



AYP Summary

SOCORRO CONSOLIDATED SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	6	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	3	50

Report Contents

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Definitions and Abbreviations

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

FRL: 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%)

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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	SOCORRO CONSOLIDATED SCHOOLS		Statewide	
	Number	%	Number	%
Female	850	49.2	160,866	47.0
Male	876	50.8	169,312	49.5
Caucasian	364	21.1	95,406	27.9
African-American	39	2.3	8,670	2.5
Hispanic	1,225	71.0	185,147	54.1
Asian/Pacific Islander	19	1.1	4,506	1.3
American Indian	79	4.6	36,449	10.7
English Language Learners	10	0.6	55,866	16.3
Students with Disabilities	263	15.2	45,346	13.3
Free/Reduced Lunch Program	950	55.0	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
MIDWAY ELEMENTARY	Not Met	Progressing	PARKVIEW ELEMENTARY	Met	Progressing
R. SARRACINO MIDDLE	Not Met	R-1	SAN ANTONIO ELEM	Met	Progressing
SOCORRO HIGH	Not Met	R-2	ZIMMERLY ELEMENTARY	Not Met	R-1

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	46.0	56.0	<>	45.6	<>	22.7	39.8	38.1	17.2
Districtwide-Grades 6-8	Reading Proficiency	57	35.5	57.4	<>	31.2	<>	13.6	27.9	<>	15.3
Districtwide-Grade 11	Reading Proficiency	60	39.2	62.2	<>	29.8	<>	<>	30.2	<>	8.3
MIDWAY ELEMENTARY	Reading Proficiency	63	31.9	<>	<>	26.7	<>	<>	24.3	<>	<>
PARKVIEW ELEMENTARY	Reading Proficiency	63	62.4	61.9	<>	67.6	<>	30.0	62.2	<>	33.3
R. SARRACINO MIDDLE	Reading Proficiency	57	35.4	57.4	<>	31.1	<>	9.1	27.9	<>	15.0
SAN ANTONIO ELEM	Reading Proficiency	63	17.4	<>	<>	<>	<>	<>	16.7	<>	<>
SOCORRO HIGH	Reading Proficiency	60	39.8	62.2	<>	30.5	<>	<>	30.2	<>	9.1
ZIMMERLY ELEMENTARY	Reading Proficiency	63	37.6	52.6	<>	34.4	<>	<>	29.3	<>	11.1
Districtwide-Grades 3-5	Math Proficiency	50	33.5	50.7	<>	30.5	<>	18.2	28.3	23.8	19.0
Districtwide-Grades 6-8	Math Proficiency	41	16.9	36.2	<>	12.0	<>	4.5	12.8	<>	5.1
Districtwide-Grade 11	Math Proficiency	46	33.1	59.5	<>	23.8	<>	<>	19.0	<>	8.3
MIDWAY ELEMENTARY	Math Proficiency	50	34.0	<>	<>	26.7	<>	<>	29.7	<>	<>
PARKVIEW ELEMENTARY	Math Proficiency	50	48.6	61.9	<>	50.0	<>	20.0	40.5	<>	46.7
R. SARRACINO MIDDLE	Math Proficiency	41	16.8	36.2	<>	12.0	<>	4.5	12.8	<>	5
SAN ANTONIO ELEM	Math Proficiency	50	13.0	<>	<>	<>	<>	<>	16.7	<>	<>
SOCORRO HIGH	Math Proficiency	46	33.6	59.5	<>	24.4	<>	<>	19.0	<>	9.1
ZIMMERLY ELEMENTARY	Math Proficiency	50	20.8	39.5	<>	16.6	<>	<>	16.0	<>	5.6
Districtwide-Grades 3-5	Attendance Rate	92	94.1	93.8	94.9	94.3	<>	91.8	93.7	97.0	91.6
Districtwide-Grades 6-8	Attendance Rate	92	94.1	93.8	94.9	94.3	98.0	91.8	93.7	97.0	91.6
MIDWAY ELEMENTARY	Attendance Rate	92	97.0	97.1	97.5	97.1	<>	95.4	96.8	97.9	96.6
PARKVIEW ELEMENTARY	Attendance Rate	92	95.1	96.0	94.3	95.0	<>	94.3	94.9	95.2	95.5
R. SARRACINO MIDDLE	Attendance Rate	92	94.1	93.8	94.2	94.2	97.7	92.5	93.7	97.0	91.7
SAN ANTONIO ELEM	Attendance Rate	92	93.7	93.3	91.7	94.1	<>	88.3	93.0	99.2	94.1
ZIMMERLY ELEMENTARY	Attendance Rate	92	94.6	95.6	<>	94.3	<>	95.1	94.4	96.9	94.8
All Students	Graduation Rate	52	73.7	76.1	<>	74.2	<>	<>	83.0	<>	81.2
SOCORRO HIGH	Graduation Rate	52	73.8	76.1	<>	74.4	<>	<>	83.2	<>	82.2

