethnicity	Caucasian	100	317	23	53	19	5	0	100	316	12	40	42	6	0
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	100	190	12	55	28	5	0	99	190	5	25	58	11	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	99	199	12	37	42	9	1	99	199	2	30	55	13	1
Status	SWD ²	99	100	5	22	38	34	1	99	99	3	11	48	36	1
	ELL ³	100	16	0	31	50	19	0	100	16	0	0	69	31	0
	FRLP	100	379	10	47	34	8	0	99	378	3	26	57	14	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	714	17	49	28	6	0	100	713	7	33	50	9	0
	2005-06	100	667	17	44	31	8	0	100	667	5	33	50	12	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	352	9	37	44	10	0	100	352	4	27	52	17	0
	Male	100	340	4	36	49	11	0	100	340	6	26	51	17	0
Ethnicity	Caucasian	100	309	11	50	31	7	0	100	309	7	38	44	10	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	165	2	34	55	9	0	100	165	2	21	54	22	0
	Asian/Pacific	100	10	20	50	30	0	0	100	10	10	50	40	0	0
	American Indian ¹	100	203	1	18	64	17	0	100	203	2	12	62	24	0
Status	SWD ²	100	98	3	12	44	41	0	100	98	0	13	39	48	0
	ELL ³	100	31	3	16	55	26	0	100	31	0	10	61	29	0
	FRLP	100	338	3	25	57	14	0	100	338	2	16	57	25	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	692	6	37	47	10	0	100	692	5	26	52	17	0
	2005-06	100	802	4	41	47	7	0	100	802	1	19	58	22	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	400	12	50	35	4	0	100	399	1	24	56	20	0
	Male	99	408	10	48	34	7	1	100	408	3	24	51	22	0
Ethnicity	Caucasian	99	360	18	55	24	3	1	100	359	3	33	50	15	0
	African-American	100	10	0	40	60	0	0	100	10	0	10	50	40	0
	Hispanic	100	194	7	49	37	6	0	100	194	2	23	53	23	0
	Asian/Pacific American Indian ¹	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD ²	100	239	5	39	46	9	0	100	239	1	12	61	26	0
	ELL ³	98	124	4	20	47	27	2	100	123	1	3	38	58	0
	FRLP	100	27	4	26	26	44	0	100	27	0	0	41	59	0
	Migrant	99	409	6	41	43	9	1	100	409	1	13	57	28	0
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	100	808	11	49	34	5	0	100	807	2	24	54	21	0
NM State	2006-07	99	790	5	51	35	8	0	99	789	2	20	53	24	1
	2005-06	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
		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	403	3	64	30	3	0	100	403	3	30	56	11	0
	Male	100	407	3	52	36	9	0	99	406	3	28	55	13	1
Ethnicity	Caucasian	100	357	4	72	20	3	0	100	357	5	43	45	7	0
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	100	185	2	48	43	7	0	99	184	1	22	59	17	1
	Asian/Pacific American Indian ¹	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD ²	100	256	2	46	44	8	0	99	256	1	16	68	14	1
	ELL ³	100	95	3	20	41	36	0	99	95	2	1	51	45	1
	FRLP	100	25	0	24	48	28	0	100	25	0	4	56	40	0
	Migrant	100	369	2	46	43	9	0	99	369	2	19	61	18	1
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	100	810	3	58	33	6	0	100	809	3	29	55	12	0
NM State	2006-07	98	854	2	50	39	7	2	99	855	5	26	51	16	1
	2005-06	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
		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	376	3	60	22	15	0	99	376	7	43	42	8	1
	Male	100	416	0	46	28	25	0	100	414	9	37	44	9	0
Ethnicity	Caucasian	99	357	2	66	19	13	1	100	357	13	50	32	6	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	100	183	1	51	28	21	0	99	182	4	37	50	8	1
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian ¹	100	238	1	35	32	32	0	100	237	4	27	56	13	0
Status	SWD ²	100	129	2	14	18	67	0	100	128	1	9	52	38	0
	ELL ³	100	27	0	4	30	67	0	100	27	0	4	59	37	0
	FRLP	100	294	1	43	28	29	0	100	293	2	31	54	12	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	792	2	53	25	20	0	100	790	8	40	43	8	0
	2005-06	98	883	1	51	31	16	2	98	882	6	41	42	8	2
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	301	11	55	26	8	0	99	301	7	34	49	10	1
	Male	99	327	5	49	33	13	1	99	327	7	34	43	16	1
Ethnicity	Caucasian	100	312	12	61	21	5	0	100	312	12	41	40	8	0
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	121	3	47	36	14	0	98	121	2	31	54	11	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	99	187	4	40	38	18	1	99	187	2	25	51	21	1
Status	SWD ²	100	65	3	11	32	54	0	97	65	0	5	34	58	3
	ELL ³	100	17	0	6	41	53	0	94	17	0	0	24	71	6
	FRLP	100	182	3	40	40	18	0	99	182	3	21	57	19	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	628	8	52	29	11	0	99	628	7	34	46	13	1
	2005-06	99	635	15	54	24	6	1	99	634	6	33	47	12	1
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
Conover, Rod	11
Isaacson, Mike	10
Nelson, Steve	13
Pecotte, Dean	10
Schumacher, Sandy	7

