



Adequate Yearly Progress (AYP) Summary

Socorro Consolidated Schools	
AYP Rating Not Met	
Improvement Status CA-2	
Schools rated in the district	6
Schools in Improvement	2
Schools in Corrective Action	0
Schools in Restructuring	3

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	1,765	100	334,700	100
Female	866	49	163,202	49
Male	899	51	171,498	51
Caucasian	384	22	88,508	26
Afr Am	34	< 2	7,765	2
Hispanic	1,250	71	198,850	59
Asian	19	< 2	4,463	< 2
Am Indian	78	4	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	287	16	47,480	14
ELL	35	< 2	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,037	59	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
Midway Elementary	Not Met	SI-1	Parkview Elementary	Not Met	SI-1
R Sarracino Middle	Not Met	R-2	San Antonio Elementary	Not Met	Progressing
Socorro High	Not Met	R-2	Zimmerly 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	40	54	18	39		18	35	13	13
Midway Elementary	Reading Proficiency*	77	32	31		30			31		
Parkview Elementary	Reading Proficiency*	77	59	71		59			62		36
R Sarracino Middle	Reading Proficiency*	72	41	67		38		21	33		8
San Antonio Elementary	Reading Proficiency*	77	35			38			43		
Socorro High	Reading Proficiency*	75	29	46		24			18		<2
Zimmerly Elementary	Reading Proficiency*	77	38	50		38		15	31		16
LEA	Reading Participation	95	99	100		99		100	99		97
Midway Elementary	Reading Participation	95	100						100		
Parkview Elementary	Reading Participation	95	100			100			100		
R Sarracino Middle	Reading Participation	95	99	100		99			99		96
San Antonio Elementary	Reading Participation	95									
Socorro High	Reading Participation	95	100			100			100		
Zimmerly Elementary	Reading Participation	95	99			99			100		
LEA	Math Proficiency*	66	31	46	6	28		18	25	13	11
Midway Elementary	Math Proficiency*	68	18	23		17			17		
Parkview Elementary	Math Proficiency*	68	48	64		47			50		27
R Sarracino Middle	Math Proficiency*	63	27	53		22		21	21		6
San Antonio Elementary	Math Proficiency*	68	43			46			36		
Socorro High	Math Proficiency*	66	30	38		29			25		20
Zimmerly Elementary	Math Proficiency*	68	30	47		29		8	23		6
LEA	Math Participation	95	99	100		99		100	99		98
Midway Elementary	Math Participation	95	100						100		
Parkview Elementary	Math Participation	95	100			100			100		
R Sarracino Middle	Math Participation	95	99	100		99			99		96
San Antonio Elementary	Math Participation	95									
Socorro High	Math Participation	95	99			98			100		

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Zimmerly Elementary	Math Participation	95	100			100			100		
Midway Elementary	Attendance Rate	92	97	96		98			97		96
Parkview Elementary	Attendance Rate	92	94	95	91	94		92	93	96	95
R Sarracino Middle	Attendance Rate	92	96	96		96		97	96	98	96
San Antonio Elementary	Attendance Rate	92	95	95		95			94		
Zimmerly Elementary	Attendance Rate	92	94	95		94		90	93		94
All Students in Grade 12	Graduation Rate	65	76	92		73			70		81
Socorro High	Graduation Rate	65	76	92		73			70		81

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	43	50	18	43		25	40	20	22	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	41	69		36		21	33	8	11	
District Wide-Grades 11	Reading Proficiency*	75	28	46		22			16		0	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	35	45	0	34		20	30	20	12	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	27	55		21		21	21	15	7	
District Wide-Grades 11	Math Proficiency*	66	31	39		30			23		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	7,721,695	59
Instructional Support	5,377,748	41
Students	1,536,319	12
Instruction	243,104	2
General Administration	582,071	4
School Administration	967,613	7
Central Services	303,197	2
Operations Maintenance	1,674,012	13
Student Transportation	0	<1
Other	71,432	1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	13,099,443	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Ann Shiells	25
Dawn Weaver	18
James Chavez	33
Kim Gonzales	15
Pauline Jaramillo	45

