



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

Printed: 10/14/2008

PORTALES

NO CHILD LEFT BEHIND SUMMARY

PORTALES

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	7	100
Schools in School Improvement	4	57
Schools in Corrective Action	3	43
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*

	PORTALES		STATE WIDE	
	Number	Percent	Number	Percent
Female	1408	49.5	159155	48.8
Male	1439	50.5	167000	51.2
Caucasian	1248	43.8	99600	30.5
African-American	61	2.1	8523	2.6
Hispanic	1509	53.0	178091	54.6
Asian/Pacific Islander	4	0.1	4246	1.3
American Indian	25	0.9	35679	10.9
English Language Learners	190	6.7	60832	18.7
Students with Disabilities	493	17.3	48634	14.9
Free/Reduced Lunch Program	1933	67.9	193840	59.4
Migrant	69	2.4	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
BROWN ELEMENTARY	AYP Not Met	SI-2	JAMES ELEMENTARY	AYP Not Met	CA
LINDSEY ELEMENTARY	Meets AYP	SI-2 delay	PORTALES HIGH	Meets AYP	SI-2 delay
PORTALES JR HIGH	AYP Not Met	CA	STEINER ELEMENTARY	AYP Not Met	CA
VALENCIA ELEMENTARY	Meets AYP	SI-2 delay			

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/	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	57.4	64.9	***	52.3	***	***	52.0	58.3	23.4	
All students in Grades 6, 7 & 8	Reading Proficiency	42	51.0	65.8	***	40.1	***	***	42.0	48.3	15.6	
All Students in Grades 9 & 11	Reading Proficiency	45	50.5	64.4	***	34.5	***	***	39.1	***	3.5	
BROWN ELEMENTARY	Reading Proficiency	49	54.9	60.3	***	51.9	***	***	50.5	***	20.5	
JAMES ELEMENTARY	Reading Proficiency	49	55.2	58.2	***	53.9	***	***	51.9	***	15.2	
LINDSEY ELEMENTARY	Reading Proficiency	42	52.4	64.2	***	43.1	***	***	44.2	***	15.8	
PORTALES HIGH	Reading Proficiency	45	51.3	64.7	***	35.9	***	***	40.6	***	19.4	
PORTALES JR HIGH	Reading Proficiency	45	50.4	66.5	***	39.0	***	***	41.3	60.0	18.0	
STEINER ELEMENTARY	Reading Proficiency	49	53.8	56.8	***	52.5	***	***	50.4	***	16.7	
VALENCIA ELEMENTARY	Reading Proficiency	49	58.2	68.0	***	51.4	***	***	51.9	58.3	29.9	
All Students in Grades 3, 4 & 5	Math Proficiency	33	42.0	53.6	***	34.2	***	***	35.4	8.3	19.6	
All students in Grades 6, 7 & 8	Math Proficiency	20	25.9	36.6	***	18.2	***	***	16.8	20.7	7.8	
All Students in Grades 9 & 11	Math Proficiency	27	36.3	50.3	***	20.1	***	***	25.3	***	<1.0	
BROWN ELEMENTARY	Math Proficiency	33	33.3	41.2	***	28.4	***	***	25.7	***	15.4	
JAMES ELEMENTARY	Math Proficiency	33	34.3	38.5	***	32.2	***	***	29.1	***	13.0	
LINDSEY ELEMENTARY	Math Proficiency	20	30.3	44.4	***	19.6	***	***	20.0	***	10.5	
PORTALES HIGH	Math Proficiency	27	37.4	50.9	***	21.8	***	***	27.2	***	16.7	
PORTALES JR HIGH	Math Proficiency	20	23.7	32.3	***	17.5	***	***	15.1	20.0	6.6	
STEINER ELEMENTARY	Math Proficiency	33	33.2	38.3	***	30.3	***	***	27.4	***	11.9	
VALENCIA ELEMENTARY	Math Proficiency	33	45.8	62.0	***	35.1	***	***	38.8	8.3	23.9	
All Students in Grades 3, 4 & 5	Attendance Rate	92	93.5	93.8	***	93.2	***	***	93.2	94.1	92.9	
All students in Grades 6, 7 & 8	Attendance Rate	92	93.8	94.1	***	93.5	***	***	93.3	95.2	93.8	
JAMES ELEMENTARY	Attendance Rate	92	93.5	93.6	***	93.3	***	***	93.2	***	93.1	
LINDSEY ELEMENTARY	Attendance Rate	92	94.6	94.3	***	94.7	***	***	94.4	***	95.1	
PORTALES JR HIGH	Attendance Rate	92	93.5	94.0	***	92.9	***	***	92.8	94.4	93.4	
STEINER ELEMENTARY	Attendance Rate	92	94.0	94.4	***	93.4	***	***	93.6	***	92.8	
VALENCIA ELEMENTARY	Attendance Rate	92	93.7	94.1	***	93.2	***	***	93.3	94.1	93.5	
All Students in Grade 12	Graduation Rate	90	91.4	92.3	***	89.8	***	***	86.7	***	87.5	
PORTALES HIGH	Graduation Rate	90	92.7	93.5	***	91.4	***	***	87.3	***	88.9	

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	120	9	56	31	4	0	99	120	4	28	62	6	0
	Male	98	125	2	43	30	23	2	100	125	1	34	58	7	2
Ethnicity	Caucasian	99	105	8	48	30	14	1	99	105	3	33	54	9	1
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	135	4	51	31	13	1	100	135	2	30	64	4	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	53	0	17	42	42	0	100	53	0	15	68	17	0
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	99	190	5	47	31	16	1	100	190	2	26	66	6	1
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	99	245	6	49	30	14	1	100	245	2	31	60	7	1
	2005-06	100	234	6	53	29	12	0	99	234	3	46	45	5	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	108	14	43	35	8	0	100	108	6	42	47	5	0
	Male	99	115	8	40	33	18	1	100	115	10	43	41	6	0
Ethnicity	Caucasian	99	83	20	40	31	7	1	100	83	12	49	36	2	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	134	5	42	37	16	0	100	134	7	38	48	7	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	40	3	23	25	50	0	100	40	0	33	58	10	0
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	99	167	7	38	38	17	1	100	167	6	40	49	6	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	223	11	41	34	13	0	100	223	9	42	44	5	0
	2005-06	100	217	9	40	36	15	0	100	217	11	31	49	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	114	21	51	25	4	0	100	114	9	32	51	8	0
	Male	100	102	7	47	34	12	0	100	102	10	29	45	16	0
Ethnicity	Caucasian	100	91	22	52	16	10	0	100	91	16	43	29	12	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	117	9	47	38	6	0	100	117	4	23	62	11	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	100	35	6	26	31	37	0	100	35	3	9	46	43	0
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	151	9	50	32	9	0	100	151	5	26	55	14	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	216	14	49	29	7	0	100	216	9	31	48	12	0
	2005-06	100	216	11	48	34	7	0	100	216	4	36	51	9	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	108	4	54	37	6	0	100	108	7	21	59	12	0
	Male	100	105	3	42	40	15	0	100	105	3	27	57	13	0
Ethnicity	Caucasian	100	95	6	57	28	8	0	100	95	11	31	51	8	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	114	1	41	46	11	0	100	114	1	19	64	16	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	23	4	13	48	35	0	100	23	4	4	57	35	0
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	143	1	41	43	15	0	100	143	1	17	64	17	0
	Migrant	1.00	7	***	***	***	***	0	1.00	7	***	***	***	***	0
All Students	2006-07	100	213	3	48	38	10	0	100	213	5	24	58	13	0
	2005-06	100	217	3	42	44	11	0	100	217	4	29	47	19	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	110	15	44	33	9	0	100	109	5	17	55	24	0
	Male	100	107	5	36	46	13	0	100	107	4	19	49	29	0
Ethnicity	Caucasian	100	89	17	43	29	11	0	100	88	9	19	50	22	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	123	5	38	46	11	0	100	123	1	17	51	31	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	35	6	11	51	31	0	100	35	3	6	31	60	0
	ELL ³	100	14	7	71	0	21	0	100	14	0	29	50	21	0
	FRLP	100	156	4	40	43	13	0	100	155	1	14	58	27	0
	Migrant	1.00	4	***	***	***	***	0	1.00	4	***	***	***	***	0
All Students	2006-07	100	217	10	40	39	11	0	100	216	4	18	52	26	0
	2005-06	99	232	4	50	36	8	1	99	232	2	24	50	23	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	99	106	1	51	39	8	1	99	106	0	23	54	23	1
	Male	98	127	1	46	34	17	2	98	127	4	20	44	29	2
Ethnicity	Caucasian	98	102	2	63	25	8	2	98	102	3	29	55	11	2
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	98	125	0	37	44	18	2	98	125	2	15	42	39	2
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	97	39	0	15	31	51	3	97	39	0	3	21	74	3
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	99	154	0	38	46	15	1	99	154	1	14	50	34	1
	Migrant	1.00	9	***	***	***	***	0	1.00	9	***	***	***	***	0
All Students	2006-07	98	233	1	48	36	13	2	98	233	2	21	48	26	2
	2005-06	100	219	5	54	33	8	0	100	219	5	22	54	19	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	101	5	51	23	21	0	100	101	6	39	47	9	0
	Male	97	106	6	47	19	25	3	98	106	11	27	49	10	2
Ethnicity	Caucasian	99	98	8	61	19	10	1	100	98	14	46	36	4	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	98	102	3	39	21	35	2	98	102	4	20	60	15	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	96	26	15	8	4	69	4	96	26	15	4	46	31	4
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	98	139	4	41	24	29	2	99	139	7	26	54	12	1
	Migrant	.83	5	***	***	***	***	1	.83	5	***	***	***	***	1
All Students	2006-07	99	207	5	49	21	23	1	99	207	9	33	48	10	1
	2005-06	99	176	0	45	32	22	1	97	176	6	39	39	13	3
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	78	5	38	45	10	1	99	78	5	27	37	29	1
	Male	98	93	8	29	46	15	2	97	93	5	24	47	20	3
Ethnicity	Caucasian	98	98	7	46	37	8	2	98	98	7	34	42	15	2
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	98	66	5	15	59	20	2	97	66	2	15	45	35	3
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	100	22	9	0	32	59	0	100	22	5	5	14	77	0
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	99	81	5	22	53	19	1	99	81	1	17	47	33	1
	Migrant	1.00	3	***	***	***	***	0	1.00	3	***	***	***	***	0
All Students	2006-07	98	171	6	33	46	13	2	98	171	5	25	43	25	2
	2005-06	99	165	8	55	24	12	1	99	165	7	21	55	16	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
Brooks, David	5
Garrett, Dr Alan	12
Rodriguez, Inez	23
Rowley, Mary Lou	2
Savage, Rod	17

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	11,005,542	60
Instructional Support Services	7,338,234	40
Students	1,705,317	23
Instruction	523,515	7
General Administration	547,894	7
School Administration	1,335,015	18
Central Services	711,270	10
Operations & Maintenance	2,515,222	34
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	110,667	1
Total Expenditures	18,454,442	

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	190	72.1	27.9	0.7
BROWN ELEMENTARY	22	81.8	18.2	0.0
JAMES ELEMENTARY	33	63.6	36.4	10.3
LINDSEY ELEMENTARY	13	84.6	15.4	0.0
PORTALES DIST OFFICE	1	0.0	100.0	***
PORTALES HIGH	45	71.1	28.9	0.0
PORTALES JR HIGH	29	72.4	27.6	0.0
STEINER ELEMENTARY	21	81.0	19.0	0.0
VALENCIA ELEMENTARY	26	65.4	34.6	0.0

* 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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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	409	771	39	12	44	34	31.2	58.9	3.0	0.9	3.4	2.6	
DISTRICT WIDE TOTALS	2	452	720	57	17	48	15	34.5	55.0	4.4	1.3	3.7	1.1	
DISTRICT WIDE TOTALS	3	417	764	53	13	36	26	31.9	58.4	4.0	1.0	2.8	2.0	
DISTRICT WIDE TOTALS	4	421	733	76	20	21	38	32.2	56.0	5.8	1.5	1.6	2.9	
DISTRICT WIDE TOTALS	5	358	700	48	14	161	28	27.3	53.5	3.7	1.1	12.3	2.1	
DISTRICT WIDE TOTALS	6	393	754	64	13	54	31	30.0	57.6	4.9	1.0	4.1	2.4	
DISTRICT WIDE TOTALS	7	304	647	106	37	118	97	23.2	49.4	8.1	2.8	9.0	7.4	
DISTRICT WIDE TOTALS	8	552	679	36	14	11	17	42.2	51.9	2.8	1.1	0.8	1.3	
DISTRICT WIDE TOTALS	9	406	740	46	20	64	33	31.0	56.5	3.5	1.5	4.9	2.5	
DISTRICT WIDE TOTALS	10	482	714	48	11	24	30	36.8	54.5	3.7	0.8	1.8	2.3	
BROWN ELEMENTARY	1	82	56	2	0	1	6	55.8	38.1	1.4	0.0	0.7	4.1	
BROWN ELEMENTARY	2	102	39	3	1	1	1	69.4	26.5	2.0	0.7	0.7	0.7	
BROWN ELEMENTARY	3	88	50	5	0	3	1	59.9	34.0	3.4	0.0	2.0	0.7	
BROWN ELEMENTARY	4	94	51	0	0	1	1	63.9	34.7	0.0	0.0	0.7	0.7	
BROWN ELEMENTARY	5	51	54	4	1	35	2	34.7	36.7	2.7	0.7	23.8	1.4	
BROWN ELEMENTARY	6	72	64	2	0	5	4	49.0	43.5	1.4	0.0	3.4	2.7	
BROWN ELEMENTARY	7	48	45	8	4	25	17	32.7	30.6	5.4	2.7	17.0	11.6	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
BROWN ELEMENTARY	8	98	46	2	0	1	0	66.7	31.3	1.4	0.0	0.7	0.0	
BROWN ELEMENTARY	9	83	60	0	0	3	1	56.5	40.8	0.0	0.0	2.0	0.7	
BROWN ELEMENTARY	10	74	65	4	0	4	0	50.3	44.2	2.7	0.0	2.7	0.0	
JAMES ELEMENTARY	1	109	158	3	1	10	9	37.6	54.5	1.0	0.3	3.4	3.1	
JAMES ELEMENTARY	2	101	164	7	4	9	5	34.8	56.6	2.4	1.4	3.1	1.7	
JAMES ELEMENTARY	3	112	155	4	3	9	7	38.6	53.4	1.4	1.0	3.1	2.4	
JAMES ELEMENTARY	4	114	159	7	4	4	2	39.3	54.8	2.4	1.4	1.4	0.7	
JAMES ELEMENTARY	5	88	149	6	3	39	5	30.3	51.4	2.1	1.0	13.4	1.7	
JAMES ELEMENTARY	6	114	154	4	3	12	3	39.3	53.1	1.4	1.0	4.1	1.0	
JAMES ELEMENTARY	7	66	129	27	6	30	32	22.8	44.5	9.3	2.1	10.3	11.0	
JAMES ELEMENTARY	8	165	115	3	1	1	5	56.9	39.7	1.0	0.3	0.3	1.7	
JAMES ELEMENTARY	9	113	154	3	3	10	7	39.0	53.1	1.0	1.0	3.4	2.4	
JAMES ELEMENTARY	10	112	155	8	1	6	8	38.6	53.4	2.8	0.3	2.1	2.8	
LINDSEY ELEMENTARY	1	35	104	3	0	4	7	22.9	68.0	2.0	0.0	2.6	4.6	
LINDSEY ELEMENTARY	2	29	96	12	5	9	2	19.0	62.7	7.8	3.3	5.9	1.3	
LINDSEY ELEMENTARY	3	34	107	6	2	3	1	22.2	69.9	3.9	1.3	2.0	0.7	
LINDSEY ELEMENTARY	4	35	98	11	4	3	2	22.9	64.1	7.2	2.6	2.0	1.3	
LINDSEY ELEMENTARY	5	34	91	7	2	18	1	22.2	59.5	4.6	1.3	11.8	0.7	
LINDSEY ELEMENTARY	6	34	103	5	1	5	5	22.2	67.3	3.3	0.7	3.3	3.3	
LINDSEY ELEMENTARY	7	28	87	15	8	9	6	18.3	56.9	9.8	5.2	5.9	3.9	
LINDSEY ELEMENTARY	8	35	107	4	2	2	3	22.9	69.9	2.6	1.3	1.3	2.0	
LINDSEY ELEMENTARY	9	33	100	4	2	12	2	21.6	65.4	2.6	1.3	7.8	1.3	
LINDSEY ELEMENTARY	10	44	95	6	1	2	5	28.8	62.1	3.9	0.7	1.3	3.3	
PORTALES HIGH	1	18	109	10	5	4	6	11.8	71.7	6.6	3.3	2.6	3.9	
PORTALES HIGH	2	11	109	17	2	12	1	7.2	71.7	11.2	1.3	7.9	0.7	
PORTALES HIGH	3	23	92	26	4	4	3	15.1	60.5	17.1	2.6	2.6	2.0	
PORTALES HIGH	4	11	97	21	7	5	11	7.2	63.8	13.8	4.6	3.3	7.2	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
PORTALES HIGH	5	20	100	13	1	14	4	13.2	65.8	8.6	0.7	9.2	2.6			
PORTALES HIGH	6	13	104	23	4	5	3	8.6	68.4	15.1	2.6	3.3	2.0			
PORTALES HIGH	7	26	97	18	4	3	4	17.1	63.8	11.8	2.6	2.0	2.6			
PORTALES HIGH	8	19	112	14	5	1	1	12.5	73.7	9.2	3.3	0.7	0.7			
PORTALES HIGH	9	15	92	25	6	10	4	9.9	60.5	16.4	3.9	6.6	2.6			
PORTALES HIGH	10	45	97	5	2	2	1	29.6	63.8	3.3	1.3	1.3	0.7			
