



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

FARMINGTON MUNICIPAL SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

FARMINGTON MUNICIPAL SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	17	100
Schools in School Improvement	3	18
Schools in Corrective Action	2	12
Schools in Restructuring	5	29

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

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).

2007-2008 STUDENT DEMOGRAPHICS*

	FARMINGTON MUNICIPAL		STATE WIDE	
	Number	Percent	Number	Percent
Female	4938	48.9	157911	48.9
Male	5153	51.1	165190	51.1
Caucasian	4347	43.1	95275	29.5
African-American	142	1.4	8424	2.6
Hispanic	2540	25.2	17918	55.5
Asian/Pacific Islander	69	0.7	4441	1.4
American Indian	2993	29.7	35780	11.1
English Language Learners	1244	12.3	59903	18.5
Students with Disabilities	1270	12.6	48691	15.1
Free/Reduced Lunch Program	4691	46.5	205601	63.6
Migrant	0	0.0	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
ANIMAS ELEMENTARY	AYP Not Met	SI-2	APACHE ELEMENTARY	AYP Not Met	Progressing
BLUFFVIEW ELEMENTARY	AYP Not Met	Progressing	COUNTRY CLUB ELEM	Meets AYP	Progressing
ESPERANZA ELEMENTARY	AYP Not Met	CA	FARMINGTON HIGH	AYP Not Met	R-1
HEIGHTS MIDDLE SCH	AYP Not Met	SI-1	HERMOSA MIDDLE SCH	AYP Not Met	R-1
LADERA DEL NORTE ELE	Meets AYP	Progressing	MCCORMICK ELEMENTARY	AYP Not Met	SI-2
MCKINLEY ELEMENTARY	Meets AYP	Progressing	MESA VERDE ELEM	Meets AYP	Progressing
MESA VIEW MIDDLE SCH	AYP Not Met	R-1	NORTHEAST ELEMENTARY	AYP Not Met	Progressing
PIEDRA VISTA HIGH	Meets AYP	CA-delay	ROCINANTE HIGH	Meets AYP	R-1 delay
TIBBETTS MIDDLE SCH	AYP Not Met	R-1			