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	130	6	51	28	15	0	100	130	1	48	43	8	0							
LEA Prior	100	106	6	48	27	19	0	100	106	5	45	46	4	0	99	106	10	74	15	0	1
Female	100	70	7	49	29	16	0	100	70	1	46	46	7	0							
Male	100	60	5	53	28	13	0	100	60	0	50	40	10	0							
Caucasian	100	33	3	55	30	12	0	100	33	3	55	36	6	0							
Afr Am		5							5												
Hispanic	100	86	8	50	26	16	0	100	86	0	48	43	9	0							
Asian		0							0						0						
Am Indian		6							6												
ELL		5							5												
ED	100	86	7	51	23	19	0	100	86	0	49	42	9	0							
SWD	100	28	4	32	29	36	0	100	28	0	25	50	25	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	119	3	29	50	18	0	100	119	8	24	48	21	0	100	119	4	30	40	25	0
LEA Prior	100	141	3	43	37	17	0	100	142	4	30	58	9	0	99	142	4	39	50	6	1
Female	100	57	0	35	47	18	0	100	57	7	23	46	25	0	100	57	2	26	44	28	0
Male	100	62	6	24	52	18	0	100	62	8	24	50	18	0	100	62	6	34	37	23	0
Caucasian	100	31	6	26	55	13	0	100	31	19	26	39	16	0	100	31	10	42	32	16	0
Afr Am		1							1							1					
Hispanic	100	81	2	33	48	16	0	100	81	4	25	51	21	0	100	81	2	28	43	26	0
Asian		1							1							1					
Am Indian		5							5							5					
ELL		4							4							4					
ED	100	87	1	28	51	21	0	100	87	3	21	53	23	0	100	87	1	26	43	30	0
SWD	100	22	5	5	36	55	0	100	22	0	5	50	45	0	100	22	5	0	41	55	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	99	145	6	32	47	14	1	100	145	3	22	53	21	0							
LEA Prior	100	110	14	40	35	11	0	100	110	5	32	48	15	0	100	110	6	42	44	8	0
Female	100	79	6	34	49	10	0	100	79	3	16	57	24	0							
Male	98	66	5	30	44	20	2	100	66	5	29	48	18	0							
Caucasian	100	32	6	53	25	16	0	100	32	9	22	53	16	0							
Afr Am		5							5												
Hispanic	99	97	5	30	53	11	1	100	97	1	25	52	23	0							
Asian		2							2												
Am Indian		9							9												
ELL		1							1												
ED	100	105	4	30	50	16	0	100	105	3	17	56	24	0							
SWD	95	22	14	5	14	64	5	100	22	0	5	32	64	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	99	108	13	31	35	19	1	99	108	4	20	44	31	1							
LEA Prior	100	115	3	30	48	19	0	100	115	1	5	71	23	0	100	115	0	34	52	14	0
Female	100	51	14	27	41	18	0	100	51	4	18	45	33	0							
Male	98	57	12	35	30	21	2	98	57	4	23	42	30	2							
Caucasian	100	20	35	30	25	10	0	100	20	15	50	20	15	0							
Afr Am		1							1												
Hispanic	99	80	8	31	40	20	1	99	80	1	11	52	34	1							
Asian		0							0						0						
Am Indian		7							7												
ELL		4							4												
ED	100	77	9	30	38	23	0	100	77	1	17	44	38	0							
SWD	95	22	14	5	14	64	5	95	22	5	9	18	64	5							

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	99	108	2	35	43	19	1	99	108	0	28	33	38	1	99	108	5	28	34	32	1
LEA Prior	100	127	2	31	49	18	0	100	127	4	21	53	22	0	100	128	2	27	53	17	0
Female	98	63	3	30	44	21	2	98	63	0	25	30	43	2	98	63	5	22	32	40	2
Male	100	45	0	42	40	18	0	100	45	0	31	38	31	0	100	45	4	36	38	22	0
Caucasian	100	17	6	53	29	12	0	100	17	0	41	18	41	0	100	17	24	24	41	12	0
Afr Am		2							2							2					
Hispanic	99	87	1	32	46	20	1	99	87	0	24	38	37	1	99	87	1	28	34	36	1
Asian		0							0							0					
Am Indian		2							2							2					
ELL		3							3							3					
ED	99	81	2	25	48	23	1	99	81	0	23	32	43	1	99	81	5	23	32	38	1
SWD	94	17	0	6	35	53	6	94	17	0	6	18	71	6	94	17	0	6	29	59	6

