



ADEQUATE YEARLY PROGRESS SUMMARY

LOS LUNAS PUBLIC SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	3	19
Schools in Corrective Action	0	0
Schools in Restructuring	7	44

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*

	LOS LUNAS PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	4099	48.3	157911	48.9
Male	4393	51.7	165190	51.1
Caucasian	2226	26.2	95275	29.5
African-American	131	1.5	8424	2.6
Hispanic	5499	64.8	17918	55.5
Asian/Pacific Islander	60	0.7	4441	1.4
American Indian	576	6.8	35780	11.1
English Language Learners	1072	12.6	59903	18.5
Students with Disabilities	1304	15.4	48691	15.1
Free/Reduced Lunch Program	5773	68.0	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
ANN PARISH ELEM	AYP Not Met	Progressing	BOSQUE FARMS ELEM	Meets AYP	Progressing
CENTURY ALT HIGH	AYP Not Met	R-1	DANIEL FERNANDEZ INT	AYP Not Met	R-1
DESERT VIEW INTERMED	AYP Not Met	R-2	K. GALLEGOS ELEM	Meets AYP	Progressing
LOS LUNAS ELEMENTARY	AYP Not Met	SI-1	LOS LUNAS FAMILY SCH	Meets AYP	Progressing
LOS LUNAS HIGH	AYP Not Met	R-1	LOS LUNAS MIDDLE	AYP Not Met	R-2
MANZANO VISTA MIDDLE	AYP Not Met	R-2	PERALTA ELEMENTARY	Meets AYP	Progressing
RAYMOND GABALDON INT	AYP Not Met	R-1	TOME ELEMENTARY	AYP Not Met	Progressing
VALENCIA ELEMENTARY	Meets AYP	SI-1 delay	VALENCIA HIGH	AYP Not Met	SI-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							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	58.2	67.1	50.0	55.2	***	55.0	50.9	42.9	13.7	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	55.3	68.0	38.7	51.7	***	46.2	47.7	26.3	12.0	
District Wide-Grades 11	Reading Proficiency	56	40.1	49.6	***	38.8	***	32.7	30.5	4.4	8.2	
ANN PARISH ELEM	Reading Proficiency	59	57.2	66.7	***	55.2	***	***	57.2	52.0	<2.0	
BOSQUE FARMS ELEM	Reading Proficiency	55	70.3	75.9	***	71.8	***	50.0	62.2	***	19.1	
CENTURY ALT HIGH	Reading Proficiency	56	***	***	***	***	***	***	***	***	***	
DANIEL FERNANDEZ INT	Reading Proficiency	55	43.2	51.4	***	41.5	***	36.4	35.7	26.8	7.3	
DESERT VIEW INTERMED	Reading Proficiency	55	41.3	66.7	***	38.3	***	***	41.3	31.9	12.9	
K. GALLEGOS ELEM	Reading Proficiency	59	70.1	70.0	70.0	73.7	***	47.4	60.5	48.2	15.0	
LOS LUNAS ELEMENTARY	Reading Proficiency	59	56.8	59.5	***	58.1	***	***	49.2	58.8	15.4	
LOS LUNAS FAMILY SCH	Reading Proficiency	56	42.1	57.1	***	***	***	***	***	***	***	
LOS LUNAS HIGH	Reading Proficiency	56	41.2	49.6	***	40.1	***	32.7	32.0	4.6	5.5	
LOS LUNAS MIDDLE	Reading Proficiency	56	68.2	80.5	40.0	66.8	***	46.3	60.0	34.0	10.3	
MANZANO VISTA MIDDLE	Reading Proficiency	56	54.6	67.5	***	49.2	***	56.0	46.1	23.3	14.3	
PERALTA ELEMENTARY	Reading Proficiency	55	56.7	67.2	***	50.4	***	***	44.5	35.0	<2.0	
RAYMOND GABALDON INT	Reading Proficiency	55	53.6	58.4	33.3	52.1	***	54.3	44.9	39.4	15.5	
TOME ELEMENTARY	Reading Proficiency	55	47.0	57.1	***	45.5	***	***	47.0	43.7	16.0	
VALENCIA ELEMENTARY	Reading Proficiency	59	55.7	71.8	***	48.6	***	***	47.1	36.8	17.4	
VALENCIA HIGH	Reading Proficiency	56	***	***	***	***	***	***	***	***	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	40.8	47.3	30.0	38.2	***	44.0	34.6	28.6	7.8	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	27.7	40.5	6.5	23.2	***	27.7	20.8	10.3	6.7	
District Wide-Grades 11	Math Proficiency	40	24.7	35.0	***	21.1	***	21.8	13.8	8.7	3.3	
ANN PARISH ELEM	Math Proficiency	44	30.7	29.2	***	30.6	***	***	30.7	27.3	<2.0	
BOSQUE FARMS ELEM	Math Proficiency	41	57.4	60.9	***	60.3	***	40.0	45.9	***	19.1	
CENTURY ALT HIGH	Math Proficiency	40	***	***	***	***	***	***	***	***	***	
DANIEL FERNANDEZ INT	Math Proficiency	41	20.9	20.8	***	20.8	***	27.3	15.6	16.9	<2.0	
DESERT VIEW INTERMED	Math Proficiency	41	26.2	23.8	***	25.9	***	***	26.2	24.3	6.5	
K. GALLEGOS ELEM	Math Proficiency	44	55.2	54.3	60.0	55.1	***	47.4	42.6	25.9	5.0	
LOS LUNAS ELEMENTARY	Math Proficiency	44	35.2	40.5	***	35.0	***	***	27.1	35.3	<2.0	
LOS LUNAS FAMILY SCH	Math Proficiency	38	21.1	21.4	***	***	***	***	***	***	***	
LOS LUNAS HIGH	Math Proficiency	40	25.6	35.7	***	21.8	***	21.8	14.8	9.1	<2.0	
LOS LUNAS MIDDLE	Math Proficiency	35	32.2	45.5	10.0	28.7	***	20.4	23.2	2.0	6.4	
MANZANO VISTA MIDDLE	Math Proficiency	35	25.5	43.6	***	17.4	***	40.0	19.0	8.6	7.9	
PERALTA ELEMENTARY	Math Proficiency	41	39.0	53.7	***	31.3	***	***	35.3	25.0	<2.0	
RAYMOND GABALDON INT	Math Proficiency	41	35.5	39.6	8.3	33.5	***	42.9	26.3	18.2	10.3	

