



**Adequate Yearly Progress (AYP) Summary**

SOCORRO CONSOLIDATED SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> CA-2	
<b>Schools rated in the district</b>	6
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	3

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

Source: PED Assessment and Accountability

**What is Adequate Yearly Progress (AYP)?**

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2010-2011, but that were derived from the achievement of students in the 2009-2010 school year.

**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 attendance in elementary and middle schools and graduation for high schools.

**Who has to meet AYP?**

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

**THIS REPORT INCLUDES:**

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

<b>Student Demographics</b>				
	SOCORRO CONSOLIDATED SCHOOLS		Statewide	
	N	%	N	%
All Students	1,736	100	334,324	100
Female	864	49.8	163,140	48.8
Male	872	50.2	171,184	51.2
Caucasian	378	21.8	85,417	25.5
Afr Am	40	2.3	7,026	2.1
Hispanic	1,213	69.9	200,137	59.9
Asian	21	1.2	4,158	1.2
Am Indian	84	4.8	34,907	10.4
ELL	14	0.8	47,677	14.3
SWD	259	0.1	44,235	0.1
ED	1,095	63.1	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

Source: District's 40th day submission to the NM Public Education Department (PED) \* ELL Students new to the U.S. who qualified for exemption from Reading assessment

## Adequate Yearly Progress (AYP) for Schools within SOCORRO CONSOLIDATED SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Midway Elementary	Not Met	Progressing	Parkview Elementary	Not Met	Progressing
R Sarracino Middle	Not Met	R-2	San Antonio Elementary	Met	Progressing
Socorro High	Not Met	R-2	Zimmerly Elementary	Not Met	R-2

Source: PED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by \*\*\*).

## Adequate Yearly Progress (AYP) for Subgroups with SOCORRO CONSOLIDATED SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Socorro Consolidated Schools	Reading Proficiency*	64	43	65	14	40	***	17	37	37	14	***
Midway Elementary	Reading Proficiency*	67	49	45	***	56	***	***	46	***	***	***
Parkview Elementary	Reading Proficiency*	67	53	61	***	52	***	***	49	***	18	***
R Sarracino Middle	Reading Proficiency*	61	35	64	***	32	***	6	29	7	9	***
San Antonio Elementary	Reading Proficiency*	67	70	***	***	69	***	***	67	***	***	***
Socorro High	Reading Proficiency*	64	43	71	***	38	***	***	43	***	< 2	***
Zimmerly Elementary	Reading Proficiency*	67	48	68	***	46	***	23	40	***	20	***
Socorro Consolidated Schools	Reading Participation	64	100	100		100		100	100		100	***
Midway Elementary	Reading Participation	67	100						100			***
Parkview Elementary	Reading Participation	67	100			100			100			***
R Sarracino Middle	Reading Participation	61	100	100		100			100		100	***
San Antonio Elementary	Reading Participation	67										
Socorro High	Reading Participation	64	100			100			100			***
Zimmerly Elementary	Reading Participation	67	100	100		100			100		100	***
Socorro Consolidated Schools	Math Proficiency*	52	27	42	14	24	***	22	23	20	13	***
Midway Elementary	Math Proficiency*	57	40	18	***	52	***	***	36	***	***	***
Parkview Elementary	Math Proficiency*	57	45	50	***	45	***	***	42	***	27	***
R Sarracino Middle	Math Proficiency*	48	17	27	***	16	***	6	13	< 2	4	***
San Antonio Elementary	Math Proficiency*	57	55	***	***	69	***	***	58	***	***	***
Socorro High	Math Proficiency*	53	23	57	***	16	***	***	25	***	< 2	***
Zimmerly Elementary	Math Proficiency*	57	34	57	***	28	***	38	26	***	28	***
Socorro Consolidated Schools	Math Participation	52	100	100		100		100	100		100	***
Midway Elementary	Math Participation	57	100						100			***
Parkview Elementary	Math Participation	57	100			100			100			***
R Sarracino Middle	Math Participation	48	100	100		100			100		100	***
San Antonio Elementary	Math Participation	57										
Socorro High	Math Participation	53	100			100			100			***

