



Adequate Yearly Progress (AYP) Summary

Portales Municipal Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	6
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	6

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	3,087	100	334,700	100
Female	1,511	49	163,202	49
Male	1,576	51	171,498	51
Caucasian	1,248	40	88,508	26
Afr Am	62	2	7,765	2
Hispanic	1,755	57	198,850	59
Asian	14	< 2	4,463	< 2
Am Indian	7	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	1	< 2	253	< 2
SWD	562	18	47,480	14
ELL	210	7	53,815	16
Recently Arrived *	0	0	40	< 2
ED	2,168	70	228,186	68
Migrant	44	< 2	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
Brown Early Childhood Center	Not Met	R-2	James Elementary	Not Met	R-2
Lindsey Steiner Elementary	Not Met	R-2	Portales High	Not Met	R-2
Portales Junior High	Not Met	R-2	Valencia Elementary	Not Met	R-2

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	48	62	41	39			41	27	17
Brown Early Childhood Center	Reading Proficiency*	77	58	64		53			52	33	26
James Elementary	Reading Proficiency*	77	59	69		52			53	31	23
Lindsey Steiner Elementary	Reading Proficiency*	74	50	59	50	44			43	40	16
Portales High	Reading Proficiency*	75	42	58		32			35		15
Portales Junior High	Reading Proficiency*	75	43	63		33			35	17	11
Valencia Elementary	Reading Proficiency*	77	51	65		42			46	27	22
LEA	Reading Participation	95	99	100		99			99	100	100
Brown Early Childhood Center	Reading Participation	95									
James Elementary	Reading Participation	95									
Lindsey Steiner Elementary	Reading Participation	95	100	100		100			100	100	100
Portales High	Reading Participation	95	100	100		100			100		
Portales Junior High	Reading Participation	95	99	100		98			99	100	100
Valencia Elementary	Reading Participation	95	99	100		99			100	100	100
LEA	Math Proficiency*	66	40	54	30	32			32	25	14
Brown Early Childhood Center	Math Proficiency*	68	56	69		50			52	42	30
James Elementary	Math Proficiency*	68	55	71		45			49	31	27
Lindsey Steiner Elementary	Math Proficiency*	67	36	48	36	29			28	29	9
Portales High	Math Proficiency*	66	44	58		36			34		20
Portales Junior High	Math Proficiency*	63	32	48		24			24	15	7
Valencia Elementary	Math Proficiency*	68	50	64		40			43	31	22
LEA	Math Participation	95	99	100		99			99	100	100
Brown Early Childhood Center	Math Participation	95									
James Elementary	Math Participation	95									
Lindsey Steiner Elementary	Math Participation	95	100	100		100			100	100	100
Portales High	Math Participation	95	100	100		100			100		
Portales Junior High	Math Participation	95	99	100		98			99	100	100

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Valencia Elementary	Math Participation	95	99	100		99			100	100	100
Brown Early Childhood Center	Attendance Rate	92	66	66		68			70	94	30
James Elementary	Attendance Rate	92	95	95		94			94	95	94
Lindsey Steiner Elementary	Attendance Rate	92	95	95	97	95			95	98	94
Portales Junior High	Attendance Rate	92	94	94		94			93	96	91
Valencia Elementary	Attendance Rate	92	95	94	96	95			94	97	92
All Students in Grade 12	Graduation Rate	65	80	86		75			74	89	76
Portales High	Graduation Rate	65	80	86		75			74	89	76

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	49	60	47	41			43	33	17	40
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	48	63	53	38			40	27	17	55
District Wide-Grades 11	Reading Proficiency*	75	42	57		32			34	10	14	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	44	58	35	34			37	30	16	33
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	36	52	35	27			29	20	11	45
District Wide-Grades 11	Math Proficiency*	66	43	58		33			32	20	18	

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	13,820,029	60
Instructional Support	9,200,782	40
Students	2,091,849	9
Instruction	600,880	3
General Administration	655,418	3
School Administration	1,652,205	7
Central Services	997,415	4
Operations Maintenance	3,191,312	14
Student Transportation	500	<1
Other	11,203	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	23,020,811	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Antonio R. Sanchez Jr.	27
Dr. Alan Garrett	18
Inez Rodriguez	22
Mary Lou Rowley	15
Rod Savage	8

