



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

SILVER CONSOLIDATED SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

SILVER CONSOLIDATED SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: SI-2 delay

	Total Number	Percent
Schools rated in district	8	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	2	25

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*

	SILVER CONSOLIDATED		STATE WIDE	
	Number	Percent	Number	Percent
Female	1469	47.4	157911	48.9
Male	1630	52.6	165190	51.1
Caucasian	1249	40.3	95275	29.5
African-American	38	1.2	8424	2.6
Hispanic	1777	57.3	17918	55.5
Asian/Pacific Islander	13	0.4	4441	1.4
American Indian	22	0.7	35780	11.1
English Language Learners	106	3.4	59903	18.5
Students with Disabilities	413	13.3	48691	15.1
Free/Reduced Lunch Program	1669	53.9	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
CLIFF ELEMENTARY	Meets AYP	Progressing	CLIFF HIGH	Meets AYP	Progressing
G.W.STOUT ELEMENTARY	Meets AYP	Progressing	HARRISON SCHMITT ELE	Meets AYP	Progressing
JOSE BARRIOS ELEM	Meets AYP	Progressing	LA PLATA MIDDLE	AYP Not Met	R-1
SILVER HIGH	AYP Not Met	R-1	SIXTH STREET 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	66.9	79.1	36.4	60.0	***	***	59.8	45.3	23.8	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	56.6	65.1	***	50.7	***	***	46.4	46.2	11.4	
District Wide-Grades 11	Reading Proficiency	56	59.7	67.4	***	50.0	***	***	42.2	40.0	23.8	
CLIFF ELEMENTARY	Reading Proficiency	55	70.6	76.8	***	36.4	***	***	55.2	***	***	
CLIFF HIGH	Reading Proficiency	56	66.7	70.5	***	***	***	***	43.8	***	***	
G.W.STOUT ELEMENTARY	Reading Proficiency	59	58.5	74.5	***	54.6	***	***	51.8	33.3	38.1	
HARRISON SCHMITT ELE	Reading Proficiency	59	76.8	84.3	***	72.7	***	***	71.3	70.0	23.5	
JOSE BARRIOS ELEM	Reading Proficiency	59	69.9	82.0	***	57.7	***	***	61.9	***	18.2	
LA PLATA MIDDLE	Reading Proficiency	53	56.4	65.7	***	50.8	***	***	48.0	46.2	10.1	
SILVER HIGH	Reading Proficiency	56	58.9	67.7	***	50.0	***	***	41.0	40.0	25.0	
SIXTH STREET ELEM	Reading Proficiency	59	57.7	***	***	56.0	***	***	51.1	***	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	56.2	68.2	18.2	49.9	***	***	46.6	34.0	17.5	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	34.7	48.1	***	25.5	***	***	26.7	26.9	8.0	
District Wide-Grades 11	Math Proficiency	40	41.6	50.0	***	30.7	***	***	20.0	40.0	<2.0	
CLIFF ELEMENTARY	Math Proficiency	41	69.1	73.2	***	45.5	***	***	48.3	***	***	
CLIFF HIGH	Math Proficiency	37	44.4	47.7	***	***	***	***	31.3	***	***	
G.W.STOUT ELEMENTARY	Math Proficiency	44	47.7	59.6	***	47.1	***	***	39.1	38.1	28.6	
HARRISON SCHMITT ELE	Math Proficiency	44	65.0	74.7	***	59.9	***	***	54.4	40.0	17.7	
JOSE BARRIOS ELEM	Math Proficiency	44	54.4	66.0	***	42.3	***	***	38.1	***	9.1	
LA PLATA MIDDLE	Math Proficiency	35	33.1	46.9	***	25.0	***	***	26.3	26.9	8.9	
SILVER HIGH	Math Proficiency	40	42.6	52.9	***	31.7	***	***	23.1	40.0	10.0	
SIXTH STREET ELEM	Math Proficiency	44	59.6	***	***	58.0	***	***	57.8	***	***	
All Students-Grade K-5	Attendance Rate	92	94.6	94.5	93.4	94.6	***	***	94.1	94.7	93.5	
All Students-Grades 6, 7 & 8	Attendance Rate	92	93.1	93.8	***	92.6	***	***	92.1	93.2	91.1	
CLIFF ELEMENTARY	Attendance Rate	92	94.1	94.2	***	93.2	***	***	94.1	***	***	
G.W.STOUT ELEMENTARY	Attendance Rate	92	94.3	95.2	***	93.9	***	***	93.5	93.2	94.0	
HARRISON SCHMITT ELE	Attendance Rate	92	93.8	94.2	***	93.6	***	***	93.3	93.8	92.3	
JOSE BARRIOS ELEM	Attendance Rate	92	95.0	95.1	***	95.0	***	***	94.5	***	96.3	
LA PLATA MIDDLE	Attendance Rate	92	93.0	93.6	***	92.7	***	***	92.1	93.2	91.3	
SIXTH STREET ELEM	Attendance Rate	92	95.6	***	***	95.8	***	***	95.7	***	***	
WESTERN NM PRESCH PR	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
All Students in Grade 12	Graduation Rate	90	87.4	92.2	***	81.9	***	***	86.7	82.6	71.9	
CLIFF HIGH	Graduation Rate	90	100.0	100.0	***	***	***	***	100.0	***	***	
SILVER HIGH	Graduation Rate	90	84.9	90.2	***	78.8	***	***	81.5	80.0	69.2	