## Adequate Yearly Progress (AYP) for Subgroups with SOCORRO CONSOLIDATED SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Zimmerly Elementary	Math Participation	57	100	100		100			100		100	***
Socorro Consolidated Schools	Attendance Rate	92	95	95	96	94	95	93	95	92	95	***
Midway Elementary	Attendance Rate	92										
Parkview Elementary	Attendance Rate	92	89	93	96	91	***	89	91	82	92	***
R Sarracino Middle	Attendance Rate	92	90	94	97	93	96	90	93	98	92	***
San Antonio Elementary	Attendance Rate	92										
Socorro High	Attendance Rate	92	89	93	96	93	90	89	93	88	93	***
Zimmerly Elementary	Attendance Rate	92	95	92	84	93	***	95	93	98	95	***
All Students in Grade 12	Graduation Rate	63	80	84	***	77	***	***	***	***	76	***
Socorro High	Graduation Rate	63	79	84	***	77	***	***	***	***	76	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = no data available

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	51	67	***	49	***	18	44	60	23	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	35	58	***	31	***	4	28	12	8	***
District Wide-Grades 11	Reading Proficiency*	64	42	71	***	37	***	***	42	***	0	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	39	51	***	36	***	32	33	33	28	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	17	25	***	16	***	4	13	0	3	***
District Wide-Grades 11	Math Proficiency*	52	22	57	***	15	***	***	24	***	0	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = No Data Available

### Expenditures

	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>7,110,051</b>	<b>60</b>
<b>Instructional Support</b>	<b>4,564,863</b>	<b>39</b>
Students	1,366,738	11
Instruction	150,902	1
General Administration	429,101	3
School Administration	856,287	7
Central Services	288,449	2
Operations Maintenance	1,473,385	12
Student Transportation	0	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>8,820</b>	<b>&lt;1</b>
Food Services	8,820	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>11,683,733</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

### School Board Training

Board Member	Number of Points*
Ann Shiells	14
Dr. Robert Markwell	6
James Chavez	10
Pauline Jaramillo	24
Tommy Gonzales	3