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	131	5	37	27	32	0	100	131	3	26	47	24	0							
LEA Prior	100	129	4	34	42	20	0	100	129	4	16	64	17	0	99	129	0	20	49	30	1
Female	100	63	3	40	21	37	0	100	63	3	25	43	29	0							
Male	100	68	6	34	32	28	0	100	68	3	26	51	19	0							
Caucasian	100	18	11	72	17	0	0	100	18	11	44	39	6	0							
Afr Am		2							2												
Hispanic	100	101	3	34	29	35	0	100	101	1	25	50	25	0							
Asian		5							5												
Am Indian		5							5												
ELL		6							6												
ED	100	84	4	30	32	35	0	100	84	2	18	57	23	0							
SWD	100	18	0	6	11	83	0	100	18	0	0	17	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 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	107	6	22	48	24	0	99	107	5	26	50	18	1	100	107	5	34	37	24	0
LEA Prior	100	125	2	40	46	12	0	100	126	2	20	37	41	0	100	124	1	18	69	13	0
Female	100	51	6	25	39	29	0	98	51	2	27	47	22	2	100	51	2	27	41	29	0
Male	100	56	5	20	55	20	0	100	56	7	25	54	14	0	100	56	7	39	34	20	0
Caucasian	100	28	7	39	32	21	0	100	28	4	36	50	11	0	100	28	11	43	29	18	0
Afr Am		3							3							3					
Hispanic	100	67	4	18	58	19	0	98	67	6	24	49	19	1	100	67	3	31	43	22	0
Asian		1							1							1					
Am Indian		8							8							8					
ELL		0							0							0					
ED	100	43	0	16	53	30	0	100	43	0	23	49	28	0	100	43	5	23	42	30	0
SWD	100	17	0	0	47	53	0	100	17	0	18	53	29	0	100	17	0	24	35	41	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	174	76	92	71	82	80	41	92	4		118	73	2		9		7		28	81	83	70
Socorro High	174	76	92	71	82	80	41	92	4		118	73	2		9		7		28	81	83	70

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	160	80	68	87	92	75	30	84	3		115	78	8		4		7		48	75	69	78
Socorro High	160	80	68	87	92	75	30	84	3		115	78	8		4		7		48	75	69	78

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			28	16	10	6		
Socorro High			28	16	10	6		

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	0.2
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	1.3
Midway Elementary	0	0.0
Parkview Elementary	0	3.8
R Sarracino Middle	0	0.0
San Antonio Elementary	0	0.0
Socorro High	0	0.0
Zimmerly 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	143	68	29
Midway Elementary	7	86	14
Parkview Elementary	36	72	28
R Sarracino Middle	29	62	31
San Antonio Elementary	5	40	60
Socorro High	36	69	28
Zimmerly Elementary	13	62	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	227	30.0	59.0	4.8	1.3	4.4	0.4
2 LEA	228	31.1	57.0	5.7	3.1	3.1	0.0
3 LEA	226	26.5	56.2	7.5	3.1	4.9	1.8
4 LEA	226	30.5	57.1	5.8	1.8	1.8	3.1
5 LEA	224	23.7	54.0	8.0	1.3	10.3	2.7
6 LEA	226	23.0	54.9	10.2	4.4	4.9	2.7
7 LEA	224	18.3	52.2	12.5	4.0	8.9	4.0
8 LEA	226	38.9	49.6	7.1	2.2	0.9	1.3
9 LEA	225	26.7	56.0	7.1	2.2	7.1	0.9
10 LEA	225	35.1	56.4	4.4	1.8	0.9	1.3
1 Midway Elementary	37	40.5	56.8	0.0	0.0	2.7	0.0