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			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

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

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	122	15	59	16	11	100	122	6	45	44	5	99	122	8	82	8	1
Male	100	122	13	49	25	13	100	122	3	47	43	7	100	122	7	80	11	2
Caucasian	100	94	26	52	13	10	100	94	12	55	27	6	99	94	16	76	7	0
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Hispanic	100	143	7	56	24	13	100	143	0	41	54	5	100	143	3	86	9	2
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
SWD ²	100	25	0	20	16	64	100	25	0	8	72	20	100	25	0	56	40	4
ELL ³	100	26	0	58	27	15	100	26	0	31	65	4	100	26	0	85	15	0
FRLP ⁴	100	156	9	53	23	15	100	156	3	38	52	7	99	156	4	81	13	1
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	244	14	54	20	12	100	244	5	46	43	6	100	244	8	81	9	1
All 2006-07	100	241	6	64	22	8	100	241	6	50	40	4	100	241	14	76	10	0
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

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

State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	114	22	45	25	8	100	114	18	45	34	4	100	114	3	60	33	4
Male	100	127	12	41	33	14	100	127	17	39	38	6	100	127	1	61	35	3
Caucasian	100	90	30	42	20	8	100	90	27	40	31	2	100	90	2	69	23	6
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	100	143	8	43	36	13	100	143	10	44	40	6	100	143	1	55	41	3
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	20	10	5	30	55	100	20	5	5	65	25	100	20	5	30	45	20
ELL ³	100	16	6	19	63	13	100	16	6	38	56	0	100	16	0	38	56	6
FRLP ⁴	100	153	8	42	37	12	100	153	14	39	42	5	100	153	1	53	41	5
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	241	17	43	29	11	100	241	17	42	36	5	100	241	2	61	34	4
All 2006-07	99	245	13	51	28	7	99	245	17	50	29	4	99	245	2	62	33	2
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	123	19	58	22	2	100	123	15	42	37	6	100	123	3	47	47	2
Male	100	122	14	48	29	9	99	122	16	39	38	6	99	122	7	44	45	3
Caucasian	100	97	21	60	20	0	100	97	25	41	34	0	100	97	8	54	37	1
Black	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Hispanic	100	140	13	49	29	9	99	140	11	40	39	10	99	140	2	41	52	4
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
SWD ²	100	25	12	20	36	32	96	25	8	24	44	20	96	25	4	20	68	4
ELL ³	100	16	0	50	44	6	100	16	6	31	63	0	100	16	6	31	63	0
FRLP ⁴	100	141	12	50	30	7	99	141	14	30	48	7	99	141	4	39	52	5
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	245	16	53	25	5	100	245	16	41	37	6	100	245	5	46	46	3
All 2006-07	100	244	19	52	25	4	100	244	12	33	47	9	100	244	2	48	48	3
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	115	6	52	33	9	100	115	5	30	54	10	99	115	4	32	57	5
Male	100	112	4	47	42	7	100	112	4	28	59	10	99	112	4	40	48	7
Caucasian	100	88	6	50	41	3	100	88	7	35	52	6	98	88	5	45	44	3
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	134	4	50	35	11	100	134	2	25	60	13	100	134	3	31	58	8
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	100	25	0	12	56	32	100	25	0	4	44	52	96	25	0	12	60	24
ELL ³	100	19	11	32	42	16	100	19	5	26	58	11	100	19	5	26	47	21
