



Adequate Yearly Progress (AYP) Summary

Deming Public Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	9
Schools in Improvement	1
Schools in Corrective Action	5
Schools in Restructuring	2

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	5,319	100	334,700	100
Female	2,586	49	163,202	49
Male	2,733	51	171,498	51
Caucasian	864	16	88,508	26
Afr Am	46	< 2	7,765	2
Hispanic	4,376	82	198,850	59
Asian	21	< 2	4,463	< 2
Am Indian	12	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	658	12	47,480	14
ELL	1,762	33	53,815	16
Recently Arrived *	0	0	40	< 2
ED	5,304	100	228,186	68
Migrant	189	4	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
Bataan Elementary	Not Met	CA	Bell Elementary	Not Met	Progressing*
Chaparral Elementary	Not Met	CA	Columbus Elementary	Not Met	R-2
Deming High	Not Met	R-2	Deming Middle	Not Met	CA
Memorial Elementary	Not Met	CA	Red Mountain Middle	Not Met	CA
Ruben S Torres Elementary	Not Met	SI-2			

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	37	54	39	34	50		37	22	11
Bataan Elementary	Reading Proficiency*	77	39	49		36			39	26	10
Bell Elementary	Reading Proficiency*	77	29			29			29	13	7
Chaparral Elementary	Reading Proficiency*	77	45	59		38			45	22	26
Columbus Elementary	Reading Proficiency*	74	35			35			35	34	16
Deming High	Reading Proficiency*	75	29	49		25			29	8	<2
Deming Middle	Reading Proficiency*	72	45	58		42			45	25	15
Memorial Elementary	Reading Proficiency*	77	47	66		41			47	24	18
Red Mountain Middle	Reading Proficiency*	75	37	55		34			37	13	5
Ruben S Torres Elementary	Reading Proficiency*	77	30	35		29			30	24	8
LEA	Reading Participation	95	99	99		99			99	99	99
Bataan Elementary	Reading Participation	95	98	98		98			98	100	
Bell Elementary	Reading Participation	95	100			100			100	100	
Chaparral Elementary	Reading Participation	95	99	100		99			99		
Columbus Elementary	Reading Participation	95	100			100			100	100	
Deming High	Reading Participation	95	98	100		98			98	98	
Deming Middle	Reading Participation	95	100	100		100			100	100	100
Memorial Elementary	Reading Participation	95	100	100		100			100		
Red Mountain Middle	Reading Participation	95	100	100		100			100	100	100
Ruben S Torres Elementary	Reading Participation	95	100			100			100	100	
LEA	Math Proficiency*	66	26	39	11	23	58		26	19	7
Bataan Elementary	Math Proficiency*	68	27	41		23			27	20	10
Bell Elementary	Math Proficiency*	68	25			26			25	18	<2
Chaparral Elementary	Math Proficiency*	68	33	49		26			33	30	9
Columbus Elementary	Math Proficiency*	67	33			33			33	33	16

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Deming High	Math Proficiency*	66	17	25		15			17	5	<2
Deming Middle	Math Proficiency*	63	28	40		26			28	12	9
Memorial Elementary	Math Proficiency*	68	34	54		28			34	29	9
Red Mountain Middle	Math Proficiency*	63	22	34		20			22	10	4
Ruben S Torres Elementary	Math Proficiency*	68	22	35		21			22	18	4
LEA	Math Participation	95	99	99		99			99	99	100
Bataan Elementary	Math Participation	95	99	98		100			99	100	
Bell Elementary	Math Participation	95	100			100			100	100	
Chaparral Elementary	Math Participation	95	99	100		99			99		
Columbus Elementary	Math Participation	95	100			100			100	100	
Deming High	Math Participation	95	98	100		97			98	98	
Deming Middle	Math Participation	95	99	98		99			99	100	100
Memorial Elementary	Math Participation	95	100	100		100			100		
Red Mountain Middle	Math Participation	95	99	100		99			99	100	100
Ruben S Torres Elementary	Math Participation	95	100			100			100	100	
Bataan Elementary	Attendance Rate	92	95	95		95			95	95	95
Bell Elementary	Attendance Rate	92	97	>98		97			97	97	98
Chaparral Elementary	Attendance Rate	92	96	96		96			96	96	94
Columbus Elementary	Attendance Rate	92	95			95			95	95	94
Deming Middle	Attendance Rate	92	95	95		94			95	94	93
Memorial Elementary	Attendance Rate	92	95	95		95			95	94	95
Red Mountain Middle	Attendance Rate	92	96	96		95			96	94	94
Ruben S Torres Elementary	Attendance Rate	92	95	95		95			95	95	95
All Students in Grade 12	Graduation Rate	65	70	81		67			70	61	78
Deming High	Graduation Rate	65	73	83		70			73	65	80