Source: New Mexico School Board Association

\* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

**State Assessment Results (district results exclude charter schools)**

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2010. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	50	4	48	24	24	0	100	50	6	42	48	4	0	100	50	12	70	18	0	0
Male	100	56	7	48	30	14	0	100	56	4	48	45	4	2	98	56	9	77	12	0	2
Caucasian	100	26	15	50	19	15	0	100	26	12	38	46	4	0	100	26	15	65	19	0	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	75	3	48	28	21	0	100	75	3	47	47	4	1	99	75	9	76	13	0	1
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ELL	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
ED	100	80	2	46	31	20	0	100	80	1	45	50	4	0	100	80	8	75	18	0	0
SWD	100	17	0	35	35	29	0	100	17	0	35	53	12	6	94	17	0	71	24	0	6
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	106	6	48	27	19	0	100	106	5	45	46	4	1	99	106	10	74	15	0	1
ALL2008-09	99	143	5	53	28	11	0	99	143	2	47	48	1	0	99	143	6	76	16	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS																					
READING								MATH						SCIENCE							
4th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	77	3	45	40	12	0	100	77	1	31	57	10	0	99	77	3	35	57	4	1
Male	100	64	3	41	33	23	0	100	65	6	28	58	8	0	100	65	5	45	42	9	0
Caucasian	100	28	7	54	29	11	0	100	28	4	43	50	4	0	96	28	7	46	39	4	4
Afr Am	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Hispanic	100	97	2	45	38	14	0	100	98	3	28	61	8	0	100	98	2	40	53	5	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	11	0	9	36	55	0	100	11	9	18	36	36	0	100	11	9	18	45	27	0
ELL	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
ED	100	102	2	37	40	21	0	100	103	3	23	62	12	0	100	103	2	37	53	8	0
SWD	100	18	11	0	22	67	0	100	18	6	28	39	28	0	94	18	0	33	22	39	6
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	141	3	43	37	17	0	100	142	4	30	58	9	0	99	142	4	39	50	6	1
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	97	109	6	29	35	25	2	99	109	4	21	55	18	0	99	109	0	39	51	8	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS																					
READING								MATH						SCIENCE							
5th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	47	11	49	34	6	0	100	47	2	36	45	17	0	100	47	4	49	38	9	0
Male	100	63	16	33	37	14	0	100	63	6	29	51	14	0	100	63	8	37	48	8	0
Caucasian	100	24	33	42	12	12	0	100	24	12	46	33	8	0	100	24	17	54	29	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	77	9	39	43	9	0	100	77	3	26	55	17	0	100	77	3	39	49	9	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	78	10	36	40	14	0	100	78	4	26	51	19	0	100	78	5	35	49	12	0
SWD	100	26	15	8	35	42	0	100	26	4	15	27	54	0	100	26	8	15	42	35	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	110	14	40	35	11	0	100	110	5	32	48	15	0	100	110	6	42	44	8	0
ALL2008-09	97	124	5	33	46	11	2	97	124	2	19	54	20	2	97	124	2	33	49	12	2
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS																					
READING								MATH						SCIENCE							
6th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
			Female	100	66	3	29			47	21	0	100	66			0	5	65	30	0
Male	100	49	4	31	49	16	0	100	49	2	6	80	12	0	100	49	0	35	51	14	0
Caucasian	100	18	0	50	33	17	0	100	18	0	0	67	33	0	100	18	0	50	33	17	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	92	4	27	50	18	0	100	92	1	7	73	20	0	100	92	0	33	54	13	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ELL	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
ED	100	97	3	24	53	21	0	100	97	1	4	71	24	0	100	97	0	30	55	15	0
SWD	100	17	6	6	35	53	0	100	17	0	6	41	53	0	100	17	0	6	41	53	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	115	3	30	48	19	0	100	115	1	5	71	23	0	100	115	0	34	52	14	0
ALL2008-09	100	124	2	29	50	16	0	100	124	1	13	60	24	0	100	124	1	37	53	8	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS																					
READING								MATH						SCIENCE							
7th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
			Female	100	63	3	35			51	11	0	100	62			6	19	48	26	0
Male	100	64	0	28	47	25	0	100	65	2	23	57	18	0	100	65	3	28	54	15	0
Caucasian	100	19	5	42	53	0	0	100	19	5	37	37	21	0	100	19	5	58	32	5	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	95	0	33	46	21	0	100	94	3	20	54	22	0	100	95	2	23	56	19	0
Asian	***	4	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Am Indian	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
ELL	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
ED	100	86	0	22	53	24	0	100	85	1	16	55	27	0	100	86	1	17	60	21	0
SWD	100	19	0	11	21	68	0	100	19	0	5	32	63	0	100	19	0	5	26	68	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	127	2	31	49	18	0	100	127	4	21	53	22	0	100	128	2	27	53	17	0
ALL2008-09	97	122	1	33	41	20	2	98	123	3	12	47	35	1	98	123	0	24	46	26	1
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	65	6	31	43	20	0	100	65	2	18	62	18	0	100	65	0	23	43	34	0
Male	100	64	2	38	41	20	0	100	64	6	12	66	16	0	98	64	0	17	55	27	2
Caucasian	100	30	13	57	23	7	0	100	30	7	23	67	3	0	97	30	0	37	50	10	3
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	81	1	28	51	20	0	100	81	2	14	63	21	0	100	81	0	15	53	32	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	100	13	0	8	38	54	0	100	13	0	8	62	31	0	100	13	0	8	23	69	0
ELL	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ED	100	100	4	30	41	25	0	100	100	2	15	64	19	0	100	100	0	19	47	34	0
SWD	100	23	0	4	30	65	0	100	23	0	0	57	43	0	96	23	0	0	35	61	4
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	129	4	34	42	20	0	100	129	4	16	64	17	0	99	129	0	20	49	30	1
ALL2008-09	99	109	3	35	44	15	0	99	109	6	13	58	20	0	99	109	0	14	59	23	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within SOCORRO CONSOLIDATED SCHOOLS

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	61	3	43	46	8	0	100	61	0	21	36	43	0	100	61	0	20	69	11	0
Male	100	64	0	38	47	16	0	100	65	5	18	37	40	0	100	63	2	16	68	14	0
Caucasian	100	14	0	71	29	0	0	100	14	21	36	36	7	0	100	14	7	43	43	7	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	103	2	35	49	15	0	100	104	0	15	38	47	0	100	102	0	15	71	15	0
Asian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Am Indian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ELL	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ED	100	73	1	41	47	11	0	100	74	1	23	36	39	0	100	72	0	15	72	12	0
SWD	100	11	0	0	18	82	0	100	12	0	0	17	83	0	100	10	0	0	60	40	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	125	2	40	46	12	0	100	126	2	20	37	41	0	100	124	1	18	69	13	0
ALL2008-09	99	130	2	36	36	23	0	99	130	9	23	31	34	0	99	130	3	26	60	10	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Graduation - High School 4-Year Cohort Graduation SOCORRO CONSOLIDATED SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Socorro Consolidated School	156	80	66	85	90	75	29	84	3	***	112	77	8	***	4	***	73	73	44	76	6	***
Socorro High	156	79	66	85	90	75	29	84	3	***	112	77	8	***	4	***	73	73	44	76	6	***

