



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

Printed: 10/14/2008

LOS LUNAS

NO CHILD LEFT BEHIND SUMMARY

LOS LUNAS		
AYP Rating: AYP Not Met		
Improvement Status: SI-2		
	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	1	6
Schools in Corrective Action	4	25
Schools in Restructuring	3	19

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

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).

2006-2007 STUDENT DEMOGRAPHICS*

	LOS LUNAS		STATE WIDE	
	Number	Percent	Number	Percent
Female	4137	47.7	159155	48.8
Male	4533	52.3	167000	51.2
Caucasian	2384	27.5	99600	30.5
African-American	144	1.7	8523	2.6
Hispanic	5510	63.6	178091	54.6
Asian/Pacific Islander	42	0.5	4246	1.3
American Indian	590	6.8	35679	10.9
English Language Learners	1068	12.3	60832	18.7
Students with Disabilities	1520	17.5	48634	14.9
Free/Reduced Lunch Program	5315	61.3	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
ANN PARISH ELEM	Meets AYP	Progressing	BOSQUE FARMS ELEM	Meets AYP	Progressing
CENTURY ALT HIGH	AYP Not Met	CA	DANIEL FERNANDEZ INT	AYP Not Met	CA
DESERT VIEW INTERMED	AYP Not Met	Restructuring 2	K. GALLEGOS ELEM	AYP Not Met	Progressing
LOS LUNAS ELEMENTARY	AYP Not Met	Progressing	LOS LUNAS FAMILY SCH	Meets AYP	Progressing
LOS LUNAS HIGH	AYP Not Met	CA	LOS LUNAS MIDDLE	AYP Not Met	Restructuring 1
MANZANO VISTA MIDDLE	AYP Not Met	Restructuring 1	PERALTA ELEMENTARY	Meets AYP	Progressing
RAYMOND GABALDON INT	AYP Not Met	CA	TOME ELEMENTARY	Meets AYP	Progressing
VALENCIA ELEMENTARY	AYP Not Met	SI-1	VALENCIA HIGH	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								
			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	54.3	62.3	62.1	50.9	***	54.8	48.4	44.1	14.4
All students in Grades 6, 7 & 8	Reading Proficiency	42	46.5	60.6	21.1	41.6	***	40.7	38.8	10.2	10.8
All Students in Grades 9 & 11	Reading Proficiency	45	40.0	55.2	25.0	33.2	***	35.6	31.3	8.0	5.9
ANN PARISH ELEM	Reading Proficiency	49	63.7	81.8	***	61.4	***	***	63.7	62.7	15.8
BOSQUE FARMS ELEM	Reading Proficiency	49	65.5	73.3	***	59.6	***	52.2	50.0	***	17.4
CENTURY ALT HIGH	Reading Proficiency	45	<1.0	***	***	***	***	***	<1.0	***	***
DANIEL FERNANDEZ INT	Reading Proficiency	44	45.5	53.5	***	42.9	***	21.4	40.5	29.6	7.6
DESERT VIEW INTERMED	Reading Proficiency	44	43.9	66.7	***	39.0	***	***	43.9	32.3	23.1
K. GALLEGOS ELEM	Reading Proficiency	49	63.1	64.4	***	59.1	***	68.4	50.9	50.0	19.2
LOS LUNAS ELEMENTARY	Reading Proficiency	49	48.9	63.9	***	45.0	***	***	41.2	25.0	15.8
LOS LUNAS FAMILY SCH	Reading Proficiency	45	68.8	75.0	***	***	***	***	***	***	***
LOS LUNAS HIGH	Reading Proficiency	45	39.9	52.5	23.5	34.0	***	37.4	31.6	8.1	6.3
LOS LUNAS MIDDLE	Reading Proficiency	45	56.4	67.7	***	53.5	***	47.3	51.2	19.4	19.6
MANZANO VISTA MIDDLE	Reading Proficiency	45	50.0	70.6	***	41.8	***	50.0	37.2	9.2	11.4
PERALTA ELEMENTARY	Reading Proficiency	49	55.3	63.6	***	51.9	***	***	49.4	35.7	***
RAYMOND GABALDON INT	Reading Proficiency	44	37.9	45.7	***	34.0	***	42.5	30.5	8.0	9.7
TOME ELEMENTARY	Reading Proficiency	44	51.4	23.1	***	55.9	***	***	51.4	51.9	20.0
VALENCIA ELEMENTARY	Reading Proficiency	49	55.2	50.0	***	58.5	***	***	48.2	53.3	25.9
VALENCIA HIGH	Reading Proficiency	45	44.0	62.9	***	36.5	***	29.4	35.8	15.8	11.1
All Students in Grades 3, 4 & 5	Math Proficiency	33	37.9	43.3	27.6	35.5	***	43.0	33.2	30.7	11.0
All students in Grades 6, 7 & 8	Math Proficiency	20	22.1	32.8	10.5	18.3	***	17.0	15.3	4.9	1.5
All Students in Grades 9 & 11	Math Proficiency	27	28.8	41.8	20.0	23.0	***	24.8	21.2	6.6	3.0
ANN PARISH ELEM	Math Proficiency	33	43.2	59.1	***	43.0	***	***	43.2	37.3	5.3
BOSQUE FARMS ELEM	Math Proficiency	33	55.2	60.0	***	55.3	***	39.1	44.1	***	21.7
CENTURY ALT HIGH	Math Proficiency	27	<1.0	***	***	***	***	***	<1.0	***	***
DANIEL FERNANDEZ INT	Math Proficiency	28	26.4	32.3	***	24.5	***	7.1	19.8	18.2	3.8
DESERT VIEW INTERMED	Math Proficiency	28	37.2	50.0	***	34.6	***	***	37.2	30.2	26.9
K. GALLEGOS ELEM	Math Proficiency	33	55.6	55.9	***	52.7	***	68.4	44.8	33.3	15.4
LOS LUNAS ELEMENTARY	Math Proficiency	33	27.6	25.0	***	27.9	***	***	19.1	25.0	5.3
LOS LUNAS FAMILY SCH	Math Proficiency	24	25.0	33.3	***	***	***	***	***	***	***
LOS LUNAS HIGH	Math Proficiency	27	27.7	40.8	17.7	21.4	***	26.5	21.0	7.9	5.4
LOS LUNAS MIDDLE	Math Proficiency	20	20.4	26.1	***	18.7	***	16.4	14.2	2.8	4.4
MANZANO VISTA MIDDLE	Math Proficiency	20	22.8	39.5	***	15.4	***	28.6	13.9	3.1	5.1
PERALTA ELEMENTARY	Math Proficiency	33	34.8	47.3	***	27.2	***	***	33.3	35.7	***
RAYMOND GABALDON INT	Math Proficiency	28	23.0	26.7	***	21.2	***	27.5	16.9	4.0	1.6

