



**AYP Summary**

ESTANCIA MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	6	100
Schools in Improvement	1	16
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**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).

<b>Student Demographics</b>				
	ESTANCIA MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	447	46.6	160,866	47.0
Male	512	53.4	169,312	49.5
Caucasian	429	44.7	95,406	27.9
African-American	14	1.5	8,670	2.5
Hispanic	497	51.8	185,147	54.1
Asian/Pacific Islander	5	0.5	4,506	1.3
American Indian	14	1.5	36,449	10.7
English Language Learners	59	6.2	55,866	16.3
Students with Disabilities	131	13.7	45,346	13.3
Free/Reduced Lunch Program	730	76.1	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
ESTANCIA ELEM (NEW)	Met	Progressing	ESTANCIA ELEMENTARY	Met	Progressing
ESTANCIA HIGH	Not Met	SI-1	ESTANCIA MIDDLE	Not Met	Progressing
ESTANCIA VALLEY LEARNING	Not Met	Progressing	VAN STONE ELEMENTARY	Met	Progressing

## 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	68.5	72.9	<>	65.0	<>	<>	69.0	61.7	65.5
Districtwide-Grades 6-8	Reading Proficiency	57	46.6	50.7	<>	43.8	<>	<>	41.3	21.7	13.6
Districtwide-Grade 11	Reading Proficiency	60	50.8	64.3	<>	37.0	<>	<>	44.7	<>	<>
ESTANCIA ELEM (NEW)	Reading Proficiency	59	59.8	65.6	<>	55.6	<>	<>	60.2	54.7	31.7
ESTANCIA HIGH	Reading Proficiency	60	51.9	69.6	<>	36.0	<>	<>	47.1	<>	<>
ESTANCIA MIDDLE	Reading Proficiency	60	53.1	54.2	<>	52.5	<>	<>	45.7	5.9	<>
ESTANCIA VALLEY LEARNIN	Reading Proficiency	60	<>	<>	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	53.9	65.7	<>	46.0	<>	<>	54.6	51.1	51.7
Districtwide-Grades 6-8	Math Proficiency	41	30.7	35.2	<>	27.1	<>	<>	25.2	8.7	4.5
Districtwide-Grade 11	Math Proficiency	46	25.4	39.3	<>	14.8	<>	<>	23.7	<>	<>
ESTANCIA ELEM (NEW)	Math Proficiency	47	44.4	52.7	<>	38.5	<>	<>	44.9	45.3	26.8
ESTANCIA HIGH	Math Proficiency	46	28.8	47.8	<>	16.0	<>	<>	26.5	<>	<>
ESTANCIA MIDDLE	Math Proficiency	41	38.1	45.8	<>	32.8	<>	<>	30.9	0	<>
ESTANCIA VALLEY LEARNIN	Math Proficiency	46	<>	<>	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	98.4	98.6	99.7	98.7	100	94.1	98.4	98.4	98.7
Districtwide-Grades 6-8	Attendance Rate	92	98.4	98.6	99.7	98.7	<>	94.1	98.4	98.4	98.7
ESTANCIA ELEM (NEW)	Attendance Rate	92	99.0	99.1	99.9	98.9	100	99.7	99.0	99.1	99.4
ESTANCIA MIDDLE	Attendance Rate	92	98.1	98.3	<>	98.5	<>	91.7	98.0	98.3	98.4
All Students	Graduation Rate	52	74.9	76.8	<>	74.4	<>	<>	84.6	81.7	77.4
ESTANCIA HIGH	Graduation Rate	52	79.0	80.9	<>	78.7	<>	<>	87.5	83.7	78.8
ESTANCIA VALLEY LEARNIN	Graduation Rate	52	52.3	58.9	<>	41.9	<>	<>	52.8	<>	<>

