



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

Printed: 10/14/2008

SOCORRO

NO CHILD LEFT BEHIND SUMMARY

SOCORRO

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	6	100
Schools in School Improvement	2	33
Schools in Corrective Action	1	17
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\*

	SOCORRO		STATE WIDE	
	Number	Percent	Number	Percent
Female	883	49.3	159155	48.8
Male	908	50.7	167000	51.2
Caucasian	384	21.4	99600	30.5
African-American	30	1.7	8523	2.6
Hispanic	1282	71.6	178091	54.6
Asian/Pacific Islander	19	1.1	4246	1.3
American Indian	76	4.2	35679	10.9
English Language Learners	28	1.6	60832	18.7
Students with Disabilities	306	17.1	48634	14.9
Free/Reduced Lunch Program	1138	63.5	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
MIDWAY ELEMENTARY	Meets AYP	Progressing	PARKVIEW ELEMENTARY	Meets AYP	Progressing
R. SARRACINO MIDDLE	AYP Not Met	SI-2	SAN ANTONIO ELEM	Meets AYP	Progressing
SOCORRO HIGH	AYP Not Met	CA	ZIMMERLY ELEMENTARY	AYP Not Met	SI-2

## 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	51.8	77.2	***	48.5	***	17.7	43.6	16.7	19.1
All students in Grades 6, 7 & 8	Reading Proficiency	42	36.5	54.7	***	32.4	***	16.7	28.6	***	5.5
All Students in Grades 9 & 11	Reading Proficiency	45	38.4	63.3	***	30.1	***	***	21.8	***	2.9
MIDWAY ELEMENTARY	Reading Proficiency	49	46.0	***	***	40.0	***	***	32.1	***	***
PARKVIEW ELEMENTARY	Reading Proficiency	49	55.7	83.3	***	52.0	***	***	48.6	***	33.3
R. SARRACINO MIDDLE	Reading Proficiency	42	36.4	54.0	***	32.9	***	8.3	28.8	***	8.5
SAN ANTONIO ELEM	Reading Proficiency	49	40.0	***	***	33.3	***	***	40.0	***	***
SOCORRO HIGH	Reading Proficiency	45	38.7	63.3	***	30.4	***	***	21.8	***	2.9
ZIMMERLY ELEMENTARY	Reading Proficiency	49	51.8	71.9	***	50.0	***	20.0	43.0	***	17.7
All Students in Grades 3, 4 & 5	Math Proficiency	33	33.2	43.9	***	32.6	***	5.9	24.7	8.3	11.8
All students in Grades 6, 7 & 8	Math Proficiency	20	18.8	39.1	***	13.4	***	8.3	11.5	***	5.5
All Students in Grades 9 & 11	Math Proficiency	27	31.8	60.0	***	22.4	***	***	16.5	***	17.1
MIDWAY ELEMENTARY	Math Proficiency	33	29.7	***	***	20.0	***	***	17.9	***	***
PARKVIEW ELEMENTARY	Math Proficiency	33	31.8	33.3	***	32.0	***	***	27.8	***	8.3
R. SARRACINO MIDDLE	Math Proficiency	20	18.8	38.1	***	13.7	***	8.3	11.9	***	6.8
SAN ANTONIO ELEM	Math Proficiency	33	20.0	***	***	16.7	***	***	20.0	***	***
SOCORRO HIGH	Math Proficiency	27	32.0	60.0	***	22.7	***	***	16.5	***	17.1
ZIMMERLY ELEMENTARY	Math Proficiency	33	35.1	46.9	***	35.5	***	6.7	25.4	***	11.8
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.1	94.9	***	94.2	***	88.9	93.6	95.4	93.4
All students in Grades 6, 7 & 8	Attendance Rate	92	95.3	96.0	***	95.1	***	93.2	95.0	***	94.3
MIDWAY ELEMENTARY	Attendance Rate	92	97.0	***	***	96.5	***	***	96.5	***	***
PARKVIEW ELEMENTARY	Attendance Rate	92	93.3	94.8	***	93.1	***	***	92.5	***	93.3
R. SARRACINO MIDDLE	Attendance Rate	92	95.3	96.0	***	95.2	***	93.2	95.0	***	94.2
SAN ANTONIO ELEM	Attendance Rate	92	96.4	***	***	96.1	***	***	96.8	***	***
ZIMMERLY ELEMENTARY	Attendance Rate	92	93.6	93.8	***	93.9	***	89.4	93.2	***	92.8
All Students in Grade 12	Graduation Rate	90	88.2	89.7	***	87.1	***	***	87.5	***	85.7
SOCORRO HIGH	Graduation Rate	90	91.4	94.3	***	89.7	***	***	89.8	***	92.3

