



Adequate Yearly Progress (AYP) Summary

Estancia Municipal Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	6
Schools in Improvement	2
Schools in Corrective Action	1
Schools in Restructuring	0

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	875	100	334,700	100
Female	423	48	163,202	49
Male	452	52	171,498	51
Caucasian	349	40	88,508	26
Afr Am	9	< 2	7,765	2
Hispanic	495	57	198,850	59
Asian	5	< 2	4,463	< 2
Am Indian	15	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	2	< 2	253	< 2
SWD	150	17	47,480	14
ELL	47	5	53,815	16
Recently Arrived *	0	0	40	< 2
ED	644	74	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
Estancia High	Not Met	CA	Estancia Lower Elementary	Not Met	Progressing
Estancia Middle	Not Met	Progressing	Estancia Upper Elementary	Not Met	SI-1
Estancia Valley Learning	Not Met	SI-2	Van Stone Elementary	Not Met	Progressing

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	50	57		45			47	5	12
Estancia High	Reading Proficiency*	75	40	60		26			32		
Estancia Lower Elementary	Reading Proficiency*	77	57	53		56			55		
Estancia Middle	Reading Proficiency*	75	55	53		55			52		14
Estancia Upper Elementary	Reading Proficiency*	74	50	58		44			46	6	12
Estancia Valley Learning	Reading Proficiency*	75									
Van Stone Elementary	Reading Proficiency*	77	54	53		52			51		
LEA	Reading Participation	95	99	98		100			100		100
Estancia High	Reading Participation	95	97								
Estancia Lower Elementary	Reading Participation	95									
Estancia Middle	Reading Participation	95	100	100		100			100		
Estancia Upper Elementary	Reading Participation	95	100	100		100			100		100
Estancia Valley Learning	Reading Participation	95									
Van Stone Elementary	Reading Participation	95									
LEA	Math Proficiency*	66	45	55		38			40	10	15
Estancia High	Math Proficiency*	66	30	30		30			23		
Estancia Lower Elementary	Math Proficiency*	68	52	59		48			39		
Estancia Middle	Math Proficiency*	63	54	64		46			49		23
Estancia Upper Elementary	Math Proficiency*	67	44	56		36			37	6	12
Estancia Valley Learning	Math Proficiency*	66									
Van Stone Elementary	Math Proficiency*	68	50	59		45			37		
LEA	Math Participation	95	99	98		100			100		100
Estancia High	Math Participation	95	97								
Estancia Lower Elementary	Math Participation	95									
Estancia Middle	Math Participation	95	100	100		100			100		
Estancia Upper Elementary	Math Participation	95	100	100		100			100		100
Estancia Valley Learning	Math Participation	95									

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Van Stone Elementary	Math Participation	95									
Estancia Lower Elementary	Attendance Rate	92	96	96		96			96	96	95
Estancia Middle	Attendance Rate	92	95	93		96			95		93
Estancia Upper Elementary	Attendance Rate	92	98	98		98			98	>98	98
Van Stone Elementary	Attendance Rate	92	95	96		94			95	97	93
All Students in Grade 12	Graduation Rate	65	59	49		67			74	80	84
Estancia High	Graduation Rate	65	80	73		84			80	86	90
Estancia Valley Learning	Graduation Rate	65	19	16		24			48	41	63

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	45	57		37			40	7	10	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	55	58		53			53		15	
District Wide-Grades 11	Reading Proficiency*	75	36	46		24			34			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	40	49		32			32	7	10	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	51	63		44			48		21	
District Wide-Grades 11	Math Proficiency*	66	26	25		28			23			

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	4,889,243	58
Instructional Support	3,521,809	42
Students	906,116	11
Instruction	267,516	3
General Administration	271,760	3
School Administration	526,948	6
Central Services	237,950	3
Operations Maintenance	1,279,913	15
Student Transportation	10,000	<1
Other	21,606	<1
Non-Instructional Support	35,354	<1
Food Services	35,354	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	8,446,406	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Jesse Sedillo	8
Jesus Lucero	9
Kenneth Lujan	5
Matthew Gutierrez	8
Randol Riley	13

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	59	3	46	39	12	0	100	59	5	44	44	7	0							
LEA Prior	100	60	7	52	27	15	0	97	60	10	55	30	2	3	100	60	12	83	3	2	0
Female	100	23	9	52	30	9	0	100	23	13	43	35	9	0							
Male	100	36	0	42	44	14	0	100	36	0	44	50	6	0							
Caucasian	100	21	10	43	38	10	0	100	21	5	48	38	10	0							
Afr Am		0							0							0					
Hispanic	100	35	0	43	43	14	0	100	35	6	40	49	6	0							
Asian		0							0							0					
Am Indian		3							3												
ELL		2							2												
ED	100	45	0	44	40	16	0	100	45	0	38	56	7	0							
SWD		8							8												