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				
TOME ELEMENTARY	Math Proficiency	28	36.9	38.5	***	37.6	***	***	36.9	32.7	10.0	
VALENCIA ELEMENTARY	Math Proficiency	33	47.0	37.0	***	51.2	***	***	47.1	53.3	11.1	
VALENCIA HIGH	Math Proficiency	27	34.7	46.1	***	30.7	***	17.7	25.5	13.2	5.6	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.9	94.9	94.7	95.0	***	93.0	94.6	95.3	93.8	
All students in Grades 6, 7 & 8	Attendance Rate	92	92.1	92.8	94.5	91.9	***	91.1	91.2	90.8	89.3	
ANN PARISH ELEM	Attendance Rate	92	95.7	95.4	***	95.8	***	***	95.9	96.3	95.9	
BOSQUE FARMS ELEM	Attendance Rate	92	94.9	94.9	***	95.3	***	93.5	94.2	***	93.2	
DANIEL FERNANDEZ INT	Attendance Rate	92	94.0	93.2	***	94.4	***	92.9	93.4	95.6	92.1	
DESERT VIEW INTERMED	Attendance Rate	92	94.3	95.2	***	94.3	***	***	94.4	94.3	93.9	
K. GALLEGOS ELEM	Attendance Rate	92	94.9	95.2	***	94.7	***	94.2	94.2	94.7	94.9	
LOS LUNAS ELEMENTARY	Attendance Rate	92	94.4	94.7	***	94.5	***	***	93.9	94.3	93.4	
LOS LUNAS FAMILY SCH	Attendance Rate	92	96.2	97.1	***	***	***	***	***	***	***	
LOS LUNAS MIDDLE	Attendance Rate	92	91.2	91.5	***	91.0	***	91.5	90.1	88.4	88.8	
MANZANO VISTA MIDDLE	Attendance Rate	92	90.6	92.3	***	90.1	***	89.1	88.9	87.7	85.4	
PERALTA ELEMENTARY	Attendance Rate	92	95.1	95.1	***	95.0	***	***	94.6	94.8	***	
RAYMOND GABALDON INT	Attendance Rate	92	94.5	95.4	***	94.3	***	93.0	93.6	94.0	94.2	
TOME ELEMENTARY	Attendance Rate	92	95.2	95.0	***	95.2	***	***	95.3	95.5	95.4	
VALENCIA ELEMENTARY	Attendance Rate	92	93.9	94.6	***	93.8	***	***	93.3	92.8	92.7	
All Students in Grade 12	Graduation Rate	90	89.9	94.1	80.0	87.7	***	89.3	84.1	57.1	85.4	
CENTURY ALT HIGH	Graduation Rate	90	50.0	***	***	***	***	***	50.0	***	***	
LOS LUNAS HIGH	Graduation Rate	90	92.2	95.2	80.0	90.2	***	94.4	88.9	80.0	87.0	