FRLP ⁴	100	132	2	43	42	13	100	132	1	27	58	15	99	132	2	31	57	9
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	227	5	50	37	8	100	227	4	29	56	10	99	227	4	36	53	6
All 2006-07	100	242	5	36	46	13	100	242	4	26	53	17	100	242	1	35	55	9
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	101	9	43	41	8	100	101	2	29	55	14	99	101	1	33	58	7
Male	99	146	5	43	36	14	99	146	7	27	47	18	99	146	3	37	48	10
Caucasian	99	105	11	54	26	8	99	105	9	36	42	12	99	105	6	50	38	5
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	136	4	35	46	15	99	136	2	21	57	20	99	136	0	24	62	13
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
SWD ²	97	37	0	8	41	49	97	37	0	11	32	54	97	37	0	19	51	27
ELL ³	100	27	4	44	41	11	100	27	0	30	56	15	100	27	0	26	63	11
FRLP ⁴	99	132	6	31	45	17	99	132	2	20	55	23	98	132	1	23	62	12
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	247	7	43	38	11	99	247	5	28	50	17	99	247	2	35	52	9
All 2006-07	98	254	7	53	31	7	98	254	7	28	44	19	98	254	2	30	51	15
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	98	115	9	58	27	4	98	115	2	32	57	8	98	115	0	17	66	15
Male	98	132	4	55	33	7	98	132	7	30	48	12	98	132	1	26	58	14
Caucasian	98	99	12	61	24	1	97	99	7	47	39	3	98	99	0	36	59	3
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	142	1	54	35	9	99	142	3	20	61	15	99	142	1	12	64	22
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
SWD ²	95	37	5	8	54	27	92	37	3	3	46	41	95	37	3	11	49	32
ELL ³	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
FRLP ⁴	99	136	5	49	37	8	99	136	2	28	54	15	99	136	1	16	63	19
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	247	6	57	30	6	98	247	4	31	52	10	98	247	0	22	62	14
All 2006-07	100	237	3	56	33	8	100	237	4	24	50	22	100	237	0	24	61	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

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	85	6	55	33	5	100	85	12	26	45	18	100	85	0	35	58	7
Male	100	85	7	49	36	7	100	85	18	28	41	13	100	85	5	52	42	1
Caucasian	100	99	4	62	31	3	100	99	16	33	43	7	100	99	2	51	44	3
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	99	68	9	41	38	10	100	68	12	19	43	26	100	68	1	35	57	6
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	22	9	14	50	27	100	22	0	0	45	55	100	22	0	14	77	9
ELL ³	90	10	0	40	40	10	100	10	20	20	40	20	100	10	0	50	50	0
FRLP ⁴	98	52	2	40	46	10	100	52	6	17	54	23	100	52	0	35	62	4
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	170	6	52	35	6	100	170	15	27	43	15	100	170	2	44	50	4
All 2006-07	99	176	10	49	30	10	98	176	10	23	45	20	***	2	***	***	***	***
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
Flores, Eddie	6
McGaughey, Charlotte	10
Reed, Patty	7
Rommel, Barry	16
Saenz, John	7

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	14,272,563	61
Instructional Support Services	9,096,792	39
Students	2,631,592	29
Instruction	730,312	8
General Administration	411,654	5
School Administration	1,528,900	17
Central Services	620,511	7
Operations & Maintenance	3,061,417	34
Student Transportation	112,406	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	23,369,355	

