



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

Printed: 10/14/2008

SANTA FE

NO CHILD LEFT BEHIND SUMMARY

SANTA FE

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	28	100
Schools in School Improvement	9	32
Schools in Corrective Action	4	14
Schools in Restructuring	3	11

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*

	SANTA FE		STATE WIDE	
	Number	Percent	Number	Percent
Female	5932	48.3	159155	48.8
Male	6338	51.7	167000	51.2
Caucasian	2369	19.3	99600	30.5
African-American	97	0.8	8523	2.6
Hispanic	9300	75.8	178091	54.6
Asian/Pacific Islander	177	1.4	4246	1.3
American Indian	327	2.7	35679	10.9
English Language Learners	4103	33.4	60832	18.7
Students with Disabilities	1777	14.5	48634	14.9
Free/Reduced Lunch Program	6575	53.6	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
ACEQUIA MADRE ELEM	Meets AYP	Progressing	AGUA FRIA ELEMENTARY	AYP Not Met	Restructuring 2
ALAMEDA MIDDLE	AYP Not Met	Restructuring 1	ALVORD ELEMENTARY	AYP Not Met	SI-1
ATALAYA ELEMENTARY	Meets AYP	Progressing	CALVIN CAPSHAW MIDDLE	AYP Not Met	SI-1
CAPITAL HIGH	AYP Not Met	CA	CAREER ACADEMY	AYP Not Met	SI-2
CARLOS GILBERT ELEM	Meets AYP	Progressing	CESAR CHAVEZ ELEM	AYP Not Met	CA
CHAPARRAL ELEMENTARY	Meets AYP	SI-1 delay	DE VARGAS MIDDLE	AYP Not Met	SI-2
E.J. MARTINEZ ELEM	AYP Not Met	Progressing	EDWARD ORTIZ MIDDLE	AYP Not Met	Restructuring 2
EL DORADO ELEMENTARY	Meets AYP	Progressing	FRANCIS X. NAVA ELEM	AYP Not Met	Progressing
GONZALES ELEMENTARY	AYP Not Met	Progressing	KAUNE ELEMENTARY	AYP Not Met	SI-1
KEARNY ELEMENTARY	AYP Not Met	SI-2	LARRAGOITE ELEM	Meets AYP	Progressing
NYE EARLY CHILDHOOD	Meets AYP	Progressing	PINON ELEMENTARY	Meets AYP	Progressing
R.M. SWEENEY ELEM	AYP Not Met	SI-1	RAMIREZ THOMAS ELEM	AYP Not Met	CA
SALAZAR ELEMENTARY	AYP Not Met	SI-2	SANTA FE HIGH	AYP Not Met	CA
TESUQUE ELEMENTARY	Meets AYP	Progressing	WOOD-GORMLEY ELEM	Meets AYP	Progressing

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			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	52.8	79.2	50.0	45.3	76.3	50.7	41.2	77.6	23.5
All students in Grades 6, 7 & 8	Reading Proficiency	42	47.5	68.3	35.7	44.1	42.9	41.3	40.3	58.3	13.9
All Students in Grades 9 & 11	Reading Proficiency	45	33.3	58.3	46.2	27.4	46.7	25.0	24.6	25.0	9.0
ACEQUIA MADRE ELEM	Reading Proficiency	44	70.2	80.0	***	51.5	***	***	63.0	***	42.1
AGUA FRIA ELEMENTARY	Reading Proficiency	44	38.2	***	***	37.3	***	***	38.2	84.6	12.5
ALAMEDA MIDDLE	Reading Proficiency	45	41.5	27.3	***	42.9	***	***	41.5	55.6	18.8
ALVORD ELEMENTARY	Reading Proficiency	44	35.3	***	***	31.7	***	***	18.2	58.8	16.7
ATALAYA ELEMENTARY	Reading Proficiency	44	68.2	82.8	***	43.2	***	***	35.3	***	25.0
CALVIN CAPSHAW MIDDLE	Reading Proficiency	45	57.3	69.8	***	53.7	***	60.0	56.2	51.0	21.3
CAPITAL HIGH	Reading Proficiency	45	29.0	50.0	***	26.8	***	25.0	27.9	28.0	10.1
CAREER ACADEMY	Reading Proficiency	45	15.4	***	***	10.5	***	***	***	***	***
CARLOS GILBERT ELEM	Reading Proficiency	44	66.2	82.6	***	58.2	***	***	51.5	85.0	36.4
CESAR CHAVEZ ELEM	Reading Proficiency	49	50.9	73.3	***	50.0	***	***	50.9	78.3	38.9
CHAPARRAL ELEMENTARY	Reading Proficiency	44	60.5	80.0	***	53.3	***	58.3	41.5	89.7	23.7
DE VARGAS MIDDLE	Reading Proficiency	45	58.0	80.0	***	56.6	***	50.0	55.2	75.0	24.6
E.J. MARTINEZ ELEM	Reading Proficiency	44	63.4	84.2	***	56.0	***	***	44.1	70.0	42.9
EDWARD ORTIZ MIDDLE	Reading Proficiency	42	33.3	47.4	***	33.0	***	***	33.3	56.3	15.4
EL DORADO ELEMENTARY	Reading Proficiency	44	72.8	80.0	***	56.0	***	***	44.2	86.4	36.4
FRANCIS X. NAVA ELEM	Reading Proficiency	44	38.1	***	***	34.7	***	***	28.6	56.5	9.1
GONZALES ELEMENTARY	Reading Proficiency	44	53.1	84.1	***	41.4	***	***	40.9	75.8	13.0
KAUNE ELEMENTARY	Reading Proficiency	44	46.1	***	***	44.4	***	***	46.1	60.0	13.3
KEARNY ELEMENTARY	Reading Proficiency	44	48.3	61.1	***	47.8	***	***	42.3	76.2	15.2
LARRAGOITE ELEM	Reading Proficiency	44	45.2	***	***	47.0	***	***	44.3	81.0	***
NYE EARLY CHILDHOOD	Reading Proficiency	49	***	***	***	***	***	***	***	***	***
PINON ELEMENTARY	Reading Proficiency	44	60.9	76.7	***	58.4	***	***	48.0	66.3	27.6
R.M. SWEENEY ELEM	Reading Proficiency	49	43.8	80.0	***	41.5	***	***	43.8	85.7	11.4
RAMIREZ THOMAS ELEM	Reading Proficiency	44	24.3	***	***	22.8	***	***	24.4	71.4	6.5
SALAZAR ELEMENTARY	Reading Proficiency	44	34.9	55.0	***	31.5	***	***	34.9	23.5	18.5
SANTA FE HIGH	Reading Proficiency	45	38.4	60.2	***	30.1	36.4	36.4	22.5	24.5	10.8
TESUQUE ELEMENTARY	Reading Proficiency	44	40.9	***	***	47.1	***	***	37.2	63.6	27.3
WOOD-GORMLEY ELEM	Reading Proficiency	44	74.4	84.1	***	57.3	***	***	54.2	68.8	33.3
All Students in Grades 3, 4 & 5	Math Proficiency	33	38.3	67.6	37.5	30.2	57.9	33.8	26.9	52.2	21.2
All students in Grades 6, 7 & 8	Math Proficiency	20	19.1	41.8	7.1	15.3	38.1	7.9	13.6	23.7	3.4
All Students in Grades 9 & 11	Math Proficiency	27	21.1	39.7	15.4	16.8	40.0	12.5	13.1	22.1	2.4
ACEQUIA MADRE ELEM	Math Proficiency	28	48.8	62.2	***	27.3	***	***	37.0	***	36.8