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	100	318	7	54	27	13	0	100	318	3	40	49	8	0
	Male	100	348	2	41	32	25	0	100	348	2	33	57	7	0
Ethnicity	Caucasian	100	177	5	51	29	15	0	100	177	3	41	51	5	0
	African-American	90	10	20	40	20	10	10	100	10	10	20	70	0	10
	Hispanic	100	442	3	45	31	21	0	100	442	2	35	54	9	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	100	32	3	47	22	28	0	100	32	0	38	50	13	0
Status	SWD ²	100	94	1	16	29	54	0	100	94	0	13	62	26	0
	ELL ³	100	162	3	38	36	23	0	100	162	2	28	60	9	0
	FRLP	100	485	3	41	34	22	0	100	485	1	32	57	9	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	666	4	47	30	19	0	100	666	2	36	53	8	0
	2005-06	100	669	6	51	28	15	0	100	669	1	34	54	10	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	329	11	50	29	10	0	99	329	7	37	50	5	1
	Male	100	343	7	47	31	15	0	100	343	7	36	46	10	0
Ethnicity	Caucasian	99	186	11	50	31	8	1	99	186	11	36	46	7	1
	African-American	100	13	0	54	38	8	0	100	13	0	38	38	23	0
	Hispanic	100	433	8	48	30	14	0	100	433	5	37	50	8	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	100	38	8	45	29	18	0	100	38	11	34	47	8	0
Status	SWD ²	99	99	2	19	35	42	1	99	99	0	11	62	26	1
	ELL ³	100	136	3	46	35	16	0	99	136	2	32	55	10	1
	FRLP	100	513	7	44	34	15	0	100	513	6	34	51	9	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	672	9	48	30	13	0	100	672	7	37	48	8	0
	2005-06	99	648	12	40	36	12	1	100	647	6	31	50	13	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	345	12	46	35	8	0	100	345	4	26	57	13	0
	Male	100	323	7	41	40	13	0	100	323	4	22	60	14	0
Ethnicity	Caucasian	100	183	16	49	30	5	0	100	183	7	28	55	9	0
	African-American	100	18	6	50	39	6	0	100	18	0	17	56	28	0
	Hispanic	100	429	7	40	40	13	0	100	429	3	23	59	15	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	38	5	50	39	5	0	100	38	8	24	63	5	0
Status	SWD ²	100	97	2	12	37	48	0	100	97	1	8	47	43	0
	ELL ³	100	119	5	37	45	13	0	100	119	3	22	62	13	0
	FRLP	100	497	7	41	40	12	0	100	497	3	21	61	15	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	668	9	43	37	10	0	100	668	4	24	58	13	0
	2005-06	100	630	14	42	35	8	0	100	630	3	27	51	19	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	305	4	36	50	11	0	100	305	3	20	56	21	0
	Male	100	357	1	22	55	22	0	100	357	3	20	50	27	0
Ethnicity	Caucasian	99	181	4	38	45	13	1	99	181	6	27	48	19	1
	African-American	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Hispanic	100	426	2	26	54	18	0	100	426	2	19	54	25	0
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian ¹	100	42	2	14	60	24	0	100	42	0	14	52	33	0
Status	SWD ²	100	102	1	4	33	62	0	100	102	0	3	38	59	0
	ELL ³	100	110	0	5	65	29	0	100	110	1	6	56	36	0
	FRLP	100	472	1	24	55	20	0	100	472	2	16	53	29	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	662	2	28	52	17	0	100	662	3	20	53	24	0
	2005-06	100	604	3	37	49	10	0	100	604	2	20	55	23	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	92	321	7	44	34	7	8	99	321	1	16	55	27	1
	Male	90	331	6	34	35	15	10	99	331	2	13	47	37	1
Ethnicity	Caucasian	95	175	10	53	30	2	5	99	175	3	24	56	17	1
	African-American	92	12	8	17	58	8	8	100	12	0	8	42	50	0
	Hispanic	89	408	4	34	37	14	11	99	408	1	11	50	37	1
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian ¹	89	53	6	34	30	19	11	100	53	0	8	47	45	0
Status	SWD ²	96	114	2	11	46	39	4	99	114	1	2	25	71	1
	ELL ³	96	81	1	16	46	33	4	98	81	0	4	32	62	2
	FRLP	90	424	4	33	38	14	10	99	424	1	8	50	40	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	91	652	6	39	35	11	9	99	652	2	14	51	32	1
	2005-06	98	701	6	46	36	11	2	97	709	2	18	46	31	3
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	97	343	3	60	28	6	3	98	343	3	22	51	23	2
	Male	96	356	3	49	30	14	4	97	356	2	22	47	26	3
Ethnicity	Caucasian	98	184	6	62	22	8	2	98	184	5	30	46	17	2
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	97	444	2	53	32	10	3	98	444	2	18	51	27	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	94	64	6	45	31	11	6	95	64	3	20	50	22	5
Status	SWD ²	98	120	4	15	37	43	2	98	120	3	4	21	70	2
	ELL ³	96	74	1	11	58	26	4	97	74	0	3	32	62	3
	FRLP	96	443	2	49	34	11	4	98	443	1	16	52	29	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	699	3	55	29	10	3	98	699	3	22	49	24	2
	2005-06	98	722	2	48	36	12	2	98	722	2	20	46	30	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	98	362	1	47	31	18	2	98	362	4	32	49	12	2
	Male	96	407	1	36	32	27	4	96	407	6	26	48	16	4
Ethnicity	Caucasian	98	224	1	58	25	13	2	98	224	8	40	43	6	2
	African-American	100	12	0	25	25	50	0	100	12	0	17	33	50	0
	Hispanic	96	464	1	34	34	27	4	96	464	4	24	52	17	4
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	97	64	0	34	38	25	3	97	64	2	27	47	22	3
Status	SWD ²	92	132	2	8	24	58	8	92	132	1	5	43	44	8
	ELL ³	95	59	2	14	24	56	5	97	59	3	8	53	32	3
	FRLP	96	507	1	34	31	30	4	96	507	3	22	54	17	4
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	96	769	1	41	32	23	4	97	769	5	29	48	15	3
	2005-06	100	767	2	46	28	24	0	99	765	3	25	53	18	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	95	264	4	37	41	14	5	96	264	2	16	50	28	4
	Male	96	277	3	32	34	27	4	96	277	5	18	43	29	4
Ethnicity	Caucasian	95	164	5	45	33	12	5	95	164	4	24	49	17	5
	African-American	100	12	0	25	50	25	0	100	12	0	25	33	42	0
	Hispanic	96	313	2	30	40	23	4	96	313	3	14	47	33	4
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	98	47	4	30	34	30	2	98	47	9	9	40	40	2
Status	SWD ²	96	70	4	0	29	63	4	97	70	4	0	10	83	3
	ELL ³	96	28	11	4	14	68	4	96	28	11	0	21	64	4
	FRLP	95	296	2	27	41	25	5	96	296	2	12	47	35	4
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	96	541	3	35	38	20	4	96	541	4	17	47	29	4
	2005-06	100	485	9	51	27	13	0	99	485	5	24	46	23	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
Carabajal, Gene	5
Castillo, Art	22
Hernandez, Ed	7
Marez, Maria	9
Otero, Frank	15

