



**ADEQUATE YEARLY PROGRESS SUMMARY**

**SANTA FE PUBLIC SCHOOLS**

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	27	100
Schools in School Improvement	8	30
Schools in Corrective Action	3	11
Schools in Restructuring	7	26

**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\***

	SANTA FE PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	5928	49.2	157911	48.9
Male	6131	50.8	165190	51.1
Caucasian	2252	18.7	95275	29.5
African-American	114	0.9	8424	2.6
Hispanic	9201	76.3	17918	55.5
Asian/Pacific Islander	167	1.4	4441	1.4
American Indian	325	2.7	35780	11.1
English Language Learners	4106	34.0	59903	18.5
Students with Disabilities	1966	16.3	48691	15.1
Free/Reduced Lunch Program	7824	64.9	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
ACEQUIA MADRE ELEM	AYP Not Met	Progressing	AGUA FRIA ELEMENTARY	AYP Not Met	R-2
ALAMEDA MIDDLE	AYP Not Met	R-2	ALVORD ELEMENTARY	AYP Not Met	SI-2
ATALAYA ELEMENTARY	Meets AYP	Progressing	CALVIN CAPSHAW MIDDLE	AYP Not Met	SI-2
CAPITAL HIGH	AYP Not Met	R-1	CAREER ACADEMY	Meets AYP	SI-2 delay
CARLOS GILBERT ELEM	AYP Not Met	Progressing	CESAR CHAVEZ ELEM	AYP Not Met	R-1
CHAPARRAL ELEMENTARY	AYP Not Met	SI-2	DE VARGAS MIDDLE	AYP Not Met	CA
E.J. MARTINEZ ELEM	AYP Not Met	Progressing	EDWARD ORTIZ MIDDLE	AYP Not Met	R-2
EL DORADO ELEMENTARY	AYP Not Met	Progressing	FRANCIS X. NAVA ELEM	AYP Not Met	SI-1
GONZALES ELEMENTARY	AYP Not Met	SI-1	KAUNE ELEMENTARY	AYP Not Met	SI-2
KEARNY ELEMENTARY	AYP Not Met	CA	LARRAGOITE ELEM	AYP Not Met	Progressing
PINON ELEMENTARY	AYP Not Met	Progressing	R.M. SWEENEY ELEM	AYP Not Met	SI-2
RAMIREZ THOMAS ELEM	AYP Not Met	R-1	SALAZAR ELEMENTARY	AYP Not Met	CA
SANTA FE HIGH	AYP Not Met	R-1	TESUQUE ELEMENTARY	Meets AYP	Progressing
WOOD-GORMLEY ELEM	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	48.8	78.3	58.8	41.0	78.1	40.7	37.4	38.7	22.1	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	44.8	67.8	38.5	40.5	70.0	42.9	36.2	36.8	14.9	
District Wide-Grades 11	Reading Proficiency	56	41.6	55.9	***	37.3	***	41.7	33.7	27.5	10.6	
ACEQUIA MADRE ELEM	Reading Proficiency	55	68.2	76.2	***	54.1	***	***	42.9	72.2	30.8	
AGUA FRIA ELEMENTARY	Reading Proficiency	55	31.8	***	***	31.1	***	***	31.8	30.9	7.3	
ALAMEDA MIDDLE	Reading Proficiency	56	29.7	***	***	28.1	***	***	29.9	31.0	5.0	
ALVORD ELEMENTARY	Reading Proficiency	55	45.2	50.0	***	40.8	***	***	37.8	45.7	15.4	
ATALAYA ELEMENTARY	Reading Proficiency	55	64.3	76.7	***	48.9	***	***	42.2	50.0	19.1	
CALVIN CAPSHAW MIDDLE	Reading Proficiency	56	57.0	71.6	***	53.0	***	50.0	48.9	44.8	27.3	
CAPITAL HIGH	Reading Proficiency	56	39.9	58.8	***	37.8	***	***	34.5	27.5	11.1	
CAREER ACADEMY	Reading Proficiency	56	35.3	***	***	30.0	***	***	***	***	***	
CARLOS GILBERT ELEM	Reading Proficiency	55	59.7	75.5	***	51.3	***	***	35.2	60.7	11.1	
CESAR CHAVEZ ELEM	Reading Proficiency	59	38.3	***	***	39.2	***	***	38.3	38.5	8.9	
CHAPARRAL ELEMENTARY	Reading Proficiency	55	42.9	62.8	***	35.7	***	41.7	32.5	37.3	20.5	
DE VARGAS MIDDLE	Reading Proficiency	56	49.5	74.3	***	47.3	***	60.0	42.8	44.4	15.6	
E.J. MARTINEZ ELEM	Reading Proficiency	55	54.0	79.3	***	47.2	58.8	***	34.7	48.2	23.5	
EDWARD ORTIZ MIDDLE	Reading Proficiency	53	33.6	55.0	***	32.8	***	30.0	33.7	30.5	16.0	
EL DORADO ELEMENTARY	Reading Proficiency	55	70.8	78.8	***	54.4	***	***	36.4	63.2	35.9	
FRANCIS X. NAVA ELEM	Reading Proficiency	55	39.5	***	***	38.0	***	***	32.5	36.1	18.2	
GONZALES ELEMENTARY	Reading Proficiency	55	51.8	84.6	***	38.5	***	***	36.7	50.5	32.3	
KAUNE ELEMENTARY	Reading Proficiency	55	39.1	***	***	36.7	***	***	39.1	36.5	<2.0	
KEARNY ELEMENTARY	Reading Proficiency	55	48.3	61.1	***	47.8	***	***	40.7	38.0	6.5	
LARRAGOITE ELEM	Reading Proficiency	55	41.5	***	***	41.0	***	***	33.3	42.7	***	
PINON ELEMENTARY	Reading Proficiency	55	67.0	84.8	***	63.1	***	***	56.7	59.6	30.6	
R.M. SWEENEY ELEM	Reading Proficiency	59	40.5	78.6	***	38.1	***	***	40.5	31.9	20.5	
RAMIREZ THOMAS ELEM	Reading Proficiency	55	21.7	***	***	20.3	***	***	21.7	20.8	10.3	
SALAZAR ELEMENTARY	Reading Proficiency	55	29.2	72.7	***	25.0	***	***	29.2	15.6	3.9	
SANTA FE HIGH	Reading Proficiency	56	45.4	57.6	***	40.1	***	***	34.5	30.6	8.6	
TESUQUE ELEMENTARY	Reading Proficiency	55	57.6	***	***	63.5	***	***	57.1	42.9	64.3	
WOOD-GORMLEY ELEM	Reading Proficiency	55	78.0	82.8	***	67.7	***	***	50.0	75.9	39.4	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	36.3	67.8	35.3	28.1	61.9	27.9	25.4	27.8	17.6	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	21.6	48.3	30.8	16.5	60.0	17.9	14.1	16.0	6.3	
District Wide-Grades 11	Math Proficiency	40	27.7	47.1	***	22.2	***	16.7	20.1	17.5	10.3	
ACEQUIA MADRE ELEM	Math Proficiency	41	44.7	64.3	***	18.9	***	***	25.0	38.9	38.5	
AGUA FRIA ELEMENTARY	Math Proficiency	41	29.0	***	***	28.8	***	***	29.0	30.5	2.4	