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	38	56		35		38	29	14	19
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	38	53	21	35		38	18	9	24
District Wide-Grades 11	Reading Proficiency*	75	30	48		26		30	11	0	33
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	29	42		27		29	26	8	19
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	23	33	7	21		23	11	6	21
District Wide-Grades 11	Math Proficiency*	66	18	25		16		18	6	0	25

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	22,144,978	59
Instructional Support	15,342,077	41
Students	3,417,209	9
Instruction	1,018,655	3
General Administration	1,395,249	4
School Administration	2,437,956	7
Central Services	1,648,768	4
Operations Maintenance	5,365,425	14
Student Transportation	7,140	<1
Other	51,675	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	37,487,055	100

School Board Training

Board Member	Number of Points*
Anne Keeler	5
David McSherry	6
Dr. Andrew Hernandez	6
Ruben Torres	9
William Bayne Anderson	20

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.

Source: Projected expenditures reported to NMPED School Budget Office.

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 - All¹ - 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	427	3	36	29	33	0	100	427	0	32	46	22	0							
LEA Prior	100	432	6	34	34	26	0	100	433	8	43	43	5	0	100	432	4	67	27	2	0
Female	100	195	3	43	27	27	0	100	195	0	33	48	19	0							
Male	100	232	2	30	30	38	0	100	232	1	31	44	24	0							
Caucasian	100	62	5	55	26	15	0	100	62	2	44	39	16	0							
Afr Am		4							4												
Hispanic	100	361	2	33	29	36	0	100	361	0	31	46	23	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	218	2	31	27	41	0	100	218	0	32	44	24	0							
ED	100	426	3	36	29	32	0	100	426	0	32	46	22	0							
SWD	100	51	2	18	14	67	0	100	51	0	10	37	53	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

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	424	2	33	43	23	0	100	424	4	28	35	33	0	100	424	3	30	36	31	0
LEA Prior	100	401	5	34	42	18	0	100	401	5	29	56	10	0	100	399	0	36	58	6	0
Female	99	198	2	40	41	16	1	99	198	4	29	38	28	1	99	198	2	34	38	26	1
Male	100	226	2	26	44	28	0	100	226	4	26	33	36	0	100	226	4	27	35	35	0
Caucasian	100	70	6	49	37	9	0	100	70	10	34	37	19	0	100	70	9	53	27	11	0
Afr Am		3							3						3						
Hispanic	100	350	1	29	44	26	0	100	350	3	26	35	36	0	100	350	1	25	38	35	0
Asian		1							1						1						
Am Indian		0							0						0						
ELL	100	216	1	24	45	30	0	100	216	3	27	31	39	0	100	216	0	25	36	38	0
ED	100	424	2	33	43	23	0	100	424	4	28	35	33	0	100	424	3	30	36	31	0
SWD	100	51	0	12	20	69	0	100	51	0	14	22	65	0	100	51	0	14	24	63	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	99	411	7	35	40	17	1	100	411	4	19	49	28	0							
LEA Prior	100	372	4	38	44	14	0	100	373	3	24	58	14	0	100	372	1	34	59	6	0
Female	100	211	6	42	39	12	0	100	211	3	18	53	26	0							
Male	99	200	8	28	42	22	1	100	200	6	20	45	30	0							
Caucasian	98	68	16	37	34	12	1	98	68	9	29	38	22	1							
Afr Am		2							2												
Hispanic	99	339	5	35	42	17	1	100	339	3	17	51	29	0							
Asian		1							1												
Am Indian		1							1												
ELL	100	173	5	24	45	26	0	100	173	2	13	48	37	0							
ED	99	411	7	35	40	17	1	100	411	4	19	49	28	0							
SWD	98	58	2	10	29	57	2	100	58	0	0	34	66	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	378	5	35	34	26	0	99	378	1	23	45	30	1							
LEA Prior	100	379	4	30	46	20	0	100	379	3	22	60	16	0	100	379	0	15	61	23	0
Female	100	199	5	38	35	23	0	99	199	1	21	51	27	1							
Male	100	179	4	32	34	30	0	99	179	2	25	39	34	1							
Caucasian	100	58	14	45	21	21	0	98	58	5	29	50	14	2							
Afr Am		7							7												
Hispanic	100	310	3	34	36	27	0	100	310	1	22	44	34	0							
Asian		2							2												
Am Indian		1							1												
ELL	100	162	1	21	38	40	0	100	162	0	12	44	44	0							
ED	100	378	5	35	34	26	0	99	378	1	23	45	30	1							
SWD	100	50	2	12	26	60	0	100	50	0	8	26	66	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