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
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	61.9	75.2	39.1	58.3	85.7	45.3	51.0	35.1	25.7
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	59.6	69.3	42.1	56.9	86.7	46.7	45.7	28.1	20.9
District Wide-Grades 11	Reading Proficiency	56	56.3	67.3	38.5	51.2	***	44.0	42.0	20.6	15.6
ANIMAS ELEMENTARY	Reading Proficiency	59	64.7	75.0	***	69.8	***	52.3	58.6	32.3	24.2
APACHE ELEMENTARY	Reading Proficiency	59	48.7	63.2	***	66.7	***	40.6	42.2	39.1	22.7
BLUFFVIEW ELEMENTARY	Reading Proficiency	59	67.3	76.4	***	68.9	***	56.4	61.1	44.8	28.6
COUNTRY CLUB ELEM	Reading Proficiency	59	78.6	82.2	***	72.4	***	66.7	68.6	***	33.3
ESPERANZA ELEMENTARY	Reading Proficiency	59	38.7	47.5	***	41.1	***	32.0	35.1	18.3	11.5
FARMINGTON HIGH	Reading Proficiency	56	53.5	65.3	***	44.9	***	45.9	41.9	28.6	8.7
HEIGHTS MIDDLE SCH	Reading Proficiency	53	67.2	71.6	***	63.6	***	57.4	52.4	38.2	36.6
HERMOSA MIDDLE SCH	Reading Proficiency	53	59.3	71.4	***	58.9	***	46.2	47.8	25.3	9.1
LADERA DEL NORTE ELE	Reading Proficiency	59	72.1	77.4	***	53.9	***	54.2	56.1	***	27.3
MCCORMICK ELEMENTARY	Reading Proficiency	59	49.7	45.8	***	53.7	***	40.0	48.3	43.2	11.8
MCKINLEY ELEMENTARY	Reading Proficiency	59	73.1	76.9	***	69.6	***	65.9	62.2	50.0	55.2
MESA VERDE ELEM	Reading Proficiency	59	76.0	80.9	***	74.5	***	64.5	71.2	75.0	41.4
MESA VIEW MIDDLE SCH	Reading Proficiency	53	59.7	68.8	***	60.0	***	42.0	47.4	29.6	24.5
NORTHEAST ELEMENTARY	Reading Proficiency	59	59.9	84.1	***	48.7	***	43.3	51.5	28.0	10.0
PIEDRA VISTA HIGH	Reading Proficiency	56	60.2	68.7	***	57.7	***	40.0	40.4	15.8	19.1
ROCINANTE HIGH	Reading Proficiency	56	***	***	***	***	***	***	***	***	***
TIBBETTS MIDDLE SCH	Reading Proficiency	53	50.3	64.9	***	43.7	***	42.1	35.7	24.3	6.9
District Wide-Grades 3, 4 & 5	Math Proficiency	44	45.2	59.2	13.0	39.5	57.1	30.6	34.2	22.5	18.4
District Wide-Grades 6, 7 & 8	Math Proficiency	35	31.0	41.3	31.6	24.9	73.3	19.0	19.3	3.8	9.4
District Wide-Grades 11	Math Proficiency	40	44.1	58.2	30.8	38.4	***	26.5	26.5	23.5	11.1
ANIMAS ELEMENTARY	Math Proficiency	44	43.5	52.6	***	44.2	***	35.4	40.5	16.1	29.4
APACHE ELEMENTARY	Math Proficiency	44	34.0	68.4	***	46.7	***	24.5	24.8	21.7	9.1
BLUFFVIEW ELEMENTARY	Math Proficiency	44	37.1	58.2	***	29.5	***	20.5	30.0	10.3	21.4
COUNTRY CLUB ELEM	Math Proficiency	44	65.1	72.6	***	55.2	***	33.3	51.0	***	27.8
ESPERANZA ELEMENTARY	Math Proficiency	44	31.1	39.0	***	34.3	***	24.3	27.4	18.3	15.4
FARMINGTON HIGH	Math Proficiency	40	38.1	52.8	***	29.0	***	25.7	26.7	14.3	8.7
HEIGHTS MIDDLE SCH	Math Proficiency	35	36.4	43.8	***	28.0	***	20.8	23.0	8.8	18.3
HERMOSA MIDDLE SCH	Math Proficiency	35	26.2	38.3	***	21.7	***	15.4	16.1	<2.0	2.3
LADERA DEL NORTE ELE	Math Proficiency	44	52.3	55.4	***	34.6	***	50.0	33.3	***	4.6
MCCORMICK ELEMENTARY	Math Proficiency	44	34.7	29.2	***	39.0	***	24.0	33.6	25.7	5.9
MCKINLEY ELEMENTARY	Math Proficiency	44	52.9	55.6	***	56.5	***	43.9	40.0	25.0	31.0
MESA VERDE ELEM	Math Proficiency	44	66.5	73.4	***	61.7	***	64.5	63.0	62.5	34.5