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School 5-Year Cohort Graduation SOCORRO CONSOLIDATED SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Socorro Consolidated School	160	80	66	87	92	75	30	84	3	***	115	78	8	***	4	***	69	78	48	75	7	***
Socorro High	160	80	66	87	92	75	30	84	3	***	115	78	8	***	4	***	69	78	48	75	7	***

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School Non-Graduates SOCORRO CONSOLIDATED SCHOOLS**

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Socorro Consolidated Schools	0	0	24	15	10	6	0	0
Socorro High	0	0	24	15	10	6	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year  
 \*\*\* Too few students to report

**Teacher Quality, Credentials**

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Socorro Consolidated Schools	0	3.3
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Midway Elementary	0	0.0
Parkview Elementary	0	0.0
R Sarracino Middle	0	0.0
San Antonio Elementary	0	0.0
Socorro High	0	5.6
Zimmerly Elementary	0	0.0

Source: District's 120th day submission to PED  
 Blanks = No Data Available



## Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Socorro Consolidated Schools	118	68	29
Midway Elementary	7	71	29
Parkview Elementary	36	69	31
R Sarracino Middle	27	70	22
San Antonio Elementary	5	60	40
Socorro High	31	68	29
Zimmerly Elementary	12	58	33

Source: District's 120th day submission to PED  
 Teacher totals may differ because of district assignments

## Quality of Education Survey

### Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Socorro Consolidated Schools	51	27.5	41.2	5.9	23.5	0.0	2.0
2	Socorro Consolidated Schools	51	13.7	37.3	35.3	13.7	0.0	0.0
3	Socorro Consolidated Schools	51	35.3	31.4	5.9	21.6	0.0	5.9
4	Socorro Consolidated Schools	51	37.3	41.2	15.7	3.9	0.0	2.0
5	Socorro Consolidated Schools	51	21.6	37.3	19.6	9.8	5.9	5.9
6	Socorro Consolidated Schools	51	21.6	41.2	9.8	25.5	2.0	0.0
7	Socorro Consolidated Schools	51	23.5	51.0	9.8	5.9	5.9	3.9
8	Socorro Consolidated Schools	51	33.3	33.3	23.5	2.0	0.0	7.8
9	Socorro Consolidated Schools	51	27.5	41.2	9.8	15.7	3.9	2.0
10	Socorro Consolidated Schools	51	27.5	45.1	11.8	7.8	2.0	5.9
	Midway Elementary							
1	Parkview Elementary	2	0.0	0.0	0.0	100	0.0	0.0
2	Parkview Elementary	2	0.0	0.0	0.0	100	0.0	0.0
3	Parkview Elementary	2	0.0	0.0	0.0	100	0.0	0.0
4	Parkview Elementary	2	0.0	50.0	50.0	0.0	0.0	0.0
5	Parkview Elementary	2	0.0	0.0	50.0	50.0	0.0	0.0
6	Parkview Elementary	2	0.0	0.0	0.0	100	0.0	0.0
7	Parkview Elementary	2	0.0	0.0	0.0	100	0.0	0.0
8	Parkview Elementary	2	0.0	0.0	0.0	0.0	0.0	100
9	Parkview Elementary	2	0.0	0.0	0.0	50.0	0.0	50.0
10	Parkview Elementary	2	0.0	50.0	0.0	50.0	0.0	0.0
1	R Sarracino Middle	14	0.0	14.3	14.3	71.4	0.0	0.0
2	R Sarracino Middle	14	14.3	28.6	28.6	28.6	0.0	0.0
3	R Sarracino Middle	14	0.0	21.4	14.3	64.3	0.0	0.0
4	R Sarracino Middle	14	0.0	28.6	50.0	14.3	0.0	7.1

**Questions:**

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
5	R Sarracino Middle	14	7.1	35.7	35.7	21.4	0.0	0.0
6	R Sarracino Middle	14	0.0	14.3	14.3	71.4	0.0	0.0
7	R Sarracino Middle	14	21.4	64.3	7.1	0.0	0.0	7.1
8	R Sarracino Middle	14	7.1	14.3	64.3	7.1	0.0	7.1
9	R Sarracino Middle	14	0.0	28.6	21.4	50.0	0.0	0.0
10	R Sarracino Middle	14	21.4	21.4	28.6	21.4	0.0	7.1
	San Antonio Elementary							
	Socorro High							
	Zimmerly Elementary							

Source: NMPED online anonymous parent survey  
Blanks = No Data Available

### Statewide Results for the 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 2009 reading, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic<sup>2</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Too few students to report # Rounds to zero

### Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory