



**ADEQUATE YEARLY PROGRESS SUMMARY**

**ESPAÑOLA PUBLIC SCHOOLS**

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	15	100
Schools in School Improvement	2	13
Schools in Corrective Action	1	7
Schools in Restructuring	6	40

**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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

**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
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

**2007-2008 STUDENT DEMOGRAPHICS\***

	ESPAÑOLA PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	2160	51.3	157911	48.9
Male	2051	48.7	165190	51.1
Caucasian	118	2.8	95275	29.5
African-American	24	0.6	8424	2.6
Hispanic	3805	90.4	17918	55.5
Asian/Pacific Islander	16	0.4	4441	1.4
American Indian	248	5.9	35780	11.1
English Language Learners	1135	27.0	59903	18.5
Students with Disabilities	502	11.9	48691	15.1
Free/Reduced Lunch Program	4211	100.0	205601	63.6
Migrant	21	0.5	616	0.2

\*Source: STARS 120th day submission to Public Education Department.

**Adequate Yearly Progress****STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ABIQUIU ELEMENTARY	AYP Not Met	SI-2	ALCALDE ELEMENTARY	Meets AYP	Progressing
CARLOS F. VIGIL MID	AYP Not Met	R-2	CHIMAYO ELEMENTARY	AYP Not Met	Progressing
DIXON ELEMENTARY	Meets AYP	Progressing	ESPANOLA MIDDLE EAST	AYP Not Met	R-2
ESPANOLA VALLEY HIGH	AYP Not Met	R-2	EUTIMOTIMSALAZAR	AYP Not Met	CA
HERNANDEZ ELEMENTARY	AYP Not Met	SI-2	JAMES RODRIGUEZ ELEM	AYP Not Met	R-2
LOS NINOS ELEMENTARY	AYP Not Met	Progressing	MOUNTAIN VIEW ELEM	AYP Not Met	Progressing
SAN JUAN ELEMENTARY	AYP Not Met	R-1	TONY QUINTANA ELEM	AYP Not Met	R-2
VELARDE ELEMENTARY	Meets AYP	Progressing			

## ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	46.6	60.0	***	44.9	***	64.6	46.6	33.6	20.9	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	36.3	50.0	***	35.6	***	42.5	36.5	28.8	8.6	
District Wide-Grades 11	Reading Proficiency	56	37.8	***	***	36.0	***	***	37.8	***	12.5	
ABIQUIU ELEMENTARY	Reading Proficiency	55	48.7	***	***	45.2	***	***	48.7	34.6	***	
ALCALDE ELEMENTARY	Reading Proficiency	55	48.2	***	***	50.0	***	***	48.2	54.6	30.0	
CARLOS F. VIGIL MID	Reading Proficiency	56	38.7	***	***	39.8	***	30.0	38.8	***	9.1	
CHIMAYO ELEMENTARY	Reading Proficiency	55	39.7	***	***	40.6	***	***	39.7	35.2	30.8	
DIXON ELEMENTARY	Reading Proficiency	55	61.3	***	***	52.2	***	***	61.3	57.1	***	
ESPANOLA MIDDLE EAST	Reading Proficiency	56	35.3	***	***	34.7	***	***	35.9	28.2	6.5	
ESPANOLA VALLEY HIGH	Reading Proficiency	56	38.1	***	***	36.3	***	***	38.1	***	18.2	
EUTIMOTIMSALAZAR	Reading Proficiency	55	40.4	***	***	40.2	***	***	40.4	30.8	15.0	
HERNANDEZ ELEMENTARY	Reading Proficiency	55	30.2	***	***	30.4	***	***	30.2	21.1	25.0	
JAMES RODRIGUEZ ELEM	Reading Proficiency	55	45.0	***	***	45.5	***	30.0	45.0	33.1	<2.0	
LOS NINOS ELEMENTARY	Reading Proficiency	59	***	***	***	***	***	***	***	***	***	
MOUNTAIN VIEW ELEM	Reading Proficiency	55	28.6	***	***	25.0	***	***	28.6	<2.0	***	
SAN JUAN ELEMENTARY	Reading Proficiency	55	61.0	***	***	57.6	***	68.3	61.0	43.8	30.8	
TONY QUINTANA ELEM	Reading Proficiency	55	39.0	***	***	36.8	***	***	39.0	30.8	***	
VELARDE ELEMENTARY	Reading Proficiency	55	58.5	***	***	57.9	***	***	58.5	20.8	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	31.5	56.7	***	30.6	***	35.4	31.5	21.9	15.1	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	16.0	25.0	***	16.0	***	15.0	16.6	13.7	6.2	
District Wide-Grades 11	Math Proficiency	40	15.8	***	***	14.9	***	***	15.8	***	6.3	
ABIQUIU ELEMENTARY	Math Proficiency	41	13.5	***	***	12.9	***	***	13.5	7.7	***	
ALCALDE ELEMENTARY	Math Proficiency	41	37.0	***	***	39.5	***	***	37.0	36.4	30.0	
CARLOS F. VIGIL MID	Math Proficiency	37	6.8	***	***	7.3	***	<2.0	6.6	***	<2.0	
CHIMAYO ELEMENTARY	Math Proficiency	41	34.3	***	***	33.3	***	***	34.3	37.0	23.1	
DIXON ELEMENTARY	Math Proficiency	41	45.2	***	***	30.4	***	***	45.2	42.9	***	
ESPANOLA MIDDLE EAST	Math Proficiency	35	14.7	***	***	14.6	***	***	15.2	7.7	6.5	
ESPANOLA VALLEY HIGH	Math Proficiency	40	15.9	***	***	15.0	***	***	15.9	***	9.1	
EUTIMOTIMSALAZAR	Math Proficiency	41	23.2	***	***	23.1	***	***	23.2	17.5	10.0	
HERNANDEZ ELEMENTARY	Math Proficiency	41	17.1	***	***	17.6	***	***	17.1	10.0	8.3	
JAMES RODRIGUEZ ELEM	Math Proficiency	41	33.9	***	***	36.0	***	20.0	33.9	23.1	7.1	
LOS NINOS ELEMENTARY	Math Proficiency	44	***	***	***	***	***	***	***	***	***	
MOUNTAIN VIEW ELEM	Math Proficiency	41	42.9	***	***	40.0	***	***	42.9	8.3	***	
SAN JUAN ELEMENTARY	Math Proficiency	41	39.0	***	***	39.0	***	38.1	39.0	24.7	23.1	
TONY QUINTANA ELEM	Math Proficiency	41	27.9	***	***	26.4	***	***	27.9	21.5	***	

## ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
VELARDE ELEMENTARY	Math Proficiency	41	48.8	***	***	47.4	***	***	48.8	20.8	***
All Students-Grade K-5	Attendance Rate	92	94.6	92.7	***	94.7	***	95.4	94.6	94.6	93.4
All Students-Grades 6, 7 & 8	Attendance Rate	92	95.3	93.2	***	95.4	***	95.4	95.4	95.3	93.0
ABIQUIU ELEMENTARY	Attendance Rate	92	92.6	***	***	92.9	***	***	92.6	92.0	***
ALCALDE ELEMENTARY	Attendance Rate	92	92.8	***	***	92.6	***	***	92.8	92.5	90.9
CASA DE CORAZON	Attendance Rate	92	.	***	***	***	***	***	***	***	***
CHIMAYO ELEMENTARY	Attendance Rate	92	94.5	***	***	94.6	***	***	94.5	94.5	91.5
DIXON ELEMENTARY	Attendance Rate	92	94.8	***	***	94.8	***	***	94.8	95.0	***
ESPANOLA MIDDLE EAST	Attendance Rate	92	93.6	***	***	93.5	***	***	93.7	93.3	88.3
EUTIMIOTIMSALAZAR	Attendance Rate	92	94.8	***	***	94.8	***	***	94.7	95.1	94.2
HERNANDEZ ELEMENTARY	Attendance Rate	92	94.3	***	***	94.3	***	***	94.2	94.3	93.2
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***
JAMES RODRIGUEZ ELEM	Attendance Rate	92	92.8	***	***	92.9	***	91.3	92.7	92.6	92.5
LOS NINOS ELEMENTARY	Attendance Rate	92	95.2	***	***	***	***	***	***	***	***
MOUNTAIN VIEW ELEM	Attendance Rate	92	94.7	***	***	94.9	***	***	94.8	95.1	***
NNMCC-DAY CAR CENTER	Attendance Rate	92	.	***	***	***	***	***	***	***	***
SAN JUAN ELEMENTARY	Attendance Rate	92	96.2	***	***	96.2	***	96.1	96.2	96.1	96.5
TONY QUINTANA ELEM	Attendance Rate	92	95.8	***	***	95.8	***	***	95.9	95.9	***
VELARDE ELEMENTARY	Attendance Rate	92	93.0	***	***	93.1	***	***	93.1	94.1	***
All Students in Grade 12	Graduation Rate	90	87.2	***	***	87.5	***	***	87.2	***	100.0
CARLOS F. VIGIL MID	Graduation Rate	90	.	***	***	.	***	.	.	***	.
ESPANOLA VALLEY HIGH	Graduation Rate	90	86.7	***	***	87.1	***	***	86.7	***	100.0

# National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>			
Overall	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>			
Overall	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