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				
TOME ELEMENTARY	Math Proficiency	41	40.6	52.4	***	39.0	***	***	40.6	38.8	20.0	
VALENCIA ELEMENTARY	Math Proficiency	44	41.7	51.3	***	38.9	***	***	34.3	21.1	8.7	
VALENCIA HIGH	Math Proficiency	40	***	***	***	***	***	***	***	***	***	
All Students-Grade K-5	Attendance Rate	92	95.1	95.1	96.4	95.2	***	92.9	94.8	95.4	93.9	
All Students-Grades 6, 7 & 8	Attendance Rate	92	93.5	93.8	93.9	93.5	***	92.4	92.8	92.8	90.6	
ANN PARISH ELEM	Attendance Rate	92	95.3	94.8	***	95.3	***	***	95.3	96.2	94.8	
BOSQUE FARMS ELEM	Attendance Rate	92	94.9	94.9	***	95.3	***	93.4	94.9	***	92.3	
DANIEL FERNANDEZ INT	Attendance Rate	92	93.7	92.2	***	94.4	***	91.5	93.3	94.7	91.4	
DESERT VIEW INTERMED	Attendance Rate	92	94.7	95.3	***	94.7	***	***	94.7	94.6	93.1	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
K. GALLEGOS ELEM	Attendance Rate	92	94.4	94.7	95.2	94.2	***	93.8	93.6	94.1	93.6	
LOS LUNAS ELEMENTARY	Attendance Rate	92	95.2	95.0	***	95.3	***	***	94.9	95.9	94.8	
LOS LUNAS FAMILY SCH	Attendance Rate	92	95.5	96.5	***	***	***	***	***	***	***	
LOS LUNAS MIDDLE	Attendance Rate	92	93.1	93.6	91.8	93.2	***	91.9	92.3	91.7	90.9	
MANZANO VISTA MIDDLE	Attendance Rate	92	92.8	93.7	***	92.4	***	93.2	91.7	91.1	88.8	
PERALTA ELEMENTARY	Attendance Rate	92	94.6	95.2	***	94.4	***	***	94.3	94.9	93.3	
RAYMOND GABALDON INT	Attendance Rate	92	94.7	94.6	96.4	94.8	***	93.4	93.8	94.6	93.5	
TOME ELEMENTARY	Attendance Rate	92	95.0	95.2	***	95.0	***	***	95.0	95.6	95.5	
VALENCIA ELEMENTARY	Attendance Rate	92	94.3	94.8	***	94.2	***	***	93.7	94.0	93.3	
All Students in Grade 12	Graduation Rate	90	89.9	94.1	***	87.7	***	89.3	84.1	57.1	85.4	
CENTURY ALT HIGH	Graduation Rate	90	50.0	***	***	***	***	***	***	***	***	
LOS LUNAS HIGH	Graduation Rate	90	92.2	95.2	***	90.2	***	94.4	88.9	80.0	87.0	
VALENCIA HIGH	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	345	12	54	23	10	100	345	3	38	51	7	100	345	7	72	19	1
Male	100	327	7	48	29	16	100	327	3	35	54	8	100	327	6	70	22	2
Caucasian	100	171	16	58	18	8	99	171	10	36	50	4	100	171	13	74	12	1
Black	100	14	0	43	50	7	100	14	0	29	64	7	100	14	0	79	21	0
Hispanic	100	445	8	49	29	14	100	445	1	36	54	9	100	445	4	69	24	2
Asian	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Am.Indian ¹	97	38	11	47	24	16	97	38	3	37	53	5	97	38	3	79	16	0
SWD ²	98	66	5	18	27	48	97	66	0	9	65	23	98	66	0	61	35	3
ELL ³	100	170	3	44	32	22	100	170	1	29	54	16	100	170	2	59	35	4
FRLP ⁴	100	511	6	49	30	15	100	511	2	33	56	9	100	511	3	71	24	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	672	10	51	26	13	100	672	3	36	53	7	100	672	7	71	21	1
All 2006-07	100	666	4	47	30	19	100	666	2	36	53	8	100	666	8	72	19	1
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	327	12	50	28	10	100	327	6	39	49	6	100	327	2	52	42	3
Male	99	334	4	48	36	11	100	334	5	35	51	7	100	334	1	57	38	4
Caucasian	99	167	9	54	30	7	100	167	10	40	45	5	100	167	2	66	31	1
Black	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
Hispanic	99	451	7	47	33	11	100	451	4	35	53	7	100	451	1	49	45	4
Asian	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Am.Indian ¹	100	27	7	48	26	19	100	27	4	41	48	7	100	27	0	59	33	7
SWD ²	95	87	1	14	37	44	100	87	1	15	59	25	100	87	0	28	56	16
ELL ³	99	150	5	41	37	16	99	150	1	26	64	8	100	150	2	40	53	5
FRLP ⁴	99	487	6	45	36	13	100	487	2	33	56	8	100	487	1	48	45	4
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	661	8	49	32	10	100	661	6	37	50	7	100	661	2	55	40	3
All 2006-07	100	672	9	48	30	13	100	672	7	37	48	8	100	672	2	54	40	4
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	348	11	46	36	5	99	348	5	31	51	12	100	348	1	41	53	4
Male	100	352	6	45	37	12	100	352	9	28	49	13	100	352	3	44	48	6
Caucasian	100	185	13	48	30	9	100	185	11	30	49	9	100	185	4	52	38	5
Black	100	10	0	30	70	0	100	10	0	20	60	20	100	10	0	20	60	20
Hispanic	100	460	7	45	38	9	100	460	6	29	51	14	100	460	1	38	56	4