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

Proficiencies for Subgroups - 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	65	3	35	51	11	0	100	65	2	28	40	31	0	100	65	3	38	34	25	0
LEA Prior	100	63	8	48	35	10	0	100	63	11	33	52	3	0	100	63	5	54	41	0	0
Female	100	31	6	42	42	10	0	100	31	0	35	45	19	0	100	31	3	48	26	23	0
Male	100	34	0	29	59	12	0	100	34	3	21	35	41	0	100	34	3	29	41	26	0
Caucasian	100	24	4	50	38	8	0	100	24	4	33	38	25	0	100	24	8	54	25	12	0
Afr Am		0							0							0					
Hispanic	100	39	0	28	59	13	0	100	39	0	21	44	36	0	100	39	0	26	41	33	0
Asian		2							2							2					
Am Indian		0							0							0					
ELL		7							7							7					
ED	100	48	2	29	58	10	0	100	48	2	23	40	35	0	100	48	4	31	31	33	0
SWD	100	14	0	0	64	36	0	100	14	0	0	36	64	0	100	14	0	0	50	50	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	70	6	43	43	9	0	100	70	7	34	43	16	0							
LEA Prior	100	60	8	43	45	3	0	100	60	7	42	50	2	0	100	60	3	53	43	0	0
Female	100	38	5	47	37	11	0	100	38	5	34	37	24	0							
Male	100	32	6	38	50	6	0	100	32	9	34	50	6	0							
Caucasian	100	31	6	55	32	6	0	100	31	3	52	35	10	0							
Afr Am		1							1												
Hispanic	100	37	5	35	49	11	0	100	37	11	22	46	22	0							
Asian		1							1												
Am Indian		0							0							0					
ELL		5							5												
ED	100	48	6	38	48	8	0	100	48	8	25	50	17	0							
SWD	100	19	5	11	53	32	0	100	19	11	5	47	37	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	62	8	50	34	8	0	100	62	5	48	40	6	0							
LEA Prior	100	69	4	38	57	1	0	100	69	4	20	72	3	0	100	69	3	41	54	3	0
Female	100	32	12	56	22	9	0	100	32	6	47	34	12	0							
Male	100	30	3	43	47	7	0	100	30	3	50	47	0	0							
Caucasian	100	19	16	58	26	0	0	100	19	11	68	21	0	0							
Afr Am		1							1												
Hispanic	100	40	5	48	35	12	0	100	40	2	40	50	8	0							
Asian		0							0						0						
Am Indian		2							2												
ELL		3							3												
ED	100	50	8	48	36	8	0	100	50	4	46	44	6	0							
SWD		8							8												

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

Proficiencies for Subgroups - 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	75	4	45	33	17	0	100	75	4	52	29	15	0	100	75	8	36	37	19	0
LEA Prior	100	64	2	52	38	9	0	100	64	2	38	44	17	0	100	64	2	44	48	6	0
Female	100	34	3	56	29	12	0	100	34	6	56	29	9	0	100	34	9	29	47	15	0
Male	100	41	5	37	37	22	0	100	41	2	49	29	20	0	100	41	7	41	29	22	0
Caucasian	100	33	0	48	33	18	0	100	33	6	58	30	6	0	100	33	6	52	27	15	0
Afr Am		1							1							1					
Hispanic	100	37	5	41	35	19	0	100	37	3	46	27	24	0	100	37	8	19	49	24	0
Asian		2							2						2						
Am Indian		2							2						2						
ELL		1							1						1						
ED	100	59	3	44	34	19	0	100	59	2	53	27	19	0	100	59	7	32	41	20	0
SWD	100	13	0	23	31	46	0	100	13	0	23	31	46	0	100	13	0	31	23	46	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	100	65	3	57	23	17	0	100	65	0	45	37	18	0							
LEA Prior	100	66	6	59	29	6	0	100	66	6	29	62	3	0	100	66	2	24	70	5	0
Female	100	23	4	65	17	13	0	100	23	0	43	43	13	0							
Male	100	42	2	52	26	19	0	100	42	0	45	33	21	0							
Caucasian	100	19	5	53	26	16	0	100	19	0	47	37	16	0							
Afr Am		2							2												
Hispanic	100	41	2	59	20	20	0	100	41	0	41	37	22	0							
Asian		0							0						0						
Am Indian		3							3												
ELL		3							3												
ED	100	57	4	53	26	18	0	100	57	0	40	40	19	0							
SWD	100	13	0	0	38	62	0	100	13	0	15	15	69	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	96	58	7	29	48	12	3	96	58	3	22	60	10	3	96	58	5	31	43	17	3
LEA Prior	100	71	1	39	44	15	0	98	71	1	23	45	30	1	98	71	0	25	58	15	1
Female	96	24	12	29	50	4	4	96	24	4	21	62	8	4	96	24	4	25	54	12	4
Male	97	34	3	29	47	18	3	97	34	3	24	59	12	3	97	34	6	35	35	21	3
Caucasian	93	28	11	36	32	14	7	93	28	7	18	57	11	7	93	28	11	18	54	11	7
Afr Am		1							1							1					
Hispanic	100	29	3	21	66	10	0	100	29	0	28	62	10	0	100	29	0	45	31	24	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		1							1						1						
ED	100	35	0	34	57	9	0	100	35	0	23	71	6	0	100	35	3	29	49	20	0
SWD		5							5						5						