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								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
MESA VIEW MIDDLE SCH	Math Proficiency	35	32.6	40.6	***	29.2	***	20.2	18.0	7.4	2.0	
NORTHEAST ELEMENTARY	Math Proficiency	44	43.9	63.5	***	35.9	***	29.9	35.6	28.0	5.0	
PIEDRA VISTA HIGH	Math Proficiency	40	54.8	65.2	***	51.9	***	31.1	27.7	31.6	14.3	
ROCINANTE HIGH	Math Proficiency	37	***	***	***	***	***	***	***	***	***	
TIBBETTS MIDDLE SCH	Math Proficiency	35	30.2	43.5	***	24.1	***	21.5	20.1	<2.0	8.6	
All Students-Grade K-5	Attendance Rate	92	95.4	95.3	95.1	95.9	94.9	95.3	95.1	95.7	95.0	
All Students-Grades 6, 7 & 8	Attendance Rate	92	95.5	95.7	95.5	95.7	93.8	95.2	95.0	95.0	94.2	
ANIMAS ELEMENTARY	Attendance Rate	92	94.1	93.7	***	94.4	***	94.3	94.0	95.0	93.1	
APACHE ELEMENTARY	Attendance Rate	92	94.5	93.5	***	95.3	***	94.5	94.2	95.0	93.9	
BLUFFVIEW ELEMENTARY	Attendance Rate	92	95.1	95.0	***	95.6	***	94.4	95.0	94.7	95.2	
COUNTRY CLUB ELEM	Attendance Rate	92	95.5	95.7	***	94.8	***	95.6	94.3	***	95.6	
ESPERANZA ELEMENTARY	Attendance Rate	92	94.9	94.9	***	95.3	***	94.4	94.7	94.9	94.3	
HEIGHTS MIDDLE SCH	Attendance Rate	92	96.3	96.5	***	96.8	***	95.5	95.9	95.9	94.5	
HERMOSA MIDDLE SCH	Attendance Rate	92	95.2	95.1	***	95.2	***	95.3	94.8	94.2	93.5	
LADERA DEL NORTE ELE	Attendance Rate	92	95.2	95.3	***	94.7	***	95.6	94.3	***	95.2	
MCCORMICK ELEMENTARY	Attendance Rate	92	95.4	94.8	***	96.0	***	94.5	95.3	95.7	94.7	
MCKINLEY ELEMENTARY	Attendance Rate	92	95.4	95.5	***	95.6	***	95.0	94.8	95.8	95.0	
MESA VERDE ELEM	Attendance Rate	92	95.4	95.6	***	95.1	***	95.3	94.9	95.0	95.7	
MESA VIEW MIDDLE SCH	Attendance Rate	92	95.0	95.2	***	94.8	***	94.8	94.3	95.0	93.9	
NAVAJO MISSIONS	Attendance Rate	92	99.2	***	***	***	***	***	***	***	***	
NORTHEAST ELEMENTARY	Attendance Rate	92	95.4	95.4	***	95.6	***	95.5	95.3	95.5	94.7	
TIBBETTS MIDDLE SCH	Attendance Rate	92	95.4	95.3	***	96.0	***	95.1	94.9	95.2	94.6	
All Students in Grade 12	Graduation Rate	90	91.3	94.2	50.0	93.2	***	85.7	87.5	87.5	81.3	
FARM.DAY REPORTING	Graduation Rate	90	.	***	***	***	***	***	***	***	***	
FARMINGTON HIGH	Graduation Rate	90	91.4	95.0	***	90.9	***	88.4	90.7	88.9	70.8	
HOMEBOUND/HOSPITAL	Graduation Rate	90	.	***	***	***	***	***	***	***	***	
PIEDRA VISTA HIGH	Graduation Rate	90	94.0	94.6	***	95.4	***	90.5	90.7	100.0	100.0	
ROCINANTE HIGH	Graduation Rate	90	68.9	***	***	***	***	***	***	***	***	
SAN JUAN CTY JS CTR	Graduation Rate	90	.	***	***	***	***	***	***	***	***	

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 ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
		Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall													
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 ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
		Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall													
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

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

² 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	399	17	54	21	7	100	399	10	47	41	3	100	399	15	73	12	1
	Male	100	416	11	49	24	16	100	416	8	41	45	5	99	416	13	69	17	0
	Caucasian	100	349	24	53	16	6	100	349	13	50	35	2	99	349	22	68	9	0
	Black	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
	Hispanic	100	224	9	54	23	13	100	224	7	43	46	4	100	224	10	74	15	1
	Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
	Am.Indian ¹	100	230	4	47	30	18	100	230	4	37	53	5	100	230	7	72	21	0
	SWD ²	100	99	6	27	24	42	100	99	0	27	60	13	98	99	2	65	29	2
	ELL ³	100	168	2	40	38	20	100	168	2	32	60	6	100	168	1	74	24	1
	FRLP ⁴	100	437	7	48	29	16	100	437	5	39	51	5	100	437	8	73	18	1
	Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
	All 2007-08	100	815	14	52	22	12	100	815	9	44	43	4	100	815	14	71	14	0
	All 2006-07	100	781	7	54	25	14	100	781	7	43	46	5	100	781	16	68	15	0
	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