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	98	40	8	45	35	10	98	40	3	38	43	15	98	40	0	50	38	10
SWD ²	98	92	1	11	46	40	98	92	0	4	58	36	99	92	0	13	68	17
ELL ³	100	149	3	33	54	10	100	149	4	23	57	16	100	149	0	23	72	4
FRLP ⁴	99	504	7	40	43	10	100	504	5	27	53	14	100	504	1	35	57	6
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	700	9	46	37	9	100	700	7	30	50	13	100	700	2	43	50	5
All 2006-07	100	668	9	43	37	10	100	668	4	24	58	13	100	667	2	33	60	5
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	100	347	5	44	43	7	100	347	3	22	64	12	100	347	1	20	67	11
Male	100	326	4	32	55	9	100	326	4	21	63	11	99	326	2	25	63	10
Caucasian	100	170	11	42	44	4	100	170	6	26	60	8	100	170	4	32	62	2
Black	100	18	0	39	61	0	100	18	0	6	78	17	100	18	0	22	67	11
Hispanic	100	441	3	37	49	11	100	441	2	20	64	13	100	441	1	19	65	15
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	100	42	2	36	62	0	100	42	7	19	64	10	100	42	0	21	76	2
SWD ²	100	90	4	6	52	38	100	90	2	3	51	43	99	90	1	8	61	29
ELL ³	100	119	0	27	60	13	100	119	1	15	75	9	100	119	1	10	73	16
FRLP ⁴	100	497	4	35	51	10	100	497	3	17	66	14	100	497	1	18	68	13
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	673	5	38	49	8	100	673	3	21	64	11	100	673	1	22	65	11
All 2006-07	100	662	2	28	52	17	100	662	3	20	53	24	100	662	1	26	59	14
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	100	300	12	50	31	7	100	300	2	22	58	19	100	300	2	32	57	10
Male	99	352	5	41	39	14	100	352	1	23	53	22	100	352	1	30	55	13
Caucasian	99	169	15	48	29	8	99	169	2	31	49	17	100	169	4	44	46	5
Black	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
Hispanic	100	414	6	44	37	12	100	414	1	19	57	23	100	414	1	27	58	14
Asian	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Am.Indian ¹	100	56	7	38	46	9	100	56	0	21	64	14	100	56	0	20	70	11
SWD ²	99	86	3	7	40	49	99	86	1	7	37	53	100	86	2	9	52	36
ELL ³	100	102	1	25	57	18	100	102	1	7	60	32	100	102	1	4	74	22
FRLP ⁴	100	405	6	38	42	14	100	405	1	18	56	25	100	405	0	24	60	16
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	652	8	45	36	11	100	652	1	23	55	21	100	652	2	31	56	11
All 2006-07	91	652	6	39	35	11	99	652	2	14	51	32	99	652	1	26	55	17
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	312	9	68	17	5	100	312	4	32	53	11	100	312	1	29	58	12
Male	100	321	4	59	28	9	100	321	7	24	54	15	100	321	1	32	53	14
Caucasian	99	160	11	73	13	3	99	160	12	39	42	7	100	160	1	49	44	7
Black	100	14	0	71	21	7	100	14	7	21	64	7	100	14	0	21	79	0
Hispanic	100	402	5	61	25	8	100	402	2	24	59	14	100	402	1	24	60	15
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	98	52	4	52	31	12	100	52	4	25	46	25	100	52	0	29	52	19
SWD ²	98	91	5	11	45	36	99	91	3	3	44	48	99	91	3	5	44	46
ELL ³	100	84	0	29	50	21	100	84	1	5	62	32	100	84	0	4	57	39
FRLP ⁴	99	400	4	58	28	10	100	400	3	21	58	18	100	400	1	22	58	19
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	633	7	63	22	7	100	633	5	28	53	13	100	633	1	31	55	13
All 2006-07	97	699	3	55	29	10	98	699	3	22	49	24	99	699	1	22	61	16
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	99	254	4	44	41	10	100	254	3	20	52	25	100	254	0	31	63	6
Male	98	261	5	26	43	25	98	261	10	17	34	37	97	263	3	26	55	13
Caucasian	100	130	6	43	37	14	100	130	12	25	41	23	99	130	2	42	50	5
Black	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
Hispanic	98	316	3	34	41	19	98	316	5	16	44	33	98	318	2	25	60	11
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Am.Indian ¹	100	55	4	29	49	18	100	55	5	16	42	36	100	55	2	20	71	7
SWD ²	94	68	4	4	26	59	94	68	4	0	13	76	93	68	1	4	49	38
ELL ³	96	23	0	4	35	57	96	23	0	9	22	65	96	24	0	4	46	46
FRLP ⁴	98	278	2	29	45	22	98	278	3	12	42	41	97	279	0	21	62	14
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	515	4	35	42	17	99	515	7	18	43	31	98	517	2	28	59	10
All 2006-07	96	541	3	35	38	20	96	541	4	17	47	29	***	5	***	***	***	***
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						