## ESEA ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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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			
ALAMEDA MIDDLE	Math Proficiency	35	6.5	***	***	6.4	***	***	6.5	7.7	<2.0	
ALVORD ELEMENTARY	Math Proficiency	41	20.6	20.0	***	18.4	***	***	13.3	22.9	7.1	
ATALAYA ELEMENTARY	Math Proficiency	41	45.5	60.0	***	25.5	***	***	26.7	40.9	9.5	
CALVIN CAPSHAW MIDDLE	Math Proficiency	35	25.6	42.0	***	20.4	***	25.0	18.7	16.4	7.6	
CAPITAL HIGH	Math Proficiency	40	20.1	29.4	***	18.5	***	***	21.9	14.3	10.7	
CAREER ACADEMY	Math Proficiency	37	29.4	***	***	20.0	***	***	***	***	***	
CARLOS GILBERT ELEM	Math Proficiency	41	50.8	69.4	***	40.8	***	***	37.0	48.2	16.7	
CESAR CHAVEZ ELEM	Math Proficiency	44	24.3	***	***	24.8	***	***	24.3	23.6	11.1	
CHAPARRAL ELEMENTARY	Math Proficiency	41	25.1	41.9	***	20.3	***	16.7	18.3	21.3	12.8	
DE VARGAS MIDDLE	Math Proficiency	35	16.2	31.4	***	14.0	***	30.0	11.2	10.6	<2.0	
E.J. MARTINEZ ELEM	Math Proficiency	41	40.2	62.1	***	32.5	64.7	***	22.7	36.1	5.9	
EDWARD ORTIZ MIDDLE	Math Proficiency	35	13.9	40.0	***	13.0	***	<2.0	13.9	12.8	14.0	
EL DORADO ELEMENTARY	Math Proficiency	41	61.7	72.4	***	43.0	***	***	22.7	50.0	18.0	
FRANCIS X. NAVA ELEM	Math Proficiency	41	15.6	***	***	12.0	***	***	8.4	10.8	9.1	
GONZALES ELEMENTARY	Math Proficiency	41	32.8	76.9	***	16.3	***	***	13.3	27.5	9.7	
KAUNE ELEMENTARY	Math Proficiency	41	11.6	***	***	10.0	***	***	11.6	12.7	<2.0	
KEARNY ELEMENTARY	Math Proficiency	41	34.0	55.6	***	32.6	***	***	32.4	32.4	6.5	
LARRAGOITE ELEM	Math Proficiency	41	23.2	***	***	23.1	***	***	18.3	22.1	***	
PINON ELEMENTARY	Math Proficiency	41	51.7	78.3	***	46.4	***	***	39.1	45.7	27.8	
R.M. SWEENEY ELEM	Math Proficiency	44	33.7	57.1	***	31.8	***	***	33.7	27.7	23.1	
RAMIREZ THOMAS ELEM	Math Proficiency	41	12.3	***	***	11.4	***	***	12.3	13.2	5.1	
SALAZAR ELEMENTARY	Math Proficiency	41	26.0	72.7	***	20.6	***	***	26.0	19.8	11.5	
SANTA FE HIGH	Math Proficiency	40	35.0	51.6	***	27.9	***	***	18.1	24.5	8.3	
TESUQUE ELEMENTARY	Math Proficiency	41	43.9	***	***	44.2	***	***	42.9	32.1	42.9	
WOOD-GORMLEY ELEM	Math Proficiency	41	68.9	76.1	***	55.4	***	***	33.3	58.6	60.6	
All Students-Grade K-5	Attendance Rate	92	95.9	95.5	96.9	96.0	97.0	94.5	96.0	96.1	95.3	
All Students-Grades 6, 7 & 8	Attendance Rate	92	91.6	93.3	94.6	91.2	95.4	88.1	91.0	92.0	89.6	
ACEQUIA MADRE ELEM	Attendance Rate	92	94.9	95.0	***	94.7	***	***	94.1	94.6	93.6	
AGUA FRIA ELEMENTARY	Attendance Rate	92	95.1	***	***	95.2	***	***	95.1	95.4	94.2	
ALAMEDA MIDDLE	Attendance Rate	92	89.3	***	***	89.3	***	***	89.4	89.8	87.7	
ALVORD ELEMENTARY	Attendance Rate	92	96.5	96.6	***	96.4	***	***	96.2	96.6	95.1	
ATALAYA ELEMENTARY	Attendance Rate	92	95.4	95.7	***	95.0	***	***	94.6	95.1	95.1	
CALVIN CAPSHAW MIDDLE	Attendance Rate	92	87.5	87.3	***	87.3	***	89.5	86.7	87.7	84.6	
CARLOS GILBERT ELEM	Attendance Rate	92	92.8	93.5	***	92.7	***	***	91.6	92.3	90.8	
CESAR CHAVEZ ELEM	Attendance Rate	92	96.5	***	***	96.6	***	***	96.5	96.8	96.4	

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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				
CHAPARRAL ELEMENTARY	Attendance Rate	92	96.5	96.2	***	96.6	***	96.2	96.2	96.5	96.2	
DE VARGAS MIDDLE	Attendance Rate	92	86.7	88.3	***	86.5	***	80.5	86.3	87.9	83.1	
E.J. MARTINEZ ELEM	Attendance Rate	92	95.7	96.7	***	95.2	97.5	***	94.9	95.9	93.4	
EDWARD ORTIZ MIDDLE	Attendance Rate	92	91.1	92.1	***	91.3	***	81.8	91.1	91.3	86.8	
EL DORADO ELEMENTARY	Attendance Rate	92	94.7	95.0	***	94.0	***	***	93.4	94.4	94.7	
FRANCIS X. NAVA ELEM	Attendance Rate	92	94.4	***	***	94.4	***	***	94.1	94.6	94.4	
GONZALES ELEMENTARY	Attendance Rate	92	93.3	94.3	***	93.0	***	***	92.6	92.9	92.6	
HOME SCHOOL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
KAUNE ELEMENTARY	Attendance Rate	92	96.4	***	***	96.4	***	***	96.4	96.6	96.0	
KEARNY ELEMENTARY	Attendance Rate	92	96.1	95.9	***	96.2	***	***	95.9	96.5	94.7	
LA MADERA SCHOOL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
LARRAGOITE ELEM	Attendance Rate	92	96.8	***	***	96.8	***	***	96.8	96.9	***	
MISC PRIVATE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
NM GIRLS RANCH	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
NYE EARLY CHILDHOOD	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
PINON ELEMENTARY	Attendance Rate	92	95.6	95.9	***	95.5	***	***	95.3	95.6	96.2	
R.M. SWEENEY ELEM	Attendance Rate	92	94.5	96.5	***	94.5	***	***	94.5	94.6	93.8	
RAMIREZ THOMAS ELEM	Attendance Rate	92	97.0	***	***	97.0	***	***	97.0	97.2	96.6	
SALAZAR ELEMENTARY	Attendance Rate	92	97.0	97.1	***	97.0	***	***	97.0	97.1	96.6	
SANTA FE DIST OFFICE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
SF SCH FOR THE ARTS	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
TESUQUE ELEMENTARY	Attendance Rate	92	96.1	***	***	96.5	***	***	96.2	95.8	97.0	
WOOD-GORMLEY ELEM	Attendance Rate	92	95.2	95.0	***	95.5	***	***	95.5	95.5	95.7	
All Students in Grade 12	Graduation Rate	90	83.2	88.8	***	80.7	***	80.0	71.8	68.8	87.9	
CAPITAL HIGH	Graduation Rate	90	78.2	75.0	***	79.8	***	***	82.1	90.9	69.2	
CAREER ACADEMY	Graduation Rate	90	42.4	***	***	26.3	***	***	***	***	***	
SANTA FE HIGH	Graduation Rate	90	89.5	93.0	***	86.9	***	***	74.3	66.7	93.7	
SER PROGRAM	Graduation Rate	90	.	***	***	***	***	***	***	***	***	
SFE COUNTY JDC	Graduation Rate	90	.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>			
	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	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 <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>				Percent at Each Achievement Level <sup>1</sup>			
	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	Below Basic	Advanced	Proficient	Basic <sup>2</sup>	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

