



Adequate Yearly Progress (AYP) Summary

Mora Independent Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	4
Schools in Improvement	1
Schools in Corrective Action	0
Schools in Restructuring	2

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	509	100	334,700	100
Female	256	50	163,202	49
Male	253	50	171,498	51
Caucasian	25	5	88,508	26
Afr Am	1	< 2	7,765	2
Hispanic	481	94	198,850	59
Asian	0	0	4,463	< 2
Am Indian	2	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	72	14	47,480	14
ELL	28	6	53,815	16
Recently Arrived *	0	0	40	< 2
ED	500	98	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Holman Elementary	Not Met	SI-2	Lazaro Larry Garcia	Not Met	R-2
Mora Elementary	Not Met	R-2	Mora High	Met	Progressing

Source: NMPED 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 a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	50	50		50			50	14	20
Holman Elementary	Reading Proficiency*	77	57			56			57		
Lazaro Larry Garcia	Reading Proficiency*	72	44			45			44	25	29
Mora Elementary	Reading Proficiency*	77	51			49			51		8
Mora High	Reading Proficiency*	75	65			65			65		
LEA	Reading Participation	95	100			100			100		
Holman Elementary	Reading Participation	95									
Lazaro Larry Garcia	Reading Participation	95	100			100			100		
Mora Elementary	Reading Participation	95	100			100			100		
Mora High	Reading Participation	95									
LEA	Math Proficiency*	66	46	50		46			46	<2	10
Holman Elementary	Math Proficiency*	68	50			48			50		
Lazaro Larry Garcia	Math Proficiency*	63	40			40			40	<2	6
Mora Elementary	Math Proficiency*	68	47			46			47		17
Mora High	Math Proficiency*	66	62			62			62		
LEA	Math Participation	95	100			100			100		
Holman Elementary	Math Participation	95									
Lazaro Larry Garcia	Math Participation	95	100			100			100		
Mora Elementary	Math Participation	95	100			100			100		
Mora High	Math Participation	95									
Holman Elementary	Attendance Rate	92	92			92			92		
Lazaro Larry Garcia	Attendance Rate	92	94	87		94			94	92	91
Mora Elementary	Attendance Rate	92	93	87		94			93		95
All Students in Grade 12	Graduation Rate	65	82			81			83	59	74
Mora High	Graduation Rate	65	82			81			83	59	74

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	53			51		53		7	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	44			45		43	19	26	
District Wide-Grades 11	Reading Proficiency*	75	66			66		66			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	47			46		47		14	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	37			38		37	0	5	
District Wide-Grades 11	Math Proficiency*	66	61			61		61			

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

	Expenditure (\$)	%
Direct Instruction	2,390,704	43
Instructional Support	2,616,841	47
Students	677,634	12
Instruction	52,941	1
General Administration	403,660	7
School Administration	282,244	5
Central Services	261,517	5
Operations Maintenance	938,524	17
Student Transportation	0	<1
Other	321	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	569,792	10
Total	5,577,337	100

School Board Training

Board Member	Number of Points*
Arthur Romero	31
George Trujillo	9
Joseph Griego	14
Michael Hurtado	15
Vanee Lujan	26

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.

Source: Projected expenditures reported to NMPED School Budget Office.

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 Alternative 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 2011. 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 - All¹ - within LEA

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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	35	9	49	20	23	0	100	35	6	49	37	9	0							
LEA Prior	100	41	0	63	17	20	0	100	41	2	56	39	2	0	100	41	7	80	10	2	0
Female	100	18	11	39	22	28	0	100	18	11	39	44	6	0							
Male	100	17	6	59	18	18	0	100	17	0	59	29	12	0							
Caucasian		1							1												
Afr Am		1							1												
Hispanic	100	33	9	45	21	24	0	100	33	6	45	39	9	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		2							2												
ED	100	35	9	49	20	23	0	100	35	6	49	37	9	0							
SWD		4							4												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

4th 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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	39	10	49	36	5	0	100	39	3	41	46	10	0	97	39	0	46	36	15	3
LEA Prior	100	40	2	40	38	20	0	100	40	2	32	58	8	0	100	40	0	32	62	5	0
Female	100	20	10	60	30	0	0	100	20	0	55	45	0	0	95	20	0	50	35	10	5
Male	100	19	11	37	42	11	0	100	19	5	26	47	21	0	100	19	0	42	37	21	0
Caucasian		2							2						2						
Afr Am		0							0						0						
Hispanic	100	37	8	49	38	5	0	100	37	3	41	46	11	0	97	37	0	43	38	16	3
Asian		0							0						0						
Am Indian		0							0						0						
ELL		3							3						3						
ED	100	38	8	50	37	5	0	100	38	3	39	47	11	0	100	38	0	47	37	16	0
SWD		3							3						3						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