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
Castillo, Art	16
Hernandez, Ed	10.5
Marez, Maria	9
Martinez, Christopher	14
Otero, Frank	14

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	36,698,842	59
Instructional Support Services	25,420,618	41
Students	6,888,886	27
Instruction	1,862,733	7
General Administration	1,010,433	4
School Administration	4,353,514	17
Central Services	2,496,978	10
Operations & Maintenance	8,808,074	35
Student Transportation	0	0
Non-Instructional Support	19,495	<1
Food Services	19,495	100
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	62,138,955	

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%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.0 %
Low Poverty Schools	4.2%	2.5%

	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	560	63.8	35.5	2.3
ANN PARISH ELEM	38	63.2	36.8	0.0
BOSQUE FARMS ELEM	33	60.6	36.4	3.3
CENTURY ALT HIGH	7	57.1	42.9	0.0
DANIEL FERNANDEZ INT	27	63.0	37.0	0.0
DESERT VIEW INTERMED	34	79.4	20.6	0.0
K. GALLEGOS ELEM	47	63.8	36.2	0.0
LOS LUNAS ELEMENTARY	34	67.6	32.4	0.0
LOS LUNAS FAMILY SCH	5	80.0	20.0	0.0
LOS LUNAS HIGH	128	53.9	44.5	1.1
LOS LUNAS MIDDLE	44	72.7	27.3	5.1
MANZANO VISTA MIDDLE	38	57.9	39.5	4.1
PERALTA ELEMENTARY	29	79.3	20.7	4.2
RAYMOND GABALDON	35	62.9	37.1	3.3
TOME ELEMENTARY	33	69.7	30.3	0.0
VALENCIA ELEMENTARY	27	63.0	37.0	4.0
VALENCIA HIGH	46	58.7	37.0	?