<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	99	547	9	49	27	13	99	547	4	36	52	7	99	547	12	62	24	1
Male	99	576	6	37	39	18	99	576	5	36	50	9	100	575	10	60	27	2
Caucasian	99	202	22	59	11	6	99	202	11	60	25	2	99	202	34	61	4	0
Black	100	10	10	40	40	10	100	10	0	20	70	10	100	10	20	60	20	0
Hispanic	99	868	4	39	39	18	100	868	3	31	57	9	100	867	6	60	31	2
Asian	100	15	13	67	13	7	100	15	7	60	33	0	100	15	20	73	7	0
Am.Indian <sup>1</sup>	96	28	0	39	36	21	96	28	0	18	68	11	96	28	4	68	25	0
SWD <sup>2</sup>	98	172	2	25	33	38	98	172	1	24	53	19	97	172	6	66	23	2
ELL <sup>3</sup>	99	634	5	36	41	17	100	634	3	31	56	9	99	633	6	53	38	2
FRLP <sup>4</sup>	99	820	4	36	40	19	99	820	3	28	59	10	100	819	5	59	34	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	1,123	7	43	33	15	99	1,123	4	36	51	8	99	1,122	11	61	26	2
All 2006-07	99	1,057	4	45	38	12	100	1,061	4	38	53	5	99	1,061	10	63	25	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	537	7	43	34	15	100	538	7	26	55	12	100	539	1	47	44	7
Male	99	522	5	40	37	17	99	522	8	32	48	12	99	522	2	51	41	5
Caucasian	99	205	16	59	18	6	100	205	19	48	29	3	99	205	6	80	11	2
Black	100	11	9	55	18	18	100	11	9	36	45	9	100	12	0	75	17	8
Hispanic	99	795	4	37	40	19	100	795	4	24	57	14	99	795	1	40	52	7
Asian	100	12	8	58	25	8	100	13	15	31	46	8	100	13	8	62	15	15
Am.Indian <sup>1</sup>	100	36	6	36	42	17	100	36	6	28	53	14	100	36	0	53	39	8
SWD <sup>2</sup>	97	160	1	16	37	43	98	161	2	12	61	22	97	161	0	31	52	14
ELL <sup>3</sup>	99	585	4	35	40	21	100	585	4	21	58	17	99	585	0	36	53	9
FRLP <sup>4</sup>	100	715	3	34	42	21	100	715	3	23	59	16	100	716	0	38	53	8
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	1,059	6	42	36	16	100	1,060	7	29	52	12	99	1,061	2	49	43	6
All 2006-07	99	996	9	42	38	11	99	997	10	31	49	9	99	996	3	46	46	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	100	491	10	40	43	7	100	491	7	26	48	19	100	491	3	37	56	4
Male	99	528	7	37	41	14	99	528	8	25	50	16	100	528	4	42	50	5
Caucasian	100	240	23	56	18	3	99	240	20	45	29	5	100	240	10	65	25	1
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	100	720	4	33	49	13	100	720	3	19	56	23	100	720	1	31	62	6
Asian	100	16	31	50	13	6	100	16	25	44	31	0	100	16	6	75	19	0
Am.Indian <sup>1</sup>	100	40	3	35	53	10	100	40	3	20	65	13	100	40	0	28	68	5
SWD <sup>2</sup>	99	153	3	19	43	33	98	153	1	12	54	32	99	153	0	23	64	12
ELL <sup>3</sup>	100	590	5	31	50	14	100	590	3	20	53	24	100	590	1	32	61	6
FRLP <sup>4</sup>	100	691	3	31	51	14	100	691	3	17	56	24	100	691	1	28	64	6
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	1,019	9	39	42	11	100	1,019	7	25	49	18	100	1,019	3	39	53	5
All 2006-07	100	1,062	14	43	34	8	100	1,065	7	26	54	12	100	1,065	3	42	51	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

<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	100	536	7	41	44	9	100	536	4	21	63	12	100	536	2	25	61	13
Male	100	534	4	35	47	14	100	534	7	23	57	13	100	534	3	31	56	10
Caucasian	100	207	14	55	29	3	100	207	16	40	40	4	100	207	7	57	33	2
Black	100	12	8	25	58	8	100	12	8	8	83	0	100	12	8	33	42	17
Hispanic	100	807	3	33	50	14	100	807	2	17	65	15	100	807	1	20	65	14
Asian	100	21	10	67	19	5	100	21	14	52	29	5	100	21	10	33	52	5
Am.Indian <sup>1</sup>	100	23	0	43	39	17	100	23	4	13	65	17	100	23	0	13	70	17
SWD <sup>2</sup>	100	150	4	8	44	44	100	150	3	7	55	36	100	150	3	8	57	32
ELL <sup>3</sup>	100	598	4	30	51	15	100	598	3	19	63	16	100	598	1	18	65	15
FRLP <sup>4</sup>	100	704	3	28	54	15	100	704	2	14	67	16	100	704	1	18	66	16
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	1,070	6	38	45	11	100	1,070	6	22	60	12	100	1,070	2	28	59	11
All 2006-07	100	1,010	5	39	44	11	100	1,016	5	24	53	18	100	1,016	1	34	55	10
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	363	6	39	43	12	99	363	2	13	61	23	99	362	1	20	64	14
Male	99	411	1	28	49	21	98	411	1	11	60	26	98	411	0	18	56	23
Caucasian	99	96	6	55	29	8	99	96	4	27	53	15	96	96	2	41	47	6
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	99	651	3	30	49	18	99	651	1	10	61	27	99	650	0	16	62	21
Asian	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Am.Indian <sup>1</sup>	88	16	0	19	50	19	94	16	0	0	75	19	88	16	0	19	50	19
SWD <sup>2</sup>	97	123	2	12	33	49	97	123	2	2	38	54	95	123	1	7	46	41
ELL <sup>3</sup>	99	414	2	27	50	19	99	414	0	9	59	31	98	413	0	14	60	24
FRLP <sup>4</sup>	99	607	2	28	50	18	99	607	0	9	61	29	99	606	0	14	62	22
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	774	3	33	46	16	99	774	1	12	60	25	98	773	1	19	60	19
All 2006-07	99	785	4	42	45	9	99	788	2	8	53	37	99	787	0	17	62	20
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	371	3	59	32	6	99	371	2	16	62	19	98	371	0	13	69	16
Male	97	378	1	50	38	9	99	378	2	19	60	19	97	378	0	17	65	16
Caucasian	97	77	9	62	26	0	99	77	6	30	57	5	95	77	0	42	48	5
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	99	635	1	54	36	8	99	635	1	15	62	21	98	635	0	12	69	17
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Am.Indian <sup>1</sup>	100	27	4	48	33	15	100	27	4	22	59	15	100	27	0	19	63	19
SWD <sup>2</sup>	95	100	3	18	46	28	98	100	2	2	51	43	97	100	1	4	56	36
ELL <sup>3</sup>	99	405	1	49	37	12	99	405	1	12	61	24	97	405	0	10	67	20
FRLP <sup>4</sup>	98	572	1	50	38	9	99	572	1	15	61	22	98	572	0	11	68	19
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	749	2	54	35	7	99	749	2	17	61	19	98	749	0	15	67	16
All 2006-07	99	830	2	53	37	7	100	830	2	15	61	22	99	830	0	15	69	14
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	95	338	3	42	41	9	95	338	5	21	41	28	95	330	1	22	65	7
Male	94	270	0	35	40	18	93	272	7	24	28	34	94	268	1	27	54	12
Caucasian	96	139	4	51	30	11	96	140	14	33	25	24	97	139	1	40	50	5
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	95	443	1	36	44	14	94	444	3	19	39	33	94	433	0	20	63	10
Asian	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Am.Indian <sup>1</sup>	81	16	0	31	50	0	81	16	0	19	38	25	81	16	0	13	56	13
SWD <sup>2</sup>	85	74	3	7	39	36	88	76	4	5	22	57	85	74	3	8	47	27
ELL <sup>3</sup>	93	153	0	27	43	23	92	153	3	15	37	37	92	142	0	12	64	15
FRLP <sup>4</sup>	95	260	1	34	44	16	94	261	2	20	38	34	93	251	1	18	63	12
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	95	608	2	39	40	13	94	610	6	23	35	31	94	598	1	24	60	9
All 2006-07	95	544	4	36	38	18	94	544	3	16	49	26	***	1	***	***	***	***
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
Gonzales, Mary Ellen	24
Lujan, Martin	13
Montano, Frank	6
Polese, Richard	9
Ruiz, Angelica	3