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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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				
AGUA FRIA ELEMENTARY	Math Proficiency	28	29.4	***	***	29.3	***	***	29.4	53.9	17.5	
ALAMEDA MIDDLE	Math Proficiency	20	7.6	27.3	***	6.9	***	***	7.6	9.3	6.1	
ALVORD ELEMENTARY	Math Proficiency	28	25.5	***	***	22.0	***	***	12.1	41.2	8.3	
ATALAYA ELEMENTARY	Math Proficiency	28	51.4	62.5	***	35.1	***	***	23.5	***	33.3	
CALVIN CAPSHAW MIDDLE	Math Proficiency	20	18.7	29.1	***	16.6	***	<1.0	17.8	23.5	1.6	
CAPITAL HIGH	Math Proficiency	27	14.9	29.0	***	13.5	***	16.7	10.7	25.3	1.3	
CAREER ACADEMY	Math Proficiency	23	<1.0	***	***	<1.0	***	***	***	***	***	
CARLOS GILBERT ELEM	Math Proficiency	28	44.6	58.7	***	35.4	***	***	27.3	50.0	27.3	
CESAR CHAVEZ ELEM	Math Proficiency	33	24.1	46.7	***	22.9	***	***	24.1	30.4	19.4	
CHAPARRAL ELEMENTARY	Math Proficiency	28	40.0	52.0	***	36.3	***	33.3	26.8	56.4	18.4	
DE VARGAS MIDDLE	Math Proficiency	20	14.8	35.0	***	13.1	***	5.6	13.7	18.3	3.5	
E.J. MARTINEZ ELEM	Math Proficiency	28	41.3	63.2	***	33.6	***	***	11.8	35.0	14.3	
EDWARD ORTIZ MIDDLE	Math Proficiency	20	12.2	15.8	***	12.5	***	***	12.2	28.8	7.7	
EL DORADO ELEMENTARY	Math Proficiency	28	55.9	64.7	***	40.0	***	***	16.3	59.1	15.9	
FRANCIS X. NAVA ELEM	Math Proficiency	28	23.0	***	***	18.8	***	***	16.9	8.7	18.2	
GONZALES ELEMENTARY	Math Proficiency	28	36.3	86.4	***	17.1	***	***	16.9	51.5	8.7	
KAUNE ELEMENTARY	Math Proficiency	28	15.8	***	***	14.3	***	***	15.8	10.0	<1.0	
KEARNY ELEMENTARY	Math Proficiency	28	27.5	55.6	***	24.9	***	***	22.5	52.4	3.0	
LARRAGOITE ELEM	Math Proficiency	28	22.1	***	***	23.0	***	***	21.4	42.9	***	
NYE EARLY CHILDHOOD	Math Proficiency	33	***	***	***	***	***	***	***	***	***	
PINON ELEMENTARY	Math Proficiency	28	50.6	72.1	***	46.3	***	***	37.8	54.1	31.0	
R.M. SWEENEY ELEM	Math Proficiency	33	40.1	80.0	***	38.1	***	***	40.1	60.0	17.1	
RAMIREZ THOMAS ELEM	Math Proficiency	28	13.7	***	***	12.3	***	***	13.8	46.4	3.2	
SALAZAR ELEMENTARY	Math Proficiency	28	27.3	45.0	***	23.3	***	***	27.3	29.4	18.5	
SANTA FE HIGH	Math Proficiency	27	27.4	43.6	***	21.5	36.4	9.1	15.8	24.5	4.8	
TESUQUE ELEMENTARY	Math Proficiency	28	43.9	***	***	43.1	***	***	41.9	63.6	36.4	
WOOD-GORMLEY ELEM	Math Proficiency	28	69.8	81.8	***	50.7	***	***	45.8	75.0	36.4	
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.0	95.2	95.8	94.9	96.0	94.2	94.8	95.6	94.4	
All students in Grades 6, 7 & 8	Attendance Rate	92	95.7	94.5	97.0	96.0	96.4	94.7	96.2	96.7	94.8	
ACEQUIA MADRE ELEM	Attendance Rate	92	93.4	93.5	***	92.9	***	***	92.4	***	92.2	
AGUA FRIA ELEMENTARY	Attendance Rate	92	95.3	***	***	95.4	***	***	95.3	94.9	93.8	
ALAMEDA MIDDLE	Attendance Rate	92	99.2	98.9	***	99.3	***	***	99.2	99.4	98.8	
ALVORD ELEMENTARY	Attendance Rate	92	91.6	***	***	92.2	***	***	92.0	92.6	90.7	
ATALAYA ELEMENTARY	Attendance Rate	92	95.9	95.9	***	96.0	***	***	96.0	***	96.2	
CALVIN CAPSHAW MIDDLE	Attendance Rate	92	93.9	93.2	***	94.0	***	95.2	93.1	95.2	92.8	

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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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	
CAREER ACADEMY	Attendance Rate	92	96.1	***	***	96.2	***	***	***	***	***	***
CARLOS GILBERT ELEM	Attendance Rate	92	95.2	95.2	***	95.1	***	***	94.1	94.8	93.3	
CESAR CHAVEZ ELEM	Attendance Rate	92	95.5	95.1	***	95.6	***	***	95.5	95.2	95.4	
CHAPARRAL ELEMENTARY	Attendance Rate	92	94.9	95.0	***	94.8	***	94.8	94.5	95.9	94.8	
DE VARGAS MIDDLE	Attendance Rate	92	94.7	94.7	***	94.7	***	92.4	94.3	96.0	95.1	
E.J. MARTINEZ ELEM	Attendance Rate	92	95.1	96.0	***	94.6	***	***	94.1	94.3	93.6	
EDWARD ORTIZ MIDDLE	Attendance Rate	92	98.2	97.8	***	98.3	***	***	98.2	98.7	96.9	
EL DORADO ELEMENTARY	Attendance Rate	92	93.4	93.3	***	93.4	***	***	92.3	94.2	92.9	
FRANCIS X. NAVA ELEM	Attendance Rate	92	93.9	***	***	93.9	***	***	93.3	94.2	93.9	
GONZALES ELEMENTARY	Attendance Rate	92	93.5	94.0	***	93.4	***	***	93.1	93.7	93.5	
KAUNE ELEMENTARY	Attendance Rate	92	94.3	***	***	94.3	***	***	94.3	93.3	94.8	
KEARNY ELEMENTARY	Attendance Rate	92	94.0	93.6	***	94.1	***	***	93.7	96.4	92.8	
LARRAGOITE ELEM	Attendance Rate	92	93.7	***	***	93.7	***	***	93.3	95.7	***	
PINON ELEMENTARY	Attendance Rate	92	95.0	95.8	***	94.8	***	***	94.4	95.3	94.9	
R.M. SWEENEY ELEM	Attendance Rate	92	94.8	96.2	***	94.7	***	***	94.8	96.1	93.9	
RAMIREZ THOMAS ELEM	Attendance Rate	92	94.7	***	***	94.8	***	***	94.8	96.4	94.0	
SALAZAR ELEMENTARY	Attendance Rate	92	94.5	95.2	***	94.4	***	***	94.5	95.7	94.0	
TESUQUE ELEMENTARY	Attendance Rate	92	94.1	***	***	94.5	***	***	93.9	94.7	94.8	
WOOD-GORMLEY ELEM	Attendance Rate	92	97.4	97.5	***	97.2	***	***	96.6	98.0	97.0	
All Students in Grade 12	Graduation Rate	90	83.2	88.8	71.4	80.7	100.0	80.0	71.8	68.8	87.9	
CAPITAL HIGH	Graduation Rate	90	78.2	75.0	***	79.8	***	80.0	82.1	90.9	69.2	
CAREER ACADEMY	Graduation Rate	90	42.4	***	***	26.3	***	***	***	***	***	
SANTA FE HIGH	Graduation Rate	90	89.5	93.0	***	86.9	100.0	88.9	74.3	66.7	93.7	