* 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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- 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	1018	1630	173	80	139	131	32.1	51.4	5.5	2.5	4.4	4.1
DISTRICT WIDE TOTALS	2	782	1708	271	135	129	146	24.7	53.9	8.5	4.3	4.1	4.6
DISTRICT WIDE TOTALS	3	887	1649	213	82	163	177	28.0	52.0	6.7	2.6	5.1	5.6
DISTRICT WIDE TOTALS	4	910	1568	347	115	74	157	28.7	49.4	10.9	3.6	2.3	5.0
DISTRICT WIDE TOTALS	5	836	1716	145	51	286	137	26.4	54.1	4.6	1.6	9.0	4.3
DISTRICT WIDE TOTALS	6	827	1592	275	130	191	156	26.1	50.2	8.7	4.1	6.0	4.9
DISTRICT WIDE TOTALS	7	536	1345	517	213	392	168	16.9	42.4	16.3	6.7	12.4	5.3
DISTRICT WIDE TOTALS	8	1392	1332	188	83	33	143	43.9	42.0	5.9	2.6	1.0	4.5
DISTRICT WIDE TOTALS	9	761	1645	236	115	260	154	24.0	51.9	7.4	3.6	8.2	4.9
DISTRICT WIDE TOTALS	10	1145	1535	212	75	40	164	36.1	48.4	6.7	2.4	1.3	5.2
ANN PARISH ELEM	1	195	131	3	4	9	13	54.9	36.9	0.8	1.1	2.5	3.7
ANN PARISH ELEM	2	143	150	32	10	8	12	40.3	42.3	9.0	2.8	2.3	3.4
ANN PARISH ELEM	3	175	136	8	5	19	12	49.3	38.3	2.3	1.4	5.4	3.4
ANN PARISH ELEM	4	187	136	11	6	6	9	52.7	38.3	3.1	1.7	1.7	2.5
ANN PARISH ELEM	5	157	148	15	5	24	6	44.2	41.7	4.2	1.4	6.8	1.7
ANN PARISH ELEM	6	175	136	18	9	9	8	49.3	38.3	5.1	2.5	2.5	2.3

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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
ANN PARISH ELEM	7	93	124	64	28	36	10	26.2	34.9	18.0	7.9	10.1	2.8
ANN PARISH ELEM	8	355	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ANN PARISH ELEM	9	164	149	11	5	16	10	46.2	42.0	3.1	1.4	4.5	2.8
ANN PARISH ELEM	10	191	116	25	6	2	15	53.8	32.7	7.0	1.7	0.6	4.2
BOSQUE FARMS ELEM	1	28	75	11	1	9	10	20.9	56.0	8.2	0.7	6.7	7.5
BOSQUE FARMS ELEM	2	30	67	11	8	7	11	22.4	50.0	8.2	6.0	5.2	8.2
BOSQUE FARMS ELEM	3	28	64	7	4	12	19	20.9	47.8	5.2	3.0	9.0	14.2
BOSQUE FARMS ELEM	4	22	75	19	5	5	8	16.4	56.0	14.2	3.7	3.7	6.0
BOSQUE FARMS ELEM	5	22	80	8	2	11	11	16.4	59.7	6.0	1.5	8.2	8.2
BOSQUE FARMS ELEM	6	27	71	14	2	10	10	20.1	53.0	10.4	1.5	7.5	7.5
BOSQUE FARMS ELEM	7	18	69	11	8	16	12	13.4	51.5	8.2	6.0	11.9	9.0
BOSQUE FARMS ELEM	8	40	63	12	7	2	10	29.9	47.0	9.0	5.2	1.5	7.5
BOSQUE FARMS ELEM	9	27	71	7	5	19	5	20.1	53.0	5.2	3.7	14.2	3.7
BOSQUE FARMS ELEM	10	34	73	11	5	1	10	25.4	54.5	8.2	3.7	0.7	7.5
CENTURY ALT HIGH	1	3	12	0	0	0	3	16.7	66.7	0.0	0.0	0.0	16.7
CENTURY ALT HIGH	2	5	11	0	0	0	2	27.8	61.1	0.0	0.0	0.0	11.1
CENTURY ALT HIGH	3	4	10	0	1	1	2	22.2	55.6	0.0	5.6	5.6	11.1
CENTURY ALT HIGH	4	2	11	2	1	0	2	11.1	61.1	11.1	5.6	0.0	11.1
CENTURY ALT HIGH	5	2	9	1	1	1	4	11.1	50.0	5.6	5.6	5.6	22.2
CENTURY ALT HIGH	6	4	11	0	0	1	2	22.2	61.1	0.0	0.0	5.6	11.1
CENTURY ALT HIGH	7	3	10	1	2	0	2	16.7	55.6	5.6	11.1	0.0	11.1
CENTURY ALT HIGH	8	4	9	1	0	0	4	22.2	50.0	5.6	0.0	0.0	22.2
CENTURY ALT HIGH	9	5	10	0	0	1	2	27.8	55.6	0.0	0.0	5.6	11.1
CENTURY ALT HIGH	10	3	10	2	0	0	3	16.7	55.6	11.1	0.0	0.0	16.7
DANIEL FERNANDEZ INT	1	45	104	10	5	1	4	26.6	61.5	5.9	3.0	0.6	2.4
DANIEL FERNANDEZ INT	2	45	89	17	3	10	5	26.6	52.7	10.1	1.8	5.9	3.0