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>51,126,680</b>	<b>63</b>
<b>Instructional Support Services</b>	<b>30,337,250</b>	<b>37</b>
Students	9,165,573	30
Instruction	2,210,998	7
General Administration	3,219,171	11
School Administration	3,616,883	12
Central Services	1,787,375	6
Operations & Maintenance	10,132,436	33
Student Transportation	204,815	1
<b>Non-Instructional Support</b>	<b>5,918</b>	<b>&lt;1</b>
Food Services	2,741	46
Community Services	3,177	54
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>81,469,848</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%	1.0%
Low Poverty Schools	4.2%	1.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	797	64.0	36.2	1.6
ACEQUIA MADRE ELEM	15	66.7	33.3	0.0
AGUA FRIA ELEMENTARY	43	65.1	34.9	0.0
ALAMEDA MAGNET	16	18.8	75.0	0.0
ALVORD ELEMENTARY	13	84.6	15.4	0.0
ATALAYA ELEMENTARY	21	61.9	38.1	0.0
CALVIN CAPSHAW MIDDLE	32	71.9	28.1	5.6
CAPITAL HIGH	73	60.3	37.0	1.9
CAREER ACADEMY	8	25.0	75.0	?
CARLOS GILBERT ELEM	22	50.0	50.0	9.5
CESAR CHAVEZ ELEM	41	61.0	39.0	2.6
CHAPARRAL ELEMENTARY	27	81.5	18.5	0.0
DE VARGAS MIDDLE	34	73.5	26.5	2.6
E.J. MARTINEZ ELEM	26	57.7	42.3	0.0
EDWARD ORTIZ MIDDLE	41	68.3	31.7	3.3
EL DORADO ELEMENTARY	33	51.5	45.5	0.0
FRANCIS X. NAVA ELEM	14	85.7	14.3	0.0
GONZALES ELEMENTARY	27	85.2	14.8	0.0
KAUNE ELEMENTARY	13	30.8	69.2	0.0
KEARNY ELEMENTARY	29	62.1	37.9	0.0
LARRAGOITE ELEM	15	60.0	33.3	0.0
NYE EARLY CHILDHOOD	13	46.2	53.8	***
PINON ELEMENTARY	44	61.4	38.6	0.0
R.M. SWEENEY ELEM	38	68.4	28.9	0.0
RAMIREZ THOMAS ELEM	35	77.1	22.9	0.0
SALAZAR ELEMENTARY	23	52.2	43.5	0.0
SANTA FE HIGH	102	62.7	37.3	0.8
TESUQUE ELEMENTARY	11	81.8	18.2	0.0
WOOD-GORMLEY ELEM	26	57.7	42.3	0.0

\* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

\*\*\* = missing or not available

## Parent Survey on the Quality of Education Spring 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	1016	1578	94	21	134	136	34.1	53.0	3.2	0.7	4.5	4.6
DISTRICT WIDE TOTALS	2	1081	1535	199	44	82	38	36.3	51.5	6.7	1.5	2.8	1.3
DISTRICT WIDE TOTALS	3	1149	1538	103	24	102	63	38.6	51.6	3.5	0.8	3.4	2.1
DISTRICT WIDE TOTALS	4	1343	1372	119	30	43	72	45.1	46.1	4.0	1.0	1.4	2.4
DISTRICT WIDE TOTALS	5	898	1496	153	28	336	68	30.1	50.2	5.1	0.9	11.3	2.3
DISTRICT WIDE TOTALS	6	1099	1507	134	40	139	60	36.9	50.6	4.5	1.3	4.7	2.0
DISTRICT WIDE TOTALS	7	828	1421	278	75	240	137	27.8	47.7	9.3	2.5	8.1	4.6
DISTRICT WIDE TOTALS	8	1652	1150	80	29	29	39	55.5	38.6	2.7	1.0	1.0	1.3
DISTRICT WIDE TOTALS	9	1100	1510	116	21	141	91	36.9	50.7	3.9	0.7	4.7	3.1
DISTRICT WIDE TOTALS	10	1052	1480	250	38	44	115	35.3	49.7	8.4	1.3	1.5	3.9
ACEQUIA MADRE ELEM	1	37	19	0	0	2	1	62.7	32.2	0.0	0.0	3.4	1.7
ACEQUIA MADRE ELEM	2	29	22	6	1	0	1	49.2	37.3	10.2	1.7	0.0	1.7
ACEQUIA MADRE ELEM	3	33	23	1	0	1	1	55.9	39.0	1.7	0.0	1.7	1.7
ACEQUIA MADRE ELEM	4	40	16	1	0	1	1	67.8	27.1	1.7	0.0	1.7	1.7
ACEQUIA MADRE ELEM	5	28	21	2	0	6	2	47.5	35.6	3.4	0.0	10.2	3.4
ACEQUIA MADRE ELEM	6	29	22	3	2	3	0	49.2	37.3	5.1	3.4	5.1	0.0

## 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
ACEQUIA MADRE ELEM	7	29	21	5	2	0	2	49.2	35.6	8.5	3.4	0.0	3.4
ACEQUIA MADRE ELEM	8	43	16	0	0	0	0	72.9	27.1	0.0	0.0	0.0	0.0
ACEQUIA MADRE ELEM	9	36	19	3	0	1	0	61.0	32.2	5.1	0.0	1.7	0.0
ACEQUIA MADRE ELEM	10	32	23	3	0	0	1	54.2	39.0	5.1	0.0	0.0	1.7
AGUA FRIA ELEMENTARY	1	37	65	3	0	5	4	32.5	57.0	2.6	0.0	4.4	3.5
AGUA FRIA ELEMENTARY	2	43	56	7	3	5	0	37.7	49.1	6.1	2.6	4.4	0.0
AGUA FRIA ELEMENTARY	3	37	67	2	0	5	3	32.5	58.8	1.8	0.0	4.4	2.6
AGUA FRIA ELEMENTARY	4	63	44	2	0	3	2	55.3	38.6	1.8	0.0	2.6	1.8
AGUA FRIA ELEMENTARY	5	36	55	4	1	15	3	31.6	48.2	3.5	0.9	13.2	2.6
AGUA FRIA ELEMENTARY	6	45	62	0	2	4	1	39.5	54.4	0.0	1.8	3.5	0.9
AGUA FRIA ELEMENTARY	7	32	42	10	4	21	5	28.1	36.8	8.8	3.5	18.4	4.4
AGUA FRIA ELEMENTARY	8	71	39	0	0	2	2	62.3	34.2	0.0	0.0	1.8	1.8
AGUA FRIA ELEMENTARY	9	43	56	3	0	8	4	37.7	49.1	2.6	0.0	7.0	3.5
AGUA FRIA ELEMENTARY	10	39	50	14	3	3	5	34.2	43.9	12.3	2.6	2.6	4.4
ALAMEDA MIDDLE	1	3	15	5	1	3	13	7.5	37.5	12.5	2.5	7.5	32.5
ALAMEDA MIDDLE	2	8	12	11	3	1	5	20.0	30.0	27.5	7.5	2.5	12.5
ALAMEDA MIDDLE	3	4	12	14	2	2	6	10.0	30.0	35.0	5.0	5.0	15.0
ALAMEDA MIDDLE	4	4	13	13	3	2	5	10.0	32.5	32.5	7.5	5.0	12.5
ALAMEDA MIDDLE	5	4	13	13	2	2	6	10.0	32.5	32.5	5.0	5.0	15.0
ALAMEDA MIDDLE	6	6	13	9	4	2	6	15.0	32.5	22.5	10.0	5.0	15.0
ALAMEDA MIDDLE	7	2	14	10	3	3	8	5.0	35.0	25.0	7.5	7.5	20.0
ALAMEDA MIDDLE	8	7	10	14	3	1	5	17.5	25.0	35.0	7.5	2.5	12.5
ALAMEDA MIDDLE	9	5	15	9	2	1	8	12.5	37.5	22.5	5.0	2.5	20.0
ALAMEDA MIDDLE	10	2	13	16	2	1	6	5.0	32.5	40.0	5.0	2.5	15.0
ALVORD ELEMENTARY	1	14	24	2	0	0	4	31.8	54.5	4.5	0.0	0.0	9.1
ALVORD ELEMENTARY	2	13	24	1	3	1	2	29.5	54.5	2.3	6.8	2.3	4.5