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 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 - All ¹ - 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	246	7	51	26	17	0	100	243	2	50	39	8	0							
LEA Prior	100	225	5	56	28	11	0	100	225	7	48	40	5	0	100	224	7	72	21	0	0
Female	100	122	9	55	22	14	0	100	121	3	53	35	9	0							
Male	100	124	4	47	29	20	0	100	122	2	48	43	7	0							
Caucasian	100	95	13	55	22	11	0	100	94	4	66	27	3	0							
Afr Am		6							6												
Hispanic	100	141	3	48	28	21	0	100	139	1	42	45	12	0							
Asian		2							2												
Am Indian		2							2												
ELL	100	19	0	42	32	26	0	100	19	0	32	58	11	0							
ED	100	192	4	48	27	21	0	100	189	3	44	44	10	0							
SWD	100	38	8	16	18	58	0	100	38	5	24	45	26	0							

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	236	4	40	45	11	0	100	236	11	35	33	21	0	100	236	3	44	32	21	0
LEA Prior	100	236	8	42	37	13	0	100	236	7	31	54	8	0	99	236	1	48	44	5	1
Female	99	122	5	44	38	12	1	99	122	11	35	34	18	1	100	122	3	48	32	16	0
Male	100	114	3	35	53	10	0	100	114	10	34	32	24	0	99	114	2	40	32	25	1
Caucasian	100	98	9	50	36	5	0	100	98	19	38	32	11	0	99	98	5	52	28	14	1
Afr Am		5							5							5					
Hispanic	99	130	0	32	52	16	1	99	130	5	31	35	28	1	100	130	1	38	35	26	0
Asian		3							3							3					
Am Indian		0							0							0					
ELL	100	34	0	24	53	24	0	100	34	6	24	38	32	0	100	34	0	32	32	35	0
ED	100	171	3	34	50	13	0	100	171	9	29	36	26	0	100	171	2	41	32	25	0
SWD	100	31	3	10	42	45	0	100	31	3	10	32	55	0	100	31	3	13	26	58	0

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	232	6	38	41	14	0	100	232	6	26	44	24	0							
LEA Prior	100	226	14	46	34	7	0	100	226	8	32	51	10	0	100	226	5	54	39	2	0
Female	100	112	11	36	42	12	0	100	112	9	27	46	18	0							
Male	100	120	2	41	40	16	1	100	120	3	26	41	29	1							
Caucasian	100	84	12	42	35	11	1	100	84	12	32	38	17	1							
Afr Am		6							6												
Hispanic	100	140	4	36	44	16	0	100	140	3	21	46	29	0							
Asian		2							2												
Am Indian		0							0							0					
ELL	100	28	0	39	43	18	0	100	28	7	21	39	32	0							
ED	100	177	3	37	43	17	0	100	177	5	23	45	28	0							
SWD	100	43	0	14	42	44	0	100	43	0	7	37	56	0							

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	240	12	46	30	11	0	100	240	5	38	37	20	0							
LEA Prior	100	220	5	46	41	8	0	100	220	9	24	60	7	0	100	220	5	34	56	5	0
Female	100	115	19	44	30	6	0	100	115	4	43	34	19	0							
Male	100	125	6	48	30	16	0	100	125	6	34	39	20	0							
Caucasian	100	91	19	49	23	9	0	100	91	9	48	30	13	0							
Afr Am		9							9												
Hispanic	100	138	8	43	36	13	0	100	138	4	32	41	23	0							
Asian		1							1												
Am Indian		1							1												
ELL	100	28	4	39	50	7	0	100	28	0	29	50	21	0							
ED	100	171	8	44	35	13	0	100	171	4	33	40	23	0							
SWD	100	47	2	23	28	47	0	100	47	2	13	34	51	0							

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	229	2	38	42	18	0	100	229	3	28	40	29	0	99	229	9	22	38	30	1
LEA Prior	100	212	6	45	40	8	0	99	212	6	25	53	16	1	100	212	3	37	46	14	0
Female	100	112	4	45	39	12	0	100	112	4	35	41	20	0	100	112	10	26	38	26	0
Male	99	117	1	31	44	23	1	99	117	1	21	38	38	1	97	117	8	18	38	33	3
Caucasian	100	83	6	59	23	12	0	100	83	7	46	31	16	0	100	83	19	35	30	16	0
Afr Am		7							7							7					
Hispanic	99	137	0	25	53	21	1	99	137	0	17	45	38	1	98	137	3	12	45	39	2
Asian		1							1							1					
Am Indian		1							1							1					
ELL	100	27	0	19	52	30	0	100	27	0	15	30	56	0	100	27	0	15	37	48	0
ED	100	162	0	31	48	21	0	100	162	1	19	45	35	0	99	162	2	19	43	35	1
SWD	100	29	3	3	10	83	0	100	29	3	0	17	79	0	100	29	3	0	14	83	0