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%	N/A
Low Poverty Schools	4.2%	1.9%

	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	206	39.8	60.0	2.9
CLIFF ELEMENTARY	11	54.5	45.5	0.0
CLIFF HIGH	8	37.5	62.5	0.0
G.W.STOUT ELEMENTARY	32	46.9	53.1	0.0
HARRISON SCHMITT ELE	34	38.2	61.8	0.0
JOSE BARRIOS ELEM	17	52.9	47.1	12.5
LA PLATA MIDDLE	49	40.8	59.2	6.3
SILVER HIGH	50	32.0	68.0	1.3
SIXTH STREET ELEM	12	25.0	75.0	0.0

* See explanation of data source on last page.

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

*** = missing or not available

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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	183	350	44	11	20	12	29.5	56.5	7.1	1.8	3.2	1.9
DISTRICT WIDE TOTALS	2	185	376	32	8	15	4	29.8	60.6	5.2	1.3	2.4	0.6
DISTRICT WIDE TOTALS	3	197	354	37	11	7	14	31.8	57.1	6.0	1.8	1.1	2.3
DISTRICT WIDE TOTALS	4	193	336	45	22	9	15	31.1	54.2	7.3	3.5	1.5	2.4
DISTRICT WIDE TOTALS	5	134	364	32	17	66	7	21.6	58.7	5.2	2.7	10.6	1.1
DISTRICT WIDE TOTALS	6	168	350	45	20	23	14	27.1	56.5	7.3	3.2	3.7	2.3
DISTRICT WIDE TOTALS	7	94	319	92	47	36	32	15.2	51.5	14.8	7.6	5.8	5.2
DISTRICT WIDE TOTALS	8	208	328	46	19	3	16	33.5	52.9	7.4	3.1	0.5	2.6
DISTRICT WIDE TOTALS	9	137	363	47	20	35	18	22.1	58.5	7.6	3.2	5.6	2.9
DISTRICT WIDE TOTALS	10	171	354	57	12	7	19	27.6	57.1	9.2	1.9	1.1	3.1
CLIFF ELEMENTARY	1	16	12	0	0	0	0	57.1	42.9	0.0	0.0	0.0	0.0
CLIFF ELEMENTARY	2	6	21	1	0	0	0	21.4	75.0	3.6	0.0	0.0	0.0
CLIFF ELEMENTARY	3	16	11	0	0	1	0	57.1	39.3	0.0	0.0	3.6	0.0
CLIFF ELEMENTARY	4	9	17	2	0	0	0	32.1	60.7	7.1	0.0	0.0	0.0
CLIFF ELEMENTARY	5	3	22	1	0	1	1	10.7	78.6	3.6	0.0	3.6	3.6
CLIFF ELEMENTARY	6	9	15	3	0	1	0	32.1	53.6	10.7	0.0	3.6	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
CLIFF ELEMENTARY	7	2	13	10	3	0	0	7.1	46.4	35.7	10.7	0.0	0.0
CLIFF ELEMENTARY	8	11	14	3	0	0	0	39.3	50.0	10.7	0.0	0.0	0.0
CLIFF ELEMENTARY	9	6	20	2	0	0	0	21.4	71.4	7.1	0.0	0.0	0.0
CLIFF ELEMENTARY	10	11	16	1	0	0	0	39.3	57.1	3.6	0.0	0.0	0.0
CLIFF HIGH	1	16	16	3	0	1	0	44.4	44.4	8.3	0.0	2.8	0.0
CLIFF HIGH	2	7	25	4	0	0	0	19.4	69.4	11.1	0.0	0.0	0.0
CLIFF HIGH	3	11	20	3	0	0	2	30.6	55.6	8.3	0.0	0.0	5.6
CLIFF HIGH	4	8	21	6	0	0	1	22.2	58.3	16.7	0.0	0.0	2.8
CLIFF HIGH	5	7	23	3	1	2	0	19.4	63.9	8.3	2.8	5.6	0.0
CLIFF HIGH	6	8	24	2	0	0	2	22.2	66.7	5.6	0.0	0.0	5.6
CLIFF HIGH	7	5	21	6	4	0	0	13.9	58.3	16.7	11.1	0.0	0.0
CLIFF HIGH	8	7	24	3	1	0	1	19.4	66.7	8.3	2.8	0.0	2.8
CLIFF HIGH	9	6	23	2	2	3	0	16.7	63.9	5.6	5.6	8.3	0.0
CLIFF HIGH	10	15	18	1	1	1	0	41.7	50.0	2.8	2.8	2.8	0.0
G.W.STOUT ELEMENTARY	1	21	48	6	2	2	0	26.6	60.8	7.6	2.5	2.5	0.0
G.W.STOUT ELEMENTARY	2	37	40	1	0	1	0	46.8	50.6	1.3	0.0	1.3	0.0
G.W.STOUT ELEMENTARY	3	21	48	5	2	3	0	26.6	60.8	6.3	2.5	3.8	0.0
G.W.STOUT ELEMENTARY	4	28	42	5	4	0	0	35.4	53.2	6.3	5.1	0.0	0.0
G.W.STOUT ELEMENTARY	5	16	45	2	5	11	0	20.3	57.0	2.5	6.3	13.9	0.0
G.W.STOUT ELEMENTARY	6	18	46	6	5	2	2	22.8	58.2	7.6	6.3	2.5	2.5
G.W.STOUT ELEMENTARY	7	11	34	10	14	5	5	13.9	43.0	12.7	17.7	6.3	6.3
G.W.STOUT ELEMENTARY	8	40	30	3	6	0	0	50.6	38.0	3.8	7.6	0.0	0.0
G.W.STOUT ELEMENTARY	9	24	42	6	4	2	1	30.4	53.2	7.6	5.1	2.5	1.3
G.W.STOUT ELEMENTARY	10	31	36	7	2	0	3	39.2	45.6	8.9	2.5	0.0	3.8
HARRISON SCHMITT ELEM	1	13	29	2	0	2	2	27.1	60.4	4.2	0.0	4.2	4.2
HARRISON SCHMITT ELEM	2	15	29	1	0	2	1	31.3	60.4	2.1	0.0	4.2	2.1