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - 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	377	17	42	30	11	100	377	8	35	51	6	100	377	4	50	43	2
Male	100	391	8	44	34	14	100	391	7	35	51	7	99	391	3	52	42	3
Caucasian	100	324	17	55	21	7	100	324	13	47	37	3	100	324	6	69	22	2
Black	100	11	0	36	45	18	100	11	0	18	55	27	100	11	0	45	45	9
Hispanic	100	194	10	38	42	10	99	194	4	31	59	6	99	194	2	43	54	1
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	100	234	6	31	40	22	100	234	2	21	65	12	100	234	0	32	62	6
SWD ²	100	107	4	17	32	48	99	107	2	12	65	20	99	107	1	28	63	7
ELL ³	100	140	4	24	46	27	99	140	1	15	69	14	99	140	0	22	74	4
FRLP ⁴	100	452	6	39	38	17	100	452	2	28	61	9	100	452	1	42	54	4
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	768	12	43	32	13	100	768	7	35	51	7	100	768	3	51	42	3
All 2006-07	100	774	14	49	29	8	100	774	8	41	45	6	100	774	3	58	36	3
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	100	370	15	54	28	2	100	370	8	31	55	5	100	370	3	48	45	3
Male	100	384	8	46	35	11	100	384	7	31	54	9	100	384	3	50	44	2
Caucasian	99	330	20	53	22	4	100	330	12	42	41	5	99	330	6	62	30	2
Black	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Hispanic	100	201	5	52	34	9	100	201	5	24	63	8	100	201	1	44	51	3
Asian	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
Am.Indian ¹	100	208	4	42	45	9	100	208	1	23	65	10	100	208	0	34	62	4
SWD ²	99	93	5	17	47	29	99	93	1	15	54	29	100	93	0	33	57	10
ELL ³	100	137	1	32	47	20	99	137	1	15	63	20	100	137	0	23	70	7
FRLP ⁴	100	395	6	45	38	10	100	395	4	24	62	10	100	395	2	40	55	4
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	754	12	50	32	7	100	754	7	31	54	7	100	754	3	49	45	3
All 2006-07	100	714	17	49	28	6	100	713	7	33	50	9	100	713	4	39	53	4
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

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - 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	348	8	44	43	5	100	348	4	23	61	11	100	348	5	27	59	9
Male	100	363	4	35	52	9	99	363	4	20	60	16	99	363	3	30	54	13
Caucasian	100	317	9	46	41	5	100	317	6	29	56	9	100	317	6	39	49	6
Black	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
Hispanic	99	189	3	40	50	7	99	189	2	17	64	17	99	189	1	23	63	12
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	99	196	5	29	55	10	99	196	3	13	66	17	99	196	3	16	62	18
SWD ²	98	89	6	8	54	30	98	89	3	7	34	54	99	89	2	11	47	38
ELL ³	99	101	1	14	65	19	99	101	0	2	65	32	99	101	0	7	63	29
FRLP ⁴	99	329	4	28	57	10	99	329	2	11	64	22	99	329	2	17	62	18
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	711	6	39	47	7	100	711	4	22	61	13	100	711	4	29	56	11
All 2006-07	100	692	6	37	47	10	100	692	5	26	52	17	100	691	2	38	51	9
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	99	344	14	49	30	6	99	344	3	24	58	14	99	344	5	36	47	12
Male	99	334	10	45	37	7	100	334	5	27	55	13	100	334	3	40	48	9
Caucasian	99	291	19	56	21	3	100	291	6	35	52	6	100	291	7	52	37	4
Black	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Hispanic	98	165	8	44	38	8	99	165	2	21	56	19	99	165	2	30	53	15
Asian	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
Am.Indian ¹	100	206	5	36	49	9	100	206	1	15	65	19	100	206	1	23	59	16
SWD ²	95	76	5	17	36	37	99	76	5	4	41	49	97	76	3	13	42	39
ELL ³	100	104	2	21	58	19	100	104	0	6	59	36	100	104	0	6	62	33
FRLP ⁴	98	300	6	38	43	11	99	300	2	18	60	20	99	300	2	25	56	16
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	678	12	47	34	6	100	678	4	26	56	13	100	678	4	38	47	10
All 2006-07	100	808	11	49	34	5	100	807	2	24	54	21	100	807	5	38	45	11
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	397	6	69	21	3	100	397	3	27	58	11	100	397	1	23	66	10
Male	100	414	7	57	28	8	100	414	6	31	51	12	100	414	1	35	54	10
Caucasian	99	353	10	67	20	2	100	353	7	39	47	7	100	353	2	41	52	5
Black	100	10	0	50	50	0	100	10	0	10	70	20	100	10	0	20	50	30
Hispanic	99	191	4	66	24	6	99	191	3	25	58	14	100	191	1	23	65	11
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Am.Indian ¹	100	251	4	55	31	10	100	251	3	18	63	15	100	251	0	17	66	16
SWD ²	100	106	6	20	45	29	100	106	3	7	46	44	100	106	0	10	57	33
ELL ³	98	108	1	44	35	19	99	108	0	5	69	26	100	108	0	6	63	31
FRLP ⁴	99	365	3	56	32	8	99	365	3	21	61	15	100	365	0	21	64	15
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	811	6	63	25	5	100	811	4	29	55	11	100	811	1	29	60	10
All 2006-07	100	810	3	58	33	6	100	809	3	29	55	12	99	808	1	24	67	8
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