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	388	3	31	44	21	0	100	388	1	18	42	39	0	100	387	2	16	35	47	0
LEA Prior	99	369	7	38	41	13	1	99	369	3	17	53	26	1	99	369	1	25	52	21	1
Female	100	197	4	36	47	14	0	99	197	1	19	46	34	1	99	197	2	15	41	42	1
Male	100	191	3	27	41	29	0	100	191	2	17	38	44	0	100	190	2	17	29	52	0
Caucasian	100	55	9	33	45	13	0	100	55	2	20	49	29	0	100	55	4	27	35	35	0
Afr Am		4							4						4						
Hispanic	100	322	2	31	44	23	0	100	322	0	18	41	41	0	100	321	1	13	36	50	0
Asian		5							5						5						
Am Indian		2							2						2						
ELL	100	134	2	13	50	35	0	100	134	0	10	37	53	0	100	133	1	6	26	68	0
ED	100	388	3	31	44	21	0	100	388	1	18	42	39	0	100	387	2	16	35	47	0
SWD	100	60	3	5	23	68	0	100	60	2	3	17	78	0	100	59	0	3	14	83	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	361	4	35	33	27	0	100	360	2	23	47	28	0							
LEA Prior	99	396	4	50	35	11	1	99	396	4	24	61	10	1	99	396	0	13	63	23	1
Female	100	163	6	38	34	22	0	100	163	2	25	47	26	0							
Male	100	198	3	33	32	31	0	99	197	2	22	47	29	1							
Caucasian	100	62	10	47	32	11	0	100	62	0	40	40	19	0							
Afr Am		3							3												
Hispanic	100	296	3	33	33	30	0	100	295	2	20	48	29	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	100	4	12	37	47	0	100	99	3	8	44	44	0							
ED	100	361	4	35	33	27	0	100	360	2	23	47	28	0							
SWD	100	45	2	2	27	69	0	100	45	2	2	27	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	99	348	7	22	46	23	1	98	348	1	16	58	22	2	98	348	1	18	48	31	2
LEA Prior	98	337	7	41	39	12	1	98	338	2	20	39	38	2	98	337	0	22	62	14	2
Female	99	176	10	28	46	15	1	99	176	0	16	64	19	1	98	176	0	16	54	28	2
Male	98	172	5	16	46	31	2	98	172	2	17	52	26	2	98	172	2	21	41	33	2
Caucasian	100	61	13	34	43	10	0	100	61	0	25	69	7	0	100	61	2	31	54	13	0
Afr Am		1							1							1					
Hispanic	98	283	6	20	46	27	1	98	283	1	14	56	26	2	98	283	1	16	46	35	2
Asian		3							3							3					
Am Indian		0							0							0					
ELL	98	113	2	9	42	46	2	98	113	1	5	51	41	2	98	113	0	7	37	54	2
ED	99	347	7	22	46	23	1	98	347	1	16	59	22	2	98	347	1	18	48	31	2
SWD	100	25	0	0	28	72	0	100	25	0	0	40	60	0	100	25	0	4	20	76	0