5th 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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	45	0	44	40	16	0	100	45	2	42	40	16	0							
LEA Prior	100	46	7	52	37	4	0	100	46	11	37	50	2	0	100	46	2	43	50	4	0
Female	100	22	0	50	36	14	0	100	22	0	45	36	18	0							
Male	100	23	0	39	43	17	0	100	23	4	39	43	13	0							
Caucasian		6							6												
Afr Am		0							0						0						
Hispanic	100	38	0	42	42	16	0	100	38	3	42	42	13	0							
Asian		0							0						0						
Am Indian		1							1												
ELL		3							3												
ED	100	45	0	44	40	16	0	100	45	2	42	40	16	0							
SWD		7							7												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

6th 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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	51	4	31	49	16	0	100	51	4	27	45	24	0							
LEA Prior	100	32	0	31	66	3	0	100	32	6	28	56	9	0	100	32	0	19	78	3	0
Female	100	22	0	27	59	14	0	100	22	5	27	41	27	0							
Male	100	29	7	34	41	17	0	100	29	3	28	48	21	0							
Caucasian		7							7												
Afr Am		0							0						0						
Hispanic	100	44	2	34	48	16	0	100	44	2	30	45	23	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		6							6												
ED	100	50	4	30	50	16	0	100	50	4	28	44	24	0							
SWD		9							9												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

7th 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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	30	3	33	53	10	0	100	30	0	33	37	30	0	100	30	0	30	43	27	0
LEA Prior	100	38	5	37	45	13	0	100	38	5	24	53	18	0	100	38	0	32	63	5	0
Female	100	12	8	50	33	8	0	100	12	0	25	42	33	0	100	12	0	25	50	25	0
Male	100	18	0	22	67	11	0	100	18	0	39	33	28	0	100	18	0	33	39	28	0
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic	100	30	3	33	53	10	0	100	30	0	33	37	30	0	100	30	0	30	43	27	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		2							2							2					
ED	100	30	3	33	53	10	0	100	30	0	33	37	30	0	100	30	0	30	43	27	0
SWD		2							2							2					

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	44	9	50	32	9	0	100	44	2	43	43	11	0							
LEA Prior	100	31	6	55	29	10	0	100	31	3	39	39	19	0	100	31	0	23	65	13	0
Female	100	24	17	42	33	8	0	100	24	0	50	38	12	0							
Male	100	20	0	60	30	10	0	100	20	5	35	50	10	0							
Caucasian		1							1												
Afr Am		0							0							0					
Hispanic	100	43	9	51	30	9	0	100	43	2	44	42	12	0							
Asian		0							0							0					
Am Indian		0							0							0					
ELL		8							8												
ED	100	43	9	49	33	9	0	100	43	2	44	42	12	0							
SWD		8							8												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	38	13	53	32	3	0	100	38	8	53	37	3	0	100	38	0	50	42	8	0
LEA Prior	100	40	8	48	38	8	0	100	40	10	48	28	15	0	100	40	0	50	48	2	0
Female	100	22	14	50	32	5	0	100	22	0	50	45	5	0	100	22	0	41	45	14	0
Male	100	16	12	56	31	0	0	100	16	19	56	25	0	0	100	16	0	62	38	0	0
Caucasian		0							0						0						
Afr Am		0							0						0						
Hispanic	100	38	13	53	32	3	0	100	38	8	53	37	3	0	100	38	0	50	42	8	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		4							4						4						
ED	100	38	13	53	32	3	0	100	38	8	53	37	3	0	100	38	0	50	42	8	0
SWD		2							2						2						

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	51	82	26	94	25	69	2				49	81					16	59	15	74	46	83
Mora High	51	82	26	94	25	69	2				49	81					16	59	15	74	46	83

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	50	92	26	95	24	88	2				48	91					11	85	8		46	96
Mora High	50	92	26	95	24	88	2				48	91					11	85	8		46	97

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA								
Mora High								

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	0	<0.1
Low Poverty Schools	N/A	N/A
Holman Elementary	0	0.0
Lazaro Larry Garcia	0	0.0
Mora Elementary	0	0.0
Mora High	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	39	59	36
Holman Elementary	5	40	40
Lazaro Larry Garcia	10	50	40
Mora Elementary	17	71	24
Mora High	14	71	29