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- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
ALVORD ELEMENTARY	3	16	24	1	0	1	2	36.4	54.5	2.3	0.0	2.3	4.5
ALVORD ELEMENTARY	4	23	14	5	0	1	1	52.3	31.8	11.4	0.0	2.3	2.3
ALVORD ELEMENTARY	5	14	20	0	2	5	3	31.8	45.5	0.0	4.5	11.4	6.8
ALVORD ELEMENTARY	6	14	22	5	0	0	3	31.8	50.0	11.4	0.0	0.0	6.8
ALVORD ELEMENTARY	7	8	21	6	3	2	4	18.2	47.7	13.6	6.8	4.5	9.1
ALVORD ELEMENTARY	8	21	19	2	0	0	2	47.7	43.2	4.5	0.0	0.0	4.5
ALVORD ELEMENTARY	9	16	25	0	0	1	2	36.4	56.8	0.0	0.0	2.3	4.5
ALVORD ELEMENTARY	10	7	28	5	1	0	3	15.9	63.6	11.4	2.3	0.0	6.8
ATALAYA ELEMENTARY	1	24	64	0	0	0	0	27.3	72.7	0.0	0.0	0.0	0.0
ATALAYA ELEMENTARY	2	14	59	11	1	3	0	15.9	67.0	12.5	1.1	3.4	0.0
ATALAYA ELEMENTARY	3	28	50	5	2	0	3	31.8	56.8	5.7	2.3	0.0	3.4
ATALAYA ELEMENTARY	4	31	52	0	2	2	1	35.2	59.1	0.0	2.3	2.3	1.1
ATALAYA ELEMENTARY	5	12	51	11	1	12	1	13.6	58.0	12.5	1.1	13.6	1.1
ATALAYA ELEMENTARY	6	15	60	9	0	3	1	17.0	68.2	10.2	0.0	3.4	1.1
ATALAYA ELEMENTARY	7	9	43	18	6	8	4	10.2	48.9	20.5	6.8	9.1	4.5
ATALAYA ELEMENTARY	8	44	40	1	0	1	2	50.0	45.5	1.1	0.0	1.1	2.3
ATALAYA ELEMENTARY	9	25	52	4	0	4	3	28.4	59.1	4.5	0.0	4.5	3.4
ATALAYA ELEMENTARY	10	31	49	5	0	2	1	35.2	55.7	5.7	0.0	2.3	1.1
CALVIN CAPSHAW MIDDLE	1	3	13	1	0	1	0	16.7	72.2	5.6	0.0	5.6	0.0
CALVIN CAPSHAW MIDDLE	2	3	10	3	0	1	1	16.7	55.6	16.7	0.0	5.6	5.6
CALVIN CAPSHAW MIDDLE	3	5	10	2	0	1	0	27.8	55.6	11.1	0.0	5.6	0.0
CALVIN CAPSHAW MIDDLE	4	3	10	4	0	1	0	16.7	55.6	22.2	0.0	5.6	0.0
CALVIN CAPSHAW MIDDLE	5	3	14	0	0	1	0	16.7	77.8	0.0	0.0	5.6	0.0
CALVIN CAPSHAW MIDDLE	6	2	14	1	0	1	0	11.1	77.8	5.6	0.0	5.6	0.0
CALVIN CAPSHAW MIDDLE	7	3	13	1	1	0	0	16.7	72.2	5.6	5.6	0.0	0.0
CALVIN CAPSHAW MIDDLE	8	4	8	6	0	0	0	22.2	44.4	33.3	0.0	0.0	0.0

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CALVIN CAPSHAW MIDDLE	9	3	6	3	2	4	0	16.7	33.3	16.7	11.1	22.2	0.0
CALVIN CAPSHAW MIDDLE	10	7	8	2	0	0	1	38.9	44.4	11.1	0.0	0.0	5.6
CAPITAL HIGH	1	0	10	3	2	1	0	0.0	62.5	18.8	12.5	6.3	0.0
CAPITAL HIGH	2	1	9	3	1	2	0	6.3	56.3	18.8	6.3	12.5	0.0
CAPITAL HIGH	3	1	8	4	1	1	1	6.3	50.0	25.0	6.3	6.3	6.3
CAPITAL HIGH	4	0	10	5	0	0	1	0.0	62.5	31.3	0.0	0.0	6.3
CAPITAL HIGH	5	3	11	1	0	1	0	18.8	68.8	6.3	0.0	6.3	0.0
CAPITAL HIGH	6	0	8	3	2	2	1	0.0	50.0	18.8	12.5	12.5	6.3
CAPITAL HIGH	7	4	7	3	0	1	1	25.0	43.8	18.8	0.0	6.3	6.3
CAPITAL HIGH	8	1	8	5	1	1	0	6.3	50.0	31.3	6.3	6.3	0.0
CAPITAL HIGH	9	1	8	4	0	2	1	6.3	50.0	25.0	0.0	12.5	6.3
CAPITAL HIGH	10	3	9	4	0	0	0	18.8	56.3	25.0	0.0	0.0	0.0
CAREER ACADEMY	1	7	9	0	0	1	0	41.2	52.9	0.0	0.0	5.9	0.0
CAREER ACADEMY	2	6	9	2	0	0	0	35.3	52.9	11.8	0.0	0.0	0.0
CAREER ACADEMY	3	7	9	0	0	1	0	41.2	52.9	0.0	0.0	5.9	0.0
CAREER ACADEMY	4	7	9	0	0	0	1	41.2	52.9	0.0	0.0	0.0	5.9
CAREER ACADEMY	5	10	5	0	0	2	0	58.8	29.4	0.0	0.0	11.8	0.0
CAREER ACADEMY	6	8	5	2	0	1	1	47.1	29.4	11.8	0.0	5.9	5.9
CAREER ACADEMY	7	3	7	6	1	0	0	17.6	41.2	35.3	5.9	0.0	0.0
CAREER ACADEMY	8	8	7	0	0	1	1	47.1	41.2	0.0	0.0	5.9	5.9
CAREER ACADEMY	9	8	7	1	0	0	1	47.1	41.2	5.9	0.0	0.0	5.9
CAREER ACADEMY	10	10	6	0	0	0	1	58.8	35.3	0.0	0.0	0.0	5.9
CARLOS GILBERT ELEM	1	26	35	2	1	1	3	38.2	51.5	2.9	1.5	1.5	4.4
CARLOS GILBERT ELEM	2	9	26	25	5	2	1	13.2	38.2	36.8	7.4	2.9	1.5
CARLOS GILBERT ELEM	3	32	31	2	1	1	1	47.1	45.6	2.9	1.5	1.5	1.5
CARLOS GILBERT ELEM	4	43	19	2	1	0	3	63.2	27.9	2.9	1.5	0.0	4.4