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	455	70	219	76	236	64	87	81	4		363	67	1				279	61	61	78	438	70
Deming High	444	73	215	79	229	67	87	83	4		352	70	1				270	65	60	80	430	73

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	465	79	243	80	222	78	97	86	2		363	77	1		2		255	77	52	81	455	80
Deming High	445	84	234	84	211	84	92	91	2		348	82	1		2		246	81	49	87	437	84

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	19	4	103	23			28	6
Deming High	19	4	96	22			27	6

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	0.0
High Poverty Schools	0	<0.1
Low Poverty Schools	N/A	N/A
Bataan Elementary	0	0.0
Bell Elementary	0	0.0
Chaparral Elementary	0	0.0
Columbus Elementary	0	0.0
Deming High	0	0.0
Deming Middle	0	0.0
Memorial Elementary	0	0.0
Red Mountain Middle	0	0.0
Ruben S Torres 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	318	54	46
Bataan Elementary	29	62	38
Bell Elementary	16	75	25
Chaparral Elementary	28	54	46
Columbus Elementary	33	58	42
Deming High	91	47	53
Deming Middle	21	57	43
Memorial Elementary	26	46	54
Red Mountain Middle	44	54	43
Ruben S Torres Elementary	36	53	47

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	977	39.7	56.2	0.3	0.1	3.2	0.5
2 LEA	936	37.5	41.8	14.6	4.5	1.5	0.1
3 LEA	943	36.9	49.4	5.8	4.5	2.3	1.1
4 LEA	970	37.2	53.7	2.7	4.4	0.6	1.3
5 LEA	964	33.8	43.7	8.8	8.0	4.7	1.0
6 LEA	872	47.1	33.3	12.6	5.2	1.3	0.6
7 LEA	1,067	32.1	53.3	3.1	4.5	5.5	1.5
8 LEA	958	48.1	44.6	5.7	0.6	0.4	0.5