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	538	4	46	40	10	0	100	540	3	35	55	6	0
	Male	99	519	5	44	35	15	1	99	521	4	40	51	4	1
Ethnicity	Caucasian	99	202	10	62	21	5	1	99	202	9	51	36	1	1
	African-American	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Hispanic	100	806	3	41	42	14	0	100	810	2	34	57	6	0
	Asian/Pacific	100	13	8	38	46	8	0	100	13	8	46	46	0	0
	American Indian ¹	100	27	4	37	41	19	0	100	27	0	33	56	11	0
Status	SWD ²	98	177	3	24	41	30	2	98	177	1	25	60	11	2
	ELL ³	99	88	5	73	18	3	1	100	88	2	55	43	0	1
	FRLP	99	639	3	38	45	14	1	99	643	2	31	60	6	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	1,057	4	45	38	12	1	100	1,061	4	38	53	5	1
	2005-06	100	1,013	4	45	37	14	0	99	1,013	2	37	52	8	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	482	11	43	37	9	0	100	482	11	30	49	10	0
	Male	99	514	6	42	39	13	1	99	515	10	33	48	9	1
Ethnicity	Caucasian	100	235	22	60	16	2	0	100	235	24	52	22	2	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	99	706	4	37	45	14	1	99	707	5	24	58	12	1
	Asian/Pacific	100	16	19	50	25	6	0	100	16	13	50	31	6	0
	American Indian ¹	100	36	11	36	36	17	0	100	36	11	31	53	6	0
Status	SWD ²	99	162	3	24	41	31	1	99	162	2	27	47	23	1
	ELL ³	100	134	12	63	21	4	0	100	134	18	40	40	2	0
	FRLP	99	576	3	33	49	14	1	99	577	4	21	60	14	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	996	9	42	38	11	1	99	997	10	31	49	9	1
	2005-06	100	1,077	10	42	36	11	0	100	1,082	9	32	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	534	15	44	34	7	0	100	534	6	24	57	13	0
	Male	100	528	13	43	35	9	0	99	531	8	27	52	12	1
Ethnicity	Caucasian	100	216	34	47	17	1	0	100	216	19	47	31	3	0
	African-American	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Hispanic	100	799	8	42	40	10	0	100	803	4	20	61	15	0
	Asian/Pacific	100	20	20	65	15	0	0	100	19	16	32	47	5	0
	American Indian ¹	100	19	16	58	16	11	0	100	19	11	16	63	11	0
Status	SWD ²	99	156	4	15	53	28	1	100	156	1	8	62	29	0
	ELL ³	100	204	17	62	19	1	0	100	204	7	39	51	2	0
	FRLP	100	676	7	40	41	11	0	100	679	3	20	63	15	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,062	14	43	34	8	0	100	1,065	7	26	54	12	0
	2005-06	100	1,020	12	40	37	10	0	100	1,022	4	24	55	17	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	472	8	42	42	8	0	100	472	5	23	56	16	0
	Male	100	538	3	36	46	15	0	100	538	5	24	51	20	0
Ethnicity	Caucasian	100	224	11	58	27	3	0	100	224	14	39	41	6	0
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	740	4	33	50	14	0	100	740	2	19	58	21	0
	Asian/Pacific	100	14	7	50	43	0	0	100	14	14	43	36	7	0
	American Indian ¹	100	26	0	46	38	15	0	100	26	0	19	50	31	0
Status	SWD ²	100	158	4	12	50	34	0	100	158	3	7	47	44	0
	ELL ³	100	142	3	51	46	1	0	100	142	4	28	64	4	0
	FRLP	100	607	2	29	53	16	0	100	607	1	16	58	24	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,010	5	39	44	11	0	100	1,010	5	24	53	18	0
	2005-06	100	1,043	6	38	48	8	0	100	1,043	5	22	55	18	1
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	392	5	43	44	8	0	100	393	1	8	52	38	0
	Male	99	393	3	40	46	10	1	99	395	2	8	53	37	1
Ethnicity	Caucasian	100	83	13	51	35	1	0	100	83	8	17	53	22	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	664	3	40	46	10	1	99	666	1	7	52	39	1
	Asian/Pacific American Indian ¹	***	5	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	100	28	0	50	43	7	0	100	28	0	4	61	36	0
	ELL ³	99	111	2	13	51	33	1	100	111	1	0	32	67	0
	FRLP	100	157	4	50	44	3	0	100	157	1	12	64	23	0
	Migrant	99	517	2	39	47	11	1	99	517	1	7	50	42	1
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	99	785	4	42	45	9	1	99	788	2	8	53	37	1
NM State	2006-07	100	830	3	49	39	8	0	100	830	1	11	55	32	0
	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	377	3	56	35	6	0	100	377	2	15	61	23	0
	Male	99	453	1	51	39	7	1	99	453	2	15	61	21	1
Ethnicity	Caucasian	100	102	3	68	26	3	0	100	102	8	25	57	11	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	695	2	52	39	6	1	99	695	1	14	62	22	1
	Asian/Pacific American Indian ¹	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	95	22	0	27	36	32	5	100	22	0	0	50	50	0
	ELL ³	99	101	5	21	50	23	1	99	101	2	4	49	45	1
	FRLP	100	94	0	74	26	0	0	100	94	1	28	65	6	0
	Migrant	99	571	2	50	40	8	1	100	571	1	14	61	24	0
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	99	830	2	53	37	7	1	100	830	2	15	61	22	0
NM State	2006-07	100	869	2	45	44	9	0	99	870	2	14	59	25	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	92	439	1	35	33	24	8	92	438	3	22	53	15	8
	Male	88	467	0	25	28	34	12	89	465	4	20	46	19	11
Ethnicity	Caucasian	94	166	3	56	14	20	6	95	164	10	37	37	10	5
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	89	695	0	24	34	31	11	89	694	2	17	52	18	11
	Asian/Pacific	91	11	0	64	9	18	9	91	11	18	18	45	9	9
	American Indian ¹	81	27	0	15	26	41	19	89	27	0	11	48	30	11
Status	SWD ²	85	139	1	9	18	57	15	86	139	0	5	42	38	14
	ELL ³	92	112	0	28	39	25	8	93	112	2	27	52	13	7
	FRLP	91	304	0	18	37	37	9	90	304	1	14	51	23	10
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	90	906	1	30	30	29	10	90	903	4	21	49	17	10
	2005-06	96	986	1	39	28	28	4	94	986	1	19	54	20	6
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	96	278	5	37	37	16	4	95	278	1	15	50	29	5
	Male	95	266	3	35	38	20	5	93	266	5	18	48	23	7
Ethnicity	Caucasian	94	129	7	56	22	9	6	96	129	8	31	40	17	4
	African-American	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Hispanic	96	385	3	30	42	22	4	94	385	2	11	51	30	6
	Asian/Pacific	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	American Indian ¹	83	12	8	33	42	0	17	83	12	0	17	67	0	17
Status	SWD ²	95	65	2	15	40	38	5	91	65	0	3	37	51	9
	ELL ³	94	35	0	23	60	11	6	97	35	3	9	54	31	3
	FRLP	98	165	3	32	42	21	2	97	165	1	9	56	32	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	95	544	4	36	38	18	5	94	544	3	16	49	26	6
	2005-06	93	672	9	35	28	22	7	89	691	4	16	41	29	11
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
Gonzales, Mary Ellen	31
Lujan, Martin	11
Montano, Frank	8
Polese, Richard	10
Ruiz, Angelica	12

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	48,322,349	62
Instructional Support Services	28,902,709	37
Students	8,693,361	30
Instruction	2,344,228	8
General Administration	2,737,035	9
School Administration	3,474,235	12
Central Services	1,549,740	5
Operations & Maintenance	9,844,962	34
Student Transportation	259,149	1
Non-Instructional Support	319,759	<1
Food Services	313,757	98
Community Services	6,002	2
Capital Outlay	0	0
Total Expenditures	77,544,817	