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	146	59	77	59	69	59	75	49	2		67	67			2		39	80	32	84	63	74
Estancia High	85	80	45	83	40	77	36	73	2		45	84			2		34	86	24	90	49	80
Estancia Valley Learning	76	19	42	18	34	21	45	16			30	24			1		10	41	11	63	24	48

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	162	73	72	77	90	69	82	73	4		74	71			2		40	81	26	62	81	65
Estancia High	122	77	54	83	68	73	57	75	4		60	78			1		30	86	21	75	69	71
Estancia Valley Learning	61	53	27	54	34	52	35	63			25	40			1		13	58	10	0	25	18

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			60	41				
Estancia High			19	22				
Estancia Valley Learning			48	63				

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	2.8
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
Estancia High	0	6.4
Estancia Lower Elementary	0	0.0
Estancia Middle	0	0.0
Estancia Upper Elementary	0	0.0
Estancia Valley Learning	0	0.0
Van Stone 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	66	52	46
Estancia High	21	67	29
Estancia Lower Elementary	15	53	47
Estancia Middle	18	61	39
Estancia Upper Elementary	24	33	62
Estancia Valley Learning	3	67	33
Van Stone Elementary	7	57	43

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	305	40.3	55.7	2.0	1.0	0.7	0.3
2 LEA	305	34.1	52.5	10.5	1.3	1.0	0.7
3 LEA	305	39.0	52.5	4.9	1.0	1.6	1.0
4 LEA	305	37.4	47.5	11.1	1.3	0.7	2.0
5 LEA	305	31.5	52.1	8.2	0.7	6.2	1.3
6 LEA	305	30.2	56.1	7.5	2.0	2.6	1.6
7 LEA	305	24.9	48.9	14.8	3.3	5.6	2.6
8 LEA	305	44.9	44.9	7.9	1.0	1.0	0.3
9 LEA	305	35.1	52.5	8.5	1.0	2.3	0.7
10 LEA	305	44.3	48.2	4.9	1.0	1.0	0.7
1 Estancia High	12	16.7	75.0	0.0	0.0	8.3	0.0

Questions:

