2011-2012 School Report Card
El Dorado Community School

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Principal
Ms. Ann Darnton

Assistant Principal
Ms. Katherine Diaz

Board of Education

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Vice President	*Mr. Glen Wikle*
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Member	*Mr. Frank Montaño*
Member	*Mr. Steven Carrillo*

School Mission Statement

The mission of El Dorado Elementary School is to educate each child in an environment in which staff, students, parents and the community are unified in the pursuit and application of the following:

- Skills to facilitate lifelong learning, critical thinking and communication
- An atmosphere fostering responsibility, creativity, cooperation and enthusiasm for learning
- Recognition of differences in students' learning styles and provision of relevant learning opportunities
- Development of emotional, social, mental and physical health of the students.

SCHOOL INFORMATION

School Designation *		
Year	**Rating**	**Designation**
2010-2011	AYP Not Met	School Improvement 2
2011-2012	AYP Not Met	Corrective Action

*Based on the New Mexico Public Education Department (NMPED) Accountability Report - AYP (Adequate Yearly Progress)

Core Classes Taught by Highly Qualified Teachers (HQT)*		
Total Core Course Teachers**	**Number of HQTs**	**Number of Core Teachers Not Meeting HQT Definition**
27	27	0

The above table reflects numbers of teachers who meet federal standards. Since these standards were enacted in 2001, all New Mexico teachers are moving toward them. All SFPS teachers possess a valid New Mexico K-8 and /or 6-12 teaching license.

*Based on the NMPED 2010-2011 End of Year (EOY) HQT report

**Core Course – A course in one of the following subjects: Mathematics, Language Arts, Science, Social Studies

You have the right to request information regarding the professional qualifications of your child's teacher(s) paraprofessionals who provide services to your child.

2010-2011 Student Attendance Rates *		
School	Standard Not Met	88.98%
District	Standard Not Met	90.63%
State Standard		92%

*Based on the NMPED EOY report

2010-2011 Membership			
Grade Level	**Total Students***	**ELL***	**SPED***
Kindergarten	63	1	3
First	82	3	2
Second	72	4	4
Third	73	1	6
Fourth	78	2	8
Fifth	96	5	15
Sixth	78	2	10
Seventh	58	3	10
Eighth	41	2	7
Totals	641	23	65
Percent Qualifying for Free or Reduced Lunch (Econ. Disadv.) 19.97 %			

Data gathered from SFPS 180 ADM Reports and NMPED 2010-2011 EOY report

Student Achievement

New Mexico Standards-Based Assessment

In the spring of 2011 the Public Education Department began grading all Standards Based Assessments using a vertical aligned scale. A bridge study was release by PED in July of 2011. The study results below compares the two scales. The white column is based on the old scale scores and the black column is based on the new vertically aligned scale. The 11-12 old scale (white column) is an approximation due to the new scale being based on 80 points and the old scale based on 999 points.

English Version

3rd Grade Standards Based Assessment												
Groups	Reading						Math					
	% Proficient						% Proficient					
	09-10	09-10	10-11	10-11	11-12	11-12	09-10	09-10	10-11	10-11	11-12	11-12
All	74	70	66	64	78	74	73	73	73	73	63	62
Native American	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	62	52	48	48	75	75	62	62	57	83	45	45
White/Caucasian	76	75	72	68	78	73	75	75	79	79	69	69
SPED	33	27	*	*	*	*	33	33	*	*	*	*
Econ. Disadvantaged	67	67	44	38	58	50	83	83	56	56	25	25
ELL	*	*	*	*	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)

4th Grade Standards Based Assessment												
Groups	Reading						Math					
	% Proficient						% Proficient					
	09-10	09-10	10-11	10-11	11-12	11-12	09-10	09-10	10-11	10-11	11-12	11-12
All	76	70	68	64	71	68	76	76	58	58	61	61
Native American	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	53	47	50	50	70	66	47	47	35	35	52	52
White/Caucasian	82	76	76	70	71	69	84	84	67	67	67	67
SPED	17	8	21	13	*	*	33	33	14	14	*	*
Econ. Disadvantaged	50	40	68	64	47	47	40	40	50	50	40	40
ELL	*	*	*	*	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)

5th Grade Standards Based Assessment												
Groups	Reading						Math					
	% Proficient						% Proficient					
	09-10	09-10	10-11	10-11	11-12	11-12	09-10	09-10	10-11	10-11	11-12	11-12
All	68	61	68	57	75	66	55	51	66	63	63	57
Native American	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	55	48	36	32	64	52	38	38	32	32	32	32
White/Caucasian	74	70	83	87	79	72	62	57	81	77	76	66
SPED	29	24	21	14	23	8	24	18	14	14	15	0
Econ. Disadvantaged	58	42	38	25	50	43	33	25	31	31	36	28
ELL	*	*	*	*	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)