<sup>1</sup> Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

<sup>2</sup> Basic is most comparable to the Proficiency level on the Standards Based Assessment

## State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	182	9	54	25	12	100	182	10	35	48	7	100	182	9	70	19	2
Male	99	186	3	40	30	26	99	186	8	31	51	11	99	186	8	66	24	2
Caucasian	100	17	24	41	18	18	100	17	0	71	29	0	100	17	24	65	12	0
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	324	5	46	28	20	100	324	8	31	51	9	100	324	6	69	23	2
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian <sup>1</sup>	100	23	13	61	26	0	100	23	26	26	35	13	100	23	35	61	4	0
SWD <sup>2</sup>	96	28	7	7	43	39	100	28	4	14	57	25	100	28	11	39	46	4
ELL <sup>3</sup>	100	212	2	38	36	24	100	212	6	23	58	13	100	212	5	66	27	2
FRLP <sup>4</sup>	99	360	6	47	28	19	100	360	9	33	49	9	100	360	9	68	21	2
Migrant	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
All 2007-08	99	368	6	47	27	19	100	368	9	33	49	9	100	368	8	68	21	2
All 2006-07	100	410	2	48	37	12	100	410	3	37	52	8	100	410	6	74	18	2
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

<sup>1</sup> - includes Alaskan Natives <sup>2</sup> - SWD - Students with Disabilities <sup>3</sup> - ELL - English Language Learners <sup>4</sup> - Economically Disadvantaged

# State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	222	6	44	40	9	100	222	2	27	64	6	100	222	0	38	56	5
Male	99	175	3	30	43	23	99	175	3	25	59	12	99	175	1	45	46	8
Caucasian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	363	5	37	42	16	99	363	3	26	62	9	100	363	1	41	51	7
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian <sup>1</sup>	100	25	4	48	40	8	100	25	0	16	76	8	100	25	0	36	64	0
SWD <sup>2</sup>	97	31	0	29	26	42	94	31	6	10	61	16	97	31	0	32	42	23
ELL <sup>3</sup>	100	205	1	27	48	23	99	205	2	15	72	10	100	205	0	29	61	10
FRLP <sup>4</sup>	100	394	5	38	41	15	99	394	3	26	62	9	100	394	1	41	52	6
Migrant	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
All 2007-08	100	397	5	38	42	15	99	397	3	26	62	9	100	397	1	41	52	6
All 2006-07	100	370	4	36	43	17	100	370	3	31	48	19	99	370	0	36	52	11
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	181	5	45	41	8	99	181	3	22	60	15	99	181	1	29	63	7
Male	98	182	3	34	44	17	99	182	3	25	52	20	100	182	1	30	59	10
Caucasian	100	15	20	40	33	7	100	15	0	47	47	7	100	15	7	47	40	7
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	99	323	3	39	44	13	99	323	3	22	56	19	100	323	1	29	62	9
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian <sup>1</sup>	100	20	10	55	30	5	100	20	5	30	55	10	100	20	0	30	65	5
SWD <sup>2</sup>	97	30	3	13	23	57	97	30	0	10	37	50	97	30	0	10	53	33
ELL <sup>3</sup>	99	222	3	28	51	17	99	222	0	21	57	21	100	222	0	23	65	11
FRLP <sup>4</sup>	99	355	4	40	42	13	99	355	3	23	56	17	100	355	1	30	61	8
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
All 2007-08	99	363	4	39	43	13	99	363	3	23	56	17	100	363	1	30	61	8
All 2006-07	99	357	8	35	43	14	99	357	2	16	57	24	98	357	1	27	60	11
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

<sup>1</sup> - includes Alaskan Natives <sup>2</sup> - SWD - Students with Disabilities <sup>3</sup> - ELL - English Language Learners <sup>4</sup> - Economically Disadvantaged

# State Assessments Results for District (excluding charter schools)

6th Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	99	163	6	32	53	9	99	163	4	18	64	13	99	163	1	16	67	16	
Male	99	164	3	30	51	15	99	164	2	24	56	17	100	164	2	18	64	16	
Caucasian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***	
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***	
Hispanic	99	293	4	30	54	12	99	293	3	21	61	15	100	293	1	17	65	16	
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***	
Am.Indian <sup>1</sup>	100	24	8	42	38	13	100	24	0	25	50	25	100	24	0	8	75	17	
SWD <sup>2</sup>	97	30	7	3	47	40	100	30	3	7	30	60	100	30	0	10	30	60	
ELL <sup>3</sup>	100	211	2	27	55	16	99	211	1	16	63	20	100	211	0	12	67	20	
FRLP <sup>4</sup>	99	324	4	31	52	12	99	324	3	21	60	15	100	324	1	17	65	16	
Migrant	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***	
All 2007-08	99	327	4	31	52	12	99	327	3	21	60	15	100	327	1	17	65	16	
All 2006-07	100	345	3	23	55	19	100	345	2	14	54	30	99	344	1	18	58	23	
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13	
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12	