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- 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	Estancia High	12	8.3	83.3	8.3	0.0	0.0	0.0
3	Estancia High	12	16.7	50.0	16.7	16.7	0.0	0.0
4	Estancia High	12	8.3	50.0	16.7	16.7	0.0	8.3
5	Estancia High	12	16.7	75.0	0.0	0.0	0.0	8.3
6	Estancia High	12	8.3	41.7	25.0	16.7	0.0	8.3
7	Estancia High	12	8.3	58.3	0.0	25.0	8.3	0.0
8	Estancia High	12	16.7	50.0	16.7	8.3	0.0	8.3
9	Estancia High	12	16.7	33.3	33.3	8.3	8.3	0.0
10	Estancia High	12	25.0	50.0	25.0	0.0	0.0	0.0
1	Estancia Lower Elementary	63	50.8	44.4	3.2	0.0	1.6	0.0
2	Estancia Lower Elementary	63	39.7	39.7	14.3	3.2	1.6	1.6
3	Estancia Lower Elementary	63	44.4	52.4	0.0	0.0	1.6	1.6
4	Estancia Lower Elementary	63	57.1	39.7	3.2	0.0	0.0	0.0
5	Estancia Lower Elementary	63	33.3	57.1	3.2	1.6	3.2	1.6
6	Estancia Lower Elementary	63	39.7	54.0	1.6	0.0	3.2	1.6
7	Estancia Lower Elementary	63	30.2	49.2	12.7	0.0	4.8	3.2
8	Estancia Lower Elementary	63	71.4	27.0	0.0	0.0	1.6	0.0
9	Estancia Lower Elementary	63	42.9	50.8	3.2	0.0	3.2	0.0
10	Estancia Lower Elementary	63	54.0	44.4	0.0	0.0	1.6	0.0
1	Estancia Middle	7	28.6	71.4	0.0	0.0	0.0	0.0
2	Estancia Middle	7	28.6	57.1	14.3	0.0	0.0	0.0
3	Estancia Middle	7	28.6	57.1	14.3	0.0	0.0	0.0
4	Estancia Middle	7	14.3	71.4	0.0	14.3	0.0	0.0
5	Estancia Middle	7	14.3	85.7	0.0	0.0	0.0	0.0
6	Estancia Middle	7	14.3	71.4	14.3	0.0	0.0	0.0
7	Estancia Middle	7	14.3	85.7	0.0	0.0	0.0	0.0
8	Estancia Middle	7	14.3	71.4	0.0	14.3	0.0	0.0
9	Estancia Middle	7	14.3	42.9	42.9	0.0	0.0	0.0
10	Estancia Middle	7	14.3	57.1	28.6	0.0	0.0	0.0
1	Estancia Upper Elementary	175	37.1	58.9	1.7	1.7	0.0	0.6
2	Estancia Upper Elementary	175	34.3	56.6	8.0	0.0	0.6	0.6
3	Estancia Upper Elementary	175	40.0	50.3	6.3	0.0	2.3	1.1
4	Estancia Upper Elementary	175	33.7	49.1	14.9	0.0	0.6	1.7
5	Estancia Upper Elementary	175	30.9	49.7	10.3	0.6	7.4	1.1
6	Estancia Upper Elementary	175	29.1	57.1	8.6	1.1	2.3	1.7
7	Estancia Upper Elementary	175	26.3	47.4	14.9	1.7	6.9	2.9

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	Estancia Upper Elementary	175	40.0	48.6	10.9	0.0	0.6	0.0
9	Estancia Upper Elementary	175	32.6	55.4	8.0	0.6	2.3	1.1
10	Estancia Upper Elementary	175	44.0	48.6	4.6	1.1	1.1	0.6
1	Estancia Valley Learning	21	52.4	47.6	0.0	0.0	0.0	0.0
2	Estancia Valley Learning	21	33.3	47.6	14.3	4.8	0.0	0.0
3	Estancia Valley Learning	21	38.1	57.1	4.8	0.0	0.0	0.0
4	Estancia Valley Learning	21	42.9	42.9	4.8	0.0	4.8	4.8
5	Estancia Valley Learning	21	42.9	47.6	4.8	0.0	4.8	0.0
6	Estancia Valley Learning	21	23.8	57.1	4.8	4.8	9.5	0.0
7	Estancia Valley Learning	21	19.0	42.9	19.0	14.3	0.0	4.8
8	Estancia Valley Learning	21	33.3	52.4	9.5	0.0	4.8	0.0
9	Estancia Valley Learning	21	47.6	52.4	0.0	0.0	0.0	0.0
10	Estancia Valley Learning	21	52.4	38.1	0.0	4.8	0.0	4.8
1	Van Stone Elementary	27	40.7	55.6	3.7	0.0	0.0	0.0
2	Van Stone Elementary	27	33.3	44.4	14.8	3.7	3.7	0.0
3	Van Stone Elementary	27	33.3	63.0	0.0	3.7	0.0	0.0
4	Van Stone Elementary	27	29.6	51.9	11.1	3.7	0.0	3.7
5	Van Stone Elementary	27	33.3	40.7	14.8	0.0	11.1	0.0
6	Van Stone Elementary	27	33.3	55.6	7.4	3.7	0.0	0.0
7	Van Stone Elementary	27	18.5	48.1	25.9	3.7	3.7	0.0
8	Van Stone Elementary	27	44.4	48.1	3.7	3.7	0.0	0.0
9	Van Stone Elementary	27	37.0	48.1	11.1	3.7	0.0	0.0
10	Van Stone Elementary	27	33.3	59.3	7.4	0.0	0.0	0.0

Source: NMPED online anonymous parent survey
Blanks = No data available

Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

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

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

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

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

Blank = Too few or no students to report; # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

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

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