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	34,329,116	59
Instructional Support Services	24,169,601	41
Students	6,657,006	28
Instruction	1,743,543	7
General Administration	948,338	4
School Administration	3,848,466	16
Central Services	2,171,528	9
Operations & Maintenance	8,800,720	36
Student Transportation	0	0
Non-Instructional Support	13,936	<1
Food Services	13,936	100
Community Services	0	0
Capital Outlay	27,105	<1
Total Expenditures	58,539,759	

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	628	61.0	36.8	4.9
ADELINO HEADSTART	1	0.0	.0	***
ANN PARISH ELEM	36	63.9	36.1	0.0
BOSQUE FARMS ELEM	27	59.3	37.0	0.0
CENTURY ALT HIGH	9	33.3	66.7	0.0
DANIEL FERNANDEZ INT	32	62.5	37.5	4.3
DESERT VIEW INTERMED	35	74.3	22.9	0.0
IRVING BERLIN CDC	1	0.0	.0	***
K. GALLEGOS ELEM	46	60.9	37.0	0.0
LOS LUNAS ELEMENTARY	35	62.9	37.1	0.0
LOS LUNAS FAMILY SCH	9	66.7	33.3	0.0
LOS LUNAS HIGH	138	52.9	43.5	7.7
LOS LUNAS JDC	1	0.0	.0	***
LOS LUNAS MIDDLE	47	70.2	29.8	6.2
MANZANO VISTA MIDDLE	41	53.7	46.3	1.6
NAMASTE CHILD DEV CR	2	0.0	100.0	***
PERALTA ELEMENTARY	24	66.7	33.3	0.0
RAYMOND GABALDON INT	38	68.4	31.6	0.0
RESERVE DISTRICT OFF	10	60.0	40.0	***
TINY TOTS	1	0.0	.0	***
TOME ELEMENTARY	35	68.6	25.7	0.0
VALENCIA ELEMENTARY	28	57.1	39.3	0.0
VALENCIA HIGH	32	59.4	31.3	13.9