7th Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	98	142	4	41	39	14	98	142	1	17	54	25	96	142	0	11	56	29	
Male	99	116	4	20	53	22	99	116	3	9	50	38	97	116	2	4	53	39	
Caucasian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***	
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***	
Hispanic	99	242	4	31	47	17	99	242	2	13	52	32	97	242	1	7	56	32	
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***	
Am.Indian <sup>1</sup>	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***	
SWD <sup>2</sup>	97	33	3	3	30	61	97	33	0	6	36	55	91	33	0	6	30	55	
ELL <sup>3</sup>	100	85	4	26	54	16	100	85	1	7	54	38	98	85	1	7	55	34	
FRLP <sup>4</sup>	99	225	4	32	46	17	99	225	2	12	55	30	97	225	1	8	56	33	
Migrant	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***	
All 2007-08	98	258	4	31	46	17	98	258	2	13	52	31	97	258	1	8	54	33	
All 2006-07	98	266	1	24	58	15	98	266	1	4	46	47	97	266	0	8	47	41	
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15	
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18	

**State Assessments Results for District (excluding charter schools)**

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	142	1	46	44	8	99	142	0	6	54	39	100	142	0	4	53	44
Male	99	121	1	28	45	25	98	121	0	7	40	50	95	121	0	7	49	39
Caucasian	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	241	1	39	45	15	98	241	0	7	47	44	98	241	0	6	50	42
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian <sup>1</sup>	100	13	0	38	38	23	100	13	0	0	54	46	92	13	0	0	46	46
SWD <sup>2</sup>	97	29	0	7	24	66	97	29	0	0	0	97	90	29	0	0	7	83
ELL <sup>3</sup>	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
FRLP <sup>4</sup>	99	213	1	38	45	15	98	213	0	7	47	44	99	213	0	5	52	42
Migrant	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
All 2007-08	99	263	1	38	44	16	98	263	0	6	48	44	98	263	0	5	51	41
All 2006-07	100	243	1	31	45	23	99	243	0	8	44	48	99	243	0	7	63	30
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

<sup>1</sup> - includes Alaskan Natives    <sup>2</sup> - SWD - Students with Disabilities    <sup>3</sup> - ELL - English Language Learners    <sup>4</sup> - Economically Disadvantaged

11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	94	82	1	38	48	7	94	82	1	9	49	35	94	82	0	10	73	11
Male	90	61	2	36	34	18	95	61	7	20	41	28	95	61	3	21	54	16
Caucasian	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	92	125	2	36	42	12	94	125	2	14	44	34	94	125	2	14	63	14
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian <sup>1</sup>	91	11	0	36	36	18	100	11	9	0	73	18	100	11	0	9	82	9
SWD <sup>2</sup>	94	18	6	6	22	61	100	18	6	0	17	78	100	18	6	6	33	56
ELL <sup>3</sup>	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
FRLP <sup>4</sup>	92	142	1	37	42	12	94	142	4	13	46	32	94	142	1	15	65	13
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
All 2007-08	92	143	1	37	42	12	94	143	3	13	45	32	94	143	1	15	65	13
All 2006-07	100	152	7	53	32	9	99	152	3	19	49	29	***	0	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

<sup>1</sup> - includes Alaskan Natives    <sup>2</sup> - SWD - Students with Disabilities    <sup>3</sup> - ELL - English Language Learners    <sup>4</sup> - Economically Disadvantaged



## 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
Archuleta, Floyd	28
Chavez, Andrew	30
Romero, Joe	33
Salazar, Joann	17
Valerio, Leonard	19

Source: 2007-08 New Mexico School Board Association annual report.

## Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
<b>Direct Instruction</b>	<b>17,794,051</b>	<b>53</b>
<b>Instructional Support Services</b>	<b>15,769,350</b>	<b>47</b>
Students	4,393,399	28
Instruction	562,985	4
General Administration	1,022,778	6
School Administration	2,253,716	14
Central Services	996,206	6
Operations & Maintenance	6,479,404	41
Student Transportation	60,862	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>0</b>
Food Services	0	0
Community Services	0	0
<b>Capital Outlay</b>	<b>108,806</b>	<b>&lt;1</b>
<b>Total Expenditures</b>	<b>33,672,207</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: 0.14% DISTRICT: 0.00%

	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	3.2%
Low Poverty Schools	4.2%	N/A