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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
DANIEL FERNANDEZ INT	3	40	98	10	1	10	10	23.7	58.0	5.9	0.6	5.9	5.9
DANIEL FERNANDEZ INT	4	50	85	13	5	6	10	29.6	50.3	7.7	3.0	3.6	5.9
DANIEL FERNANDEZ INT	5	45	103	0	1	15	5	26.6	60.9	0.0	0.6	8.9	3.0
DANIEL FERNANDEZ INT	6	48	90	13	4	9	5	28.4	53.3	7.7	2.4	5.3	3.0
DANIEL FERNANDEZ INT	7	22	84	27	5	26	5	13.0	49.7	16.0	3.0	15.4	3.0
DANIEL FERNANDEZ INT	8	70	86	6	5	0	2	41.4	50.9	3.6	3.0	0.0	1.2
DANIEL FERNANDEZ INT	9	50	92	10	4	9	4	29.6	54.4	5.9	2.4	5.3	2.4
DANIEL FERNANDEZ INT	10	62	90	7	2	0	8	36.7	53.3	4.1	1.2	0.0	4.7
DESERT VIEW ELEM	1	91	226	22	15	25	2	23.9	59.3	5.8	3.9	6.6	0.5
DESERT VIEW ELEM	2	78	250	19	9	20	5	20.5	65.6	5.0	2.4	5.2	1.3
DESERT VIEW ELEM	3	73	234	26	20	17	11	19.2	61.4	6.8	5.2	4.5	2.9
DESERT VIEW ELEM	4	96	212	42	14	5	12	25.2	55.6	11.0	3.7	1.3	3.1
DESERT VIEW ELEM	5	100	233	9	8	29	2	26.2	61.2	2.4	2.1	7.6	0.5
DESERT VIEW ELEM	6	79	230	28	13	26	5	20.7	60.4	7.3	3.4	6.8	1.3
DESERT VIEW ELEM	7	51	161	64	27	65	13	13.4	42.3	16.8	7.1	17.1	3.4
DESERT VIEW ELEM	8	146	214	6	4	6	5	38.3	56.2	1.6	1.0	1.6	1.3
DESERT VIEW ELEM	9	62	215	37	17	35	15	16.3	56.4	9.7	4.5	9.2	3.9
DESERT VIEW ELEM	10	105	200	33	18	14	11	27.6	52.5	8.7	4.7	3.7	2.9
K. GALLEGOS ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
LOS LUNAS ELEMENTARY	1	127	122	6	2	1	1	49.0	47.1	2.3	0.8	0.4	0.4
LOS LUNAS ELEMENTARY	2	90	140	14	8	4	3	34.7	54.1	5.4	3.1	1.5	1.2
LOS LUNAS ELEMENTARY	3	110	132	10	3	1	3	42.5	51.0	3.9	1.2	0.4	1.2
LOS LUNAS ELEMENTARY	4	127	120	6	4	1	1	49.0	46.3	2.3	1.5	0.4	0.4
LOS LUNAS ELEMENTARY	5	85	138	10	3	19	4	32.8	53.3	3.9	1.2	7.3	1.5
LOS LUNAS ELEMENTARY	6	94	133	8	6	9	9	36.3	51.4	3.1	2.3	3.5	3.5
LOS LUNAS ELEMENTARY	7	55	94	53	25	27	5	21.2	36.3	20.5	9.7	10.4	1.9

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- Q10. My child takes responsibility for his or her learning.