* 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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- 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	718	1330	150	63	166	244	26.9	49.8	5.6	2.4	6.2	9.1	
DISTRICT WIDE TOTALS	2	670	1278	233	98	162	230	25.1	47.8	8.7	3.7	6.1	8.6	
DISTRICT WIDE TOTALS	3	760	1266	155	74	138	278	28.5	47.4	5.8	2.8	5.2	10.4	
DISTRICT WIDE TOTALS	4	673	1224	237	114	96	327	25.2	45.8	8.9	4.3	3.6	12.2	
DISTRICT WIDE TOTALS	5	665	1301	123	59	256	267	24.9	48.7	4.6	2.2	9.6	10.0	
DISTRICT WIDE TOTALS	6	635	1253	253	125	158	247	23.8	46.9	9.5	4.7	5.9	9.2	
DISTRICT WIDE TOTALS	7	436	1026	384	181	319	325	16.3	38.4	14.4	6.8	11.9	12.2	
DISTRICT WIDE TOTALS	8	1058	1053	177	80	42	261	39.6	39.4	6.6	3.0	1.6	9.8	
DISTRICT WIDE TOTALS	9	660	1269	178	66	211	287	24.7	47.5	6.7	2.5	7.9	10.7	
DISTRICT WIDE TOTALS	10	898	1185	160	71	75	282	33.6	44.4	6.0	2.7	2.8	10.6	
ANN PARISH ELEM	1	74	145	8	8	23	5	28.1	55.1	3.0	3.0	8.7	1.9	
ANN PARISH ELEM	2	75	156	10	4	18	0	28.5	59.3	3.8	1.5	6.8	0.0	
ANN PARISH ELEM	3	75	148	7	6	21	6	28.5	56.3	2.7	2.3	8.0	2.3	
ANN PARISH ELEM	4	65	153	16	10	15	4	24.7	58.2	6.1	3.8	5.7	1.5	
ANN PARISH ELEM	5	56	145	9	6	35	12	21.3	55.1	3.4	2.3	13.3	4.6	
ANN PARISH ELEM	6	67	152	8	9	21	6	25.5	57.8	3.0	3.4	8.0	2.3	
ANN PARISH ELEM	7	57	113	37	12	42	2	21.7	43.0	14.1	4.6	16.0	0.8	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
ANN PARISH ELEM	8	111	123	8	6	11	4	42.2	46.8	3.0	2.3	4.2	1.5			
ANN PARISH ELEM	9	70	143	15	4	27	4	26.6	54.4	5.7	1.5	10.3	1.5			
ANN PARISH ELEM	10	85	133	13	9	14	9	32.3	50.6	4.9	3.4	5.3	3.4			
BOSQUE FARMS ELEM	1	51	55	4	4	2	21	37.2	40.1	2.9	2.9	1.5	15.3			
BOSQUE FARMS ELEM	2	33	59	13	9	1	22	24.1	43.1	9.5	6.6	0.7	16.1			
BOSQUE FARMS ELEM	3	47	61	3	1	4	21	34.3	44.5	2.2	0.7	2.9	15.3			
BOSQUE FARMS ELEM	4	37	56	12	4	4	24	27.0	40.9	8.8	2.9	2.9	17.5			
BOSQUE FARMS ELEM	5	46	58	3	1	8	21	33.6	42.3	2.2	0.7	5.8	15.3			
BOSQUE FARMS ELEM	6	37	61	6	6	5	22	27.0	44.5	4.4	4.4	3.6	16.1			
BOSQUE FARMS ELEM	7	13	44	28	13	16	23	9.5	32.1	20.4	9.5	11.7	16.8			
BOSQUE FARMS ELEM	8	52	44	9	6	2	24	38.0	32.1	6.6	4.4	1.5	17.5			
BOSQUE FARMS ELEM	9	37	56	13	2	6	23	27.0	40.9	9.5	1.5	4.4	16.8			
BOSQUE FARMS ELEM	10	34	75	1	2	3	22	24.8	54.7	0.7	1.5	2.2	16.1			
CENTURY ALT HIGH	1	2	5	0	0	0	0	28.6	71.4	0.0	0.0	0.0	0.0			
CENTURY ALT HIGH	2	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0			
CENTURY ALT HIGH	3	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0			
CENTURY ALT HIGH	4	3	3	0	0	1	0	42.9	42.9	0.0	0.0	14.3	0.0			