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - 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	97	326	6	52	33	6	98	326	9	25	50	14	98	326	1	34	59	3
Male	99	306	6	45	38	9	99	306	11	40	34	14	99	303	4	46	44	5
Caucasian	98	286	10	56	28	3	98	286	15	41	32	9	99	285	4	52	40	2
Black	100	13	8	31	38	23	100	13	8	23	38	31	100	13	8	38	38	15
Hispanic	99	138	2	46	41	9	99	138	4	32	48	15	99	136	1	36	56	6
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	97	190	3	42	42	11	97	190	5	21	54	18	97	190	1	24	68	5
SWD ²	96	50	8	8	38	42	96	50	4	8	38	46	96	50	0	10	62	24
ELL ³	92	39	0	18	62	13	97	39	0	23	51	23	97	37	0	11	81	5
FRLP ⁴	97	188	2	38	47	10	96	188	2	24	53	18	96	188	1	26	64	5
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	632	6	49	35	7	98	632	10	33	42	14	98	629	2	40	52	4
All 2006-07	100	628	8	52	29	11	99	628	7	34	46	13	100	628	0	18	45	36
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	96	20,104	2	32	55	7

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - 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
Conover, Rod	10
Isaacson, Mike	13
Nelson, Steve	15
Pecotte, Dean	9.5
Schumacher, Sandy	8

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
Direct Instruction	42,607,187	67
Instructional Support Services	21,162,835	33
Students	6,771,660	32
Instruction	1,795,413	8
General Administration	1,042,342	5
School Administration	2,579,525	12
Central Services	1,087,937	5
Operations & Maintenance	7,885,958	37
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	63,770,022	

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: 0.45%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	N/A
Low Poverty Schools	4.2%	0.5 %

	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	664	73.2	26.5	0.6
ANIMAS ELEMENTARY	36	86.1	13.9	0.0
APACHE ELEMENTARY	34	67.6	32.4	0.0
BLUFFVIEW ELEMENTARY	33	60.6	39.4	0.0
COUNTRY CLUB ELEM	33	75.8	24.2	0.0
ESPERANZA ELEMENTARY	44	75.0	25.0	0.0
FARMINGTON HIGH	87	70.1	27.6	0.0
FARMINGTON PRESCHOOL	7	71.4	28.6	***
HEIGHTS MIDDLE SCH	45	73.3	26.7	0.0
HERMOSA MIDDLE SCH	38	81.6	18.4	0.0
LADERA DEL NORTE ELE	34	76.5	23.5	0.0
MCCORMICK ELEMENTARY	34	73.5	26.5	0.0
MCKINLEY ELEMENTARY	37	78.4	21.6	0.0
MESA VERDE ELEM	32	71.9	28.1	9.9
MESA VIEW MIDDLE SCH	37	75.7	24.3	0.0
NORTHEAST ELEMENTARY	32	68.8	31.3	0.0
PIEDRA VISTA HIGH	70	70.0	27.1	0.0
ROCINANTE HIGH	17	70.6	29.4	2.9
TIBBETTS MIDDLE SCH	40	72.5	27.5	2.6

* 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 2008)

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	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	287	371	23	2	24	5	40.3	52.1	3.2	0.3	3.4	0.7
DISTRICT WIDE TOTALS	2	207	408	53	10	25	9	29.1	57.3	7.4	1.4	3.5	1.3
DISTRICT WIDE TOTALS	3	303	354	21	2	22	10	42.6	49.7	2.9	0.3	3.1	1.4
DISTRICT WIDE TOTALS	4	298	346	32	2	12	22	41.9	48.6	4.5	0.3	1.7	3.1
DISTRICT WIDE TOTALS	5	227	374	34	2	64	11	31.9	52.5	4.8	0.3	9.0	1.5
DISTRICT WIDE TOTALS	6	232	382	41	5	34	18	32.6	53.7	5.8	0.7	4.8	2.5
DISTRICT WIDE TOTALS	7	174	302	104	25	70	37	24.4	42.4	14.6	3.5	9.8	5.2
DISTRICT WIDE TOTALS	8	342	326	26	4	0	14	48.0	45.8	3.7	0.6	0.0	2.0
DISTRICT WIDE TOTALS	9	272	361	29	4	28	18	38.2	50.7	4.1	0.6	3.9	2.5
DISTRICT WIDE TOTALS	10	268	380	40	3	6	15	37.6	53.4	5.6	0.4	0.8	2.1
ANIMAS ELEMENTARY	1	6	8	1	0	0	0	40.0	53.3	6.7	0.0	0.0	0.0
ANIMAS ELEMENTARY	2	4	8	2	1	0	0	26.7	53.3	13.3	6.7	0.0	0.0
ANIMAS ELEMENTARY	3	8	6	1	0	0	0	53.3	40.0	6.7	0.0	0.0	0.0
ANIMAS ELEMENTARY	4	11	4	0	0	0	0	73.3	26.7	0.0	0.0	0.0	0.0
ANIMAS ELEMENTARY	5	5	9	0	0	1	0	33.3	60.0	0.0	0.0	6.7	0.0
ANIMAS ELEMENTARY	6	5	9	0	0	0	1	33.3	60.0	0.0	0.0	0.0	6.7