National Assessment of Educational Progress (NAEP) Statewide Results

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 and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0
8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0	30.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	74	8	56	27	8	100	74	0	41	55	2	100	74	5	74	20	0			
Male	98	69	2	50	30	14	98	69	4	53	40	0	98	69	7	79	11	0			
Caucasian	96	31	6	51	29	9	96	31	0	64	32	0	96	31	6	83	6	0			
Black	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Hispanic	100	94	6	59	27	6	100	94	2	48	47	1	100	94	7	76	15	0			
Asian	<>						<>						<>								
Am Ind	100	12	0	25	25	50	100	12	8	8	75	8	100	12	0	66	33	0			
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
FRL	98	99	4	53	31	10	98	99	2	41	53	2	98	99	4	74	20	0			
SWD	100	19	5	26	21	47	100	19	0	47	47	5	100	19	5	63	31	0			
Migrant	<>						<>						<>								
All 2008-09	99	143	5	53	28	11	99	143	2	47	48	1	99	143	6	76	16	0			
All 2007-08	99	108	12	47	26	12	99	108	5	30	53	9	100	108	9	73	17	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	48	2	35	43	18	100	48	4	20	58	16	100	48	0	43	47	8			
Male	95	61	9	24	29	31	98	61	4	21	52	19	98	61	0	36	54	8			
Caucasian	91	24	12	37	12	29	95	24	16	33	20	25	100	24	0	58	25	16			
Black	<>						<>						<>								
Hispanic	98	77	2	29	44	22	100	77	1	16	67	14	98	77	0	35	58	5			
Asian	<>						<>						<>								
Am Ind	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
FRL	97	85	7	21	38	30	100	85	3	18	55	22	98	85	0	32	56	9			
SWD	95	21	9	0	14	71	95	21	0	4	28	61	100	21	0	9	61	28			
Migrant	<>						<>						<>								
All 2008-09	97	109	6	29	35	25	99	109	4	21	55	18	99	109	0	39	51	8			
All 2007-08	100	112	1	33	38	25	100	112	0	25	64	8	99	112	0	42	54	1			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	97	69	8	28	50	8	97	69	1	15	53	26	97	69	1	26	56	13
Male	98	55	1	40	41	14	98	55	3	23	56	14	98	55	3	43	40	10
Caucasian	90	20	10	50	20	10	90	20	5	25	35	25	90	20	10	50	25	5
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	99	101	4	31	51	10	99	101	1	18	57	20	99	101	0	31	52	13
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	10	0	20	80	0	100	10	0	10	70	20	100	10	0	10	70	20
FRL	98	95	5	26	52	14	98	95	2	15	54	26	98	95	1	27	55	14
SWD	100	18	5	5	44	44	100	18	0	5	33	61	100	18	0	11	50	38
Migrant	<>						<>						<>					
All 2008-09	97	124	5	33	46	11	97	124	2	19	54	20	97	124	2	33	49	12
All 2007-08	100	128	6	39	43	10	100	128	5	27	50	16	99	128	6	45	46	1
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	61	3	34	45	16	100	61	1	14	59	24	100	61	1	37	50	9
Male	100	63	1	25	55	17	100	63	1	12	61	23	100	63	1	36	55	6
Caucasian	100	17	0	47	47	5	100	17	0	35	52	11	100	17	5	76	11	5
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	100	92	2	29	51	17	100	92	1	10	64	23	100	92	0	33	58	7
Asian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Am Ind	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
FRL	100	94	1	23	54	21	100	94	1	10	62	25	100	94	0	29	59	10
SWD	100	21	0	9	23	66	100	21	0	4	23	71	100	21	0	9	61	28