## 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
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	31	3	77	19	0	100	31	16	48	35	0	100	31	9	90	0	0			
Male	100	28	7	67	25	0	100	28	14	64	21	0	100	28	28	67	3	0			
Caucasian	100	23	0	82	17	0	100	23	17	60	21	0	100	23	21	73	4	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	34	8	70	20	0	100	34	14	52	32	0	100	34	17	82	0	0			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	100	23	0	73	26	0	100	23	8	60	30	0	100	23	8	91	0	0			
FRL	100	57	5	73	21	0	100	57	15	56	28	0	100	57	17	82	0	0			
SWD	100	14	14	57	28	0	100	14	7	64	28	0	100	14	14	85	0	0			
Migrant	<>						<>						<>								
All 2008-09	100	59	5	72	22	0	100	59	15	55	28	0	100	59	18	79	1	0			
All 2007-08	100	53	16	62	18	1	100	53	11	58	28	1	100	53	24	73	1	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	22	31	31	27	9	100	22	9	50	40	0	100	22	4	81	13	0			
Male	100	29	6	51	37	3	100	29	3	48	44	3	100	29	3	75	20	0			
Caucasian	100	17	29	41	29	0	100	17	5	70	23	0	100	17	5	94	0	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	32	12	40	37	9	100	32	6	37	53	3	100	32	3	71	25	0			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	100	12	8	58	25	8	100	12	0	41	58	0	100	12	0	83	16	0			
FRL	100	51	17	43	33	5	100	51	5	49	43	1	100	51	3	78	17	0			
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	51	17	43	33	5	100	51	5	49	43	1	100	51	3	78	17	0			
All 2007-08	98	72	4	55	38	0	98	72	2	31	62	1	95	72	2	61	31	0			
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	100	31	6	67	25	0	100	31	3	45	51	0	100	31	3	48	48	0	
Male	100	37	2	56	40	0	100	37	2	27	70	0	100	37	2	75	21	0	
Caucasian	100	30	3	63	33	0	100	30	3	46	50	0	100	30	6	66	26	0	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	100	34	5	55	38	0	100	34	2	23	73	0	100	34	0	55	44	0	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	12	0	33	66	0	100	12	0	25	75	0	100	12	0	41	58	0	
FRL	100	66	4	62	33	0	100	66	3	36	60	0	100	66	3	63	33	0	
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	68	4	61	33	0	100	68	2	35	61	0	100	68	2	63	33	0	
All 2007-08	100	64	6	46	42	4	100	64	6	21	60	10	100	64	3	54	42	0	
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	20	0	45	55	0	100	20	0	15	80	5	100	20	5	40	55	0	
Male	100	43	0	30	55	13	100	43	2	16	65	16	100	43	0	30	62	6	
Caucasian	100	23	0	43	56	0	100	23	4	8	78	8	100	23	4	39	56	0	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	35	0	28	60	11	100	35	0	17	68	14	100	35	0	28	65	5	
Asian	<>						<>						<>						
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
FRL	100	62	0	35	54	9	100	62	1	16	69	12	100	62	1	33	59	4	
SWD	100	12	0	25	50	25	100	12	0	8	58	33	100	12	0	25	75	0	
Migrant	<>						<>						<>						
All 2008-09	100	63	0	34	55	9	100	63	1	15	69	12	100	63	1	33	60	4	
All 2007-08	100	69	2	34	60	1	100	69	0	21	66	11	100	69	1	33	62	2	
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	100	30	6	33	50	10	100	30	0	20	70	10	100	30	0	23	66	10	
Male	100	34	2	35	52	8	100	34	0	29	50	20	100	34	0	32	61	5	
Caucasian	100	23	13	30	47	8	100	23	0	39	39	21	100	23	0	34	60	4	
Black	<>						<>						<>						
Hispanic	100	38	0	36	52	10	100	38	0	18	71	10	100	38	0	26	63	10	
Asian	<>						<>						<>						
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
ELL	100	12	0	8	75	16	100	12	0	0	1	99	100	12	0	8	83	8	
FRL	100	47	2	29	57	10	100	47	0	21	63	14	100	47	0	23	68	8	
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	64	4	34	51	9	100	64	0	25	59	15	100	64	0	28	64	7	
All 2007-08	100	56	7	50	39	3	100	56	5	41	46	7	100	56	3	37	55	3	
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	100	20	5	60	35	0	100	20	10	40	50	0	100	20	0	40	55	5	
Male	100	29	10	65	17	6	100	29	6	51	37	3	100	29	0	41	55	3	
Caucasian	100	25	8	56	28	8	100	25	8	44	44	4	100	25	0	44	52	4	
Black	<>						<>						<>						
Hispanic	100	23	4	73	21	0	100	23	8	47	43	0	100	23	0	34	60	4	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
FRL	100	34	2	61	29	5	100	34	0	44	52	2	100	34	0	29	64	5	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	49	8	63	24	4	100	49	8	46	42	2	100	49	0	40	55	4	
All 2007-08	98	69	4	63	24	5	98	69	4	24	60	8	98	69	0	28	65	4	
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	93	31	6	41	45	0	93	31	3	22	51	16	93	31	0	38	54	0
Male	96	28	3	50	35	7	92	28	3	21	28	39	96	28	0	32	60	3
Caucasian	96	28	10	53	32	0	92	28	7	32	42	10	96	28	0	53	42	0
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	96	27	0	37	51	7	96	27	0	14	37	44	96	27	0	18	74	3
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
FRL	92	38	5	39	44	2	89	38	0	23	39	26	92	38	0	31	60	0
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	94	59	5	45	40	3	93	59	3	22	40	27	94	59	0	35	57	1
All 2007-08	91	102	1	32	49	7	90	102	1	21	36	30	90	101	0	26	51	11
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	%
<b>Direct Instruction</b>	<b>4,981,908</b>	<b>57</b>
<b>Instructional Support Services</b>	<b>3,644,699</b>	<b>42</b>
Students	788,141	9
Instruction	240,609	3
General Administration	278,630	3
School Administration	554,106	6
Central Services	259,450	3
Operations & Maintenance	1,508,648	17
Student Transportation	10,000	<1
Other	5,115	<1
<b>Non-Instructional Support</b>	<b>45,254</b>	<b>1</b>
Food Services	45,254	1
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>8,671,861</b>	