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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
ANIMAS ELEMENTARY	7	3	9	0	0	1	2	20.0	60.0	0.0	0.0	6.7	13.3
ANIMAS ELEMENTARY	8	9	6	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
ANIMAS ELEMENTARY	9	5	10	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0
ANIMAS ELEMENTARY	10	5	9	1	0	0	0	33.3	60.0	6.7	0.0	0.0	0.0
APACHE ELEMENTARY	1	22	30	3	0	1	0	39.3	53.6	5.4	0.0	1.8	0.0
APACHE ELEMENTARY	2	17	37	1	1	0	0	30.4	66.1	1.8	1.8	0.0	0.0
APACHE ELEMENTARY	3	27	25	1	0	3	0	48.2	44.6	1.8	0.0	5.4	0.0
APACHE ELEMENTARY	4	27	27	1	0	0	1	48.2	48.2	1.8	0.0	0.0	1.8
APACHE ELEMENTARY	5	28	24	1	0	3	0	50.0	42.9	1.8	0.0	5.4	0.0
APACHE ELEMENTARY	6	24	27	4	0	1	0	42.9	48.2	7.1	0.0	1.8	0.0
APACHE ELEMENTARY	7	19	26	7	0	4	0	33.9	46.4	12.5	0.0	7.1	0.0
APACHE ELEMENTARY	8	37	18	1	0	0	0	66.1	32.1	1.8	0.0	0.0	0.0
APACHE ELEMENTARY	9	25	26	1	0	1	3	44.6	46.4	1.8	0.0	1.8	5.4
APACHE ELEMENTARY	10	25	29	1	0	0	1	44.6	51.8	1.8	0.0	0.0	1.8
BLUFFVIEW ELEMENTARY	1	83	118	4	0	11	4	37.7	53.6	1.8	0.0	5.0	1.8
BLUFFVIEW ELEMENTARY	2	62	133	6	2	12	5	28.2	60.5	2.7	0.9	5.5	2.3
BLUFFVIEW ELEMENTARY	3	79	114	8	1	12	6	35.9	51.8	3.6	0.5	5.5	2.7
BLUFFVIEW ELEMENTARY	4	86	104	11	1	11	7	39.1	47.3	5.0	0.5	5.0	3.2
BLUFFVIEW ELEMENTARY	5	70	111	9	2	24	4	31.8	50.5	4.1	0.9	10.9	1.8
BLUFFVIEW ELEMENTARY	6	68	119	14	0	9	10	30.9	54.1	6.4	0.0	4.1	4.5
BLUFFVIEW ELEMENTARY	7	56	101	25	2	24	12	25.5	45.9	11.4	0.9	10.9	5.5
BLUFFVIEW ELEMENTARY	8	104	96	9	3	0	8	47.3	43.6	4.1	1.4	0.0	3.6
BLUFFVIEW ELEMENTARY	9	69	112	15	2	10	12	31.4	50.9	6.8	0.9	4.5	5.5
BLUFFVIEW ELEMENTARY	10	89	104	16	2	4	5	40.5	47.3	7.3	0.9	1.8	2.3
COUNTRY CLUB ELEM	1	73	67	4	1	5	1	48.3	44.4	2.6	0.7	3.3	0.7
COUNTRY CLUB ELEM	2	50	81	11	2	6	1	33.1	53.6	7.3	1.3	4.0	0.7