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CARLOS GILBERT ELEM	5	16	30	12	2	8	0	23.5	44.1	17.6	2.9	11.8	0.0
CARLOS GILBERT ELEM	6	24	31	12	0	1	0	35.3	45.6	17.6	0.0	1.5	0.0
CARLOS GILBERT ELEM	7	19	37	5	4	2	1	27.9	54.4	7.4	5.9	2.9	1.5
CARLOS GILBERT ELEM	8	44	22	2	0	0	0	64.7	32.4	2.9	0.0	0.0	0.0
CARLOS GILBERT ELEM	9	28	32	5	0	2	1	41.2	47.1	7.4	0.0	2.9	1.5
CARLOS GILBERT ELEM	10	30	36	1	0	0	1	44.1	52.9	1.5	0.0	0.0	1.5
CESAR CHAVEZ ELEM	1	70	89	5	1	13	9	37.4	47.6	2.7	0.5	7.0	4.8
CESAR CHAVEZ ELEM	2	81	93	4	2	4	3	43.3	49.7	2.1	1.1	2.1	1.6
CESAR CHAVEZ ELEM	3	72	92	6	2	10	5	38.5	49.2	3.2	1.1	5.3	2.7
CESAR CHAVEZ ELEM	4	78	96	2	4	3	4	41.7	51.3	1.1	2.1	1.6	2.1
CESAR CHAVEZ ELEM	5	55	95	3	1	27	6	29.4	50.8	1.6	0.5	14.4	3.2
CESAR CHAVEZ ELEM	6	75	93	5	1	10	3	40.1	49.7	2.7	0.5	5.3	1.6
CESAR CHAVEZ ELEM	7	59	78	8	6	22	14	31.6	41.7	4.3	3.2	11.8	7.5
CESAR CHAVEZ ELEM	8	109	71	0	2	3	2	58.3	38.0	0.0	1.1	1.6	1.1
CESAR CHAVEZ ELEM	9	68	94	5	2	9	9	36.4	50.3	2.7	1.1	4.8	4.8
CESAR CHAVEZ ELEM	10	60	78	28	6	6	9	32.1	41.7	15.0	3.2	3.2	4.8
CHAPARRAL ELEMENTARY	1	95	153	9	1	4	5	35.6	57.3	3.4	0.4	1.5	1.9
CHAPARRAL ELEMENTARY	2	85	160	16	1	5	0	31.8	59.9	6.0	0.4	1.9	0.0
CHAPARRAL ELEMENTARY	3	108	144	6	0	2	7	40.4	53.9	2.2	0.0	0.7	2.6
CHAPARRAL ELEMENTARY	4	122	128	8	2	0	7	45.7	47.9	3.0	0.7	0.0	2.6
CHAPARRAL ELEMENTARY	5	97	139	3	0	24	4	36.3	52.1	1.1	0.0	9.0	1.5
CHAPARRAL ELEMENTARY	6	109	122	17	4	9	6	40.8	45.7	6.4	1.5	3.4	2.2
CHAPARRAL ELEMENTARY	7	80	127	24	8	15	13	30.0	47.6	9.0	3.0	5.6	4.9
CHAPARRAL ELEMENTARY	8	156	97	6	1	2	5	58.4	36.3	2.2	0.4	0.7	1.9
CHAPARRAL ELEMENTARY	9	108	137	6	2	4	10	40.4	51.3	2.2	0.7	1.5	3.7
CHAPARRAL ELEMENTARY	10	112	136	12	0	3	4	41.9	50.9	4.5	0.0	1.1	1.5



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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
DE VARGAS MIDDLE	1	20	64	10	7	13	3	17.1	54.7	8.5	6.0	11.1	2.6
DE VARGAS MIDDLE	2	30	79	1	0	5	2	25.6	67.5	0.9	0.0	4.3	1.7
DE VARGAS MIDDLE	3	26	68	12	2	5	4	22.2	58.1	10.3	1.7	4.3	3.4
DE VARGAS MIDDLE	4	25	57	15	6	7	7	21.4	48.7	12.8	5.1	6.0	6.0
DE VARGAS MIDDLE	5	25	72	7	0	10	3	21.4	61.5	6.0	0.0	8.5	2.6
DE VARGAS MIDDLE	6	25	64	6	7	12	3	21.4	54.7	5.1	6.0	10.3	2.6
DE VARGAS MIDDLE	7	23	56	13	7	13	5	19.7	47.9	11.1	6.0	11.1	4.3
DE VARGAS MIDDLE	8	33	61	11	4	7	1	28.2	52.1	9.4	3.4	6.0	0.9
DE VARGAS MIDDLE	9	23	64	9	1	14	6	19.7	54.7	7.7	0.9	12.0	5.1
DE VARGAS MIDDLE	10	37	59	9	3	1	8	31.6	50.4	7.7	2.6	0.9	6.8
E.J. MARTINEZ ELEM	1	36	73	0	0	4	2	31.3	63.5	0.0	0.0	3.5	1.7
E.J. MARTINEZ ELEM	2	44	66	3	0	1	1	38.3	57.4	2.6	0.0	0.9	0.9
E.J. MARTINEZ ELEM	3	48	61	0	1	2	3	41.7	53.0	0.0	0.9	1.7	2.6
E.J. MARTINEZ ELEM	4	54	51	2	1	3	4	47.0	44.3	1.7	0.9	2.6	3.5
E.J. MARTINEZ ELEM	5	20	70	10	0	12	3	17.4	60.9	8.7	0.0	10.4	2.6
E.J. MARTINEZ ELEM	6	40	65	2	1	4	3	34.8	56.5	1.7	0.9	3.5	2.6
E.J. MARTINEZ ELEM	7	23	67	12	3	4	6	20.0	58.3	10.4	2.6	3.5	5.2
E.J. MARTINEZ ELEM	8	76	35	0	2	0	2	66.1	30.4	0.0	1.7	0.0	1.7
E.J. MARTINEZ ELEM	9	46	58	3	1	4	3	40.0	50.4	2.6	0.9	3.5	2.6
E.J. MARTINEZ ELEM	10	52	56	3	1	0	3	45.2	48.7	2.6	0.9	0.0	2.6
EDWARD ORTIZ MIDDLE	1	5	21	2	0	6	2	13.9	58.3	5.6	0.0	16.7	5.6
EDWARD ORTIZ MIDDLE	2	11	22	0	0	1	2	30.6	61.1	0.0	0.0	2.8	5.6
EDWARD ORTIZ MIDDLE	3	12	18	2	0	4	0	33.3	50.0	5.6	0.0	11.1	0.0
EDWARD ORTIZ MIDDLE	4	17	18	1	0	0	0	47.2	50.0	2.8	0.0	0.0	0.0
EDWARD ORTIZ MIDDLE	5	13	17	0	0	5	1	36.1	47.2	0.0	0.0	13.9	2.8
EDWARD ORTIZ MIDDLE	6	16	16	0	0	2	2	44.4	44.4	0.0	0.0	5.6	5.6