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- 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	Midway Elementary	37	62.2	37.8	0.0	0.0	0.0	0.0
3	Midway Elementary	37	48.6	51.4	0.0	0.0	0.0	0.0
4	Midway Elementary	37	45.9	51.4	0.0	0.0	2.7	0.0
5	Midway Elementary	37	45.9	40.5	0.0	0.0	10.8	2.7
6	Midway Elementary	37	45.9	51.4	0.0	0.0	2.7	0.0
7	Midway Elementary	37	27.0	40.5	16.2	0.0	10.8	5.4
8	Midway Elementary	37	54.1	40.5	5.4	0.0	0.0	0.0
9	Midway Elementary	37	40.5	48.6	5.4	0.0	2.7	2.7
10	Midway Elementary	37	37.8	59.5	2.7	0.0	0.0	0.0
1	Parkview Elementary	91	26.4	67.0	2.2	0.0	4.4	0.0
2	Parkview Elementary	92	25.0	65.2	3.3	0.0	6.5	0.0
3	Parkview Elementary	92	23.9	59.8	8.7	2.2	4.3	1.1
4	Parkview Elementary	91	29.7	63.7	4.4	0.0	0.0	2.2
5	Parkview Elementary	90	17.8	68.9	1.1	0.0	10.0	2.2
6	Parkview Elementary	92	20.7	58.7	8.7	2.2	5.4	4.3
7	Parkview Elementary	91	20.9	60.4	5.5	2.2	7.7	3.3
8	Parkview Elementary	91	42.9	45.1	7.7	2.2	1.1	1.1
9	Parkview Elementary	92	25.0	63.0	6.5	1.1	4.3	0.0
10	Parkview Elementary	92	30.4	58.7	4.3	2.2	2.2	2.2
1	R Sarracino Middle	35	20.0	57.1	11.4	5.7	5.7	0.0
2	R Sarracino Middle	35	14.3	51.4	17.1	17.1	0.0	0.0
3	R Sarracino Middle	35	14.3	62.9	14.3	0.0	2.9	5.7
4	R Sarracino Middle	35	20.0	68.6	5.7	2.9	2.9	0.0
5	R Sarracino Middle	35	20.0	37.1	31.4	2.9	5.7	2.9
6	R Sarracino Middle	35	14.3	42.9	31.4	8.6	0.0	2.9
7	R Sarracino Middle	35	8.6	54.3	22.9	11.4	2.9	0.0
8	R Sarracino Middle	35	20.0	68.6	2.9	5.7	0.0	2.9
9	R Sarracino Middle	35	20.0	54.3	20.0	2.9	2.9	0.0
10	R Sarracino Middle	35	42.9	54.3	2.9	0.0	0.0	0.0
1	San Antonio Elementary	15	53.3	46.7	0.0	0.0	0.0	0.0
2	San Antonio Elementary	15	33.3	60.0	6.7	0.0	0.0	0.0
3	San Antonio Elementary	15	60.0	33.3	6.7	0.0	0.0	0.0
4	San Antonio Elementary	15	66.7	26.7	6.7	0.0	0.0	0.0
5	San Antonio Elementary	15	53.3	40.0	0.0	0.0	6.7	0.0
6	San Antonio Elementary	15	53.3	33.3	0.0	0.0	6.7	6.7
7	San Antonio Elementary	15	33.3	40.0	6.7	0.0	0.0	20.0

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- 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	San Antonio Elementary	15	66.7	33.3	0.0	0.0	0.0	0.0
9	San Antonio Elementary	15	46.7	40.0	0.0	0.0	13.3	0.0
10	San Antonio Elementary	15	40.0	53.3	0.0	0.0	0.0	6.7
1	Socorro High	4	0.0	25.0	50.0	0.0	0.0	25.0
2	Socorro High	4	0.0	50.0	50.0	0.0	0.0	0.0
3	Socorro High	4	0.0	0.0	25.0	75.0	0.0	0.0
4	Socorro High	4	0.0	25.0	25.0	25.0	0.0	25.0
5	Socorro High	4	0.0	25.0	50.0	25.0	0.0	0.0
6	Socorro High	4	0.0	0.0	0.0	100	0.0	0.0
7	Socorro High	4	0.0	75.0	0.0	0.0	25.0	0.0
8	Socorro High	4	0.0	0.0	50.0	25.0	25.0	0.0
9	Socorro High	4	0.0	0.0	0.0	75.0	25.0	0.0
10	Socorro High	4	75.0	0.0	0.0	25.0	0.0	0.0
1	Zimmerly Elementary	45	31.1	53.3	6.7	2.2	6.7	0.0
2	Zimmerly Elementary	45	33.3	60.0	2.2	2.2	2.2	0.0
3	Zimmerly Elementary	43	14.0	60.5	4.7	4.7	14.0	2.3
4	Zimmerly Elementary	44	18.2	52.3	11.4	4.5	4.5	9.1
5	Zimmerly Elementary	43	11.6	55.8	9.3	2.3	16.3	4.7
6	Zimmerly Elementary	43	7.0	72.1	9.3	2.3	9.3	0.0
7	Zimmerly Elementary	42	9.5	45.2	19.0	7.1	16.7	2.4
8	Zimmerly Elementary	44	27.3	61.4	9.1	0.0	0.0	2.3
9	Zimmerly Elementary	42	19.0	59.5	2.4	0.0	16.7	2.4
10	Zimmerly Elementary	42	31.0	57.1	9.5	2.4	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