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
LOS LUNAS ELEMENTARY	8	139	104	8	2	0	6	53.7	40.2	3.1	0.8	0.0	2.3
LOS LUNAS ELEMENTARY	9	86	139	10	6	12	6	33.2	53.7	3.9	2.3	4.6	2.3
LOS LUNAS ELEMENTARY	10	118	127	9	1	1	3	45.6	49.0	3.5	0.4	0.4	1.2
LOS LUNAS FAMILY SCH	***	***	***	***	***	***	***	***	***	***	***	***	***
LOS LUNAS HIGH	1	24	73	9	6	2	3	20.5	62.4	7.7	5.1	1.7	2.6
LOS LUNAS HIGH	2	9	58	23	17	5	5	7.7	49.6	19.7	14.5	4.3	4.3
LOS LUNAS HIGH	3	22	59	25	6	2	3	18.8	50.4	21.4	5.1	1.7	2.6
LOS LUNAS HIGH	4	11	54	31	16	3	2	9.4	46.2	26.5	13.7	2.6	1.7
LOS LUNAS HIGH	5	14	66	15	12	9	1	12.0	56.4	12.8	10.3	7.7	0.9
LOS LUNAS HIGH	6	12	52	22	19	10	2	10.3	44.4	18.8	16.2	8.5	1.7
LOS LUNAS HIGH	7	27	67	9	6	6	2	23.1	57.3	7.7	5.1	5.1	1.7
LOS LUNAS HIGH	8	22	68	16	5	5	1	18.8	58.1	13.7	4.3	4.3	0.9
LOS LUNAS HIGH	9	14	58	24	11	8	2	12.0	49.6	20.5	9.4	6.8	1.7
LOS LUNAS HIGH	10	50	55	5	2	3	2	42.7	47.0	4.3	1.7	2.6	1.7
LOS LUNAS MIDDLE	1	66	139	23	6	8	6	26.6	56.0	9.3	2.4	3.2	2.4
LOS LUNAS MIDDLE	2	45	173	8	10	6	6	18.1	69.8	3.2	4.0	2.4	2.4
LOS LUNAS MIDDLE	3	59	138	25	7	8	11	23.8	55.6	10.1	2.8	3.2	4.4
LOS LUNAS MIDDLE	4	51	129	48	10	6	4	20.6	52.0	19.4	4.0	2.4	1.6
LOS LUNAS MIDDLE	5	62	144	12	4	22	4	25.0	58.1	4.8	1.6	8.9	1.6
LOS LUNAS MIDDLE	6	49	128	32	14	19	6	19.8	51.6	12.9	5.6	7.7	2.4
LOS LUNAS MIDDLE	7	44	128	34	10	24	8	17.7	51.6	13.7	4.0	9.7	3.2
LOS LUNAS MIDDLE	8	60	137	29	12	2	8	24.2	55.2	11.7	4.8	0.8	3.2
LOS LUNAS MIDDLE	9	34	144	27	11	24	8	13.7	58.1	10.9	4.4	9.7	3.2
LOS LUNAS MIDDLE	10	88	129	20	7	0	4	35.5	52.0	8.1	2.8	0.0	1.6
MANZANO VISTA MIDDLE	1	30	68	17	6	10	2	22.6	51.1	12.8	4.5	7.5	1.5
MANZANO VISTA MIDDLE	2	21	93	7	6	2	4	15.8	69.9	5.3	4.5	1.5	3.0

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- 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.

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
MANZANO VISTA MIDDLE	3	29	63	23	5	10	3	21.8	47.4	17.3	3.8	7.5	2.3
MANZANO VISTA MIDDLE	4	19	73	30	6	3	2	14.3	54.9	22.6	4.5	2.3	1.5
MANZANO VISTA MIDDLE	5	30	77	13	4	8	1	22.6	57.9	9.8	3.0	6.0	0.8
MANZANO VISTA MIDDLE	6	19	67	20	14	10	3	14.3	50.4	15.0	10.5	7.5	2.3
MANZANO VISTA MIDDLE	7	22	69	20	6	13	3	16.5	51.9	15.0	4.5	9.8	2.3
MANZANO VISTA MIDDLE	8	30	72	27	4	0	0	22.6	54.1	20.3	3.0	0.0	0.0
MANZANO VISTA MIDDLE	9	19	71	17	5	16	5	14.3	53.4	12.8	3.8	12.0	3.8
MANZANO VISTA MIDDLE	10	47	72	11	1	0	2	35.3	54.1	8.3	0.8	0.0	1.5
PERALTA ELEMENTARY	1	110	139	14	6	6	15	37.9	47.9	4.8	2.1	2.1	5.2
PERALTA ELEMENTARY	2	75	145	30	9	12	19	25.9	50.0	10.3	3.1	4.1	6.6
PERALTA ELEMENTARY	3	87	156	18	5	5	19	30.0	53.8	6.2	1.7	1.7	6.6
PERALTA ELEMENTARY	4	91	147	25	7	2	18	31.4	50.7	8.6	2.4	0.7	6.2
PERALTA ELEMENTARY	5	73	153	17	2	28	17	25.2	52.8	5.9	0.7	9.7	5.9
PERALTA ELEMENTARY	6	81	140	25	12	16	16	27.9	48.3	8.6	4.1	5.5	5.5
PERALTA ELEMENTARY	7	43	108	52	26	47	14	14.8	37.2	17.9	9.0	16.2	4.8
PERALTA ELEMENTARY	8	133	120	11	5	1	20	45.9	41.4	3.8	1.7	0.3	6.9
PERALTA ELEMENTARY	9	77	164	15	7	13	14	26.6	56.6	5.2	2.4	4.5	4.8
PERALTA ELEMENTARY	10	108	147	13	3	1	18	37.2	50.7	4.5	1.0	0.3	6.2
RAYMOND GABALDON INT	1	108	108	13	4	11	0	44.3	44.3	5.3	1.6	4.5	0.0
RAYMOND GABALDON INT	2	64	118	31	12	13	6	26.2	48.4	12.7	4.9	5.3	2.5
RAYMOND GABALDON INT	3	71	134	8	6	13	12	29.1	54.9	3.3	2.5	5.3	4.9
RAYMOND GABALDON INT	4	79	120	19	7	7	12	32.4	49.2	7.8	2.9	2.9	4.9
RAYMOND GABALDON INT	5	75	120	12	0	26	11	30.7	49.2	4.9	0.0	10.7	4.5
RAYMOND GABALDON INT	6	77	115	19	7	14	12	31.6	47.1	7.8	2.9	5.7	4.9
RAYMOND GABALDON INT	7	37	85	53	19	34	16	15.2	34.8	21.7	7.8	13.9	6.6
RAYMOND GABALDON INT	8	113	95	13	6	2	15	46.3	38.9	5.3	2.5	0.8	6.1