CENTURY ALT HIGH	5	2	3	1	0	1	0	28.6	42.9	14.3	0.0	14.3	0.0			
CENTURY ALT HIGH	6	3	2	0	1	1	0	42.9	28.6	0.0	14.3	14.3	0.0			
CENTURY ALT HIGH	7	0	3	1	2	1	0	0.0	42.9	14.3	28.6	14.3	0.0			
CENTURY ALT HIGH	8	2	4	0	1	0	0	28.6	57.1	0.0	14.3	0.0	0.0			
CENTURY ALT HIGH	9	2	3	0	1	1	0	28.6	42.9	0.0	14.3	14.3	0.0			
CENTURY ALT HIGH	10	1	3	2	0	1	0	14.3	42.9	28.6	0.0	14.3	0.0			
DANIEL FERNANDEZ INT	1	28	60	6	3	10	20	22.0	47.2	4.7	2.4	7.9	15.7			
DANIEL FERNANDEZ INT	2	17	63	14	3	8	22	13.4	49.6	11.0	2.4	6.3	17.3			
DANIEL FERNANDEZ INT	3	27	58	10	3	5	24	21.3	45.7	7.9	2.4	3.9	18.9			
DANIEL FERNANDEZ INT	4	22	48	22	9	4	22	17.3	37.8	17.3	7.1	3.1	17.3			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
DANIEL FERNANDEZ INT	5	24	63	4	2	11	23	18.9	49.6	3.1	1.6	8.7	18.1	
DANIEL FERNANDEZ INT	6	22	53	6	8	14	24	17.3	41.7	4.7	6.3	11.0	18.9	
DANIEL FERNANDEZ INT	7	14	49	27	11	12	14	11.0	38.6	21.3	8.7	9.4	11.0	
DANIEL FERNANDEZ INT	8	35	52	7	6	2	25	27.6	40.9	5.5	4.7	1.6	19.7	
DANIEL FERNANDEZ INT	9	19	56	13	5	8	26	15.0	44.1	10.2	3.9	6.3	20.5	
DANIEL FERNANDEZ INT	10	30	63	4	2	2	26	23.6	49.6	3.1	1.6	1.6	20.5	
DESERT VIEW ELEM	1	57	120	18	9	35	22	21.8	46.0	6.9	3.4	13.4	8.4	
DESERT VIEW ELEM	2	67	136	16	3	39	0	25.7	52.1	6.1	1.1	14.9	0.0	
DESERT VIEW ELEM	3	49	127	25	8	28	24	18.8	48.7	9.6	3.1	10.7	9.2	
DESERT VIEW ELEM	4	59	137	20	14	11	20	22.6	52.5	7.7	5.4	4.2	7.7	
DESERT VIEW ELEM	5	62	138	7	3	29	22	23.8	52.9	2.7	1.1	11.1	8.4	
DESERT VIEW ELEM	6	34	134	23	7	21	42	13.0	51.3	8.8	2.7	8.0	16.1	
DESERT VIEW ELEM	7	41	98	30	17	50	25	15.7	37.5	11.5	6.5	19.2	9.6	
DESERT VIEW ELEM	8	86	134	12	4	4	21	33.0	51.3	4.6	1.5	1.5	8.0	
DESERT VIEW ELEM	9	48	138	16	5	32	22	18.4	52.9	6.1	1.9	12.3	8.4	
DESERT VIEW ELEM	10	75	120	28	10	5	23	28.7	46.0	10.7	3.8	1.9	8.8	
K. GALLEGOS ELEM	1	137	178	15	3	9	45	35.4	46.0	3.9	0.8	2.3	11.6	
K. GALLEGOS ELEM	2	95	148	58	28	13	45	24.5	38.2	15.0	7.2	3.4	11.6	
K. GALLEGOS ELEM	3	155	163	0	10	6	53	40.1	42.1	0.0	2.6	1.6	13.7	
K. GALLEGOS ELEM	4	86	161	19	6	3	112	22.2	41.6	4.9	1.6	0.8	28.9	
K. GALLEGOS ELEM	5	117	182	12	12	30	34	30.2	47.0	3.1	3.1	7.8	8.8	
K. GALLEGOS ELEM	6	130	169	11	4	5	68	33.6	43.7	2.8	1.0	1.3	17.6	
K. GALLEGOS ELEM	7	68	136	43	23	24	93	17.6	35.1	11.1	5.9	6.2	24.0	
K. GALLEGOS ELEM	8	209	119	2	2	0	55	54.0	30.7	0.5	0.5	0.0	14.2	
K. GALLEGOS ELEM	9	129	177	11	3	13	54	33.3	45.7	2.8	0.8	3.4	14.0	
K. GALLEGOS ELEM	10	162	145	16	6	8	50	41.9	37.5	4.1	1.6	2.1	12.9	
LOS LUNAS ELEMENTARY	1	140	143	9	3	8	18	43.6	44.5	2.8	0.9	2.5	5.6	