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	293	64.2	34.3	3.2
ABIQUIU ELEMENTARY	9	88.9	11.1	0.0
ALCALDE ELEMENTARY	9	55.6	44.4	0.0
CARLOS F. VIGIL MID	32	56.3	40.6	5.4
CHIMAYO ELEMENTARY	13	53.8	46.2	0.0
DIXON ELEMENTARY	6	100.0	0.0	0.0
ESPANOLA MIDDLE EAST	23	60.9	39.1	0.0
ESPANOLA VALLEY HIGH	45	55.6	44.4	5.3
EUTIMIO SALAZAR	36	72.2	27.8	3.4
HERNANDEZ ELEMENTARY	22	72.7	22.7	11.1
JAMES RODRIGUEZ ELEM	27	74.1	25.9	0.0
LOS NINOS ELEMENTARY	10	60.0	40.0	12.5
MOUNTAIN VIEW ELEM	7	42.9	42.9	0.0
SAN JUAN ELEMENTARY	27	55.6	44.4	0.0
TONY QUINTANA ELEM	22	68.2	31.8	0.0
VELARDE ELEMENTARY	12	75.0	25.0	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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- Q1. My child is safe at school.
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- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent \*\*\*=indicates no data reported

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

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE TOTALS	1	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	274	356	27	16	16	14	39.0	50.6	3.8	2.3	2.3	2.0
DISTRICT WIDE TOTALS	2	257	300	65	46	21	14	36.6	42.7	9.2	6.5	3.0	2.0
DISTRICT WIDE TOTALS	3	294	323	31	10	31	14	41.8	45.9	4.4	1.4	4.4	2.0
DISTRICT WIDE TOTALS	4	307	320	34	13	11	18	43.7	45.5	4.8	1.8	1.6	2.6
DISTRICT WIDE TOTALS	5	237	328	41	13	76	8	33.7	46.7	5.8	1.8	10.8	1.1
DISTRICT WIDE TOTALS	6	246	342	54	19	31	11	35.0	48.6	7.7	2.7	4.4	1.6
DISTRICT WIDE TOTALS	7	168	305	115	38	53	24	23.9	43.4	16.4	5.4	7.5	3.4
DISTRICT WIDE TOTALS	8	366	285	23	5	10	14	52.1	40.5	3.3	0.7	1.4	2.0
DISTRICT WIDE TOTALS	9	268	323	43	11	45	13	38.1	45.9	6.1	1.6	6.4	1.8
DISTRICT WIDE TOTALS	10	299	342	23	9	15	15	42.5	48.6	3.3	1.3	2.1	2.1
ABIQUIU ELEMENTARY	1	13	28	8	0	0	0	26.5	57.1	16.3	0.0	0.0	0.0
ABIQUIU ELEMENTARY	2	9	31	5	0	2	2	18.4	63.3	10.2	0.0	4.1	4.1
ABIQUIU ELEMENTARY	3	8	27	4	0	8	2	16.3	55.1	8.2	0.0	16.3	4.1
ABIQUIU ELEMENTARY	4	17	28	0	0	1	3	34.7	57.1	0.0	0.0	2.0	6.1
ABIQUIU ELEMENTARY	5	15	31	0	0	3	0	30.6	63.3	0.0	0.0	6.1	0.0
ABIQUIU ELEMENTARY	6	8	27	10	0	3	1	16.3	55.1	20.4	0.0	6.1	2.0