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	41,184,074	67
Instructional Support Services	20,456,448	33
Students	6,619,542	32
Instruction	1,627,276	8
General Administration	1,016,583	5
School Administration	2,350,088	11
Central Services	910,878	4
Operations & Maintenance	7,932,082	39
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	61,640,522	

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: 0.14%

		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	740	69.6	27.6	4.7
ANIMAS ELEMENTARY	36	86.1	13.9	9.0
APACHE ELEMENTARY	38	68.4	28.9	0.0
BLUFFVIEW ELEMENTARY	35	62.9	37.1	0.0
COUNTRY CLUB ELEM	33	69.7	30.3	0.0
ESPERANZA ELEMENTARY	43	69.8	30.2	0.0
FARM.DAY REPORTING	2	0.0	.0	***
FARMINGTON DIST OFF	2	50.0	50.0	***
FARMINGTON HIGH	97	67.0	27.8	5.4
FARMINGTON PRESCHOOL	4	50.0	50.0	***
HEIGHTS MIDDLE SCH	46	67.4	26.1	5.0
HERMOSA MIDDLE SCH	40	80.0	17.5	11.6
HOMEBOUND/HOSPITAL	6	66.7	33.3	***
LADERA DEL NORTE ELE	35	68.6	31.4	11.9
MCCORMICK ELEMENTARY	37	75.7	24.3	8.1
MCKINLEY ELEMENTARY	38	71.1	23.7	0.0
MESA VERDE ELEM	32	78.1	21.9	0.0
MESA VIEW MIDDLE SCH	42	66.7	31.0	5.9
NAVAJO MISSIONS	2	50.0	50.0	***
NORTHEAST ELEMENTARY	32	68.8	28.1	0.0
PIEDRA VISTA HIGH	72	66.7	29.2	4.0
ROCINANTE HIGH	22	54.5	31.8	2.6
SAN JUAN CTY JS CTR	5	60.0	40.0	***
TIBBETTS MIDDLE SCH	41	68.3	29.3	3.8

* 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	168	270	21	1	7	3	35.7	57.4	4.5	0.2	1.5	0.6	
DISTRICT WIDE TOTALS	2	94	301	54	9	8	4	20.0	64.0	11.5	1.9	1.7	0.9	
DISTRICT WIDE TOTALS	3	176	266	21	3	1	3	37.4	56.6	4.5	0.6	0.2	0.6	
DISTRICT WIDE TOTALS	4	193	238	24	7	2	6	41.1	50.6	5.1	1.5	0.4	1.3	
DISTRICT WIDE TOTALS	5	128	265	27	10	21	19	27.2	56.4	5.7	2.1	4.5	4.0	
DISTRICT WIDE TOTALS	6	132	281	29	8	13	7	28.1	59.8	6.2	1.7	2.8	1.5	
DISTRICT WIDE TOTALS	7	86	228	89	13	32	22	18.3	48.5	18.9	2.8	6.8	4.7	
DISTRICT WIDE TOTALS	8	213	222	25	5	1	4	45.3	47.2	5.3	1.1	0.2	0.9	
DISTRICT WIDE TOTALS	9	149	267	32	2	11	9	31.7	56.8	6.8	0.4	2.3	1.9	
DISTRICT WIDE TOTALS	10	136	266	47	9	4	8	28.9	56.6	10.0	1.9	0.9	1.7	
ANIMAS ELEMENTARY	1	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	2	1	1	1	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0	
ANIMAS ELEMENTARY	3	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	4	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	5	0	1	0	2	0	0	0.0	33.3	0.0	66.7	0.0	0.0	
ANIMAS ELEMENTARY	6	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	
ANIMAS ELEMENTARY	7	1	1	0	0	0	1	33.3	33.3	0.0	0.0	0.0	33.3	