6th Grade Standards Based Assessment												
Groups	Reading						Math					
	% Proficient						% Proficient					
	09-10	09-10	10-11	10-11	11-12	11-12	09-10	09-10	10-11	10-11	11-12	11-12
All	67	70	52	60	59	63	50	53	42	46	57	58
Native American	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	35	35	38	44	41	41	12	12	24	32	23	23
White/Caucasian	76	80	58	69	69	75	64	65	54	56	73	75
SPED	*	*	17	22	*	*	*	*	22	28	*	*
Econ. Disadvantaged	27	27	33	39	31	31	7	7	6	17	15	15
ELL	*	*	*	*	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)

7th Grade Standards Based Assessment												
Groups	Reading						Math					
	% Proficient						% Proficient					
	09-10	09-10	10-11	10-11	11-12	11-12	09-10	09-10	10-11	10-11	11-12	11-12
All	61	59	64	52	64	60	56	56	42	46	38	40
Native American	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	41	35	54	46	55	45	24	24	15	23	23	23
White/Caucasian	75	75	69	56	72	68	85	85	53	56	47	50
SPED	*	*	*	*	10	10	*	*	*	*	0	0
Econ. Disadvantaged	38	31	36	36	59	56	23	23	21	29	18	18
ELL	*	*	*	*	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)
Note: Report year 09-10 was the first year for 7th graders at El Dorado

8th Grade Standards Based Assessment								
Groups	Reading				Math			
	% Proficient				% Proficient			
	10-11	10-11	11-12	11-12	10-11	10-11	11-12	11-12
All	51	46	66	66	51	46	47	48
Native American	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*
Hispanic	24	24	55	54	24	18	36	38
White/Caucasian	70	60	74	74	65	65	56	55
SPED	*	*	*	*	*	*	*	*
Econ. Disadvantaged	27	20	*	*	27	20	*	*
ELL	*	*	*	*	*	*	*	*

* = data not calculated for less than 10 students (less than 10 students in this subgroup)
Note: Report year 10-11 was the first year for 8th graders at El Dorado

Quality of Education Survey Results
El Dorado Community School

The State Department of Education mandates that each school year every school send the Quality of Education Survey to parents of all children. The Quality of Education Survey contains 20 questions. Questions 1 through 10 are state-wide, NMPED designed questions, questions 11 through 16 are questions designed by our school board; and, questions 16 through 20 are questions designed by the individual schools. Schools and districts are required to report the annual results from the Quality of Education Survey to their communities and the New Mexico Public Education Department. In the table that follows, the results of the surveys are presented by the percentage of responses in each category.

Percent Responding Agree and Strongly Agree

2010-11 Enrollment 120th Day: 643 Surveys Returned: 131 Return Rate: 20%	2007-2008	2008-2009	2009-2010	2010-2011
1. My child is safe at school.	94	95	89	91
2. My child's school building is in good repair and has sufficient space to support quality education.	86	75	47	34
3. My child's school holds high expectations for academic achievement.	98	95	93	89
4. School personnel encourage me to participate in my child's education.	94	95	95	94
5. The school offers adequate access to up-to-date computers and technology.	68	66	59	45
6. School staff maintains consistent discipline which is conducive to learning.	85	94	76	79
7. My child has an adequate choice of school-sponsored extracurricular activities.	63	65	65	76
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	94	94	95	96
9. The school staff employs various instructional methods and strategies to meet my child's needs.	88	91	88	84
10. My child takes responsibility for his or her learning.	94	93	96	95
11. I believe my child receives an appropriate amount of homework.	88	87	87	84
12. I believe that the State of New Mexico adequately funds public education.	21	18	12	12
13. The rules in the Code of Conduct are applied consistently at my child's school.	75	83	60	61
14. The staff at my child's school encourages parental involvement and participation.	94	94	95	95
15. I actively support my child's success in school by working with my child at home (i.e. homework, requiring independent reading, limiting television, requiring daily on-time school attendance, setting limits on bed-time, staying in touch with the teacher, supports participation in extracurricular activities, etc.	98	98	99	100
16. My child's school is teaching him/her to read effectively.	97	92	95	94
17. My child's school prepares students well for the next grade level. (07-08) The staff at my child's school treats students with respect.	96	95	91	92
18. The curriculum at my child's school teaches students to value all ethnic groups. (07-08) My child's school recognizes and demonstrates the importance of parent involvement.	97	93	97	79
19. I have a voice in the decision-making process at my school. (07-08) Enough instructional materials (books, computers, maps, etc.) are available in my child's classroom	83	74	70	53
20. My school is making a strong effort to ensure high levels of student attendance. (07-08) The school library meets my child's needs.	53	82	71	69