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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
ABIQUIU ELEMENTARY	7	7	32	4	1	5	0	14.3	65.3	8.2	2.0	10.2	0.0
ABIQUIU ELEMENTARY	8	15	28	4	0	0	2	30.6	57.1	8.2	0.0	0.0	4.1
ABIQUIU ELEMENTARY	9	15	24	6	0	2	2	30.6	49.0	12.2	0.0	4.1	4.1
ABIQUIU ELEMENTARY	10	13	31	3	0	0	2	26.5	63.3	6.1	0.0	0.0	4.1
ALCALDE ELEMENTARY	1	2	10	0	1	0	0	15.4	76.9	0.0	7.7	0.0	0.0
ALCALDE ELEMENTARY	2	0	3	4	6	0	0	0.0	23.1	30.8	46.2	0.0	0.0
ALCALDE ELEMENTARY	3	6	6	0	1	0	0	46.2	46.2	0.0	7.7	0.0	0.0
ALCALDE ELEMENTARY	4	8	3	0	1	0	1	61.5	23.1	0.0	7.7	0.0	7.7
ALCALDE ELEMENTARY	5	3	7	1	1	1	0	23.1	53.8	7.7	7.7	7.7	0.0
ALCALDE ELEMENTARY	6	4	7	1	1	0	0	30.8	53.8	7.7	7.7	0.0	0.0
ALCALDE ELEMENTARY	7	1	3	6	1	2	0	7.7	23.1	46.2	7.7	15.4	0.0
ALCALDE ELEMENTARY	8	6	5	0	1	1	0	46.2	38.5	0.0	7.7	7.7	0.0
ALCALDE ELEMENTARY	9	4	6	0	1	2	0	30.8	46.2	0.0	7.7	15.4	0.0
ALCALDE ELEMENTARY	10	3	9	1	0	0	0	23.1	69.2	7.7	0.0	0.0	0.0
CARLOS F. VIGIL MID	***	***	***	***	***	***	***	***	***	***	***	***	***
CHIMAYO ELEMENTARY	1	23	73	1	0	4	2	22.3	70.9	1.0	0.0	3.9	1.9
CHIMAYO ELEMENTARY	2	21	66	10	4	1	1	20.4	64.1	9.7	3.9	1.0	1.0
CHIMAYO ELEMENTARY	3	32	62	4	1	3	1	31.1	60.2	3.9	1.0	2.9	1.0
CHIMAYO ELEMENTARY	4	29	67	2	1	3	1	28.2	65.0	1.9	1.0	2.9	1.0
CHIMAYO ELEMENTARY	5	21	68	2	1	11	0	20.4	66.0	1.9	1.0	10.7	0.0
CHIMAYO ELEMENTARY	6	21	68	5	1	7	1	20.4	66.0	4.9	1.0	6.8	1.0
CHIMAYO ELEMENTARY	7	15	58	17	3	10	0	14.6	56.3	16.5	2.9	9.7	0.0
CHIMAYO ELEMENTARY	8	48	51	1	0	0	3	46.6	49.5	1.0	0.0	0.0	2.9
CHIMAYO ELEMENTARY	9	27	61	5	1	8	1	26.2	59.2	4.9	1.0	7.8	1.0
CHIMAYO ELEMENTARY	10	26	67	2	2	2	4	25.2	65.0	1.9	1.9	1.9	3.9
DIXON ELEMENTARY	1	30	13	0	0	1	0	68.2	29.5	0.0	0.0	2.3	0.0