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	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
ANIMAS ELEMENTARY	9	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
ANIMAS ELEMENTARY	10	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
APACHE ELEMENTARY	1	14	25	5	0	0	31.1	55.6	11.1	0.0	0.0	2.2		
APACHE ELEMENTARY	2	4	33	4	2	2	8.9	73.3	8.9	4.4	4.4	0.0		
APACHE ELEMENTARY	3	12	31	1	0	0	26.7	68.9	2.2	0.0	0.0	2.2		
APACHE ELEMENTARY	4	18	24	3	0	0	40.0	53.3	6.7	0.0	0.0	0.0		
APACHE ELEMENTARY	5	21	20	0	2	1	46.7	44.4	0.0	4.4	2.2	2.2		
APACHE ELEMENTARY	6	13	27	1	1	3	28.9	60.0	2.2	2.2	6.7	0.0		
APACHE ELEMENTARY	7	6	24	11	2	2	13.3	53.3	24.4	4.4	4.4	0.0		
APACHE ELEMENTARY	8	24	17	4	0	0	53.3	37.8	8.9	0.0	0.0	0.0		
APACHE ELEMENTARY	9	18	23	3	1	0	40.0	51.1	6.7	2.2	0.0	0.0		
APACHE ELEMENTARY	10	11	30	3	0	0	24.4	66.7	6.7	0.0	0.0	2.2		
BLUFFVIEW ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
COUNTRY CLUB ELEM	1	19	25	2	0	0	41.3	54.3	4.3	0.0	0.0	0.0		
COUNTRY CLUB ELEM	2	9	23	9	4	1	19.6	50.0	19.6	8.7	2.2	0.0		
COUNTRY CLUB ELEM	3	22	20	3	1	0	47.8	43.5	6.5	2.2	0.0	0.0		
COUNTRY CLUB ELEM	4	25	11	4	4	1	54.3	23.9	8.7	8.7	2.2	2.2		
COUNTRY CLUB ELEM	5	11	25	3	4	3	23.9	54.3	6.5	8.7	6.5	0.0		
COUNTRY CLUB ELEM	6	14	24	5	2	1	30.4	52.2	10.9	4.3	2.2	0.0		
COUNTRY CLUB ELEM	7	6	14	14	5	6	13.0	30.4	30.4	10.9	13.0	2.2		
COUNTRY CLUB ELEM	8	22	17	5	2	0	47.8	37.0	10.9	4.3	0.0	0.0		
COUNTRY CLUB ELEM	9	16	22	4	0	3	34.8	47.8	8.7	0.0	6.5	2.2		
COUNTRY CLUB ELEM	10	17	23	5	0	1	37.0	50.0	10.9	0.0	2.2	0.0		
ESPERANZA	1	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ESPERANZA	2	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ESPERANZA	3	0	0	1	0	0	0.0	0.0	100.0	0.0	0.0	0.0		

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
ESPERANZA	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ESPERANZA	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ESPERANZA	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA	7	0	0	0	0	1	0	0.0	0.0	0.0	0.0	100.0	0.0
ESPERANZA	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ESPERANZA	9	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
ESPERANZA	10	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
FARMINGTON DIST OFF	1	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
FARMINGTON DIST OFF	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON DIST OFF	3	0	0	0	0	1	0	0.0	0.0	0.0	0.0	100.0	0.0
FARMINGTON DIST OFF	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON DIST OFF	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON DIST OFF	6	0	0	0	0	1	0	0.0	0.0	0.0	0.0	100.0	0.0
FARMINGTON DIST OFF	7	0	0	0	0	1	0	0.0	0.0	0.0	0.0	100.0	0.0
FARMINGTON DIST OFF	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON DIST OFF	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON DIST OFF	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
FARMINGTON HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
HEIGHTS MIDDLE SCH	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	4	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HEIGHTS MIDDLE SCH	9	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0