# 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	68	1	44	34	21	0	100	68	0	22	59	19	0
	Male	98	51	0	53	29	16	2	98	52	2	35	46	15	2
Ethnicity	Caucasian	100	21	5	67	19	10	0	100	22	5	32	41	23	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	95	0	45	35	19	1	99	95	0	27	56	16	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD <sup>2</sup>	100	16	0	31	25	44	0	100	16	0	13	38	50	0
	ELL <sup>3</sup>	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	99	95	1	39	36	23	1	99	95	0	22	57	20	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	119	1	48	32	18	1	99	120	1	28	53	18	1
	2005-06	100	133	3	50	30	17	0	100	133	2	33	53	12	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	67	7	51	30	12	0	100	67	7	25	57	10	0
	Male	100	67	9	37	33	21	0	99	67	9	34	46	9	1
Ethnicity	Caucasian	100	13	23	69	0	8	0	92	13	23	38	31	0	8
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	105	7	43	34	16	0	100	105	6	31	54	9	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian <sup>1</sup>	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Status	SWD <sup>2</sup>	100	26	0	19	31	50	0	100	26	0	12	58	31	0
	ELL <sup>3</sup>	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	89	4	38	36	21	0	99	89	3	21	63	11	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	134	8	44	31	16	0	99	134	8	30	51	10	1
	2005-06	100	125	8	37	44	11	0	100	125	9	33	50	9	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

<sup>1</sup> includes Alaskan Natives <sup>2</sup> SWD - Students with Disabilities <sup>3</sup> 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	62	13	39	39	10	0	97	62	3	24	56	13	3
	Male	97	64	8	34	44	11	3	100	64	3	27	58	13	0
Ethnicity	Caucasian	100	32	16	44	38	3	0	100	32	9	31	50	9	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	85	8	36	41	12	2	99	85	1	25	62	11	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD <sup>2</sup>	100	37	0	14	59	27	0	95	37	0	8	57	30	5
	ELL <sup>3</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	99	97	7	35	44	12	1	99	97	2	22	60	15	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	126	10	37	41	10	2	98	126	3	25	57	13	2
	2005-06	100	118	11	39	39	11	0	100	118	5	24	49	22	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	54	7	24	56	13	0	100	54	4	17	54	26	0
	Male	100	63	2	25	44	29	0	100	63	5	11	44	40	0
Ethnicity	Caucasian	100	25	12	52	28	8	0	100	25	20	32	28	20	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	85	2	18	59	21	0	100	85	0	8	58	34	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD <sup>2</sup>	100	27	7	4	33	56	0	100	27	0	7	19	74	0
	ELL <sup>3</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	100	81	2	17	53	27	0	100	81	0	10	53	37	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	117	4	25	50	21	0	100	117	4	14	49	33	0
	2005-06	99	125	2	26	50	21	1	99	125	2	11	43	42	2
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