Source: LEA's 120th day submission to NMPED
 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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	180	33.9	57.8	0.0	0.6	1.7	6.1
2 LEA	180	31.7	60.6	1.1	0.0	2.2	4.4
3 LEA	180	33.3	58.3	3.9	1.1	0.6	2.8
4 LEA	180	34.4	59.4	1.7	2.2	0.0	2.2
5 LEA	180	24.4	56.1	6.7	2.8	8.3	1.7
6 LEA	180	27.2	62.8	3.3	2.8	2.2	1.7
7 LEA	180	18.9	56.7	11.1	5.0	6.7	1.7
8 LEA	180	39.4	53.9	1.7	1.7	0.0	3.3
9 LEA	180	32.2	51.7	2.2	1.7	8.9	3.3
10 LEA	180	32.8	53.9	3.9	0.6	2.2	6.7
1 Holman Elementary	15	46.7	53.3	0.0	0.0	0.0	0.0
2 Holman Elementary	15	40.0	60.0	0.0	0.0	0.0	0.0

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 %
3	Holman Elementary	15	46.7	46.7	6.7	0.0	0.0	0.0
4	Holman Elementary	15	33.3	60.0	0.0	0.0	0.0	6.7
5	Holman Elementary	15	26.7	53.3	13.3	6.7	0.0	0.0
6	Holman Elementary	15	46.7	53.3	0.0	0.0	0.0	0.0
7	Holman Elementary	15	20.0	66.7	6.7	0.0	6.7	0.0
8	Holman Elementary	15	46.7	46.7	0.0	0.0	0.0	6.7
9	Holman Elementary	15	33.3	53.3	6.7	0.0	6.7	0.0
10	Holman Elementary	15	40.0	46.7	0.0	6.7	0.0	6.7
1	Lazaro Larry Garcia	46	26.1	60.9	0.0	0.0	0.0	13.0
2	Lazaro Larry Garcia	46	34.8	58.7	0.0	0.0	2.2	4.3
3	Lazaro Larry Garcia	46	28.3	58.7	2.2	0.0	2.2	8.7
4	Lazaro Larry Garcia	46	30.4	60.9	2.2	0.0	0.0	6.5
5	Lazaro Larry Garcia	46	23.9	56.5	4.3	2.2	8.7	4.3
6	Lazaro Larry Garcia	46	21.7	65.2	6.5	2.2	2.2	2.2
7	Lazaro Larry Garcia	46	17.4	63.0	8.7	4.3	2.2	4.3
8	Lazaro Larry Garcia	46	32.6	60.9	4.3	0.0	0.0	2.2
9	Lazaro Larry Garcia	46	26.1	56.5	2.2	2.2	6.5	6.5
10	Lazaro Larry Garcia	46	34.8	54.3	2.2	0.0	4.3	4.3
1	Mora Elementary	97	34.0	57.7	0.0	1.0	3.1	4.1
2	Mora Elementary	97	28.9	60.8	2.1	0.0	3.1	5.2
3	Mora Elementary	97	33.0	59.8	5.2	1.0	0.0	1.0
4	Mora Elementary	97	36.1	57.7	2.1	4.1	0.0	0.0
5	Mora Elementary	97	21.6	54.6	8.2	3.1	11.3	1.0
6	Mora Elementary	97	25.8	66.0	1.0	3.1	2.1	2.1
7	Mora Elementary	97	17.5	49.5	14.4	7.2	10.3	1.0
8	Mora Elementary	97	42.3	50.5	1.0	3.1	0.0	3.1
9	Mora Elementary	97	33.0	50.5	1.0	2.1	10.3	3.1
10	Mora Elementary	97	29.9	53.6	5.2	0.0	2.1	9.3
1	Mora High	22	40.9	54.5	0.0	0.0	0.0	4.5
2	Mora High	22	31.8	63.6	0.0	0.0	0.0	4.5
3	Mora High	22	36.4	59.1	0.0	4.5	0.0	0.0
4	Mora High	22	36.4	63.6	0.0	0.0	0.0	0.0
5	Mora High	22	36.4	63.6	0.0	0.0	0.0	0.0
6	Mora High	22	31.8	50.0	9.1	4.5	4.5	0.0
7	Mora High	22	27.3	68.2	4.5	0.0	0.0	0.0
8	Mora High	22	36.4	59.1	0.0	0.0	0.0	4.5

Questions:

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- 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 %
9 Mora High	22	40.9	45.5	4.5	0.0	9.1	0.0
10 Mora High	22	36.4	59.1	4.5	0.0	0.0	0.0

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. Assessment year is the most recent available at the time of this report

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

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

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

* Information at <http://nationsreportcard.gov/>

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