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	929	61.8	35.8	6.4
ACEQUIA MADRE ELEM	15	53.3	46.7	0.0
AGUA FRIA ELEMENTARY	52	63.5	30.8	2.6
ALAMEDA MIDDLE	22	40.9	54.5	4.7
ALVORD ELEMENTARY	12	83.3	16.7	0.0
ALVORD PRE-SCHOOL	2	0.0	100.0	***
ATALAYA ELEMENTARY	21	61.9	38.1	6.2
CALVIN CAPSHAW MIDDLE	33	69.7	30.3	0.8
CAPITAL HIGH	80	61.3	33.8	8.0
CAREER ACADEMY	9	22.2	77.8	24.3
CARLOS GILBERT ELEM	23	52.2	47.8	0.0
CESAR CHAVEZ ELEM	42	61.9	38.1	6.1
CHAPARRAL ELEMENTARY	29	82.8	17.2	0.0
DE VARGAS MIDDLE	37	64.9	32.4	3.9
DESIGNS FOR LEARNING	1	0.0	100.0	***
E.J. MARTINEZ ELEM	26	61.5	38.5	0.0
EDWARD ORTIZ MIDDLE	44	68.2	31.8	3.4
EL DORADO ELEMENTARY	33	51.5	45.5	0.0
FRANCIS X. NAVA ELEM	19	78.9	21.1	0.0
GONZALES ELEMENTARY	22	81.8	18.2	0.0
HOME SCHOOL	2	50.0	50.0	***
HOMEBOUND/HOSPITAL	3	66.7	33.3	***
KAUNE ELEMENTARY	14	21.4	71.4	7.1
KEARNY ELEMENTARY	30	60.0	36.7	0.0
LA CASITA PRESCHOOL	5	20.0	80.0	***
LA MADERA SCHOOL	1	0.0	100.0	***
LARRAGOITE ELEM	17	76.5	23.5	0.0
MISC PRIVATE	1	0.0	.0	***
MISSION SCHOOL	1	0.0	100.0	***
NYE EARLY CHILDHOOD	7	85.7	14.3	***
PINON ELEMENTARY	47	57.4	40.4	3.1
R.M. SWEENEY ELEM	39	79.5	17.9	0.0
RAMIREZ THOMAS ELEM	39	71.8	28.2	0.0
REGIONAL TREATMENT C	2	0.0	50.0	***
SALAZAR ELEMENTARY	29	51.7	41.4	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

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%
SANTA FE DIST OFFICE	2	0.0	100.0	***
SANTA FE HIGH	116	59.5	36.2	9.7
SANTA FE WALDORF SCH	1	0.0	.0	***
SF SCH FOR THE ARTS	3	33.3	66.7	***
SFE COUNTY JDC	3	33.3	66.7	***
SFE HDST-SWEENEY HEA	1	0.0	100.0	***
SSPS/NMSD	1	0.0	100.0	***
TEMPLE BETH SHALOM	2	50.0	50.0	***
TESUQUE ELEMENTARY	11	81.8	18.2	0.0
UNITED WAY PRESCHOOL	2	0.0	100.0	***
WOOD-GORMLEY ELEM	28	60.7	39.3	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

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	752	1613	129	46	199	79	26.7	57.2	4.6	1.6	7.1	2.8	
DISTRICT WIDE TOTALS	2	827	1556	249	75	79	32	29.3	55.2	8.8	2.7	2.8	1.1	
DISTRICT WIDE TOTALS	3	918	1525	140	36	153	46	32.6	54.1	5.0	1.3	5.4	1.6	
DISTRICT WIDE TOTALS	4	1050	1460	145	38	54	71	37.3	51.8	5.1	1.3	1.9	2.5	
DISTRICT WIDE TOTALS	5	723	1445	193	49	356	52	25.7	51.3	6.8	1.7	12.6	1.8	
DISTRICT WIDE TOTALS	6	846	1582	150	59	118	63	30.0	56.1	5.3	2.1	4.2	2.2	
DISTRICT WIDE TOTALS	7	661	1395	304	88	269	101	23.5	49.5	10.8	3.1	9.5	3.6	
DISTRICT WIDE TOTALS	8	1397	1207	109	37	36	32	49.6	42.8	3.9	1.3	1.3	1.1	
DISTRICT WIDE TOTALS	9	853	1525	146	39	183	72	30.3	54.1	5.2	1.4	6.5	2.6	
DISTRICT WIDE TOTALS	10	980	1483	214	48	25	68	34.8	52.6	7.6	1.7	0.9	2.4	
ACEQUIA MADRE ELEM	1	36	27	0	0	1	0	56.3	42.2	0.0	0.0	1.6	0.0	
ACEQUIA MADRE ELEM	2	34	28	2	0	0	0	53.1	43.8	3.1	0.0	0.0	0.0	
ACEQUIA MADRE ELEM	3	44	17	3	0	0	0	68.8	26.6	4.7	0.0	0.0	0.0	
ACEQUIA MADRE ELEM	4	47	15	1	0	0	1	73.4	23.4	1.6	0.0	0.0	1.6	
ACEQUIA MADRE ELEM	5	29	30	1	0	3	1	45.3	46.9	1.6	0.0	4.7	1.6	
ACEQUIA MADRE ELEM	6	31	32	0	0	1	0	48.4	50.0	0.0	0.0	1.6	0.0	
ACEQUIA MADRE ELEM	7	40	18	3	2	1	0	62.5	28.1	4.7	3.1	1.6	0.0	

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 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.
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#=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	
ACEQUIA MADRE ELEM	8	46	15	2	0	0	1	71.9	23.4	3.1	0.0	0.0	1.6	
ACEQUIA MADRE ELEM	9	38	24	1	0	1	0	59.4	37.5	1.6	0.0	1.6	0.0	
ACEQUIA MADRE ELEM	10	41	20	2	1	0	0	64.1	31.3	3.1	1.6	0.0	0.0	
AGUA FRIA ELEMENTARY	1	29	94	13	5	15	11	17.4	56.3	7.8	3.0	9.0	6.6	
AGUA FRIA ELEMENTARY	2	51	97	8	3	3	5	30.5	58.1	4.8	1.8	1.8	3.0	
AGUA FRIA ELEMENTARY	3	49	90	9	2	14	3	29.3	53.9	5.4	1.2	8.4	1.8	
AGUA FRIA ELEMENTARY	4	68	87	5	2	3	2	40.7	52.1	3.0	1.2	1.8	1.2	
AGUA FRIA ELEMENTARY	5	53	84	8	1	21	0	31.7	50.3	4.8	0.6	12.6	0.0	
AGUA FRIA ELEMENTARY	6	49	103	6	3	1	5	29.3	61.7	3.6	1.8	0.6	3.0	
AGUA FRIA ELEMENTARY	7	30	84	20	7	19	7	18.0	50.3	12.0	4.2	11.4	4.2	
AGUA FRIA ELEMENTARY	8	89	70	5	1	2	0	53.3	41.9	3.0	0.6	1.2	0.0	
AGUA FRIA ELEMENTARY	9	49	95	6	4	7	6	29.3	56.9	3.6	2.4	4.2	3.6	
AGUA FRIA ELEMENTARY	10	58	75	22	7	1	4	34.7	44.9	13.2	4.2	0.6	2.4	
ALAMEDA MIDDLE	1	16	36	7	1	7	0	23.9	53.7	10.4	1.5	10.4	0.0	
ALAMEDA MIDDLE	2	15	50	0	0	2	0	22.4	74.6	0.0	0.0	3.0	0.0	
ALAMEDA MIDDLE	3	10	50	2	1	4	0	14.9	74.6	3.0	1.5	6.0	0.0	
ALAMEDA MIDDLE	4	8	47	6	3	1	2	11.9	70.1	9.0	4.5	1.5	3.0	
ALAMEDA MIDDLE	5	10	45	5	0	6	1	14.9	67.2	7.5	0.0	9.0	1.5	
ALAMEDA MIDDLE	6	15	42	5	0	4	1	22.4	62.7	7.5	0.0	6.0	1.5	
ALAMEDA MIDDLE	7	13	41	5	1	5	2	19.4	61.2	7.5	1.5	7.5	3.0	
ALAMEDA MIDDLE	8	10	46	7	2	2	0	14.9	68.7	10.4	3.0	3.0	0.0	
ALAMEDA MIDDLE	9	12	41	5	0	5	4	17.9	61.2	7.5	0.0	7.5	6.0	
ALAMEDA MIDDLE	10	23	39	3	0	0	2	34.3	58.2	4.5	0.0	0.0	3.0	
ALVORD ELEMENTARY	1	35	37	2	0	2	4	43.8	46.3	2.5	0.0	2.5	5.0	
ALVORD ELEMENTARY	2	27	35	13	2	2	1	33.8	43.8	16.3	2.5	2.5	1.3	
ALVORD ELEMENTARY	3	28	39	4	2	3	4	35.0	48.8	5.0	2.5	3.8	5.0	
ALVORD ELEMENTARY	4	40	33	0	0	5	2	50.0	41.3	0.0	0.0	6.3	2.5	

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Q#	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
ALVORD ELEMENTARY	5	20	48	5	0	6	1	25.0	60.0	6.3	0.0	7.5	1.3
ALVORD ELEMENTARY	6	31	37	5	2	2	3	38.8	46.3	6.3	2.5	2.5	3.8
ALVORD ELEMENTARY	7	16	24	24	5	6	5	20.0	30.0	30.0	6.3	7.5	6.3
ALVORD ELEMENTARY	8	47	27	2	0	1	3	58.8	33.8	2.5	0.0	1.3	3.8
ALVORD ELEMENTARY	9	28	39	6	1	3	3	35.0	48.8	7.5	1.3	3.8	3.8
ALVORD ELEMENTARY	10	27	45	6	0	0	2	33.8	56.3	7.5	0.0	0.0	2.5
ATALAYA ELEMENTARY	1	18	47	2	0	1	1	26.1	68.1	2.9	0.0	1.4	1.4
ATALAYA ELEMENTARY	2	12	44	8	0	4	1	17.4	63.8	11.6	0.0	5.8	1.4
ATALAYA ELEMENTARY	3	24	39	3	0	2	1	34.8	56.5	4.3	0.0	2.9	1.4
ATALAYA ELEMENTARY	4	27	34	5	3	0	0	39.1	49.3	7.2	4.3	0.0	0.0
ATALAYA ELEMENTARY	5	12	30	17	4	5	1	17.4	43.5	24.6	5.8	7.2	1.4
ATALAYA ELEMENTARY	6	15	44	4	3	1	2	21.7	63.8	5.8	4.3	1.4	2.9
ATALAYA ELEMENTARY	7	11	36	12	4	5	1	15.9	52.2	17.4	5.8	7.2	1.4
ATALAYA ELEMENTARY	8	36	29	3	1	0	0	52.2	42.0	4.3	1.4	0.0	0.0
ATALAYA ELEMENTARY	9	19	41	4	1	3	1	27.5	59.4	5.8	1.4	4.3	1.4
ATALAYA ELEMENTARY	10	26	37	4	0	0	2	37.7	53.6	5.8	0.0	0.0	2.9
CALVIN CAPSHAW MIDDLE	1	15	40	7	4	9	2	19.5	51.9	9.1	5.2	11.7	2.6
CALVIN CAPSHAW MIDDLE	2	9	40	17	3	4	4	11.7	51.9	22.1	3.9	5.2	5.2
CALVIN CAPSHAW MIDDLE	3	25	42	5	2	1	2	32.5	54.5	6.5	2.6	1.3	2.6
CALVIN CAPSHAW MIDDLE	4	15	48	6	3	1	4	19.5	62.3	7.8	3.9	1.3	5.2
CALVIN CAPSHAW MIDDLE	5	17	42	4	3	6	5	22.1	54.5	5.2	3.9	7.8	6.5
CALVIN CAPSHAW MIDDLE	6	19	44	6	3	2	3	24.7	57.1	7.8	3.9	2.6	3.9
CALVIN CAPSHAW MIDDLE	7	21	44	4	3	2	3	27.3	57.1	5.2	3.9	2.6	3.9
CALVIN CAPSHAW MIDDLE	8	20	36	8	3	3	7	26.0	46.8	10.4	3.9	3.9	9.1
CALVIN CAPSHAW MIDDLE	9	17	43	6	0	6	5	22.1	55.8	7.8	0.0	7.8	6.5
CALVIN CAPSHAW MIDDLE	10	27	39	2	4	2	3	35.1	50.6	2.6	5.2	2.6	3.9
CAPITAL HIGH	1	11	44	19	5	11	3	11.8	47.3	20.4	5.4	11.8	3.2

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
CAPITAL HIGH	2	13	48	20	9	2	1	14.0	51.6	21.5	9.7	2.2	1.1			
CAPITAL HIGH	3	13	51	13	6	5	5	14.0	54.8	14.0	6.5	5.4	5.4			
CAPITAL HIGH	4	12	44	17	6	7	7	12.9	47.3	18.3	6.5	7.5	7.5			
CAPITAL HIGH	5	20	48	9	3	7	6	21.5	51.6	9.7	3.2	7.5	6.5			
CAPITAL HIGH	6	10	40	18	7	10	8	10.8	43.0	19.4	7.5	10.8	8.6			
CAPITAL HIGH	7	19	47	11	3	10	3	20.4	50.5	11.8	3.2	10.8	3.2			
CAPITAL HIGH	8	19	50	14	5	3	2	20.4	53.8	15.1	5.4	3.2	2.2			
CAPITAL HIGH	9	7	44	18	7	13	4	7.5	47.3	19.4	7.5	14.0	4.3			
CAPITAL HIGH	10	33	53	2	1	0	4	35.5	57.0	2.2	1.1	0.0	4.3			
CAREER ACADEMY	1	3	11	3	0	2	0	15.8	57.9	15.8	0.0	10.5	0.0			
CAREER ACADEMY	2	3	15	0	1	0	0	15.8	78.9	0.0	5.3	0.0	0.0			
CAREER ACADEMY	3	3	15	1	0	0	0	15.8	78.9	5.3	0.0	0.0	0.0			
CAREER ACADEMY	4	2	12	5	0	0	0	10.5	63.2	26.3	0.0	0.0	0.0			
CAREER ACADEMY	5	10	9	0	0	0	0	52.6	47.4	0.0	0.0	0.0	0.0			
CAREER ACADEMY	6	3	15	0	0	1	0	15.8	78.9	0.0	0.0	5.3	0.0			
CAREER ACADEMY	7	1	7	7	2	2	0	5.3	36.8	36.8	10.5	10.5	0.0			
CAREER ACADEMY	8	6	10	2	0	0	1	31.6	52.6	10.5	0.0	0.0	5.3			
CAREER ACADEMY	9	5	9	4	0	1	0	26.3	47.4	21.1	0.0	5.3	0.0			
CAREER ACADEMY	10	8	10	1	0	0	0	42.1	52.6	5.3	0.0	0.0	0.0			
CARLOS GILBERT ELEM	1	15	34	1	3	3	0	26.8	60.7	1.8	5.4	5.4	0.0			
CARLOS GILBERT ELEM	2	2	22	18	7	6	1	3.6	39.3	32.1	12.5	10.7	1.8			
CARLOS GILBERT ELEM	3	25	27	0	1	2	1	44.6	48.2	0.0	1.8	3.6	1.8			
CARLOS GILBERT ELEM	4	26	25	3	1	0	1	46.4	44.6	5.4	1.8	0.0	1.8			
CARLOS GILBERT ELEM	5	3	20	10	0	20	3	5.4	35.7	17.9	0.0	35.7	5.4			
CARLOS GILBERT ELEM	6	16	29	3	3	4	1	28.6	51.8	5.4	5.4	7.1	1.8			
CARLOS GILBERT ELEM	7	9	38	7	0	2	0	16.1	67.9	12.5	0.0	3.6	0.0			
CARLOS GILBERT ELEM	8	29	24	1	0	1	1	51.8	42.9	1.8	0.0	1.8	1.8			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
CARLOS GILBERT ELEM	9	12	32	3	1	4	4	21.4	57.1	5.4	1.8	7.1	7.1			
CARLOS GILBERT ELEM	10	25	27	2	0	0	2	44.6	48.2	3.6	0.0	0.0	3.6			
CESAR CHAVEZ ELEM	1	41	81	5	2	10	16	26.5	52.3	3.2	1.3	6.5	10.3			
CESAR CHAVEZ ELEM	2	51	88	8	0	7	1	32.9	56.8	5.2	0.0	4.5	0.6			
CESAR CHAVEZ ELEM	3	46	86	7	0	13	3	29.7	55.5	4.5	0.0	8.4	1.9			
CESAR CHAVEZ ELEM	4	59	84	4	0	1	7	38.1	54.2	2.6	0.0	0.6	4.5			
CESAR CHAVEZ ELEM	5	35	75	6	4	32	3	22.6	48.4	3.9	2.6	20.6	1.9			
CESAR CHAVEZ ELEM	6	55	80	8	1	5	6	35.5	51.6	5.2	0.6	3.2	3.9			
CESAR CHAVEZ ELEM	7	34	73	16	5	20	7	21.9	47.1	10.3	3.2	12.9	4.5			
CESAR CHAVEZ ELEM	8	84	63	2	2	2	2	54.2	40.6	1.3	1.3	1.3	1.3			
CESAR CHAVEZ ELEM	9	49	81	8	0	12	5	31.6	52.3	5.2	0.0	7.7	3.2			
CESAR CHAVEZ ELEM	10	46	82	17	3	1	6	29.7	52.9	11.0	1.9	0.6	3.9			
CHAPARRAL	1	29	84	4	1	4	5	22.8	66.1	3.1	0.8	3.1	3.9			
CHAPARRAL	2	20	68	22	9	5	3	15.7	53.5	17.3	7.1	3.9	2.4			
CHAPARRAL	3	36	84	3	1	0	3	28.3	66.1	2.4	0.8	0.0	2.4			
CHAPARRAL	4	57	65	1	1	1	2	44.9	51.2	0.8	0.8	0.8	1.6			
CHAPARRAL	5	38	72	5	0	11	1	29.9	56.7	3.9	0.0	8.7	0.8			
CHAPARRAL	6	37	76	7	1	5	1	29.1	59.8	5.5	0.8	3.9	0.8			
CHAPARRAL	7	30	68	15	7	4	3	23.6	53.5	11.8	5.5	3.1	2.4			
CHAPARRAL	8	75	48	2	1	0	1	59.1	37.8	1.6	0.8	0.0	0.8			
CHAPARRAL	9	38	75	5	2	6	1	29.9	59.1	3.9	1.6	4.7	0.8			
CHAPARRAL	10	39	80	5	1	0	2	30.7	63.0	3.9	0.8	0.0	1.6			
DE VARGAS MIDDLE	1	0	8	1	1	0	0	0.0	80.0	10.0	10.0	0.0	0.0			
DE VARGAS MIDDLE	2	2	6	2	0	0	0	20.0	60.0	20.0	0.0	0.0	0.0			
DE VARGAS MIDDLE	3	1	4	2	2	1	0	10.0	40.0	20.0	20.0	10.0	0.0			
DE VARGAS MIDDLE	4	1	4	3	0	2	0	10.0	40.0	30.0	0.0	20.0	0.0			
DE VARGAS MIDDLE	5	1	6	2	0	1	0	10.0	60.0	20.0	0.0	10.0	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
DE VARGAS MIDDLE	6	1	4	2	3	0	0	10.0	40.0	20.0	30.0	0.0	0.0	
DE VARGAS MIDDLE	7	0	3	5	0	0	2	0.0	30.0	50.0	0.0	0.0	20.0	
DE VARGAS MIDDLE	8	2	4	3	1	0	0	20.0	40.0	30.0	10.0	0.0	0.0	
DE VARGAS MIDDLE	9	1	3	0	2	3	1	10.0	30.0	0.0	20.0	30.0	10.0	
DE VARGAS MIDDLE	10	5	4	1	0	0	0	50.0	40.0	10.0	0.0	0.0	0.0	
E.J. MARTINEZ ELEM	1	32	114	11	5	6	0	19.0	67.9	6.5	3.0	3.6	0.0	
E.J. MARTINEZ ELEM	2	44	108	10	4	1	1	26.2	64.3	6.0	2.4	0.6	0.6	
E.J. MARTINEZ ELEM	3	48	101	12	1	5	1	28.6	60.1	7.1	0.6	3.0	0.6	
E.J. MARTINEZ ELEM	4	59	92	8	1	2	6	35.1	54.8	4.8	0.6	1.2	3.6	
E.J. MARTINEZ ELEM	5	29	74	25	11	26	3	17.3	44.0	14.9	6.5	15.5	1.8	
E.J. MARTINEZ ELEM	6	39	101	12	5	8	3	23.2	60.1	7.1	3.0	4.8	1.8	
E.J. MARTINEZ ELEM	7	30	84	29	9	12	4	17.9	50.0	17.3	5.4	7.1	2.4	
E.J. MARTINEZ ELEM	8	87	73	6	1	1	0	51.8	43.5	3.6	0.6	0.6	0.0	
E.J. MARTINEZ ELEM	9	45	101	8	4	9	1	26.8	60.1	4.8	2.4	5.4	0.6	
E.J. MARTINEZ ELEM	10	64	93	7	3	0	1	38.1	55.4	4.2	1.8	0.0	0.6	
EDWARD ORTIZ MIDDLE	1	1	12	1	3	6	3	3.8	46.2	3.8	11.5	23.1	11.5	
EDWARD ORTIZ MIDDLE	2	2	21	0	0	2	1	7.7	80.8	0.0	0.0	7.7	3.8	
EDWARD ORTIZ MIDDLE	3	4	19	1	1	1	0	15.4	73.1	3.8	3.8	3.8	0.0	
EDWARD ORTIZ MIDDLE	4	4	20	0	0	2	0	15.4	76.9	0.0	0.0	7.7	0.0	
EDWARD ORTIZ MIDDLE	5	2	18	1	0	2	3	7.7	69.2	3.8	0.0	7.7	11.5	
EDWARD ORTIZ MIDDLE	6	3	19	1	1	1	1	11.5	73.1	3.8	3.8	3.8	3.8	
EDWARD ORTIZ MIDDLE	7	2	14	2	0	6	2	7.7	53.8	7.7	0.0	23.1	7.7	
EDWARD ORTIZ MIDDLE	8	9	14	1	0	2	0	34.6	53.8	3.8	0.0	7.7	0.0	
EDWARD ORTIZ MIDDLE	9	0	20	2	1	2	1	0.0	76.9	7.7	3.8	7.7	3.8	
EDWARD ORTIZ MIDDLE	10	8	15	1	1	1	0	30.8	57.7	3.8	3.8	3.8	0.0	
EL DORADO ELEMENTARY	1	36	96	4	2	7	1	24.7	65.8	2.7	1.4	4.8	0.7	
EL DORADO ELEMENTARY	2	45	84	11	1	5	0	30.8	57.5	7.5	0.7	3.4	0.0	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
EL DORADO ELEMENTARY	3	65	75	4	0	2	0	44.5	51.4	2.7	0.0	1.4	0.0	
EL DORADO ELEMENTARY	4	67	66	9	0	2	2	45.9	45.2	6.2	0.0	1.4	1.4	
EL DORADO ELEMENTARY	5	36	69	19	1	16	5	24.7	47.3	13.0	0.7	11.0	3.4	
EL DORADO ELEMENTARY	6	38	85	12	1	7	3	26.0	58.2	8.2	0.7	4.8	2.1	
EL DORADO ELEMENTARY	7	29	77	22	3	9	6	19.9	52.7	15.1	2.1	6.2	4.1	
EL DORADO ELEMENTARY	8	72	67	5	0	1	1	49.3	45.9	3.4	0.0	0.7	0.7	
EL DORADO ELEMENTARY	9	44	87	9	2	2	2	30.1	59.6	6.2	1.4	1.4	1.4	
EL DORADO ELEMENTARY	10	42	90	10	1	0	3	28.8	61.6	6.8	0.7	0.0	2.1	
FRANCIS X. NAVA ELEM	1	22	61	4	0	4	0	24.2	67.0	4.4	0.0	4.4	0.0	
FRANCIS X. NAVA ELEM	2	17	53	12	4	3	2	18.7	58.2	13.2	4.4	3.3	2.2	
FRANCIS X. NAVA ELEM	3	24	58	5	2	2	0	26.4	63.7	5.5	2.2	2.2	0.0	
FRANCIS X. NAVA ELEM	4	28	57	2	2	0	2	30.8	62.6	2.2	2.2	0.0	2.2	
FRANCIS X. NAVA ELEM	5	17	52	8	1	13	0	18.7	57.1	8.8	1.1	14.3	0.0	
FRANCIS X. NAVA ELEM	6	24	55	5	0	6	1	26.4	60.4	5.5	0.0	6.6	1.1	
FRANCIS X. NAVA ELEM	7	24	56	4	1	6	0	26.4	61.5	4.4	1.1	6.6	0.0	
FRANCIS X. NAVA ELEM	8	40	46	5	0	0	0	44.0	50.5	5.5	0.0	0.0	0.0	
FRANCIS X. NAVA ELEM	9	31	49	5	0	5	1	34.1	53.8	5.5	0.0	5.5	1.1	
FRANCIS X. NAVA ELEM	10	35	46	7	2	1	0	38.5	50.5	7.7	2.2	1.1	0.0	
GONZALES ELEMENTARY	1	32	57	1	0	1	0	35.2	62.6	1.1	0.0	1.1	0.0	
GONZALES ELEMENTARY	2	29	59	3	0	0	0	31.9	64.8	3.3	0.0	0.0	0.0	
GONZALES ELEMENTARY	3	34	50	3	0	1	3	37.4	54.9	3.3	0.0	1.1	3.3	
GONZALES ELEMENTARY	4	32	49	3	0	4	3	35.2	53.8	3.3	0.0	4.4	3.3	
GONZALES ELEMENTARY	5	33	46	4	0	7	1	36.3	50.5	4.4	0.0	7.7	1.1	
GONZALES ELEMENTARY	6	34	47	4	1	3	2	37.4	51.6	4.4	1.1	3.3	2.2	
GONZALES ELEMENTARY	7	25	48	12	0	4	2	27.5	52.7	13.2	0.0	4.4	2.2	
GONZALES ELEMENTARY	8	44	42	2	0	2	1	48.4	46.2	2.2	0.0	2.2	1.1	
GONZALES ELEMENTARY	9	34	46	2	0	6	3	37.4	50.5	2.2	0.0	6.6	3.3	