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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
COUNTRY CLUB ELEM	3	81	65	1	0	4	0	53.6	43.0	0.7	0.0	2.6	0.0
COUNTRY CLUB ELEM	4	69	73	5	1	0	3	45.7	48.3	3.3	0.7	0.0	2.0
COUNTRY CLUB ELEM	5	54	70	10	0	15	2	35.8	46.4	6.6	0.0	9.9	1.3
COUNTRY CLUB ELEM	6	61	76	4	0	7	3	40.4	50.3	2.6	0.0	4.6	2.0
COUNTRY CLUB ELEM	7	34	55	28	8	15	11	22.5	36.4	18.5	5.3	9.9	7.3
COUNTRY CLUB ELEM	8	81	65	3	1	0	1	53.6	43.0	2.0	0.7	0.0	0.7
COUNTRY CLUB ELEM	9	67	72	4	1	7	0	44.4	47.7	2.6	0.7	4.6	0.0
COUNTRY CLUB ELEM	10	57	87	6	0	0	1	37.7	57.6	4.0	0.0	0.0	0.7
ESPERANZA ELEMENTARY	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	7	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESPERANZA ELEMENTARY	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
FARMINGTON HIGH	1	3	5	0	0	0	0	37.5	62.5	0.0	0.0	0.0	0.0
FARMINGTON HIGH	2	2	4	2	0	0	0	25.0	50.0	25.0	0.0	0.0	0.0
FARMINGTON HIGH	3	4	2	2	0	0	0	50.0	25.0	25.0	0.0	0.0	0.0
FARMINGTON HIGH	4	4	1	2	0	0	1	50.0	12.5	25.0	0.0	0.0	12.5
FARMINGTON HIGH	5	3	4	0	0	1	0	37.5	50.0	0.0	0.0	12.5	0.0
FARMINGTON HIGH	6	4	1	1	0	2	0	50.0	12.5	12.5	0.0	25.0	0.0
FARMINGTON HIGH	7	4	3	0	0	1	0	50.0	37.5	0.0	0.0	12.5	0.0
FARMINGTON HIGH	8	4	1	2	0	0	1	50.0	12.5	25.0	0.0	0.0	12.5