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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		
LOS LUNAS ELEMENTARY	2	133	137	15	3	14	19	41.4	42.7	4.7	0.9	4.4	5.9	
LOS LUNAS ELEMENTARY	3	126	153	9	3	9	21	39.3	47.7	2.8	0.9	2.8	6.5	
LOS LUNAS ELEMENTARY	4	138	139	14	3	5	22	43.0	43.3	4.4	0.9	1.6	6.9	
LOS LUNAS ELEMENTARY	5	108	139	13	3	37	21	33.6	43.3	4.0	0.9	11.5	6.5	
LOS LUNAS ELEMENTARY	6	114	145	17	9	12	24	35.5	45.2	5.3	2.8	3.7	7.5	
LOS LUNAS ELEMENTARY	7	74	119	43	22	39	24	23.1	37.1	13.4	6.9	12.1	7.5	
LOS LUNAS ELEMENTARY	8	172	101	37	8	3	0	53.6	31.5	11.5	2.5	0.9	0.0	
LOS LUNAS ELEMENTARY	9	119	143	13	5	20	21	37.1	44.5	4.0	1.6	6.2	6.5	
LOS LUNAS ELEMENTARY	10	134	127	16	7	13	24	41.7	39.6	5.0	2.2	4.0	7.5	
LOS LUNAS FAMILY SCH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
LOS LUNAS HIGH	1	5	41	16	3	5	1	7.0	57.7	22.5	4.2	7.0	1.4	
LOS LUNAS HIGH	2	6	36	16	6	3	4	8.5	50.7	22.5	8.5	4.2	5.6	
LOS LUNAS HIGH	3	13	32	19	4	1	2	18.3	45.1	26.8	5.6	1.4	2.8	
LOS LUNAS HIGH	4	10	31	12	10	5	3	14.1	43.7	16.9	14.1	7.0	4.2	
LOS LUNAS HIGH	5	12	26	14	6	9	4	16.9	36.6	19.7	8.5	12.7	5.6	
LOS LUNAS HIGH	6	7	33	14	11	6	0	9.9	46.5	19.7	15.5	8.5	0.0	
LOS LUNAS HIGH	7	14	32	10	5	6	4	19.7	45.1	14.1	7.0	8.5	5.6	
LOS LUNAS HIGH	8	12	39	7	7	2	4	16.9	54.9	9.9	9.9	2.8	5.6	
LOS LUNAS HIGH	9	9	33	15	5	3	6	12.7	46.5	21.1	7.0	4.2	8.5	
LOS LUNAS HIGH	10	27	29	9	1	1	4	38.0	40.8	12.7	1.4	1.4	5.6	
LOS LUNAS MIDDLE	1	23	80	20	4	21	42	12.1	42.1	10.5	2.1	11.1	22.1	
LOS LUNAS MIDDLE	2	31	84	12	4	15	44	16.3	44.2	6.3	2.1	7.9	23.2	
LOS LUNAS MIDDLE	3	31	80	13	7	14	45	16.3	42.1	6.8	3.7	7.4	23.7	
LOS LUNAS MIDDLE	4	23	66	30	15	8	48	12.1	34.7	15.8	7.9	4.2	25.3	
LOS LUNAS MIDDLE	5	35	75	14	4	17	45	18.4	39.5	7.4	2.1	8.9	23.7	
LOS LUNAS MIDDLE	6	19	71	28	11	18	43	10.0	37.4	14.7	5.8	9.5	22.6	
LOS LUNAS MIDDLE	7	26	73	23	5	18	45	13.7	38.4	12.1	2.6	9.5	23.7	