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		
HEIGHTS MIDDLE SCH	10	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	1	1	5	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	2	0	4	2	0	0	0.0	66.7	33.3	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	3	2	2	2	0	0	33.3	33.3	33.3	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	4	3	3	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	5	1	5	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	6	1	4	1	0	0	16.7	66.7	16.7	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	7	1	4	1	0	0	16.7	66.7	16.7	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	8	3	3	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	9	4	2	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0	0.0	
HERMOSA MIDDLE SCH	10	2	0	3	0	0	33.3	0.0	50.0	0.0	0.0	0.0	16.7	
LADERA DEL NORTE ELE	1	3	5	2	0	0	30.0	50.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	2	2	6	2	0	0	20.0	60.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	3	5	3	2	0	0	50.0	30.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	4	6	3	1	0	0	60.0	30.0	10.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	5	4	4	2	0	0	40.0	40.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	6	3	5	2	0	0	30.0	50.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	7	2	5	2	1	0	20.0	50.0	20.0	10.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	8	5	3	2	0	0	50.0	30.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	9	4	4	2	0	0	40.0	40.0	20.0	0.0	0.0	0.0	0.0	
LADERA DEL NORTE ELE	10	0	9	1	0	0	0.0	90.0	10.0	0.0	0.0	0.0	0.0	
MCCORMICK	1	4	3	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0	0.0	
MCCORMICK	2	2	5	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0	0.0	
MCCORMICK	3	6	0	1	0	0	85.7	0.0	14.3	0.0	0.0	0.0	0.0	
MCCORMICK	4	6	1	0	0	0	85.7	14.3	0.0	0.0	0.0	0.0	0.0	
MCCORMICK	5	3	4	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0	0.0	
MCCORMICK	6	3	4	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0	0.0	

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#	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			
MCCORMICK	7	1	2	4	0	0	14.3	28.6	57.1	0.0	0.0	0.0			
MCCORMICK	8	3	4	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
MCCORMICK	9	3	4	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
MCCORMICK	10	2	4	0	0	1	28.6	57.1	0.0	0.0	0.0	14.3			
MCKINLEY ELEMENTARY	1	3	5	1	0	0	33.3	55.6	11.1	0.0	0.0	0.0			
MCKINLEY ELEMENTARY	2	0	2	5	1	1	0.0	22.2	55.6	11.1	11.1	0.0			
MCKINLEY ELEMENTARY	3	4	3	2	0	0	44.4	33.3	22.2	0.0	0.0	0.0			
MCKINLEY ELEMENTARY	4	3	6	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
MCKINLEY ELEMENTARY	5	0	7	0	1	1	0.0	77.8	0.0	11.1	11.1	0.0			
MCKINLEY ELEMENTARY	6	2	5	1	0	1	22.2	55.6	11.1	0.0	11.1	0.0			
MCKINLEY ELEMENTARY	7	0	2	4	0	2	0.0	22.2	44.4	0.0	22.2	11.1			
MCKINLEY ELEMENTARY	8	5	4	0	0	0	55.6	44.4	0.0	0.0	0.0	0.0			
MCKINLEY ELEMENTARY	9	2	5	1	0	0	22.2	55.6	11.1	0.0	0.0	11.1			
MCKINLEY ELEMENTARY	10	2	6	1	0	0	22.2	66.7	11.1	0.0	0.0	0.0			
MESA VERDE ELEM	1	1	6	0	0	0	14.3	85.7	0.0	0.0	0.0	0.0			
MESA VERDE ELEM	2	1	5	1	0	0	14.3	71.4	14.3	0.0	0.0	0.0			
MESA VERDE ELEM	3	3	4	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
MESA VERDE ELEM	4	2	5	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
MESA VERDE ELEM	5	1	2	3	0	1	14.3	28.6	42.9	0.0	14.3	0.0			
MESA VERDE ELEM	6	1	5	1	0	0	14.3	71.4	14.3	0.0	0.0	0.0			
MESA VERDE ELEM	7	0	2	4	0	1	0.0	28.6	57.1	0.0	14.3	0.0			
MESA VERDE ELEM	8	3	3	0	0	0	42.9	42.9	0.0	0.0	0.0	14.3			
MESA VERDE ELEM	9	2	4	0	0	1	28.6	57.1	0.0	0.0	14.3	0.0			
MESA VERDE ELEM	10	2	3	0	0	2	28.6	42.9	0.0	0.0	0.0	28.6			
MESA VIEW MIDDLE SCH	1	1	6	1	0	0	12.5	75.0	12.5	0.0	0.0	0.0			
MESA VIEW MIDDLE SCH	2	1	7	0	0	0	12.5	87.5	0.0	0.0	0.0	0.0			
MESA VIEW MIDDLE SCH	3	2	6	0	0	0	25.0	75.0	0.0	0.0	0.0	0.0			