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
HARRISON SCHMITT ELEM	3	24	23	1	0	0	0	50.0	47.9	2.1	0.0	0.0	0.0
HARRISON SCHMITT ELEM	4	21	26	1	0	0	0	43.8	54.2	2.1	0.0	0.0	0.0
HARRISON SCHMITT ELEM	5	12	28	0	0	8	0	25.0	58.3	0.0	0.0	16.7	0.0
HARRISON SCHMITT ELEM	6	16	26	2	1	2	1	33.3	54.2	4.2	2.1	4.2	2.1
HARRISON SCHMITT ELEM	7	8	20	8	1	7	4	16.7	41.7	16.7	2.1	14.6	8.3
HARRISON SCHMITT ELEM	8	25	21	0	1	0	1	52.1	43.8	0.0	2.1	0.0	2.1
HARRISON SCHMITT ELEM	9	17	25	3	1	1	1	35.4	52.1	6.3	2.1	2.1	2.1
HARRISON SCHMITT ELEM	10	15	28	2	0	2	1	31.3	58.3	4.2	0.0	4.2	2.1
JOSE BARRIOS ELEM	1	21	36	1	0	0	2	35.0	60.0	1.7	0.0	0.0	3.3
JOSE BARRIOS ELEM	2	15	36	3	4	1	1	25.0	60.0	5.0	6.7	1.7	1.7
JOSE BARRIOS ELEM	3	25	33	1	1	0	0	41.7	55.0	1.7	1.7	0.0	0.0
JOSE BARRIOS ELEM	4	19	32	4	5	0	0	31.7	53.3	6.7	8.3	0.0	0.0
JOSE BARRIOS ELEM	5	13	31	4	4	8	0	21.7	51.7	6.7	6.7	13.3	0.0
JOSE BARRIOS ELEM	6	17	31	2	3	5	2	28.3	51.7	3.3	5.0	8.3	3.3
JOSE BARRIOS ELEM	7	7	29	13	4	3	4	11.7	48.3	21.7	6.7	5.0	6.7
JOSE BARRIOS ELEM	8	22	28	8	1	0	1	36.7	46.7	13.3	1.7	0.0	1.7
JOSE BARRIOS ELEM	9	14	35	7	1	1	2	23.3	58.3	11.7	1.7	1.7	3.3
JOSE BARRIOS ELEM	10	13	41	4	0	1	1	21.7	68.3	6.7	0.0	1.7	1.7
LA PLATA MIDDLE	1	62	173	25	8	9	8	21.8	60.7	8.8	2.8	3.2	2.8
LA PLATA MIDDLE	2	74	184	17	2	6	2	26.0	64.6	6.0	0.7	2.1	0.7
LA PLATA MIDDLE	3	69	180	22	7	1	6	24.2	63.2	7.7	2.5	0.4	2.1
LA PLATA MIDDLE	4	75	157	23	9	7	14	26.3	55.1	8.1	3.2	2.5	4.9
LA PLATA MIDDLE	5	56	172	17	7	28	5	19.6	60.4	6.0	2.5	9.8	1.8
LA PLATA MIDDLE	6	69	166	25	8	11	6	24.2	58.2	8.8	2.8	3.9	2.1
LA PLATA MIDDLE	7	46	168	34	13	10	14	16.1	58.9	11.9	4.6	3.5	4.9
LA PLATA MIDDLE	8	68	168	24	10	2	13	23.9	58.9	8.4	3.5	0.7	4.6