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - 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	61	3	28	54	15	0	100	61	2	11	43	44	0
	Male	100	62	2	34	47	18	0	98	62	5	10	50	34	2
Ethnicity	Caucasian	100	29	3	38	48	10	0	100	29	0	21	48	31	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	82	2	32	52	13	0	99	82	4	9	48	39	1
	Asian/Pacific American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	100	24	0	13	50	38	0	100	24	0	8	38	54	0
	ELL <sup>3</sup>	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	FRLP	100	77	1	21	58	19	0	100	77	1	8	42	49	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	123	2	31	50	16	0	99	123	3	11	46	39	1
	2005-06	96	148	1	21	53	22	4	95	148	1	5	35	55	5
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	73	0	47	41	10	3	100	73	3	22	47	29	0
	Male	100	66	0	41	42	17	0	100	66	5	14	47	35	0
Ethnicity	Caucasian	100	20	0	55	40	5	0	100	20	15	20	50	15	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	98	108	0	42	41	16	2	100	108	1	18	46	35	0
	Asian/Pacific American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	100	19	0	0	42	58	0	100	19	0	0	16	84	0
	ELL <sup>3</sup>	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	99	94	0	44	40	15	1	100	94	2	14	52	32	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	139	0	44	42	13	1	100	139	4	18	47	32	0
	2005-06	93	147	1	28	40	24	7	94	146	3	12	35	43	6
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

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	82	1	32	30	35	1	100	82	5	20	52	23	0
	Male	100	82	2	33	27	38	0	99	82	13	18	46	21	1
Ethnicity	Caucasian	100	36	8	47	22	22	0	100	36	28	25	33	14	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	114	0	26	32	41	1	99	114	4	16	53	26	1
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD <sup>2</sup>	100	23	0	0	13	87	0	100	23	0	13	39	48	0
	ELL <sup>3</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	93	2	23	31	44	0	99	93	4	13	54	28	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	164	2	32	29	37	1	99	164	9	19	49	22	1
	2005-06	99	154	1	37	29	32	1	100	154	6	25	51	18	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	57	11	39	39	12	0	100	57	5	30	33	32	0
	Male	98	64	9	30	38	22	2	100	63	10	25	38	27	0
Ethnicity	Caucasian	100	32	31	44	16	9	0	100	32	25	47	16	13	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	84	1	32	48	18	1	100	83	0	22	43	35	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian <sup>1</sup>	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD <sup>2</sup>	100	18	0	6	39	56	0	100	18	0	22	22	56	0
	ELL <sup>3</sup>	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	98	54	7	19	52	20	2	100	53	0	21	36	43	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	121	10	34	38	17	1	100	120	8	28	36	29	0
	2005-06	100	135	9	36	39	16	0	100	135	7	24	47	22	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - 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, Tommy	4
Gonzales, Tony	4
Markwell, Dr Robert	9
Ortiz, Anthony	19
Shiells, Ann	19

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
<b>Direct Instruction</b>	<b>7,298,286</b>	<b>58</b>
<b>Instructional Support Services</b>	<b>5,176,233</b>	<b>41</b>
Students	1,660,861	32
Instruction	239,709	5
General Administration	454,777	9
School Administration	930,437	18
Central Services	211,078	4
Operations & Maintenance	1,679,371	32
Student Transportation	0	0
<b>Non-Instructional Support</b>	<b>48,193</b>	<b>&lt;1</b>
Food Services	48,193	100
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>12,522,712</b>	

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	149	73.8	26.2	14.1
EDWARD E. TORRES ELE	2	0.0	.0	***
MIDWAY ELEMENTARY	7	57.1	42.9	0.0
PARKVIEW ELEMENTARY	32	68.8	31.3	16.7
R. SARRACINO MIDDLE	36	86.1	13.9	11.7
SAN ANTONIO ELEM	8	87.5	12.5	0.0
SOCORRO DISTRICT OFF	1	0.0	.0	***
SOCORRO HIGH	44	68.2	31.8	16.4
ZIMMERLY ELEMENTARY	19	68.4	31.6	5.9