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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
DIXON ELEMENTARY	2	14	20	4	3	3	0	31.8	45.5	9.1	6.8	6.8	0.0
DIXON ELEMENTARY	3	28	13	1	0	1	1	63.6	29.5	2.3	0.0	2.3	2.3
DIXON ELEMENTARY	4	28	11	3	0	2	0	63.6	25.0	6.8	0.0	4.5	0.0
DIXON ELEMENTARY	5	22	17	0	0	5	0	50.0	38.6	0.0	0.0	11.4	0.0
DIXON ELEMENTARY	6	23	17	0	0	3	1	52.3	38.6	0.0	0.0	6.8	2.3
DIXON ELEMENTARY	7	16	17	8	1	2	0	36.4	38.6	18.2	2.3	4.5	0.0
DIXON ELEMENTARY	8	30	10	1	0	3	0	68.2	22.7	2.3	0.0	6.8	0.0
DIXON ELEMENTARY	9	30	8	2	0	3	1	68.2	18.2	4.5	0.0	6.8	2.3
DIXON ELEMENTARY	10	23	16	2	0	2	1	52.3	36.4	4.5	0.0	4.5	2.3
ESPANOLA MIDDLE EAST	1	3	18	4	1	1	0	11.1	66.7	14.8	3.7	3.7	0.0
ESPANOLA MIDDLE EAST	2	2	9	7	4	4	1	7.4	33.3	25.9	14.8	14.8	3.7
ESPANOLA MIDDLE EAST	3	5	16	4	1	1	0	18.5	59.3	14.8	3.7	3.7	0.0
ESPANOLA MIDDLE EAST	4	5	12	7	2	1	0	18.5	44.4	25.9	7.4	3.7	0.0
ESPANOLA MIDDLE EAST	5	4	15	3	2	3	0	14.8	55.6	11.1	7.4	11.1	0.0
ESPANOLA MIDDLE EAST	6	4	15	4	1	3	0	14.8	55.6	14.8	3.7	11.1	0.0
ESPANOLA MIDDLE EAST	7	4	13	8	1	1	0	14.8	48.1	29.6	3.7	3.7	0.0
ESPANOLA MIDDLE EAST	8	6	16	4	0	1	0	22.2	59.3	14.8	0.0	3.7	0.0
ESPANOLA MIDDLE EAST	9	4	17	3	1	2	0	14.8	63.0	11.1	3.7	7.4	0.0
ESPANOLA MIDDLE EAST	10	9	9	4	0	3	2	33.3	33.3	14.8	0.0	11.1	7.4
ESPANOLA VALLEY HIGH	1	0	1	2	0	0	0	0.0	33.3	66.7	0.0	0.0	0.0
ESPANOLA VALLEY HIGH	2	0	0	1	2	0	0	0.0	0.0	33.3	66.7	0.0	0.0
ESPANOLA VALLEY HIGH	3	0	0	2	1	0	0	0.0	0.0	66.7	33.3	0.0	0.0
ESPANOLA VALLEY HIGH	4	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
ESPANOLA VALLEY HIGH	5	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
ESPANOLA VALLEY HIGH	6	0	1	0	2	0	0	0.0	33.3	0.0	66.7	0.0	0.0
ESPANOLA VALLEY HIGH	7	0	2	0	1	0	0	0.0	66.7	0.0	33.3	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
ESPANOLA VALLEY HIGH	8	0	0	1	2	0	0	0.0	0.0	33.3	66.7	0.0	0.0
ESPANOLA VALLEY HIGH	9	0	0	1	2	0	0	0.0	0.0	33.3	66.7	0.0	0.0
ESPANOLA VALLEY HIGH	10	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
EUTIMIO"TIM"SALAZAR	***	***	***	***	***	***	***	***	***	***	***	***	***
HERNANDEZ ELEMENTARY	1	3	3	0	0	1	0	42.9	42.9	0.0	0.0	14.3	0.0
HERNANDEZ ELEMENTARY	2	0	2	3	2	0	0	0.0	28.6	42.9	28.6	0.0	0.0
HERNANDEZ ELEMENTARY	3	2	4	0	0	1	0	28.6	57.1	0.0	0.0	14.3	0.0
HERNANDEZ ELEMENTARY	4	5	1	0	0	0	1	71.4	14.3	0.0	0.0	0.0	14.3
HERNANDEZ ELEMENTARY	5	4	3	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0
HERNANDEZ ELEMENTARY	6	2	2	3	0	0	0	28.6	28.6	42.9	0.0	0.0	0.0
HERNANDEZ ELEMENTARY	7	2	3	1	0	0	1	28.6	42.9	14.3	0.0	0.0	14.3
HERNANDEZ ELEMENTARY	8	4	2	1	0	0	0	57.1	28.6	14.3	0.0	0.0	0.0
HERNANDEZ ELEMENTARY	9	2	4	0	0	0	1	28.6	57.1	0.0	0.0	0.0	14.3
HERNANDEZ ELEMENTARY	10	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0
JAMES RODRIGUEZ ELEM	1	15	25	4	1	1	4	30.0	50.0	8.0	2.0	2.0	8.0
JAMES RODRIGUEZ ELEM	2	24	21	1	3	0	1	48.0	42.0	2.0	6.0	0.0	2.0
JAMES RODRIGUEZ ELEM	3	20	24	3	1	1	1	40.0	48.0	6.0	2.0	2.0	2.0
JAMES RODRIGUEZ ELEM	4	20	20	6	3	1	0	40.0	40.0	12.0	6.0	2.0	0.0
JAMES RODRIGUEZ ELEM	5	15	22	7	1	4	1	30.0	44.0	14.0	2.0	8.0	2.0
JAMES RODRIGUEZ ELEM	6	12	21	13	0	4	0	24.0	42.0	26.0	0.0	8.0	0.0
JAMES RODRIGUEZ ELEM	7	12	19	15	3	0	1	24.0	38.0	30.0	6.0	0.0	2.0
JAMES RODRIGUEZ ELEM	8	27	19	3	0	1	0	54.0	38.0	6.0	0.0	2.0	0.0
JAMES RODRIGUEZ ELEM	9	21	17	10	0	2	0	42.0	34.0	20.0	0.0	4.0	0.0
JAMES RODRIGUEZ ELEM	10	26	21	1	0	0	2	52.0	42.0	2.0	0.0	0.0	4.0
LOS NINOS ELEMENTARY	1	76	63	1	0	1	1	53.5	44.4	0.7	0.0	0.7	0.7
LOS NINOS ELEMENTARY	2	69	67	3	1	0	2	48.6	47.2	2.1	0.7	0.0	1.4

