



**Adequate Yearly Progress (AYP) Summary**

T OR C MUNICIPAL SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> CA-2	
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	3

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) 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%)

Source: PED 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 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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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).

**THIS REPORT INCLUDES:**

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

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

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

<b>Student Demographics</b>				
	T OR C MUNICIPAL SCHOOLS		Statewide	
	N	%	N	%
All Students	1,434	100	334,324	100
Female	681	47.5	163,140	48.8
Male	753	52.5	171,184	51.2
Caucasian	699	48.7	85,417	25.5
Afr Am	15	1.0	7,026	2.1
Hispanic	709	49.4	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	11	0.8	34,907	10.4
ELL	128	8.9	47,677	14.3
SWD	255	0.2	44,235	0.1
ED	1,019	71.1	219,111	65.5
Migrant	16	0.0	538	0.0
Recently Arrived *	11	0.8	11	0.8

Source: District's 40th day submission to the NM Public Education Department (PED) \* ELL Students new to the U.S. who qualified for exemption from Reading assessment

## Adequate Yearly Progress (AYP) for Schools within T OR C MUNICIPAL SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Arrey Elementary	Not Met	Progressing	Hot Springs High	Not Met	R-2
Sierra Elementary	Not Met	R-1	T Or C Elementary	Not Met	Progressing
T Or C Middle	Not Met	R-2			

Source: PED 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 \*\*\*).

## Adequate Yearly Progress (AYP) for Subgroups with T OR C MUNICIPAL SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
T Or C Municipal Schools	Reading Proficiency*	64	53	58	***	48	***	***	49	34	15	***
Arrey Elementary	Reading Proficiency*	67	42	***	***	41	***	***	42	32	***	***
Hot Springs High	Reading Proficiency*	64	56	52	***	60	***	***	50	***	23	***
Sierra Elementary	Reading Proficiency*	67	51	50	***	52	***	***	45	36	4	***
T Or C Elementary	Reading Proficiency*	67	55	64	***	44	***	***	51	***	15	***
T Or C Middle	Reading Proficiency*	61	56	63	***	46	***	***	53	36	21	***
T Or C Municipal Schools	Reading Participation	64	99	99		100			99	100	99	***
Arrey Elementary	Reading Participation	67	100			100			100	100		***
Hot Springs High	Reading Participation	64	98	97		100			98			***
Sierra Elementary	Reading Participation	67	100	100		100			100			***
T Or C Elementary	Reading Participation	67	100	100					100			***
T Or C Middle	Reading Participation	61	100	100		100			100		100	***
T Or C Municipal Schools	Math Proficiency*	52	40	47	***	33	***	***	35	28	11	***
Arrey Elementary	Math Proficiency*	57	44	***	***	43	***	***	44	38	***	***
Hot Springs High	Math Proficiency*	53	36	42	***	28	***	***	28	***	8	***
Sierra Elementary	Math Proficiency*	57	35	43	***	26	***	***	29	18	< 2	***
T Or C Elementary	Math Proficiency*	57	68	79	***	53	***	***	61	***	54	***
T Or C Middle	Math Proficiency*	48	35	42	***	28	***	***	30	20	7	***
T Or C Municipal Schools	Math Participation	52	99	98		100			99	100	98	***
Arrey Elementary	Math Participation	57	100			100			100	100		***
Hot Springs High	Math Participation	53	98	97		100			98			***
Sierra Elementary	Math Participation	57	100	100		100			100			***
T Or C Elementary	Math Participation	57	98	97					98			***
T Or C Middle	Math Participation	48	99	98		100			99		100	***
T Or C Municipal Schools	Attendance Rate	92	94	94	95	94	90	91	94	96	93	***
Arrey Elementary	Attendance Rate	92	90	96	***	95	***	90	95	95	95	***
Hot Springs High	Attendance Rate	92	90	91	78	92	***	90	91	94	90	***