\* 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

# 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	41	59	1	1	5	3	37.3	53.6	0.9	0.9	4.5	2.7	
DISTRICT WIDE TOTALS	2	42	57	5	1	2	3	38.2	51.8	4.5	0.9	1.8	2.7	
DISTRICT WIDE TOTALS	3	40	49	7	0	9	5	36.4	44.5	6.4	0.0	8.2	4.5	
DISTRICT WIDE TOTALS	4	45	51	6	0	1	7	40.9	46.4	5.5	0.0	0.9	6.4	
DISTRICT WIDE TOTALS	5	30	40	4	1	25	10	27.3	36.4	3.6	0.9	22.7	9.1	
DISTRICT WIDE TOTALS	6	37	49	7	2	9	6	33.6	44.5	6.4	1.8	8.2	5.5	
DISTRICT WIDE TOTALS	7	30	38	18	3	9	12	27.3	34.5	16.4	2.7	8.2	10.9	
DISTRICT WIDE TOTALS	8	54	42	5	0	1	8	49.1	38.2	4.5	0.0	0.9	7.3	
DISTRICT WIDE TOTALS	9	36	52	8	0	7	7	32.7	47.3	7.3	0.0	6.4	6.4	
DISTRICT WIDE TOTALS	10	38	53	8	0	2	9	34.5	48.2	7.3	0.0	1.8	8.2	
EDWARD E. TORRES ELE	1	10	12	1	0	0	0	43.5	52.2	4.3	0.0	0.0	0.0	
EDWARD E. TORRES ELE	2	5	14	3	1	0	0	21.7	60.9	13.0	4.3	0.0	0.0	
EDWARD E. TORRES ELE	3	12	9	0	0	1	1	52.2	39.1	0.0	0.0	4.3	4.3	
EDWARD E. TORRES ELE	4	15	8	0	0	0	0	65.2	34.8	0.0	0.0	0.0	0.0	
EDWARD E. TORRES ELE	5	4	10	1	1	5	2	17.4	43.5	4.3	4.3	21.7	8.7	
EDWARD E. TORRES ELE	6	12	7	0	0	3	1	52.2	30.4	0.0	0.0	13.0	4.3	
EDWARD E. TORRES ELE	7	10	9	1	0	0	3	43.5	39.1	4.3	0.0	0.0	13.0	

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Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
EDWARD E. TORRES ELE	8	10	9	2	0	0	2	43.5	39.1	8.7	0.0	0.0	8.7
EDWARD E. TORRES ELE	9	11	11	0	0	1	0	47.8	47.8	0.0	0.0	4.3	0.0
EDWARD E. TORRES ELE	10	8	8	4	0	1	2	34.8	34.8	17.4	0.0	4.3	8.7
MIDWAY ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
PARKVIEW ELEMENTARY	1	29	46	0	1	5	3	34.5	54.8	0.0	1.2	6.0	3.6
PARKVIEW ELEMENTARY	2	35	42	2	0	2	3	41.7	50.0	2.4	0.0	2.4	3.6
PARKVIEW ELEMENTARY	3	26	39	7	0	8	4	31.0	46.4	8.3	0.0	9.5	4.8
PARKVIEW ELEMENTARY	4	27	43	6	0	1	7	32.1	51.2	7.1	0.0	1.2	8.3
PARKVIEW ELEMENTARY	5	24	30	3	0	20	7	28.6	35.7	3.6	0.0	23.8	8.3
PARKVIEW ELEMENTARY	6	24	41	6	2	6	5	28.6	48.8	7.1	2.4	7.1	6.0
PARKVIEW ELEMENTARY	7	18	29	16	3	9	9	21.4	34.5	19.0	3.6	10.7	10.7
PARKVIEW ELEMENTARY	8	41	33	3	0	1	6	48.8	39.3	3.6	0.0	1.2	7.1
PARKVIEW ELEMENTARY	9	23	40	8	0	6	7	27.4	47.6	9.5	0.0	7.1	8.3
PARKVIEW ELEMENTARY	10	28	45	3	0	1	7	33.3	53.6	3.6	0.0	1.2	8.3
R. SARRACINO MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***
SAN ANTONIO ELEM	1	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	2	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	3	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	4	3	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	5	2	0	0	0	0	1	66.7	0.0	0.0	0.0	0.0	33.3
SAN ANTONIO ELEM	6	1	1	1	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0
SAN ANTONIO ELEM	7	2	0	1	0	0	0	66.7	0.0	33.3	0.0	0.0	0.0
SAN ANTONIO ELEM	8	3	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	9	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
SAN ANTONIO ELEM	10	2	0	1	0	0	0	66.7	0.0	33.3	0.0	0.0	0.0
SOCORRO HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
ZIMMERLY ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***

## 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%).