## Parent Survey on the Quality of Education Spring 2008)

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- Q1. My child is safe at school.  
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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
LOS NINOS ELEMENTARY	3	75	59	1	0	4	3	52.8	41.5	0.7	0.0	2.8	2.1
LOS NINOS ELEMENTARY	4	72	63	3	2	1	1	50.7	44.4	2.1	1.4	0.7	0.7
LOS NINOS ELEMENTARY	5	48	58	9	4	22	1	33.8	40.8	6.3	2.8	15.5	0.7
LOS NINOS ELEMENTARY	6	69	67	1	1	2	2	48.6	47.2	0.7	0.7	1.4	1.4
LOS NINOS ELEMENTARY	7	36	73	11	1	12	9	25.4	51.4	7.7	0.7	8.5	6.3
LOS NINOS ELEMENTARY	8	100	41	1	0	0	0	70.4	28.9	0.7	0.0	0.0	0.0
LOS NINOS ELEMENTARY	9	66	62	5	1	5	3	46.5	43.7	3.5	0.7	3.5	2.1
LOS NINOS ELEMENTARY	10	64	72	1	2	2	1	45.1	50.7	0.7	1.4	1.4	0.7
MOUNTAIN VIEW ELEM	1	16	19	0	0	0	1	44.4	52.8	0.0	0.0	0.0	2.8
MOUNTAIN VIEW ELEM	2	11	19	1	3	0	2	30.6	52.8	2.8	8.3	0.0	5.6
MOUNTAIN VIEW ELEM	3	8	25	1	1	0	1	22.2	69.4	2.8	2.8	0.0	2.8
MOUNTAIN VIEW ELEM	4	13	16	3	0	0	4	36.1	44.4	8.3	0.0	0.0	11.1
MOUNTAIN VIEW ELEM	5	11	24	0	0	1	0	30.6	66.7	0.0	0.0	2.8	0.0
MOUNTAIN VIEW ELEM	6	7	26	1	1	1	0	19.4	72.2	2.8	2.8	2.8	0.0
MOUNTAIN VIEW ELEM	7	7	19	9	0	0	1	19.4	52.8	25.0	0.0	0.0	2.8
MOUNTAIN VIEW ELEM	8	13	19	0	0	0	4	36.1	52.8	0.0	0.0	0.0	11.1
MOUNTAIN VIEW ELEM	9	9	23	1	0	2	1	25.0	63.9	2.8	0.0	5.6	2.8
MOUNTAIN VIEW ELEM	10	16	18	1	0	0	1	44.4	50.0	2.8	0.0	0.0	2.8
SAN JUAN ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
TONY QUINTANA ELEM	1	78	49	6	7	6	2	52.7	33.1	4.1	4.7	4.1	1.4
TONY QUINTANA ELEM	2	102	30	6	3	4	3	68.9	20.3	4.1	2.0	2.7	2.0
TONY QUINTANA ELEM	3	85	39	6	2	12	4	57.4	26.4	4.1	1.4	8.1	2.7
TONY QUINTANA ELEM	4	85	49	4	3	2	5	57.4	33.1	2.7	2.0	1.4	3.4
TONY QUINTANA ELEM	5	82	40	7	2	15	2	55.4	27.0	4.7	1.4	10.1	1.4
TONY QUINTANA ELEM	6	84	43	6	6	6	3	56.8	29.1	4.1	4.1	4.1	2.0
TONY QUINTANA ELEM	7	63	35	10	17	17	6	42.6	23.6	6.8	11.5	11.5	4.1

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
TONY QUINTANA ELEM	8	85	53	1	2	4	3	57.4	35.8	0.7	1.4	2.7	2.0
TONY QUINTANA ELEM	9	70	58	3	2	13	2	47.3	39.2	2.0	1.4	8.8	1.4
TONY QUINTANA ELEM	10	83	51	4	4	5	1	56.1	34.5	2.7	2.7	3.4	0.7
VELARDE ELEMENTARY	1	15	54	1	6	1	4	18.5	66.7	1.2	7.4	1.2	4.9
VELARDE ELEMENTARY	2	5	32	20	15	7	2	6.2	39.5	24.7	18.5	8.6	2.5
VELARDE ELEMENTARY	3	25	48	5	2	0	1	30.9	59.3	6.2	2.5	0.0	1.2
VELARDE ELEMENTARY	4	25	49	5	0	0	2	30.9	60.5	6.2	0.0	0.0	2.5
VELARDE ELEMENTARY	5	12	42	11	1	11	4	14.8	51.9	13.6	1.2	13.6	4.9
VELARDE ELEMENTARY	6	12	48	10	6	2	3	14.8	59.3	12.3	7.4	2.5	3.7
VELARDE ELEMENTARY	7	5	31	26	9	4	6	6.2	38.3	32.1	11.1	4.9	7.4
VELARDE ELEMENTARY	8	32	41	6	0	0	2	39.5	50.6	7.4	0.0	0.0	2.5
VELARDE ELEMENTARY	9	20	43	7	3	6	2	24.7	53.1	8.6	3.7	7.4	2.5
VELARDE ELEMENTARY	10	33	43	3	0	1	1	40.7	53.1	3.7	0.0	1.2	1.2



## Data Definitions and Explanations

### Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

### Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

### Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).