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 %
9	LEA	958	38.4	52.1	1.8	4.6	2.3	0.8
10	LEA	955	54.8	29.4	7.7	0.7	6.1	1.3
1	Bataan Elementary	60	33.3	60.0	1.7	1.7	1.7	1.7
2	Bataan Elementary	60	48.3	48.3	1.7	0.0	1.7	0.0
3	Bataan Elementary	60	35.0	48.3	6.7	1.7	8.3	0.0
4	Bataan Elementary	60	30.0	63.3	3.3	0.0	3.3	0.0
5	Bataan Elementary	58	36.2	46.6	1.7	0.0	13.8	1.7
6	Bataan Elementary	58	36.2	48.3	12.1	0.0	3.4	0.0
7	Bataan Elementary	60	25.0	51.7	6.7	0.0	11.7	5.0
8	Bataan Elementary	59	50.8	44.1	5.1	0.0	0.0	0.0
9	Bataan Elementary	60	33.3	53.3	6.7	1.7	3.3	1.7
10	Bataan Elementary	59	27.1	55.9	6.8	3.4	3.4	3.4
1	Bell Elementary	24	58.3	37.5	0.0	0.0	4.2	0.0
2	Bell Elementary	22	63.6	31.8	4.5	0.0	0.0	0.0
3	Bell Elementary	23	52.2	39.1	4.3	0.0	4.3	0.0
4	Bell Elementary	24	54.2	41.7	4.2	0.0	0.0	0.0
5	Bell Elementary	23	47.8	43.5	0.0	0.0	8.7	0.0
6	Bell Elementary	20	55.0	40.0	5.0	0.0	0.0	0.0
7	Bell Elementary	27	51.9	37.0	7.4	0.0	3.7	0.0
8	Bell Elementary	24	54.2	41.7	4.2	0.0	0.0	0.0
9	Bell Elementary	24	41.7	50.0	4.2	0.0	4.2	0.0
10	Bell Elementary	22	45.5	45.5	4.5	0.0	4.5	0.0
	Chaparral Elementary							
1	Columbus Elementary	129	57.4	34.9	0.8	0.0	6.2	0.8
2	Columbus Elementary	114	61.4	32.5	1.8	0.0	4.4	0.0
3	Columbus Elementary	122	50.8	41.0	1.6	0.0	3.3	3.3
4	Columbus Elementary	124	52.4	39.5	4.0	0.8	0.8	2.4
5	Columbus Elementary	119	46.2	44.5	0.8	0.8	5.0	2.5
6	Columbus Elementary	129	67.4	28.7	1.6	1.6	0.0	0.8
7	Columbus Elementary	153	46.4	39.2	3.9	0.0	7.8	2.6
8	Columbus Elementary	119	54.6	42.0	1.7	0.0	0.0	1.7
9	Columbus Elementary	118	44.9	49.2	1.7	0.8	0.8	2.5
10	Columbus Elementary	110	45.5	48.2	1.8	0.0	0.9	3.6
1	Deming High	450	27.3	72.7	0.0	0.0	0.0	0.0
2	Deming High	451	18.2	45.5	27.3	9.1	0.0	0.0
3	Deming High	450	27.3	54.4	9.1	9.1	0.0	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 %
4	Deming High	450	27.3	63.6	0.0	9.1	0.0	0.0
5	Deming High	451	25.1	41.7	16.6	16.6	0.0	0.0
6	Deming High	451	36.4	36.4	18.2	9.1	0.0	0.0
7	Deming High	450	20.0	70.0	0.0	10.0	0.0	0.0
8	Deming High	451	45.5	45.5	9.1	0.0	0.0	0.0
9	Deming High	452	36.3	54.2	0.4	9.1	0.0	0.0
10	Deming High	450	72.7	9.1	9.1	0.0	9.1	0.0
	Deming Middle							
1	Memorial Elementary	55	18.2	69.1	0.0	0.0	9.1	3.6
2	Memorial Elementary	60	25.0	63.3	3.3	1.7	5.0	1.7
3	Memorial Elementary	57	26.3	61.4	3.5	0.0	5.3	3.5
4	Memorial Elementary	59	22.0	64.4	11.9	0.0	0.0	1.7
5	Memorial Elementary	57	21.1	61.4	5.3	0.0	7.0	5.3
6	Memorial Elementary	60	21.7	61.7	5.0	0.0	6.7	5.0
7	Memorial Elementary	58	17.2	60.3	5.2	0.0	8.6	8.6
8	Memorial Elementary	56	33.9	60.7	3.6	0.0	0.0	1.8
9	Memorial Elementary	55	25.5	61.8	1.8	0.0	9.1	1.8
10	Memorial Elementary	61	31.1	59.0	6.6	0.0	1.6	1.6
	Red Mountain Middle							
1	Ruben S Torres Elementary	259	56.8	36.3	0.4	0.0	6.2	0.4
2	Ruben S Torres Elementary	229	61.6	32.8	3.5	0.0	2.2	0.0
3	Ruben S Torres Elementary	231	49.8	42.4	2.2	0.0	3.9	1.7
4	Ruben S Torres Elementary	253	51.0	39.5	4.3	0.4	1.2	3.6
5	Ruben S Torres Elementary	256	44.5	42.2	2.0	0.4	9.8	1.2
6	Ruben S Torres Elementary	154	74.7	10.4	9.7	1.3	3.2	0.6
7	Ruben S Torres Elementary	319	44.5	37.0	5.6	0.9	10.7	1.3
8	Ruben S Torres Elementary	249	51.8	41.0	2.4	2.4	1.6	0.8
9	Ruben S Torres Elementary	249	43.0	47.4	2.8	0.4	5.2	1.2
10	Ruben S Torres Elementary	253	39.9	42.7	8.7	2.0	4.7	2.0

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