Adequate Yearly Progress

NMPED NCLB Designation 2010-2011 and 2011-2012

The following charts reflect reading/language arts (RLA) and mathematics (MA) percents proficient for the purposes of determining adequate yearly progress (AYP). For these data the whole group and subgroups must have 25 or more students to be counted.

It should be noted that due to changes in scale scores 2010-11 results cannot be compared to 2011-2012 results.

School Year 2010-2011

Group/Subgroup	Mathematics			Reading		
	Actual Percent Proficient	Annual AYP Goal	Met AYP	Actual Percent Proficient	Annual AYP Goal	Met AYP
All Students	58.06	51	**Y**	65.42	64	**Y**
Caucasian	68.38	51	**Y**	73.62	64	**Y**
African American	*	51	*	*	64	*
Hispanic	34.51	51	**N**	46.02	64	**N**
Asian	92.31	51	*	92.31	64	*
Native American	*	51	*	*	64	*
ELL	27.78	51	*****	27.78	64	*****
Special Education	25.00	51	**N**	26.67	64	**N**
Econ. Disadv.	32.00	51	**N**	46.05	64	**N**

Y = AYP met *****Less than 25 students in this group
N = AYP not met
Y (W/CI) = AYP met with confidence interval applied
Y (W/SH)= AYP met with Safe Harbor applied

School Year 2011-2012

Group/Subgroup	Mathematics			Reading		
	Actual Percent Proficient	Annual AYP Goal	Met AYP	Actual Percent Proficient	Annual AYP Goal	Met AYP
All Students	55.43	65	**N**	65.08	75	**N**
Caucasian	64.96	65	**Y(W/CI)**	69.23	75	**Y(W/CI)**
African American	*	65	*	*	75	*
Hispanic	34.91	65	**N**	54.72	75	**N**
Asian	*	65	*	*	75	*
Native American	*	65	*	*	75	*
ELL	*	65	*****	*	75	*****
Special Education	11.76	65	**N**	17.65	75	**N**
Econ. Disadv.	24.24	65	**N**	41.54	75	**N**

Y = AYP met *****Less than 25 students in this group
N = AYP not met
Y (W/CI) = AYP met with confidence interval applied

ABOUT OUR SCHOOL

Every school in the Santa Fe Public Schools is committed to providing a high-quality, world-class education ensuring success for every student through excellence in teaching, resulting in higher academic achievement. Each school works with a team of people including parents, teachers, community members, and administrators in order to develop strategies to carry out the district's focus on student success. Below is information about our school.

El Dorado Elementary School is located off highway 285 in the rural community of Eldorado. El Dorado students are presented with the opportunity to become involved in a beginning and advanced choir, band, Student Council, Peer Mediators, Knitting Club, after school art, an after school Spanish class and Math Olympiads. All El Dorado students participate in art, music, library and physical education.

This Kindergarten through Eighth grade school is truly a community school and the community demonstrates its support for the vision and values of the school. The exemplary PTA organizes and works many special events throughout the school year directly benefiting the school. Many community members use the El Dorado facility for child centered events and activities.

El Dorado teachers are involved in the community, create caring and creative classroom environments, and are life-long learners always looking for opportunities to bring new ideas into the classrooms. El Dorado teachers hold high expectations for student success and work individually and collaboratively to create conditions promoting student success.

El Dorado parents send children who are ready to learn, are willing to become involved in the school community, and have a desire to help create and maintain an environment of academic excellence.

El Dorado students become actively engaged in and give their best effort to academic and extra-curricular pursuits. They are considerate of others and contribute to school and community service. They accept responsibility for their learning, decisions and actions.

Mandatory Board Member Training Attendance

Local school board members are required by House Bill 212 to attend a minimum of 5 hours of board member training. Hours of their training are listed below:

Board Member Name	Hours of Training*	Compliance
Mrs. Barbara Gudwin	36	Y
Mr. Glen Wikle	22	Y
Mrs. Linda Trujillo	12	Y
Mr. Frank Montaño	13	Y
Mr. Steven Carrillo	14	Y

*Based on NMSBA Training Update – July 30, 2011