Migrant	<>						<>						<>					
All 2008-09	100	124	2	29	50	16	100	124	1	13	60	24	100	124	1	37	53	8
All 2007-08	98	126	0	25	53	19	98	126	0	8	61	28	97	125	0	29	53	14
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	98	67	2	34	44	16	100	67	4	14	46	34	100	67	1	25	53	19
Male	96	55	0	32	38	25	96	56	1	8	48	37	96	56	0	23	37	35
Caucasian	96	28	3	42	46	3	96	29	3	17	62	13	96	29	3	37	44	10
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Hispanic	97	76	0	32	43	21	98	76	2	10	44	40	98	76	0	19	52	26
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	100	12	0	16	25	58	100	12	0	8	25	66	100	12	0	16	16	66
ELL	<>	2	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	97	94	1	26	45	24	98	94	2	9	46	40	98	94	1	19	50	28
SWD	96	25	0	12	36	48	96	25	0	0	32	64	96	25	0	8	32	56
Migrant	<>						<>						<>					
All 2008-09	97	122	1	33	41	20	98	123	3	12	47	35	98	123	0	24	46	26
All 2007-08	99	115	3	34	40	20	100	115	3	11	42	42	100	115	2	20	46	30
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	98	53	7	37	45	7	98	53	5	16	52	22	98	53	1	11	71	13
Male	100	56	0	33	42	23	100	56	7	10	64	17	100	56	0	17	48	33
Caucasian	100	23	4	73	21	0	100	23	26	30	34	8	100	23	0	52	43	4
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	98	82	3	25	48	20	98	82	1	9	65	21	98	82	1	4	64	28
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	70	4	28	51	15	100	70	4	11	62	21	100	70	1	7	65	25
SWD	100	13	15	15	15	53	100	13	7	7	38	46	100	13	7	15	15	61
Migrant	<>						<>						<>					
All 2008-09	99	109	3	35	44	15	99	109	6	13	58	20	99	109	0	14	59	23
All 2007-08	100	129	0	44	40	15	100	129	0	19	50	29	100	129	0	25	48	26
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	98	65	3	36	33	24	98	65	6	16	35	40	98	65	1	20	64	12	
Male	100	65	1	36	40	21	100	65	12	30	27	29	100	65	4	32	55	7	
Caucasian	100	37	5	56	18	18	100	37	24	35	16	24	100	37	10	43	40	5	
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Hispanic	98	84	1	28	44	25	98	84	3	20	35	39	98	84	0	20	66	11	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
ELL	<>						<>						<>						
FRL	98	63	0	30	39	28	98	63	1	17	31	47	98	63	0	12	73	12	
SWD	100	12	0	8	33	58	100	12	0	8	25	66	100	12	0	0	75	25	
Migrant	<>						<>						<>						
All 2008-09	99	130	2	36	36	23	99	130	9	23	31	34	99	130	3	26	60	10	
All 2007-08	99	129	8	32	41	17	99	129	10	22	34	31	99	129	0	31	59	8	
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7	
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	7,273,020	58
Instructional Support Services	5,247,287	42
Students	1,760,573	14
Instruction	311,577	2
General Administration	453,215	4
School Administration	876,944	7
Central Services	253,956	2
Operations & Maintenance	1,584,894	13
Student Transportation	0	0
Other	6,128	<1
Non-Instructional Support	18,002	<1
Food Services	18,002	<1
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	12,538,309	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Ann Shiells	14
Dr. Robert Markwell	6
James Chavez	0
Pauline Jaramillo	22
Tommy Gonzales	1