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 Q10. My child takes responsibility for his or her learning.

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
RAYMOND GABALDON INT	9	64	122	21	6	19	12	26.2	50.0	8.6	2.5	7.8	4.9
RAYMOND GABALDON INT	10	95	110	13	7	4	15	38.9	45.1	5.3	2.9	1.6	6.1
TOME ELEMENTARY	1	117	216	17	12	20	49	27.1	50.1	3.9	2.8	4.6	11.4
TOME ELEMENTARY	2	92	199	48	25	21	46	21.3	46.2	11.1	5.8	4.9	10.7
TOME ELEMENTARY	3	91	227	21	5	38	49	21.1	52.7	4.9	1.2	8.8	11.4
TOME ELEMENTARY	4	106	203	38	16	13	55	24.6	47.1	8.8	3.7	3.0	12.8
TOME ELEMENTARY	5	98	206	14	4	56	53	22.7	47.8	3.2	0.9	13.0	12.3
TOME ELEMENTARY	6	95	212	35	14	24	51	22.0	49.2	8.1	3.2	5.6	11.8
TOME ELEMENTARY	7	54	159	78	33	54	53	12.5	36.9	18.1	7.7	12.5	12.3
TOME ELEMENTARY	8	168	169	21	13	6	54	39.0	39.2	4.9	3.0	1.4	12.5
TOME ELEMENTARY	9	89	204	30	14	41	53	20.6	47.3	7.0	3.2	9.5	12.3
TOME ELEMENTARY	10	120	204	36	8	7	56	27.8	47.3	8.4	1.9	1.6	13.0
VALENCIA ELEMENTARY	1	55	131	18	10	15	17	22.4	53.3	7.3	4.1	6.1	6.9
VALENCIA ELEMENTARY	2	46	131	25	15	14	15	18.7	53.3	10.2	6.1	5.7	6.1
VALENCIA ELEMENTARY	3	54	125	21	10	15	21	22.0	50.8	8.5	4.1	6.1	8.5
VALENCIA ELEMENTARY	4	57	126	27	12	6	18	23.2	51.2	11.0	4.9	2.4	7.3
VALENCIA ELEMENTARY	5	46	154	10	4	19	13	18.7	62.6	4.1	1.6	7.7	5.3
VALENCIA ELEMENTARY	6	45	136	24	7	15	19	18.3	55.3	9.8	2.8	6.1	7.7
VALENCIA ELEMENTARY	7	34	115	31	14	33	19	13.8	46.7	12.6	5.7	13.4	7.7
VALENCIA ELEMENTARY	8	80	111	21	15	3	16	32.5	45.1	8.5	6.1	1.2	6.5
VALENCIA ELEMENTARY	9	50	134	11	17	25	9	20.3	54.5	4.5	6.9	10.2	3.7
VALENCIA ELEMENTARY	10	64	134	24	8	2	14	26.0	54.5	9.8	3.3	0.8	5.7
VALENCIA HIGH	1	19	86	10	3	22	6	13.0	58.9	6.8	2.1	15.1	4.1
VALENCIA HIGH	2	39	84	6	3	7	7	26.7	57.5	4.1	2.1	4.8	4.8
VALENCIA HIGH	3	44	73	11	4	12	2	30.1	50.0	7.5	2.7	8.2	1.4
VALENCIA HIGH	4	12	77	36	6	11	4	8.2	52.7	24.7	4.1	7.5	2.7

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VALENCIA HIGH	5	27	85	9	1	19	5	18.5	58.2	6.2	0.7	13.0	3.4
VALENCIA HIGH	6	22	71	17	9	19	8	15.1	48.6	11.6	6.2	13.0	5.5
VALENCIA HIGH	7	33	72	20	4	11	6	22.6	49.3	13.7	2.7	7.5	4.1
VALENCIA HIGH	8	32	84	17	5	6	2	21.9	57.5	11.6	3.4	4.1	1.4
VALENCIA HIGH	9	20	72	16	7	22	9	13.7	49.3	11.0	4.8	15.1	6.2
VALENCIA HIGH	10	60	68	3	7	5	3	41.1	46.6	2.1	4.8	3.4	2.1

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%).