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
EDWARD ORTIZ MIDDLE	7	10	15	3	1	7	0	27.8	41.7	8.3	2.8	19.4	0.0
EDWARD ORTIZ MIDDLE	8	20	14	0	1	0	1	55.6	38.9	0.0	2.8	0.0	2.8
EDWARD ORTIZ MIDDLE	9	11	20	1	0	2	2	30.6	55.6	2.8	0.0	5.6	5.6
EDWARD ORTIZ MIDDLE	10	16	15	2	1	0	2	44.4	41.7	5.6	2.8	0.0	5.6
EL DORADO ELEMENTARY	1	67	93	6	1	2	0	39.6	55.0	3.6	0.6	1.2	0.0
EL DORADO ELEMENTARY	2	51	95	18	2	2	1	30.2	56.2	10.7	1.2	1.2	0.6
EL DORADO ELEMENTARY	3	93	74	1	0	0	1	55.0	43.8	0.6	0.0	0.0	0.6
EL DORADO ELEMENTARY	4	98	64	4	0	1	2	58.0	37.9	2.4	0.0	0.6	1.2
EL DORADO ELEMENTARY	5	41	75	13	3	33	4	24.3	44.4	7.7	1.8	19.5	2.4
EL DORADO ELEMENTARY	6	57	88	12	2	8	2	33.7	52.1	7.1	1.2	4.7	1.2
EL DORADO ELEMENTARY	7	39	68	37	10	8	7	23.1	40.2	21.9	5.9	4.7	4.1
EL DORADO ELEMENTARY	8	103	59	3	3	1	0	60.9	34.9	1.8	1.8	0.6	0.0
EL DORADO ELEMENTARY	9	73	77	5	2	10	2	43.2	45.6	3.0	1.2	5.9	1.2
EL DORADO ELEMENTARY	10	70	90	6	2	0	1	41.4	53.3	3.6	1.2	0.0	0.6
FRANCIS X. NAVA ELEM	1	44	49	1	0	0	7	43.6	48.5	1.0	0.0	0.0	6.9
FRANCIS X. NAVA ELEM	2	48	51	1	0	1	0	47.5	50.5	1.0	0.0	1.0	0.0
FRANCIS X. NAVA ELEM	3	47	53	0	1	0	0	46.5	52.5	0.0	1.0	0.0	0.0
FRANCIS X. NAVA ELEM	4	54	44	3	0	0	0	53.5	43.6	3.0	0.0	0.0	0.0
FRANCIS X. NAVA ELEM	5	37	55	2	0	4	3	36.6	54.5	2.0	0.0	4.0	3.0
FRANCIS X. NAVA ELEM	6	44	53	1	0	2	1	43.6	52.5	1.0	0.0	2.0	1.0
FRANCIS X. NAVA ELEM	7	41	47	5	1	6	1	40.6	46.5	5.0	1.0	5.9	1.0
FRANCIS X. NAVA ELEM	8	62	39	0	0	0	0	61.4	38.6	0.0	0.0	0.0	0.0
FRANCIS X. NAVA ELEM	9	53	45	0	1	0	2	52.5	44.6	0.0	1.0	0.0	2.0
FRANCIS X. NAVA ELEM	10	35	58	4	0	2	2	34.7	57.4	4.0	0.0	2.0	2.0
GONZALES ELEMENTARY	1	30	50	1	1	0	1	36.1	60.2	1.2	1.2	0.0	1.2
GONZALES ELEMENTARY	2	22	56	4	0	1	0	26.5	67.5	4.8	0.0	1.2	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
GONZALES ELEMENTARY	3	27	46	4	0	5	1	32.5	55.4	4.8	0.0	6.0	1.2
GONZALES ELEMENTARY	4	34	44	0	0	3	2	41.0	53.0	0.0	0.0	3.6	2.4
GONZALES ELEMENTARY	5	19	48	4	0	10	2	22.9	57.8	4.8	0.0	12.0	2.4
GONZALES ELEMENTARY	6	30	45	3	0	4	1	36.1	54.2	3.6	0.0	4.8	1.2
GONZALES ELEMENTARY	7	20	48	11	1	1	2	24.1	57.8	13.3	1.2	1.2	2.4
GONZALES ELEMENTARY	8	46	33	2	0	2	0	55.4	39.8	2.4	0.0	2.4	0.0
GONZALES ELEMENTARY	9	31	39	7	0	5	1	37.3	47.0	8.4	0.0	6.0	1.2
GONZALES ELEMENTARY	10	30	47	4	0	1	1	36.1	56.6	4.8	0.0	1.2	1.2
KAUNE ELEMENTARY	1	7	25	0	0	2	1	20.0	71.4	0.0	0.0	5.7	2.9
KAUNE ELEMENTARY	2	9	21	2	0	3	0	25.7	60.0	5.7	0.0	8.6	0.0
KAUNE ELEMENTARY	3	11	21	1	0	2	0	31.4	60.0	2.9	0.0	5.7	0.0
KAUNE ELEMENTARY	4	13	17	0	2	1	2	37.1	48.6	0.0	5.7	2.9	5.7
KAUNE ELEMENTARY	5	6	18	2	1	6	2	17.1	51.4	5.7	2.9	17.1	5.7
KAUNE ELEMENTARY	6	9	20	1	0	4	1	25.7	57.1	2.9	0.0	11.4	2.9
KAUNE ELEMENTARY	7	6	21	4	1	2	1	17.1	60.0	11.4	2.9	5.7	2.9
KAUNE ELEMENTARY	8	18	11	2	2	1	1	51.4	31.4	5.7	5.7	2.9	2.9
KAUNE ELEMENTARY	9	7	25	0	2	1	0	20.0	71.4	0.0	5.7	2.9	0.0
KAUNE ELEMENTARY	10	11	17	3	2	1	1	31.4	48.6	8.6	5.7	2.9	2.9
KEARNY ELEMENTARY	1	39	61	1	1	1	0	37.9	59.2	1.0	1.0	1.0	0.0
KEARNY ELEMENTARY	2	35	49	12	2	5	0	34.0	47.6	11.7	1.9	4.9	0.0
KEARNY ELEMENTARY	3	39	58	2	0	3	1	37.9	56.3	1.9	0.0	2.9	1.0
KEARNY ELEMENTARY	4	39	54	6	0	1	3	37.9	52.4	5.8	0.0	1.0	2.9
KEARNY ELEMENTARY	5	31	58	5	1	6	2	30.1	56.3	4.9	1.0	5.8	1.9
KEARNY ELEMENTARY	6	38	58	2	1	3	1	36.9	56.3	1.9	1.0	2.9	1.0
KEARNY ELEMENTARY	7	28	56	10	1	4	4	27.2	54.4	9.7	1.0	3.9	3.9
KEARNY ELEMENTARY	8	57	42	2	1	1	0	55.3	40.8	1.9	1.0	1.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
KEARNY ELEMENTARY	9	37	59	6	0	1	0	35.9	57.3	5.8	0.0	1.0	0.0
KEARNY ELEMENTARY	10	41	58	3	0	0	1	39.8	56.3	2.9	0.0	0.0	1.0
LARRAGOITE ELEM	1	21	36	1	0	2	3	33.3	57.1	1.6	0.0	3.2	4.8
LARRAGOITE ELEM	2	20	36	2	0	3	2	31.7	57.1	3.2	0.0	4.8	3.2
LARRAGOITE ELEM	3	21	36	3	0	2	1	33.3	57.1	4.8	0.0	3.2	1.6
LARRAGOITE ELEM	4	23	36	3	0	1	0	36.5	57.1	4.8	0.0	1.6	0.0
LARRAGOITE ELEM	5	20	31	2	0	8	2	31.7	49.2	3.2	0.0	12.7	3.2
LARRAGOITE ELEM	6	20	30	4	1	7	1	31.7	47.6	6.3	1.6	11.1	1.6
LARRAGOITE ELEM	7	13	34	6	2	7	1	20.6	54.0	9.5	3.2	11.1	1.6
LARRAGOITE ELEM	8	34	25	2	0	0	2	54.0	39.7	3.2	0.0	0.0	3.2
LARRAGOITE ELEM	9	16	35	2	0	7	3	25.4	55.6	3.2	0.0	11.1	4.8
LARRAGOITE ELEM	10	26	30	4	0	0	3	41.3	47.6	6.3	0.0	0.0	4.8
PINON ELEMENTARY	1	118	191	6	2	14	12	34.4	55.7	1.7	0.6	4.1	3.5
PINON ELEMENTARY	2	91	167	49	15	15	6	26.5	48.7	14.3	4.4	4.4	1.7
PINON ELEMENTARY	3	139	190	5	1	3	5	40.5	55.4	1.5	0.3	0.9	1.5
PINON ELEMENTARY	4	152	167	14	0	2	8	44.3	48.7	4.1	0.0	0.6	2.3
PINON ELEMENTARY	5	74	172	28	9	50	10	21.6	50.1	8.2	2.6	14.6	2.9
PINON ELEMENTARY	6	125	191	5	4	14	4	36.4	55.7	1.5	1.2	4.1	1.2
PINON ELEMENTARY	7	89	196	24	3	17	14	25.9	57.1	7.0	0.9	5.0	4.1
PINON ELEMENTARY	8	186	149	6	1	0	1	54.2	43.4	1.7	0.3	0.0	0.3
PINON ELEMENTARY	9	121	196	6	1	14	5	35.3	57.1	1.7	0.3	4.1	1.5
PINON ELEMENTARY	10	105	193	23	3	5	14	30.6	56.3	6.7	0.9	1.5	4.1
R.M. SWEENEY ELEM	1	118	172	11	0	24	40	32.3	47.1	3.0	0.0	6.6	11.0
R.M. SWEENEY ELEM	2	153	190	9	0	10	3	41.9	52.1	2.5	0.0	2.7	0.8
R.M. SWEENEY ELEM	3	129	197	6	2	24	7	35.3	54.0	1.6	0.5	6.6	1.9
R.M. SWEENEY ELEM	4	174	169	7	0	6	9	47.7	46.3	1.9	0.0	1.6	2.5