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
FARMINGTON HIGH	9	4	3	0	0	1	0	50.0	37.5	0.0	0.0	12.5	0.0
FARMINGTON HIGH	10	3	1	1	0	1	2	37.5	12.5	12.5	0.0	12.5	25.0
HEIGHTS MIDDLE SCH	***	***	***	***	***	***	***	***	***	***	***	***	***
HERMOSA MIDDLE SCH	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HERMOSA MIDDLE SCH	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
LADERA DEL NORTE ELE	1	4	6	1	0	0	0	36.4	54.5	9.1	0.0	0.0	0.0
LADERA DEL NORTE ELE	2	1	4	5	0	1	0	9.1	36.4	45.5	0.0	9.1	0.0
LADERA DEL NORTE ELE	3	4	6	1	0	0	0	36.4	54.5	9.1	0.0	0.0	0.0
LADERA DEL NORTE ELE	4	3	6	1	0	0	1	27.3	54.5	9.1	0.0	0.0	9.1
LADERA DEL NORTE ELE	5	3	7	0	0	1	0	27.3	63.6	0.0	0.0	9.1	0.0
LADERA DEL NORTE ELE	6	1	6	2	1	1	0	9.1	54.5	18.2	9.1	9.1	0.0
LADERA DEL NORTE ELE	7	2	4	2	1	1	1	18.2	36.4	18.2	9.1	9.1	9.1
LADERA DEL NORTE ELE	8	4	5	2	0	0	0	36.4	45.5	18.2	0.0	0.0	0.0
LADERA DEL NORTE ELE	9	4	4	1	0	1	1	36.4	36.4	9.1	0.0	9.1	9.1
LADERA DEL NORTE ELE	10	3	8	0	0	0	0	27.3	72.7	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	1	5	4	0	0	0	0	55.6	44.4	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	2	3	4	2	0	0	0	33.3	44.4	22.2	0.0	0.0	0.0
MCCORMICK ELEMENTARY	3	7	2	0	0	0	0	77.8	22.2	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
MCCORMICK ELEMENTARY	4	6	3	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	5	0	8	1	0	0	0	0.0	88.9	11.1	0.0	0.0	0.0
MCCORMICK ELEMENTARY	6	4	5	0	0	0	0	44.4	55.6	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	7	2	2	2	0	0	3	22.2	22.2	22.2	0.0	0.0	33.3
MCCORMICK ELEMENTARY	8	6	3	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	9	7	2	0	0	0	0	77.8	22.2	0.0	0.0	0.0	0.0
MCCORMICK ELEMENTARY	10	2	4	0	0	0	3	22.2	44.4	0.0	0.0	0.0	33.3
MCKINLEY ELEMENTARY	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	7	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
MCKINLEY ELEMENTARY	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
MCKINLEY ELEMENTARY	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	1	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
MESA VERDE ELEM	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	6	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
MESA VERDE ELEM	7	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
MESA VERDE ELEM	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VERDE ELEM	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
MESA VERDE ELEM	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
MESA VIEW MIDDLE SCH	***	***	***	***	***	***	***	***	***	***	***	***	***
NORTHEAST ELEMENTARY	1	76	120	7	1	6	0	36.2	57.1	3.3	0.5	2.9	0.0
NORTHEAST ELEMENTARY	2	57	121	20	4	5	3	27.1	57.6	9.5	1.9	2.4	1.4
NORTHEAST ELEMENTARY	3	75	121	7	1	3	3	35.7	57.6	3.3	0.5	1.4	1.4
NORTHEAST ELEMENTARY	4	76	116	10	0	1	7	36.2	55.2	4.8	0.0	0.5	3.3
NORTHEAST ELEMENTARY	5	48	128	12	0	17	5	22.9	61.0	5.7	0.0	8.1	2.4
NORTHEAST ELEMENTARY	6	55	121	16	2	13	3	26.2	57.6	7.6	1.0	6.2	1.4
NORTHEAST ELEMENTARY	7	43	93	34	12	21	7	20.5	44.3	16.2	5.7	10.0	3.3
NORTHEAST ELEMENTARY	8	83	115	8	0	0	4	39.5	54.8	3.8	0.0	0.0	1.9
NORTHEAST ELEMENTARY	9	73	120	8	1	6	2	34.8	57.1	3.8	0.5	2.9	1.0
NORTHEAST ELEMENTARY	10	68	125	13	1	1	2	32.4	59.5	6.2	0.5	0.5	1.0
PIEDRA VISTA HIGH	1	3	1	1	0	0	0	60.0	20.0	20.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	2	2	1	2	0	0	0	40.0	20.0	40.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	3	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	4	3	1	0	0	0	1	60.0	20.0	0.0	0.0	0.0	20.0
PIEDRA VISTA HIGH	5	3	2	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	6	1	3	0	1	0	0	20.0	60.0	0.0	20.0	0.0	0.0
PIEDRA VISTA HIGH	7	4	0	0	0	1	0	80.0	0.0	0.0	0.0	20.0	0.0
PIEDRA VISTA HIGH	8	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	9	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
PIEDRA VISTA HIGH	10	0	2	2	0	0	1	0.0	40.0	40.0	0.0	0.0	20.0
ROCINANTE HIGH	1	10	10	1	0	0	0	47.6	47.6	4.8	0.0	0.0	0.0
ROCINANTE HIGH	2	8	10	2	0	1	0	38.1	47.6	9.5	0.0	4.8	0.0
ROCINANTE HIGH	3	12	9	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0
ROCINANTE HIGH	4	11	9	0	0	0	1	52.4	42.9	0.0	0.0	0.0	4.8

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
ROCINANTE HIGH	5	11	9	0	0	1	0	52.4	42.9	0.0	0.0	4.8	0.0
ROCINANTE HIGH	6	8	11	0	1	1	0	38.1	52.4	0.0	4.8	4.8	0.0
ROCINANTE HIGH	7	5	7	5	2	2	0	23.8	33.3	23.8	9.5	9.5	0.0
ROCINANTE HIGH	8	10	11	0	0	0	0	47.6	52.4	0.0	0.0	0.0	0.0
ROCINANTE HIGH	9	11	9	0	0	1	0	52.4	42.9	0.0	0.0	4.8	0.0
ROCINANTE HIGH	10	14	7	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	1	0	1	0	0	1	0	0.0	50.0	0.0	0.0	50.0	0.0
TIBBETTS MIDDLE SCH	2	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	3	0	1	0	0	0	1	0.0	50.0	0.0	0.0	0.0	50.0
TIBBETTS MIDDLE SCH	4	0	0	2	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	5	0	0	1	0	1	0	0.0	0.0	50.0	0.0	50.0	0.0
TIBBETTS MIDDLE SCH	6	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	7	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	8	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0
TIBBETTS MIDDLE SCH	9	1	0	0	0	1	0	50.0	0.0	0.0	0.0	50.0	0.0
TIBBETTS MIDDLE SCH	10	1	1	0	0	0	0	50.0	50.0	0.0	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.

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%).