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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			
GONZALES ELEMENTARY	10	39	47	5	0	0	42.9	51.6	5.5	0.0	0.0	0.0			
KAUNE ELEMENTARY	1	47	70	1	0	3	38.5	57.4	0.8	0.0	2.5	0.8			
KAUNE ELEMENTARY	2	50	62	5	0	4	41.0	50.8	4.1	0.0	3.3	0.8			
KAUNE ELEMENTARY	3	45	63	3	1	7	36.9	51.6	2.5	0.8	5.7	2.5			
KAUNE ELEMENTARY	4	59	57	4	0	0	48.4	46.7	3.3	0.0	0.0	1.6			
KAUNE ELEMENTARY	5	38	50	5	3	25	31.1	41.0	4.1	2.5	20.5	0.8			
KAUNE ELEMENTARY	6	49	64	0	2	5	40.2	52.5	0.0	1.6	4.1	1.6			
KAUNE ELEMENTARY	7	41	56	12	1	10	33.6	45.9	9.8	0.8	8.2	1.6			
KAUNE ELEMENTARY	8	71	46	3	1	1	58.2	37.7	2.5	0.8	0.8	0.0			
KAUNE ELEMENTARY	9	41	65	6	1	7	33.6	53.3	4.9	0.8	5.7	1.6			
KAUNE ELEMENTARY	10	47	59	11	1	2	38.5	48.4	9.0	0.8	1.6	1.6			
KEARNY ELEMENTARY	1	35	95	1	1	10	24.5	66.4	0.7	0.7	7.0	0.7			
KEARNY ELEMENTARY	2	30	90	14	6	1	21.0	62.9	9.8	4.2	0.7	1.4			
KEARNY ELEMENTARY	3	40	80	13	3	6	28.0	55.9	9.1	2.1	4.2	0.7			
KEARNY ELEMENTARY	4	49	79	10	0	2	34.3	55.2	7.0	0.0	1.4	2.1			
KEARNY ELEMENTARY	5	31	77	11	0	20	21.7	53.8	7.7	0.0	14.0	2.8			
KEARNY ELEMENTARY	6	35	87	8	4	9	24.5	60.8	5.6	2.8	6.3	0.0			
KEARNY ELEMENTARY	7	29	73	18	1	17	20.3	51.0	12.6	0.7	11.9	3.5			
KEARNY ELEMENTARY	8	73	64	2	2	2	51.0	44.8	1.4	1.4	1.4	0.0			
KEARNY ELEMENTARY	9	32	87	8	4	11	22.4	60.8	5.6	2.8	7.7	0.7			
KEARNY ELEMENTARY	10	39	85	13	3	2	27.3	59.4	9.1	2.1	1.4	0.7			
LARRAGOITE ELEM	1	9	32	3	0	6	16.4	58.2	5.5	0.0	10.9	9.1			
LARRAGOITE ELEM	2	16	29	7	1	1	29.1	52.7	12.7	1.8	1.8	1.8			
LARRAGOITE ELEM	3	15	25	7	1	7	27.3	45.5	12.7	1.8	12.7	0.0			
LARRAGOITE ELEM	4	16	26	7	2	2	29.1	47.3	12.7	3.6	3.6	3.6			
LARRAGOITE ELEM	5	11	26	4	2	12	20.0	47.3	7.3	3.6	21.8	0.0			
LARRAGOITE ELEM	6	15	26	7	1	2	27.3	47.3	12.7	1.8	3.6	7.3			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
LARRAGOITE ELEM	7	12	18	11	2	8	4	21.8	32.7	20.0	3.6	14.5	7.3	
LARRAGOITE ELEM	8	31	23	0	1	0	0	56.4	41.8	0.0	1.8	0.0	0.0	
LARRAGOITE ELEM	9	17	27	4	0	6	1	30.9	49.1	7.3	0.0	10.9	1.8	
LARRAGOITE ELEM	10	21	26	4	1	1	2	38.2	47.3	7.3	1.8	1.8	3.6	
NYE EARLY CHILDHOOD	***	***	***	***	***	***	***	***	***	***	***	***	***	***
PINON ELEMENTARY	1	65	132	5	0	20	4	28.8	58.4	2.2	0.0	8.8	1.8	
PINON ELEMENTARY	2	51	119	32	15	8	1	22.6	52.7	14.2	6.6	3.5	0.4	
PINON ELEMENTARY	3	92	115	2	0	13	4	40.7	50.9	0.9	0.0	5.8	1.8	
PINON ELEMENTARY	4	93	119	6	2	1	5	41.2	52.7	2.7	0.9	0.4	2.2	
PINON ELEMENTARY	5	56	118	9	4	38	1	24.8	52.2	4.0	1.8	16.8	0.4	
PINON ELEMENTARY	6	81	127	2	1	10	5	35.8	56.2	0.9	0.4	4.4	2.2	
PINON ELEMENTARY	7	42	116	23	6	24	15	18.6	51.3	10.2	2.7	10.6	6.6	
PINON ELEMENTARY	8	132	91	1	1	1	0	58.4	40.3	0.4	0.4	0.4	0.0	
PINON ELEMENTARY	9	79	125	5	0	9	8	35.0	55.3	2.2	0.0	4.0	3.5	
PINON ELEMENTARY	10	75	117	25	5	1	3	33.2	51.8	11.1	2.2	0.4	1.3	
R.M. SWEENEY ELEM	1	46	92	8	1	26	0	26.6	53.2	4.6	0.6	15.0	0.0	
R.M. SWEENEY ELEM	2	55	100	3	2	11	2	31.8	57.8	1.7	1.2	6.4	1.2	
R.M. SWEENEY ELEM	3	47	95	6	1	21	3	27.2	54.9	3.5	0.6	12.1	1.7	
R.M. SWEENEY ELEM	4	60	93	7	2	7	4	34.7	53.8	4.0	1.2	4.0	2.3	
R.M. SWEENEY ELEM	5	48	94	4	3	21	3	27.7	54.3	2.3	1.7	12.1	1.7	
R.M. SWEENEY ELEM	6	53	105	5	1	8	1	30.6	60.7	2.9	0.6	4.6	0.6	
R.M. SWEENEY ELEM	7	49	76	3	7	36	2	28.3	43.9	1.7	4.0	20.8	1.2	
R.M. SWEENEY ELEM	8	90	70	3	3	6	1	52.0	40.5	1.7	1.7	3.5	0.6	
R.M. SWEENEY ELEM	9	53	91	9	0	14	6	30.6	52.6	5.2	0.0	8.1	3.5	
R.M. SWEENEY ELEM	10	53	84	19	5	6	6	30.6	48.6	11.0	2.9	3.5	3.5	
RAMIREZ THOMAS ELEM	1	77	146	12	6	23	19	27.2	51.6	4.2	2.1	8.1	6.7	
RAMIREZ THOMAS ELEM	2	126	144	5	2	4	2	44.5	50.9	1.8	0.7	1.4	0.7	