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
R.M. SWEENEY ELEM	5	141	171	5	1	40	7	38.6	46.8	1.4	0.3	11.0	1.9
R.M. SWEENEY ELEM	6	156	177	7	1	15	9	42.7	48.5	1.9	0.3	4.1	2.5
R.M. SWEENEY ELEM	7	120	168	13	1	41	22	32.9	46.0	3.6	0.3	11.2	6.0
R.M. SWEENEY ELEM	8	222	133	3	0	3	4	60.8	36.4	0.8	0.0	0.8	1.1
R.M. SWEENEY ELEM	9	146	175	8	1	20	15	40.0	47.9	2.2	0.3	5.5	4.1
R.M. SWEENEY ELEM	10	117	172	33	10	7	26	32.1	47.1	9.0	2.7	1.9	7.1
RAMIREZ THOMAS ELEM	1	86	109	15	0	25	20	33.7	42.7	5.9	0.0	9.8	7.8
RAMIREZ THOMAS ELEM	2	125	107	5	5	7	6	49.0	42.0	2.0	2.0	2.7	2.4
RAMIREZ THOMAS ELEM	3	87	126	15	3	20	4	34.1	49.4	5.9	1.2	7.8	1.6
RAMIREZ THOMAS ELEM	4	110	126	7	3	4	5	43.1	49.4	2.7	1.2	1.6	2.0
RAMIREZ THOMAS ELEM	5	102	121	4	3	22	3	40.0	47.5	1.6	1.2	8.6	1.2
RAMIREZ THOMAS ELEM	6	109	114	8	2	14	8	42.7	44.7	3.1	0.8	5.5	3.1
RAMIREZ THOMAS ELEM	7	84	102	19	1	36	13	32.9	40.0	7.5	0.4	14.1	5.1
RAMIREZ THOMAS ELEM	8	147	97	2	0	3	6	57.6	38.0	0.8	0.0	1.2	2.4
RAMIREZ THOMAS ELEM	9	94	122	14	0	18	7	36.9	47.8	5.5	0.0	7.1	2.7
RAMIREZ THOMAS ELEM	10	84	102	45	4	6	14	32.9	40.0	17.6	1.6	2.4	5.5
SALAZAR ELEMENTARY	1	23	40	4	0	8	6	28.4	49.4	4.9	0.0	9.9	7.4
SALAZAR ELEMENTARY	2	43	38	0	0	0	0	53.1	46.9	0.0	0.0	0.0	0.0
SALAZAR ELEMENTARY	3	26	41	5	0	6	3	32.1	50.6	6.2	0.0	7.4	3.7
SALAZAR ELEMENTARY	4	29	45	5	0	1	1	35.8	55.6	6.2	0.0	1.2	1.2
SALAZAR ELEMENTARY	5	27	47	1	0	6	0	33.3	58.0	1.2	0.0	7.4	0.0
SALAZAR ELEMENTARY	6	30	39	5	0	6	1	37.0	48.1	6.2	0.0	7.4	1.2
SALAZAR ELEMENTARY	7	21	41	3	0	11	5	25.9	50.6	3.7	0.0	13.6	6.2
SALAZAR ELEMENTARY	8	40	37	2	0	0	2	49.4	45.7	2.5	0.0	0.0	2.5
SALAZAR ELEMENTARY	9	26	46	3	0	3	3	32.1	56.8	3.7	0.0	3.7	3.7
SALAZAR ELEMENTARY	10	23	47	5	0	3	3	28.4	58.0	6.2	0.0	3.7	3.7

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SANTA FE HIGH	1	2	19	4	2	1	0	7.1	67.9	14.3	7.1	3.6	0.0
SANTA FE HIGH	2	4	16	3	0	3	2	14.3	57.1	10.7	0.0	10.7	7.1
SANTA FE HIGH	3	2	15	4	6	1	0	7.1	53.6	14.3	21.4	3.6	0.0
SANTA FE HIGH	4	2	12	7	5	0	2	7.1	42.9	25.0	17.9	0.0	7.1
SANTA FE HIGH	5	4	13	2	1	7	1	14.3	46.4	7.1	3.6	25.0	3.6
SANTA FE HIGH	6	2	12	6	5	3	0	7.1	42.9	21.4	17.9	10.7	0.0
SANTA FE HIGH	7	5	16	4	2	0	1	17.9	57.1	14.3	7.1	0.0	3.6
SANTA FE HIGH	8	2	11	8	7	0	0	7.1	39.3	28.6	25.0	0.0	0.0
SANTA FE HIGH	9	3	12	6	4	2	1	10.7	42.9	21.4	14.3	7.1	3.6
SANTA FE HIGH	10	11	13	4	0	0	0	39.3	46.4	14.3	0.0	0.0	0.0
TESUQUE ELEMENTARY	1	36	16	0	0	1	0	67.9	30.2	0.0	0.0	1.9	0.0
TESUQUE ELEMENTARY	2	48	5	0	0	0	0	90.6	9.4	0.0	0.0	0.0	0.0
TESUQUE ELEMENTARY	3	40	12	0	0	0	1	75.5	22.6	0.0	0.0	0.0	1.9
TESUQUE ELEMENTARY	4	38	15	0	0	0	0	71.7	28.3	0.0	0.0	0.0	0.0
TESUQUE ELEMENTARY	5	38	12	0	0	3	0	71.7	22.6	0.0	0.0	5.7	0.0
TESUQUE ELEMENTARY	6	33	17	1	0	2	0	62.3	32.1	1.9	0.0	3.8	0.0
TESUQUE ELEMENTARY	7	27	16	4	0	4	2	50.9	30.2	7.5	0.0	7.5	3.8
TESUQUE ELEMENTARY	8	37	16	0	0	0	0	69.8	30.2	0.0	0.0	0.0	0.0
TESUQUE ELEMENTARY	9	35	17	0	0	1	0	66.0	32.1	0.0	0.0	1.9	0.0
TESUQUE ELEMENTARY	10	22	21	7	0	2	1	41.5	39.6	13.2	0.0	3.8	1.9
WOOD-GORMLEY ELEM	1	48	63	2	1	0	0	42.1	55.3	1.8	0.9	0.0	0.0
WOOD-GORMLEY ELEM	2	55	57	1	0	1	0	48.2	50.0	0.9	0.0	0.9	0.0
WOOD-GORMLEY ELEM	3	59	52	0	0	0	3	51.8	45.6	0.0	0.0	0.0	2.6
WOOD-GORMLEY ELEM	4	67	42	3	1	0	1	58.8	36.8	2.6	0.9	0.0	0.9
WOOD-GORMLEY ELEM	5	22	62	19	0	11	0	19.3	54.4	16.7	0.0	9.6	0.0
WOOD-GORMLEY ELEM	6	38	66	5	1	3	1	33.3	57.9	4.4	0.9	2.6	0.9

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
WOOD-GORMLEY ELEM	7	31	60	14	3	5	1	27.2	52.6	12.3	2.6	4.4	0.9
WOOD-GORMLEY ELEM	8	61	51	1	1	0	0	53.5	44.7	0.9	0.9	0.0	0.0
WOOD-GORMLEY ELEM	9	37	69	3	0	3	2	32.5	60.5	2.6	0.0	2.6	1.8
WOOD-GORMLEY ELEM	10	39	66	5	0	1	3	34.2	57.9	4.4	0.0	0.9	2.6

## 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%).