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	5.94%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	127	67.7	28.3	3.9
MIDWAY ELEMENTARY	7	71.4	28.6	0.0
PARKVIEW ELEMENTARY	37	67.6	32.4	0.0
R. SARRACINO MIDDLE	28	71.4	21.4	1.5
SAN ANTONIO ELEM	5	60.0	40.0	0.0
SOCORRO HIGH	38	68.4	26.3	5.9
ZIMMERLY ELEMENTARY	12	58.3	33.3	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	252	1	42.1	46.4	4.4	1.6	1.2	4.4
Districtwide	252	2	35.3	56.3	3.2	1.6	2.8	0.8
Districtwide	252	3	27.8	58.3	5.2	2	4.4	2.4
Districtwide	252	4	29	57.5	5.9	1.2	1.6	4.8
Districtwide	252	5	22.2	63.9	2	1.6	7.1	3.2
Districtwide	252	6	25.8	50.8	9.9	4.8	6.3	2.4
Districtwide	252	7	16.3	53.6	11.9	3.2	8.3	6.7
Districtwide	252	8	41.3	48.8	3.6	2.4	1.6	2.4
Districtwide	252	9	25.8	61.1	2	2.8	5.2	3.2
Districtwide	252	10	36.5	50.8	5.2	2	1.2	4.4
MIDWAY ELEMENTARY	1	1	0	100	0	0	0	0
MIDWAY ELEMENTARY	1	2	0	0	100	0	0	0
MIDWAY ELEMENTARY	1	3	100	0	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
MIDWAY ELEMENTARY	1	4	100	0	0	0	0	0
MIDWAY ELEMENTARY	1	5	0	0	100	0	0	0
MIDWAY ELEMENTARY	1	6	0	100	0	0	0	0
MIDWAY ELEMENTARY	1	7	0	0	0	0	0	100
MIDWAY ELEMENTARY	1	8	100	0	0	0	0	0
MIDWAY ELEMENTARY	1	9	100	0	0	0	0	0
MIDWAY ELEMENTARY	1	10	0	0	0	0	0	100
PARKVIEW ELEMENTARY	122	1	61.5	28.7	4.9	0.8	0	4.1
PARKVIEW ELEMENTARY	122	2	32.8	60.7	2.5	0.8	2.5	0.8
PARKVIEW ELEMENTARY	122	3	24.6	63.9	3.3	1.6	5.7	0.8
PARKVIEW ELEMENTARY	122	4	34.4	56.5	4.1	0	0	4.9
PARKVIEW ELEMENTARY	122	5	19.7	72.9	0	0	4.1	3.3
PARKVIEW ELEMENTARY	122	6	26.2	54.9	8.2	3.3	5.7	1.6
PARKVIEW ELEMENTARY	122	7	14.8	53.3	10.6	1.6	12.3	7.4
PARKVIEW ELEMENTARY	122	8	47.5	50	0	0.8	0.8	0.8
PARKVIEW ELEMENTARY	122	9	27	60.7	1.6	2.5	4.1	4.1
PARKVIEW ELEMENTARY	122	10	36.9	53.3	2.5	1.6	2.5	3.3
R. SARRACINO MIDDLE	33	1	18.2	66.7	3	3	6.1	3
R. SARRACINO MIDDLE	33	2	24.2	66.7	0	6.1	3	0
R. SARRACINO MIDDLE	33	3	12.1	66.7	12.1	3	3	3
R. SARRACINO MIDDLE	33	4	15.1	66.7	6.1	3	3	6.1
R. SARRACINO MIDDLE	33	5	27.3	54.5	6.1	3	9.1	0
R. SARRACINO MIDDLE	33	6	18.2	45.5	21.2	3	12.1	0
R. SARRACINO MIDDLE	33	7	15.1	51.5	15.1	9.1	9.1	0
R. SARRACINO MIDDLE	33	8	24.2	39.4	24.2	3	9.1	0
R. SARRACINO MIDDLE	33	9	12.1	72.7	3	3	9.1	0
R. SARRACINO MIDDLE	33	10	39.4	42.4	3	6.1	0	9.1
SAN ANTONIO ELEM	19	1	36.8	63.2	0	0	0	0
SAN ANTONIO ELEM	19	2	26.3	57.9	15.8	0	0	0
SAN ANTONIO ELEM	19	3	42.1	42.1	0	0	10.5	5.3
SAN ANTONIO ELEM	19	4	36.8	57.9	0	0	5.3	0
SAN ANTONIO ELEM	19	5	26.3	73.7	0	0	0	0
SAN ANTONIO ELEM	19	6	26.3	57.9	0	10.5	5.3	0
SAN ANTONIO ELEM	19	7	36.8	52.6	5.3	0	5.3	0
SAN ANTONIO ELEM	19	8	36.8	63.2	0	0	0	0
SAN ANTONIO ELEM	19	9	31.6	52.6	5.3	0	5.3	5.3
SAN ANTONIO ELEM	19	10	36.8	57.9	5.3	0	0	0
SOCORRO HIGH	***	1						
ZIMMERLY ELEMENTARY	77	1	23.4	61	5.2	2.6	1.3	6.5
ZIMMERLY ELEMENTARY	77	2	46.8	45.5	1.3	1.3	3.9	1.3
ZIMMERLY ELEMENTARY	77	3	35.1	50.6	6.5	2.6	1.3	3.9
ZIMMERLY ELEMENTARY	77	4	23.4	55.8	10.4	2.6	2.6	5.2
ZIMMERLY ELEMENTARY	77	5	23.4	51.9	2.6	3.9	13	5.2
ZIMMERLY ELEMENTARY	77	6	28.6	44.2	10.4	6.5	5.2	5.2
ZIMMERLY ELEMENTARY	77	7	14.3	55.8	14.3	3.9	2.6	9.1
ZIMMERLY ELEMENTARY	77	8	39	48	1.3	5.2	0	6.5

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
ZIMMERLY ELEMENTARY	77	9	27.3	59.7	1.3	3.9	5.2	2.6
ZIMMERLY ELEMENTARY	77	10	35.1	49.3	10.4	1.3	0	3.9
(blank) = No data available								