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
LA PLATA MIDDLE	9	46	172	21	10	23	13	16.1	60.4	7.4	3.5	8.1	4.6
LA PLATA MIDDLE	10	63	170	31	7	1	13	22.1	59.6	10.9	2.5	0.4	4.6
SILVER HIGH	1	0	0	2	0	1	0	0.0	0.0	66.7	0.0	33.3	0.0
SILVER HIGH	2	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
SILVER HIGH	3	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
SILVER HIGH	4	0	1	2	0	0	0	0.0	33.3	66.7	0.0	0.0	0.0
SILVER HIGH	5	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
SILVER HIGH	6	0	0	2	0	1	0	0.0	0.0	66.7	0.0	33.3	0.0
SILVER HIGH	7	0	1	2	0	0	0	0.0	33.3	66.7	0.0	0.0	0.0
SILVER HIGH	8	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
SILVER HIGH	9	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
SILVER HIGH	10	0	3	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SIXTH STREET ELEM	1	34	36	5	1	5	0	42.0	44.4	6.2	1.2	6.2	0.0
SIXTH STREET ELEM	2	31	39	4	2	5	0	38.3	48.1	4.9	2.5	6.2	0.0
SIXTH STREET ELEM	3	31	37	4	1	2	6	38.3	45.7	4.9	1.2	2.5	7.4
SIXTH STREET ELEM	4	33	40	2	4	2	0	40.7	49.4	2.5	4.9	2.5	0.0
SIXTH STREET ELEM	5	27	41	4	0	8	1	33.3	50.6	4.9	0.0	9.9	1.2
SIXTH STREET ELEM	6	31	42	3	3	1	1	38.3	51.9	3.7	3.7	1.2	1.2
SIXTH STREET ELEM	7	15	33	9	8	11	5	18.5	40.7	11.1	9.9	13.6	6.2
SIXTH STREET ELEM	8	35	41	4	0	1	0	43.2	50.6	4.9	0.0	1.2	0.0
SIXTH STREET ELEM	9	24	44	5	2	5	1	29.6	54.3	6.2	2.5	6.2	1.2
SIXTH STREET ELEM	10	23	42	11	2	2	1	28.4	51.9	13.6	2.5	2.5	1.2

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

Elementary & Secondary Act District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the STARS 120th day Staff file submission for the 2007-08 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).