PORTALES JR HIGH	1	40	102	8	3	14	2	23.7	60.4	4.7	1.8	8.3	1.2			
PORTALES JR HIGH	2	69	90	2	2	3	3	40.8	53.3	1.2	1.2	1.8	1.8			
PORTALES JR HIGH	3	44	107	7	1	8	2	26.0	63.3	4.1	0.6	4.7	1.2			
PORTALES JR HIGH	4	39	94	22	3	2	9	23.1	55.6	13.0	1.8	1.2	5.3			
PORTALES JR HIGH	5	62	90	4	3	6	4	36.7	53.3	2.4	1.8	3.6	2.4			
PORTALES JR HIGH	6	41	87	21	1	12	7	24.3	51.5	12.4	0.6	7.1	4.1			
PORTALES JR HIGH	7	53	88	9	0	10	9	31.4	52.1	5.3	0.0	5.9	5.3			
PORTALES JR HIGH	8	49	96	12	4	3	5	29.0	56.8	7.1	2.4	1.8	3.0			
PORTALES JR HIGH	9	42	95	7	3	14	8	24.9	56.2	4.1	1.8	8.3	4.7			
PORTALES JR HIGH	10	62	79	15	2	6	5	36.7	46.7	8.9	1.2	3.6	3.0			
STEINER ELEMENTARY	1	58	80	8	1	2	3	38.2	52.6	5.3	0.7	1.3	2.0			
STEINER ELEMENTARY	2	47	79	14	2	9	1	30.9	52.0	9.2	1.3	5.9	0.7			
STEINER ELEMENTARY	3	57	83	2	2	3	5	37.5	54.6	1.3	1.3	2.0	3.3			
STEINER ELEMENTARY	4	66	78	2	1	2	3	43.4	51.3	1.3	0.7	1.3	2.0			
STEINER ELEMENTARY	5	40	79	4	1	20	8	26.3	52.0	2.6	0.7	13.2	5.3			
STEINER ELEMENTARY	6	63	78	2	2	5	2	41.4	51.3	1.3	1.3	3.3	1.3			
STEINER ELEMENTARY	7	34	67	13	6	18	14	22.4	44.1	8.6	3.9	11.8	9.2			
STEINER ELEMENTARY	8	87	60	0	1	3	1	57.2	39.5	0.0	0.7	2.0	0.7			
STEINER ELEMENTARY	9	58	79	4	1	6	4	38.2	52.0	2.6	0.7	3.9	2.6			
STEINER ELEMENTARY	10	60	79	4	1	4	4	39.5	52.0	2.6	0.7	2.6	2.6			
VALENCIA ELEMENTARY	1	67	162	5	2	9	1	27.2	65.9	2.0	0.8	3.7	0.4			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
VALENCIA ELEMENTARY	2	93	143	2	1	5	2	37.8	58.1	0.8	0.4	2.0	0.8	
VALENCIA ELEMENTARY	3	59	170	3	1	6	7	24.0	69.1	1.2	0.4	2.4	2.8	
VALENCIA ELEMENTARY	4	62	156	13	1	4	10	25.2	63.4	5.3	0.4	1.6	4.1	
VALENCIA ELEMENTARY	5	63	137	10	3	29	4	25.6	55.7	4.1	1.2	11.8	1.6	
VALENCIA ELEMENTARY	6	56	164	7	2	10	7	22.8	66.7	2.8	0.8	4.1	2.8	
VALENCIA ELEMENTARY	7	49	134	16	9	23	15	19.9	54.5	6.5	3.7	9.3	6.1	
VALENCIA ELEMENTARY	8	99	143	1	1	0	2	40.2	58.1	0.4	0.4	0.0	0.8	
VALENCIA ELEMENTARY	9	62	160	3	5	9	7	25.2	65.0	1.2	2.0	3.7	2.8	
VALENCIA ELEMENTARY	10	85	144	6	4	0	7	34.6	58.5	2.4	1.6	0.0	2.8	

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%).