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	98	212	5	40	37	17	1	98	212	2	32	47	18	1							
LEA Prior	100	220	5	57	30	8	0	100	220	9	29	56	6	0	100	220	2	33	55	10	0
Female	99	100	5	43	39	12	1	99	100	2	30	52	15	1							
Male	98	112	4	37	35	22	2	98	112	2	33	43	21	2							
Caucasian	100	74	7	47	35	11	0	100	74	3	41	45	12	0							
Afr Am		1							1												
Hispanic	98	135	4	35	38	21	2	98	135	1	26	50	21	2							
Asian		2							2												
Am Indian		0							0						0						
ELL	100	19	0	16	47	37	0	100	19	0	16	58	26	0							
ED	98	164	3	35	39	21	2	98	164	1	28	48	21	2							
SWD	100	22	14	0	27	59	0	100	22	0	14	18	68	0							

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	195	5	37	43	15	0	100	195	6	37	45	12	0	99	195	2	39	38	19	1
LEA Prior	99	156	4	53	35	7	1	99	156	8	28	44	19	1	99	156	1	41	51	6	1
Female	100	103	6	46	36	13	0	100	103	4	37	46	14	0	100	103	0	40	40	20	0
Male	100	92	3	27	51	18	0	100	92	8	37	45	11	0	98	92	4	39	37	17	2
Caucasian	100	81	9	48	35	9	0	100	81	11	47	31	11	0	100	81	5	58	25	12	0
Afr Am		3							3							3					
Hispanic	100	110	2	30	47	21	0	100	110	2	31	54	14	0	98	110	0	27	46	25	2
Asian		1							1							1					
Am Indian		0							0							0					
ELL	100	10	0	10	40	50	0	100	10	0	20	40	40	0	100	10	0	10	40	50	0
ED	100	112	4	29	47	19	0	100	112	3	29	54	14	0	98	112	0	31	46	21	2
SWD	100	22	9	5	36	50	0	100	22	0	18	36	45	0	100	22	0	23	32	45	0

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	221	80	112	87	109	73	105	86	2		112	75	1		1		14	89	31	76	119	74
Portales High	221	80	112	87	109	73	105	86	2		112	75	1		1		14	89	31	76	119	74

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	207	74	100	71	107	76	101	85	5		96	65			5		17	60	29	57	116	60
Portales High	205	74	98	72	107	76	100	86	5		95	65			5		17	60	29	58	114	61

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			43	20				
Portales High			43	20				

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	N/A	N/A
Low Poverty Schools	N/A	N/A
Brown Early Childhood Center	0	0.0
James Elementary	0	0.0
Lindsey Steiner Elementary	0	0.0
Portales High	0	0.0
Portales Junior High	0	0.0
Valencia Elementary	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	197	62	38
Brown Early Childhood Center	26	81	19
James Elementary	35	60	40
Lindsey Steiner Elementary	30	47	53
Portales High	50	66	34
Portales Junior High	28	50	50
Valencia Elementary	29	69	31

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	1,272	33.3	58.4	2.5	0.9	3.8	1.1
2	LEA	1,272	36.4	56.2	2.4	0.2	2.9	1.9
3	LEA	1,272	33.9	57.1	3.3	0.9	3.3	1.6
4	LEA	1,272	33.5	56.4	5.0	0.9	1.3	2.9
5	LEA	1,272	28.2	53.9	3.4	1.3	12.1	1.1
6	LEA	1,272	31.3	58.3	3.1	0.7	4.6	2.0
7	LEA	1,272	25.1	51.8	8.8	2.0	8.1	4.2
8	LEA	1,272	42.3	51.7	3.1	0.4	1.3	1.3
9	LEA	1,272	30.9	58.4	3.7	0.6	4.6	1.8
10	LEA	1,272	35.6	55.2	5.2	1.3	1.5	1.3
1	Brown Early Childhood Center	204	46.1	49.5	0.5	1.0	2.0	1.0

Questions:

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- 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 %
2	Brown Early Childhood Center	204	49.0	46.6	1.5	0.0	0.0	2.9
3	Brown Early Childhood Center	204	45.6	51.0	0.0	1.0	1.5	1.0
4	Brown Early Childhood Center	204	45.1	51.5	0.5	0.5	1.0	1.5
5	Brown Early Childhood Center	204	30.9	43.6	2.0	2.9	18.6	2.0
6	Brown Early Childhood Center	204	43.1	52.9	0.5	0.0	2.5	1.0
7	Brown Early Childhood Center	204	30.4	42.6	3.9	4.9	11.3	6.9
8	Brown Early Childhood Center	204	54.4	44.6	0.0	0.5	0.5	0.0
9	Brown Early Childhood Center	204	42.6	52.0	2.0	0.0	2.5	1.0
10	Brown Early Childhood Center	204	35.3	52.9	3.9	2.9	2.9	2.0
1	James Elementary	333	34.5	58.3	1.5	0.3	3.6	1.8
2	James Elementary	333	25.8	64.3	3.0	0.0	3.9	3.0
3	James Elementary	333	33.6	58.0	2.7	0.0	3.3	2.4
4	James Elementary	333	35.1	57.7	3.3	0.6	1.2	2.1
5	James Elementary	333	26.7	54.7	2.1	0.0	14.7	1.8
6	James Elementary	333	30.0	60.1	0.9	0.0	6.9	2.1
7	James Elementary	333	22.5	52.0	10.5	0.6	9.3	5.1
8	James Elementary	333	45.9	49.2	1.8	0.3	0.9	1.8
9	James Elementary	333	32.4	59.5	3.0	0.0	3.6	1.5
10	James Elementary	333	36.0	54.7	5.7	0.0	2.4	1.2
1	Lindsey Steiner Elementary	224	31.3	59.4	1.8	1.8	5.8	0.0
2	Lindsey Steiner Elementary	224	42.9	51.8	0.9	0.9	2.7	0.9
3	Lindsey Steiner Elementary	224	29.0	61.2	1.8	0.9	5.8	1.3
4	Lindsey Steiner Elementary	224	28.6	60.3	4.5	0.9	1.8	4.0
5	Lindsey Steiner Elementary	224	32.6	58.0	0.4	0.4	8.5	0.0
6	Lindsey Steiner Elementary	224	27.7	63.8	1.8	0.0	5.8	0.9
7	Lindsey Steiner Elementary	224	25.9	54.9	10.3	0.0	6.3	2.7
8	Lindsey Steiner Elementary	224	33.5	59.8	2.7	0.0	2.7	1.3
9	Lindsey Steiner Elementary	224	27.2	60.7	4.0	0.0	4.5	3.6
10	Lindsey Steiner Elementary	224	37.1	56.3	3.1	1.3	0.4	1.8
1	Portales High	120	22.5	60.8	6.7	2.5	5.8	1.7
2	Portales High	120	23.3	57.5	7.5	0.8	9.2	1.7
3	Portales High	120	25.8	53.3	10.8	3.3	4.2	2.5
4	Portales High	120	18.3	52.5	19.2	1.7	1.7	6.7
5	Portales High	120	26.7	50.8	10.8	2.5	8.3	0.8
6	Portales High	120	20.0	49.2	14.2	3.3	5.0	8.3
7	Portales High	120	27.5	55.0	7.5	3.3	5.0	1.7

Questions:

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- 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 %
8	Portales High	120	26.7	53.3	11.7	1.7	3.3	3.3
9	Portales High	120	18.3	58.3	6.7	4.2	9.2	3.3
10	Portales High	120	34.2	55.8	5.0	1.7	1.7	1.7
1	Portales Junior High	88	22.7	53.4	14.8	2.3	3.4	3.4
2	Portales Junior High	88	35.2	54.5	2.3	0.0	3.4	4.5
3	Portales Junior High	88	35.2	50.0	9.1	1.1	3.4	1.1
4	Portales Junior High	88	42.0	45.5	4.5	1.1	1.1	5.7
5	Portales Junior High	88	26.1	59.1	8.0	4.5	1.1	1.1
6	Portales Junior High	88	33.0	56.8	2.3	4.5	2.3	1.1
7	Portales Junior High	88	33.0	55.7	6.8	2.3	1.1	1.1
8	Portales Junior High	88	39.8	48.9	10.2	0.0	0.0	1.1
9	Portales Junior High	88	34.1	55.7	8.0	0.0	1.1	1.1
10	Portales Junior High	88	38.6	48.9	9.1	2.3	0.0	1.1
1	Valencia Elementary	303	32.0	64.4	0.3	0.0	3.0	0.3
2	Valencia Elementary	303	40.3	57.1	1.3	0.0	1.3	0.0
3	Valencia Elementary	303	32.7	60.7	2.6	0.7	2.3	1.0
4	Valencia Elementary	303	31.0	60.1	5.0	1.0	1.3	1.7
5	Valencia Elementary	303	26.1	56.8	3.6	0.7	12.2	0.7
6	Valencia Elementary	303	31.4	59.7	4.0	0.3	3.3	1.3
7	Valencia Elementary	303	20.5	53.1	10.2	2.3	9.2	4.6
8	Valencia Elementary	303	43.6	53.1	1.7	0.3	0.7	0.7
9	Valencia Elementary	303	28.1	60.7	3.0	0.7	6.6	1.0
10	Valencia Elementary	303	34.0	58.1	5.9	1.0	0.7	0.3

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