## Adequate Yearly Progress (AYP) for Subgroups with T OR C MUNICIPAL SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Sierra Elementary	Attendance Rate	92										
T Or C Elementary	Attendance Rate	92	89	92	***	94	***	89	92	95	91	***
T Or C Middle	Attendance Rate	92	56	93	***	93	***	56	92	93	93	***
All Students in Grade 12	Graduation Rate	63	66	67	***	65	***	***	***	81	54	***
Hot Springs High	Graduation Rate	63	69	70	***	67	***	***	***	81	57	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = no data available

## Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	52	58	***	48	***	***	48	34	9	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	54	61	***	46	***	***	52	41	19	***
District Wide-Grades 11	Reading Proficiency*	64	54	53	***	55	***	***	50	***	23	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	42	53	***	34	***	***	38	33	13	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	33	39	***	26	***	***	28	17	6	***
District Wide-Grades 11	Math Proficiency*	52	32	38	***	25	***	***	26	***	8	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = No Data Available

## Expenditures

	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>6,527,382</b>	<b>66</b>
<b>Instructional Support</b>	<b>3,349,101</b>	<b>33</b>
Students	1,293,750	13
Instruction	141,884	1
General Administration	416,449	4
School Administration	474,010	4
Central Services	319,571	3
Operations Maintenance	701,706	7
Student Transportation	1,730	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>9,876,483</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

## School Board Training

Board Member	Number of Points*
Ann Filosa	14
Cathy Vickers	9
Louis Schwab	0
Lydia Bamonte	20
Paul Tooley	6

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 Alternate 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 2010. 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 within T OR C MUNICIPAL SCHOOLS																					
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
Female	100	47	6	57	28	9	0	98	47	4	55	36	2	2	98	47	9	79	11	0	2
Male	100	61	3	43	34	20	0	100	61	0	57	38	5	0	100	61	3	79	18	0	0
Caucasian	100	47	9	60	26	6	0	98	47	2	74	21	0	2	98	47	9	87	2	0	2
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	60	2	42	37	20	0	100	60	2	43	50	5	0	100	60	3	73	23	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	25	0	32	44	24	0	100	25	0	32	64	4	0	100	25	0	68	32	0	0
ED	100	92	4	46	33	17	0	99	92	1	51	42	4	1	99	92	5	76	17	0	1
SWD	100	18	0	11	50	39	0	94	18	0	39	44	11	6	94	18	6	67	22	0	6
Migrant	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ALL2009-10	100	108	5	49	31	15	0	99	108	2	56	37	4	1	99	108	6	79	15	0	1
ALL2008-09	100	105	6	48	23	20	0	100	105	8	58	29	3	0	100	105	10	69	19	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

### Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS

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
Female	100	47	2	51	28	19	0	100	47	2	28	53	17	0	100	48	0	29	67	4	0
Male	100	52	4	33	40	23	0	100	52	10	21	62	8	0	100	51	2	35	63	0	0
Caucasian	100	45	7	40	38	16	0	100	46	7	35	48	11	0	100	46	2	39	59	0	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	51	0	43	31	25	0	100	50	6	16	66	12	0	100	50	0	26	70	4	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	18	0	28	39	33	0	100	18	6	22	61	11	0	100	18	0	22	72	6	0
ED	100	83	2	37	40	20	0	100	83	5	22	60	13	0	100	82	1	29	68	1	0
SWD	100	17	0	0	35	65	0	100	18	0	0	72	28	0	100	17	0	6	94	0	0
Migrant	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	99	3	41	34	21	0	100	99	6	24	58	12	0	100	99	1	32	65	2	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	116	7	44	31	15	0	100	116	8	24	56	11	0	100	114	0	50	46	2	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

### Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS

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
Female	100	45	11	60	24	4	0	100	45	7	38	47	9	0	100	45	0	44	53	2	0
Male	100	66	6	42	39	12	0	100	66	9	24	56	11	0	100	66	0	45	52	3	0
Caucasian	100	49	10	49	31	10	0	100	49	8	33	49	10	0	100	49	0	53	47	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	61	7	49	36	8	0	100	61	8	26	56	10	0	100	61	0	38	57	5	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	18	6	39	44	11	0	100	18	6	33	50	11	0	100	18	0	6	89	6	0
ED	100	90	6	49	36	10	0	100	90	7	27	54	12	0	100	90	0	39	58	3	0
SWD	100	18	0	17	44	39	0	100	18	0	0	72	28	0	100	18	0	22	61	17	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	111	8	50	33	9	0	100	111	8	30	52	10	0	100	111	0	45	52	3	0
ALL2008-09	100	96	12	51	28	8	0	98	96	7	33	47	10	1	100	96	3	46	45	4	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS

Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS																					
READING								MATH						SCIENCE							
6th Grade	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
Female	100	42	5	43	48	5	0	98	42	2	29	57	10	2	98	42	2	36	50	10	2
Male	100	50	2	26	50	22	0	100	50	4	28	52	16	0	100	50	4	28	56	12	0
Caucasian	100	56	4	38	46	12	0	98	56	2	32	48	16	2	98	56	4	34	50	11	2
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	35	3	26	54	17	0	100	35	6	23	63	9	0	100	35	3	29	57	11	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
ED	100	73	4	32	48	16	0	99	73	3	23	59	14	1	99	73	3	32	53	11	1
SWD	100	16	6	0	38	56	0	100	16	6	0	56	38	0	100	16	6	12	50	31	0
Migrant	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2009-10	100	92	3	34	49	14	0	99	92	3	28	54	13	1	99	92	3	32	53	11	1
ALL2008-09	100	109	2	40	44	12	0	100	109	1	18	69	10	0	100	109	0	29	58	11	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
 Blanks = no data available; \*\*\* Too few students to report

## Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS

Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS																					
READING								MATH						SCIENCE							
7th Grade	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
Female	100	56	9	59	29	4	0	98	56	2	29	54	14	2	98	56	4	43	48	4	2
Male	100	60	8	42	42	8	0	100	59	3	29	54	14	0	100	59	7	46	44	3	0
Caucasian	100	67	10	60	25	4	0	98	66	5	33	56	5	2	98	66	8	52	35	5	2
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	47	6	36	49	9	0	100	47	0	21	51	28	0	100	47	2	34	62	2	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	100	83	10	49	33	8	0	99	83	1	27	57	14	1	99	83	6	45	43	5	1
SWD	100	16	0	12	56	31	0	100	16	0	0	50	50	0	100	16	0	6	81	12	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	116	9	50	35	6	0	99	115	3	29	54	14	1	99	115	5	44	46	3	1
ALL2008-09	100	102	10	45	35	8	0	100	102	6	23	52	16	0	100	102	2	50	33	12	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
 Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS**

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
Female	100	34	9	53	26	12	0	100	34	3	26	68	3	0	100	34	0	15	74	12	0
Male	100	67	6	61	28	4	0	100	67	10	30	57	3	0	100	67	1	36	52	10	0
Caucasian	100	42	10	64	19	7	0	100	42	17	31	50	2	0	100	42	2	36	57	5	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	58	5	53	34	7	0	100	58	2	26	69	3	0	100	58	0	22	62	16	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	13	8	54	31	8	0	100	13	0	15	85	0	0	100	13	0	0	77	23	0
ED	100	76	3	58	30	9	0	100	76	3	28	66	4	0	100	76	0	25	62	13	0
SWD	100	16	0	38	44	19	0	100	16	6	6	75	12	0	100	16	0	19	69	12	0
Migrant	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2009-10	100	101	7	58	28	7	0	100	101	8	29	60	3	0	100	101	1	29	59	11	0
ALL2008-09	100	118	2	58	29	9	0	99	118	3	27	60	7	0	99	118	0	33	55	10	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within T OR C MUNICIPAL SCHOOLS**