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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				
LOS LUNAS MIDDLE	8	35	79	19	10	2	45	18.4	41.6	10.0	5.3	1.1	23.7			
LOS LUNAS MIDDLE	9	25	66	25	3	24	47	13.2	34.7	13.2	1.6	12.6	24.7			
LOS LUNAS MIDDLE	10	58	69	13	5	2	43	30.5	36.3	6.8	2.6	1.1	22.6			
MANZANO VISTA MIDDLE	1	12	49	5	2	9	0	15.6	63.6	6.5	2.6	11.7	0.0			
MANZANO VISTA MIDDLE	2	15	43	4	3	10	2	19.5	55.8	5.2	3.9	13.0	2.6			
MANZANO VISTA MIDDLE	3	13	46	7	2	7	2	16.9	59.7	9.1	2.6	9.1	2.6			
MANZANO VISTA MIDDLE	4	10	41	11	6	7	2	13.0	53.2	14.3	7.8	9.1	2.6			
MANZANO VISTA MIDDLE	5	17	41	6	3	8	2	22.1	53.2	7.8	3.9	10.4	2.6			
MANZANO VISTA MIDDLE	6	12	39	10	7	8	1	15.6	50.6	13.0	9.1	10.4	1.3			
MANZANO VISTA MIDDLE	7	15	34	8	5	14	1	19.5	44.2	10.4	6.5	18.2	1.3			
MANZANO VISTA MIDDLE	8	13	41	13	4	5	1	16.9	53.2	16.9	5.2	6.5	1.3			
MANZANO VISTA MIDDLE	9	13	42	7	3	11	1	16.9	54.5	9.1	3.9	14.3	1.3			
MANZANO VISTA MIDDLE	10	19	41	7	4	2	4	24.7	53.2	9.1	5.2	2.6	5.2			
PERALTA ELEMENTARY	1	24	47	6	0	1	9	27.6	54.0	6.9	0.0	1.1	10.3			
PERALTA ELEMENTARY	2	27	41	5	2	2	10	31.0	47.1	5.7	2.3	2.3	11.5			
PERALTA ELEMENTARY	3	35	39	2	1	0	10	40.2	44.8	2.3	1.1	0.0	11.5			
PERALTA ELEMENTARY	4	29	45	2	1	0	10	33.3	51.7	2.3	1.1	0.0	11.5			
PERALTA ELEMENTARY	5	19	50	3	1	4	10	21.8	57.5	3.4	1.1	4.6	11.5			
PERALTA ELEMENTARY	6	37	40	7	1	2	0	42.5	46.0	8.0	1.1	2.3	0.0			
PERALTA ELEMENTARY	7	13	31	8	2	10	23	14.9	35.6	9.2	2.3	11.5	26.4			
PERALTA ELEMENTARY	8	43	30	4	0	0	10	49.4	34.5	4.6	0.0	0.0	11.5			
PERALTA ELEMENTARY	9	25	42	4	0	5	11	28.7	48.3	4.6	0.0	5.7	12.6			
PERALTA ELEMENTARY	10	30	45	2	0	0	10	34.5	51.7	2.3	0.0	0.0	11.5			
RAYMOND GABALDON INT	1	58	162	9	5	10	0	23.8	66.4	3.7	2.0	4.1	0.0			
RAYMOND GABALDON INT	2	43	139	33	15	13	1	17.6	57.0	13.5	6.1	5.3	0.4			
RAYMOND GABALDON INT	3	72	139	14	8	9	2	29.5	57.0	5.7	3.3	3.7	0.8			
RAYMOND GABALDON INT	4	62	125	31	6	13	7	25.4	51.2	12.7	2.5	5.3	2.9			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
RAYMOND GABALDON INT	5	51	144	16	4	28	1	20.9	59.0	6.6	1.6	11.5	0.4	
RAYMOND GABALDON INT	6	50	141	24	10	16	3	20.5	57.8	9.8	4.1	6.6	1.2	
RAYMOND GABALDON INT	7	32	110	47	21	30	4	13.1	45.1	19.3	8.6	12.3	1.6	
RAYMOND GABALDON INT	8	98	113	23	6	1	3	40.2	46.3	9.4	2.5	0.4	1.2	
RAYMOND GABALDON INT	9	52	136	23	7	21	5	21.3	55.7	9.4	2.9	8.6	2.0	
RAYMOND GABALDON INT	10	86	119	17	5	10	7	35.2	48.8	7.0	2.0	4.1	2.9	
TOME ELEMENTARY	1	52	131	18	15	27	49	17.8	44.9	6.2	5.1	9.2	16.8	
TOME ELEMENTARY	2	49	125	31	16	20	51	16.8	42.8	10.6	5.5	6.8	17.5	
TOME ELEMENTARY	3	43	118	29	17	30	55	14.7	40.4	9.9	5.8	10.3	18.8	
TOME ELEMENTARY	4	61	122	28	23	16	42	20.9	41.8	9.6	7.9	5.5	14.4	
TOME ELEMENTARY	5	44	133	16	13	26	60	15.1	45.5	5.5	4.5	8.9	20.5	
TOME ELEMENTARY	6	43	121	80	27	21	0	14.7	41.4	27.4	9.2	7.2	0.0	
TOME ELEMENTARY	7	34	105	35	28	34	56	11.6	36.0	12.0	9.6	11.6	19.2	
TOME ELEMENTARY	8	99	90	23	14	8	58	33.9	30.8	7.9	4.8	2.7	19.9	
TOME ELEMENTARY	9	53	129	12	17	26	55	18.2	44.2	4.1	5.8	8.9	18.8	
TOME ELEMENTARY	10	72	111	25	16	9	59	24.7	38.0	8.6	5.5	3.1	20.2	
VALENCIA ELEMENTARY	1	54	103	10	3	6	11	28.9	55.1	5.3	1.6	3.2	5.9	
VALENCIA ELEMENTARY	2	73	95	2	2	6	9	39.0	50.8	1.1	1.1	3.2	4.8	
VALENCIA ELEMENTARY	3	66	91	11	3	4	12	35.3	48.7	5.9	1.6	2.1	6.4	
VALENCIA ELEMENTARY	4	64	89	16	5	3	10	34.2	47.6	8.6	2.7	1.6	5.3	
VALENCIA ELEMENTARY	5	67	96	3	0	10	11	35.8	51.3	1.6	0.0	5.3	5.9	
VALENCIA ELEMENTARY	6	58	83	16	11	6	13	31.0	44.4	8.6	5.9	3.2	7.0	
VALENCIA ELEMENTARY	7	32	70	40	12	22	11	17.1	37.4	21.4	6.4	11.8	5.9	
VALENCIA ELEMENTARY	8	88	75	9	4	1	10	47.1	40.1	4.8	2.1	0.5	5.3	
VALENCIA ELEMENTARY	9	56	96	8	5	11	11	29.9	51.3	4.3	2.7	5.9	5.9	
VALENCIA ELEMENTARY	10	78	94	7	4	4	0	41.7	50.3	3.7	2.1	2.1	0.0	
VALENCIA HIGH	1	1	11	6	1	0	1	5.0	55.0	30.0	5.0	0.0	5.0	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
VALENCIA HIGH	2	13	4	0	0	1	10.0	65.0	20.0	0.0	0.0	5.0		
VALENCIA HIGH	3	7	6	1	0	1	25.0	35.0	30.0	5.0	0.0	5.0		
VALENCIA HIGH	4	8	4	2	1	1	20.0	40.0	20.0	10.0	5.0	5.0		
VALENCIA HIGH	5	8	2	1	3	1	25.0	40.0	10.0	5.0	15.0	5.0		
VALENCIA HIGH	6	9	3	3	2	1	10.0	45.0	15.0	15.0	10.0	5.0		
VALENCIA HIGH	7	9	4	3	1	0	15.0	45.0	20.0	15.0	5.0	0.0		
VALENCIA HIGH	8	9	4	2	1	1	15.0	45.0	20.0	10.0	5.0	5.0		
VALENCIA HIGH	9	9	3	1	3	1	15.0	45.0	15.0	5.0	15.0	5.0		
VALENCIA HIGH	10	11	0	0	1	1	35.0	55.0	0.0	0.0	5.0	5.0		

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%).