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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
RAMIREZ THOMAS ELEM	3	74	160	8	5	28	8	26.1	56.5	2.8	1.8	9.9	2.8
RAMIREZ THOMAS ELEM	4	84	167	13	2	9	8	29.7	59.0	4.6	0.7	3.2	2.8
RAMIREZ THOMAS ELEM	5	90	148	6	2	31	6	31.8	52.3	2.1	0.7	11.0	2.1
RAMIREZ THOMAS ELEM	6	86	162	7	5	16	7	30.4	57.2	2.5	1.8	5.7	2.5
RAMIREZ THOMAS ELEM	7	69	140	14	7	35	18	24.4	49.5	4.9	2.5	12.4	6.4
RAMIREZ THOMAS ELEM	8	133	132	9	0	4	5	47.0	46.6	3.2	0.0	1.4	1.8
RAMIREZ THOMAS ELEM	9	80	152	5	3	33	10	28.3	53.7	1.8	1.1	11.7	3.5
RAMIREZ THOMAS ELEM	10	73	161	24	5	5	15	25.8	56.9	8.5	1.8	1.8	5.3
SALAZAR ELEMENTARY	1	39	80	0	0	18	1	28.3	58.0	0.0	0.0	13.0	0.7
SALAZAR ELEMENTARY	2	66	66	6	0	0	0	47.8	47.8	4.3	0.0	0.0	0.0
SALAZAR ELEMENTARY	3	46	77	5	0	9	1	33.3	55.8	3.6	0.0	6.5	0.7
SALAZAR ELEMENTARY	4	56	71	5	1	2	3	40.6	51.4	3.6	0.7	1.4	2.2
SALAZAR ELEMENTARY	5	42	73	3	1	17	2	30.4	52.9	2.2	0.7	12.3	1.4
SALAZAR ELEMENTARY	6	41	81	11	0	3	2	29.7	58.7	8.0	0.0	2.2	1.4
SALAZAR ELEMENTARY	7	30	71	12	3	17	5	21.7	51.4	8.7	2.2	12.3	3.6
SALAZAR ELEMENTARY	8	64	62	2	3	2	5	46.4	44.9	1.4	2.2	1.4	3.6
SALAZAR ELEMENTARY	9	53	75	4	0	5	1	38.4	54.3	2.9	0.0	3.6	0.7
SALAZAR ELEMENTARY	10	49	66	15	3	2	3	35.5	47.8	10.9	2.2	1.4	2.2
SANTA FE DIST OFFICE	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	5	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	8	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SANTA FE DIST OFFICE	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
SANTA FE DIST OFFICE	10	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
SANTA FE HIGH	1	0	12	11	6	1	0.0	40.0	36.7	20.0	3.3	0.0			
SANTA FE HIGH	2	4	17	4	3	2	13.3	56.7	13.3	10.0	6.7	0.0			
SANTA FE HIGH	3	3	7	13	4	3	10.0	23.3	43.3	13.3	10.0	0.0			
SANTA FE HIGH	4	1	11	10	7	0	3.3	36.7	33.3	23.3	0.0	3.3			
SANTA FE HIGH	5	4	13	7	6	0	13.3	43.3	23.3	20.0	0.0	0.0			
SANTA FE HIGH	6	0	10	9	9	1	0.0	33.3	30.0	30.0	3.3	3.3			
SANTA FE HIGH	7	3	16	3	5	2	10.0	53.3	10.0	16.7	6.7	3.3			
SANTA FE HIGH	8	0	10	12	7	0	0.0	33.3	40.0	23.3	0.0	3.3			
SANTA FE HIGH	9	1	12	8	6	2	3.3	40.0	26.7	20.0	6.7	3.3			
SANTA FE HIGH	10	8	17	3	1	0	26.7	56.7	10.0	3.3	0.0	3.3			
TESUQUE ELEMENTARY	1	23	33	1	0	2	39.0	55.9	1.7	0.0	3.4	0.0			
TESUQUE ELEMENTARY	2	2	32	18	3	2	3.4	54.2	30.5	5.1	3.4	3.4			
TESUQUE ELEMENTARY	3	30	26	0	0	3	50.8	44.1	0.0	0.0	5.1	0.0			
TESUQUE ELEMENTARY	4	34	22	2	0	0	57.6	37.3	3.4	0.0	0.0	1.7			
TESUQUE ELEMENTARY	5	24	31	2	0	2	40.7	52.5	3.4	0.0	3.4	0.0			
TESUQUE ELEMENTARY	6	32	26	0	0	1	54.2	44.1	0.0	0.0	1.7	0.0			
TESUQUE ELEMENTARY	7	16	30	5	1	5	27.1	50.8	8.5	1.7	8.5	3.4			
TESUQUE ELEMENTARY	8	39	17	3	0	0	66.1	28.8	5.1	0.0	0.0	0.0			
TESUQUE ELEMENTARY	9	32	22	0	0	5	54.2	37.3	0.0	0.0	8.5	0.0			
TESUQUE ELEMENTARY	10	30	24	1	0	0	50.8	40.7	1.7	0.0	0.0	6.8			
WOOD-GORMLEY ELEM	1	40	37	2	0	1	48.8	45.1	2.4	0.0	1.2	2.4			
WOOD-GORMLEY ELEM	2	50	31	1	0	0	61.0	37.8	1.2	0.0	0.0	0.0			
WOOD-GORMLEY ELEM	3	47	29	6	0	0	57.3	35.4	7.3	0.0	0.0	0.0			
WOOD-GORMLEY ELEM	4	46	32	3	0	0	56.1	39.0	3.7	0.0	0.0	1.2			
WOOD-GORMLEY ELEM	5	14	47	12	0	8	17.1	57.3	14.6	0.0	9.8	1.2			
WOOD-GORMLEY ELEM	6	34	40	3	2	2	41.5	48.8	3.7	2.4	2.4	1.2			

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
WOOD-GORMLEY ELEM	7	36	36	5	3	2	0	43.9	43.9	6.1	3.7	2.4	0.0
WOOD-GORMLEY ELEM	8	49	28	3	2	0	0	59.8	34.1	3.7	2.4	0.0	0.0
WOOD-GORMLEY ELEM	9	36	38	5	0	3	0	43.9	46.3	6.1	0.0	3.7	0.0
WOOD-GORMLEY ELEM	10	39	41	2	0	0	0	47.6	50.0	2.4	0.0	0.0	0.0

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).