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
Female	100	38	8	61	29	3	0	100	38	3	34	39	24	0	97	38	0	45	50	3	3
Male	98	50	2	42	46	8	2	98	50	8	20	38	32	2	98	50	4	42	44	8	2
Caucasian	98	47	4	49	40	4	2	98	47	6	32	36	23	2	98	47	2	47	47	2	2
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	40	5	50	38	8	0	100	40	5	20	42	32	0	98	40	2	40	45	10	2
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	98	50	4	46	40	8	2	98	50	4	22	44	28	2	98	50	2	44	44	8	2
SWD	92	13	0	23	46	23	8	92	13	0	8	15	69	8	92	13	0	23	38	31	8
Migrant	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2009-10	99	88	5	50	39	6	1	99	88	6	26	39	28	1	98	88	2	43	47	6	2
ALL2008-09	100	103	5	53	35	4	0	99	103	5	23	45	24	0	100	103	1	34	57	5	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report



### Graduation - High School 4-Year Cohort Graduation T OR C MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
T Or C Municipal Schools	151	66	73	69	78	64	77	67	2	***	69	65	1	***	2	***	94	58	29	54	42	81
Geronimo Trails Academy	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hot Springs High	148	69	73	71	75	67	76	70	2	***	68	67	1	***	1	***	92	60	28	57	42	81

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

\*\*\* Too few students to report

### Graduation - High School 5-Year Cohort Graduation T OR C MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
T Or C Municipal Schools	151	70	73	72	78	68	77	69	2	***	69	71	1	***	2	***	91	62	30	52	41	83
Geronimo Trails Academy	11	8	***	***	7	***	5	***	***	***	5	***	***	***	1	***	4	***	2	***	***	***
Hot Springs High	148	72	73	74	75	71	76	71	2	***	68	73	1	***	1	***	89	64	29	55	41	83

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.

\*\*\* Too few students to report

### Graduation - High School Non-Graduates T OR C MUNICIPAL SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
T Or C Municipal Schools	0	0	42	28	10	6	0	0
Hot Springs High	0	0	39	26	10	7	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

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

\*\*\* Too few students to report

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
T Or C Municipal Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Arrey Elementary	0	0.0
Hot Springs High	0	0.0
Sierra Elementary	0	0.0
T Or C Elementary	0	0.0
T Or C Middle	0	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available



## Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
T Or C Municipal Schools	97	64	33
Arrey Elementary	12	67	25
Hot Springs High	27	70	30
Sierra Elementary	13	69	31
T Or C Elementary	25	64	32
T Or C Middle	24	50	46

Source: District's 120th day submission to PED  
 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	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	T Or C Municipal Schools	386	31.9	57.5	3.6	2.3	2.6	2.1
2	T Or C Municipal Schools	389	24.7	56.0	9.3	3.9	5.1	1.0
3	T Or C Municipal Schools	384	30.2	51.6	9.4	1.8	5.5	1.6
4	T Or C Municipal Schools	385	40.3	51.9	4.4	1.3	0.3	1.8
5	T Or C Municipal Schools	387	24.3	53.5	7.2	3.6	9.8	1.6
6	T Or C Municipal Schools	384	25.5	58.1	7.3	4.4	3.9	0.8
7	T Or C Municipal Schools	371	20.5	58.2	9.2	4.9	4.9	2.4
8	T Or C Municipal Schools	387	40.6	49.4	5.7	2.1	1.8	0.5
9	T Or C Municipal Schools	387	28.9	52.5	7.8	3.9	5.7	1.3
10	T Or C Municipal Schools	385	33.0	52.7	6.0	2.1	3.4	2.9
1	Arrey Elementary	64	42.2	40.6	0.0	4.7	7.8	4.7
2	Arrey Elementary	65	26.2	50.8	10.8	1.5	10.8	0.0
3	Arrey Elementary	62	32.3	48.4	1.6	0.0	17.7	0.0
4	Arrey Elementary	63	41.3	50.8	0.0	3.2	0.0	4.8
5	Arrey Elementary	65	27.7	60.0	1.5	3.1	7.7	0.0
6	Arrey Elementary	63	34.9	57.1	0.0	0.0	6.3	1.6
7	Arrey Elementary	49	2.0	85.7	2.0	0.0	8.2	2.0
8	Arrey Elementary	64	51.6	45.3	0.0	0.0	3.1	0.0
9	Arrey Elementary	64	43.8	46.9	0.0	3.1	4.7	1.6
10	Arrey Elementary	62	19.4	58.1	1.6	6.5	11.3	3.2
1	Hot Springs High	37	29.7	70.3	0.0	0.0	0.0	0.0
2	Hot Springs High	39	46.2	53.8	0.0	0.0	0.0	0.0
3	Hot Springs High	39	17.9	64.1	12.8	2.6	0.0	2.6
4	Hot Springs High	39	23.1	61.5	10.3	2.6	2.6	0.0
5	Hot Springs High	39	23.1	53.8	12.8	5.1	5.1	0.0