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#	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			
MESA VIEW MIDDLE SCH	4	0	4	3	1	0	0.0	50.0	37.5	12.5	0.0	0.0			
MESA VIEW MIDDLE SCH	5	1	4	3	0	0	12.5	50.0	37.5	0.0	0.0	0.0			
MESA VIEW MIDDLE SCH	6	1	6	0	1	0	12.5	75.0	0.0	12.5	0.0	0.0			
MESA VIEW MIDDLE SCH	7	1	5	2	0	0	12.5	62.5	25.0	0.0	0.0	0.0			
MESA VIEW MIDDLE SCH	8	2	4	1	1	0	25.0	50.0	12.5	12.5	0.0	0.0			
MESA VIEW MIDDLE SCH	9	3	3	1	1	0	37.5	37.5	12.5	12.5	0.0	0.0			
MESA VIEW MIDDLE SCH	10	0	4	4	0	0	0.0	50.0	50.0	0.0	0.0	0.0			
NORTHEAST	1	113	170	6	0	6	38.2	57.4	2.0	0.0	2.0	0.3			
NORTHEAST	2	70	194	25	0	4	23.6	65.5	8.4	0.0	1.4	1.0			
NORTHEAST	3	108	178	8	0	0	36.5	60.1	2.7	0.0	0.0	0.7			
NORTHEAST	4	120	160	9	2	1	40.5	54.1	3.0	0.7	0.3	1.4			
NORTHEAST	5	74	175	15	1	14	25.0	59.1	5.1	0.3	4.7	5.7			
NORTHEAST	6	87	180	13	2	7	29.4	60.8	4.4	0.7	2.4	2.4			
NORTHEAST	7	58	152	45	5	18	19.6	51.4	15.2	1.7	6.1	6.1			
NORTHEAST	8	135	148	11	1	1	45.6	50.0	3.7	0.3	0.3	0.0			
NORTHEAST	9	88	179	17	0	5	29.7	60.5	5.7	0.0	1.7	2.4			
NORTHEAST	10	95	175	18	5	3	32.1	59.1	6.1	1.7	1.0	0.0			
PIEDRA VISTA HIGH	1	4	12	1	0	1	22.2	66.7	5.6	0.0	5.6	0.0			
PIEDRA VISTA HIGH	2	3	13	0	1	0	16.7	72.2	0.0	5.6	0.0	5.6			
PIEDRA VISTA HIGH	3	5	12	0	1	0	27.8	66.7	0.0	5.6	0.0	0.0			
PIEDRA VISTA HIGH	4	6	10	2	0	0	33.3	55.6	11.1	0.0	0.0	0.0			
PIEDRA VISTA HIGH	5	6	9	1	0	1	33.3	50.0	5.6	0.0	5.6	5.6			
PIEDRA VISTA HIGH	6	2	14	2	0	0	11.1	77.8	11.1	0.0	0.0	0.0			
PIEDRA VISTA HIGH	7	8	7	2	0	1	44.4	38.9	11.1	0.0	5.6	0.0			
PIEDRA VISTA HIGH	8	5	11	2	0	0	27.8	61.1	11.1	0.0	0.0	0.0			
PIEDRA VISTA HIGH	9	3	13	1	0	1	16.7	72.2	5.6	0.0	5.6	0.0			
PIEDRA VISTA HIGH	10	2	7	7	1	0	11.1	38.9	38.9	5.6	0.0	5.6			

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		
ROCINANTE HIGH	1	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	2	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	3	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	4	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	5	2	1	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	6	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	7	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	8	0	2	0	0	1	0.0	66.7	0.0	0.0	0.0	33.3		
ROCINANTE HIGH	9	0	3	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0		
ROCINANTE HIGH	10	0	1	2	0	0	0.0	33.3	66.7	0.0	0.0	0.0		
TIBBETTS MIDDLE SCH	1	1	4	2	1	0	11.1	44.4	22.2	11.1	0.0	11.1		
TIBBETTS MIDDLE SCH	2	1	2	5	1	0	11.1	22.2	55.6	11.1	0.0	0.0		
TIBBETTS MIDDLE SCH	3	4	3	1	1	0	44.4	33.3	11.1	11.1	0.0	0.0		
TIBBETTS MIDDLE SCH	4	2	5	1	0	1	22.2	55.6	11.1	0.0	0.0	11.1		
TIBBETTS MIDDLE SCH	5	4	5	0	0	0	44.4	55.6	0.0	0.0	0.0	0.0		
TIBBETTS MIDDLE SCH	6	2	2	3	2	0	22.2	22.2	33.3	22.2	0.0	0.0		
TIBBETTS MIDDLE SCH	7	2	6	0	0	1	22.2	66.7	0.0	0.0	0.0	11.1		
TIBBETTS MIDDLE SCH	8	4	2	0	1	2	44.4	22.2	0.0	11.1	0.0	22.2		
TIBBETTS MIDDLE SCH	9	4	3	1	0	1	44.4	33.3	11.1	0.0	11.1	0.0		
TIBBETTS MIDDLE SCH	10	1	1	2	3	2	11.1	11.1	22.2	33.3	0.0	22.2		

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%).