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
Jerry Sanchez	8
Jesse Sedillo	16
Kenneth Lujan	7
Matthew Gutierrez	8
Randol Riley	14

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%	0.00%

	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	74	52.7	45.9	4.5
ESTANCIA ELEM (NEW)	24	33.3	62.5	0.0
ESTANCIA ELEMENTARY	14	50.0	50.0	0.0
ESTANCIA HIGH	29	69.0	31.0	7.7
ESTANCIA MIDDLE	22	68.2	31.8	5.9
ESTANCIA VALLEY LEARNING	4	50.0	50.0	0.0
VAN STONE ELEMENTARY	8	62.5	37.5	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	233	1	36.9	56.7	2.6	1.3	2.1	0.4
Districtwide	233	2	33.9	53.2	6.4	1.7	3.4	1.3
Districtwide	233	3	39.9	53.2	5.2	0.4	1.3	0
Districtwide	233	4	44.2	46.8	6.9	0.4	0.4	1.3
Districtwide	233	5	36.9	52.4	3.9	0.9	4.3	1.7
Districtwide	233	6	34.3	54.1	7.7	1.3	1.3	1.3
Districtwide	233	7	27.9	50.6	12.4	1.7	4.3	3
Districtwide	233	8	47.2	45.5	5.2	1.7	0	0.4
Districtwide	233	9	38.2	51.9	5.6	0.9	3	0.4
Districtwide	233	10	36.9	54.5	5.6	1.3	0	1.7
ESTANCIA ELEM (NEW)	66	1	39.4	51.5	4.5	0	3	1.5
ESTANCIA ELEM (NEW)	66	2	37.9	57.6	3	1.5	0	0
ESTANCIA ELEM (NEW)	66	3	28.8	65.2	4.5	0	1.5	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
ESTANCIA ELEM (NEW)	66	4	45.5	48.5	3	0	0	3
ESTANCIA ELEM (NEW)	66	5	31.8	57.6	6.1	0	4.5	0
ESTANCIA ELEM (NEW)	66	6	28.8	57.6	7.6	3	1.5	1.5
ESTANCIA ELEM (NEW)	66	7	15.1	57.6	16.7	1.5	7.6	1.5
ESTANCIA ELEM (NEW)	66	8	48.5	48.5	0	1.5	0	1.5
ESTANCIA ELEM (NEW)	66	9	34.8	56.1	3	1.5	4.5	0
ESTANCIA ELEM (NEW)	66	10	33.3	57.6	6.1	3	0	0
ESTANCIA ELEMENTARY	43	1	30.2	62.8	2.3	2.3	2.3	0
ESTANCIA ELEMENTARY	43	2	34.9	58.1	2.3	2.3	2.3	0
ESTANCIA ELEMENTARY	43	3	46.5	46.5	2.3	0	4.7	0
ESTANCIA ELEMENTARY	43	4	55.8	39.5	2.3	0	2.3	0
ESTANCIA ELEMENTARY	43	5	39.5	44.2	2.3	0	9.3	4.7
ESTANCIA ELEMENTARY	43	6	34.9	58.1	2.3	0	4.7	0
ESTANCIA ELEMENTARY	43	7	16.3	51.2	13.9	7	4.7	7
ESTANCIA ELEMENTARY	43	8	67.4	30.2	2.3	0	0	0
ESTANCIA ELEMENTARY	43	9	44.2	46.5	4.7	0	4.7	0
ESTANCIA ELEMENTARY	43	10	44.2	48.8	4.7	0	0	2.3
ESTANCIA HIGH	13	1	46.2	53.8	0	0	0	0
ESTANCIA HIGH	13	2	30.8	61.5	7.7	0	0	0
ESTANCIA HIGH	13	3	30.8	38.5	30.8	0	0	0
ESTANCIA HIGH	13	4	23.1	46.2	23.1	7.7	0	0
ESTANCIA HIGH	13	5	23.1	69.2	7.7	0	0	0
ESTANCIA HIGH	13	6	23.1	53.8	23.1	0	0	0
ESTANCIA HIGH	13	7	23.1	46.2	30.8	0	0	0
ESTANCIA HIGH	13	8	23.1	53.8	15.4	7.7	0	0
ESTANCIA HIGH	13	9	30.8	46.2	15.4	7.7	0	0
ESTANCIA HIGH	13	10	30.8	53.8	7.7	7.7	0	0
ESTANCIA MIDDLE	94	1	35.1	58.5	2.1	2.1	2.1	0
ESTANCIA MIDDLE	94	2	30.9	46.8	9.6	2.1	7.4	3.2
ESTANCIA MIDDLE	94	3	46.8	47.9	4.2	1.1	0	0
ESTANCIA MIDDLE	94	4	41.5	47.9	9.6	0	0	1.1
ESTANCIA MIDDLE	94	5	42.5	48.9	2.1	2.1	2.1	2.1
ESTANCIA MIDDLE	94	6	40.4	51.1	6.4	1.1	0	1.1
ESTANCIA MIDDLE	94	7	43.6	46.8	5.3	0	3.2	1.1
ESTANCIA MIDDLE	94	8	40.4	50	7.4	2.1	0	0
ESTANCIA MIDDLE	94	9	37.2	53.2	7.4	0	1.1	1.1
ESTANCIA MIDDLE	94	10	37.2	55.3	4.2	0	0	3.2
ESTANCIA VALLEY LEARNING	10	1	60	40	0	0	0	0
ESTANCIA VALLEY LEARNING	10	2	40	50	10	0	0	0
ESTANCIA VALLEY LEARNING	10	3	40	60	0	0	0	0
ESTANCIA VALLEY LEARNING	10	4	40	50	10	0	0	0
ESTANCIA VALLEY LEARNING	10	5	30	60	10	0	0	0
ESTANCIA VALLEY LEARNING	10	6	30	40	20	0	0	10
ESTANCIA VALLEY LEARNING	10	7	20	50	20	0	0	10
ESTANCIA VALLEY LEARNING	10	8	50	30	20	0	0	0
ESTANCIA VALLEY LEARNING	10	9	70	20	0	0	10	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
ESTANCIA VALLEY LEARNING	10	10	40	40	20	0	0	0
VAN STONE ELEMENTARY	7	1	28.6	71.4	0	0	0	0
VAN STONE ELEMENTARY	7	2	28.6	57.1	14.3	0	0	0
VAN STONE ELEMENTARY	7	3	28.6	71.4	0	0	0	0
VAN STONE ELEMENTARY	7	4	42.8	57.1	0	0	0	0
VAN STONE ELEMENTARY	7	5	28.6	57.1	0	0	14.3	0
VAN STONE ELEMENTARY	7	6	28.6	57.1	14.3	0	0	0
VAN STONE ELEMENTARY	7	7	28.6	42.8	14.3	0	0	14.3
VAN STONE ELEMENTARY	7	8	42.8	57.1	0	0	0	0
VAN STONE ELEMENTARY	7	9	14.3	85.7	0	0	0	0
VAN STONE ELEMENTARY	7	10	28.6	71.4	0	0	0	0
(blank) = No data available								