**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 %
6	Hot Springs High	39	17.9	53.8	20.5	5.1	2.6	0.0
7	Hot Springs High	39	15.4	59.0	15.4	7.7	0.0	2.6
8	Hot Springs High	39	17.9	64.1	17.9	0.0	0.0	0.0
9	Hot Springs High	39	10.3	59.0	15.4	2.6	12.8	0.0
10	Hot Springs High	39	46.2	41.0	12.8	0.0	0.0	0.0
1	Sierra Elementary	47	31.9	53.2	8.5	6.4	0.0	0.0
2	Sierra Elementary	47	27.7	48.9	6.4	4.3	8.5	4.3
3	Sierra Elementary	47	34.0	51.1	6.4	2.1	4.3	2.1
4	Sierra Elementary	47	31.9	57.4	8.5	2.1	0.0	0.0
5	Sierra Elementary	47	27.7	53.2	4.3	0.0	10.6	4.3
6	Sierra Elementary	47	21.3	57.4	14.9	4.3	2.1	0.0
7	Sierra Elementary	47	12.8	55.3	17.0	4.3	10.6	0.0
8	Sierra Elementary	47	42.6	42.6	8.5	2.1	4.3	0.0
9	Sierra Elementary	47	23.4	48.9	17.0	2.1	6.4	2.1
10	Sierra Elementary	47	31.9	57.4	8.5	0.0	0.0	2.1
1	T Or C Elementary	208	30.8	60.6	2.9	1.4	1.9	2.4
2	T Or C Elementary	208	20.7	59.6	10.6	4.8	3.4	1.0
3	T Or C Elementary	206	32.0	51.9	10.2	1.0	2.9	1.9
4	T Or C Elementary	206	45.6	51.5	1.5	0.0	0.0	1.5
5	T Or C Elementary	206	23.3	53.4	7.8	3.4	10.2	1.9
6	T Or C Elementary	205	26.8	61.0	3.4	4.4	3.4	1.0
7	T Or C Elementary	207	27.5	54.1	7.2	3.9	4.3	2.9
8	T Or C Elementary	207	44.4	47.8	3.4	1.9	1.4	1.0
9	T Or C Elementary	207	30.4	55.1	5.8	2.9	4.3	1.4
10	T Or C Elementary	207	34.8	53.1	4.3	1.9	2.4	3.4
1	T Or C Middle	30	20.0	63.3	13.3	0.0	3.3	0.0
2	T Or C Middle	30	16.7	56.7	13.3	6.7	6.7	0.0
3	T Or C Middle	30	23.3	40.0	20.0	10.0	6.7	0.0
4	T Or C Middle	30	36.7	36.7	20.0	3.3	0.0	3.3
5	T Or C Middle	30	20.0	40.0	13.3	10.0	16.7	0.0
6	T Or C Middle	30	13.3	46.7	20.0	13.3	6.7	0.0
7	T Or C Middle	29	20.7	44.8	13.8	17.2	0.0	3.4
8	T Or C Middle	30	16.7	60.0	13.3	10.0	0.0	0.0
9	T Or C Middle	30	20.0	43.3	13.3	16.7	6.7	0.0
10	T Or C Middle	30	33.3	46.7	13.3	0.0	3.3	3.3

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. Results presented here are from 2009 reading, mathematics and science.

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

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

Source: <http://nationsreportcard.gov/>

Basic<sup>2</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Too few 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

Source: <http://Nationsreportcard.gov/>

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