



Adequate Yearly Progress (AYP) Summary

LOVING MUNICIPAL SCHOOLS	
AYP Rating Not Met	
Improvement Status DI-1	
Schools rated in the district	3
Schools in Improvement	1
Schools in Corrective Action	1
Schools in Restructuring	1

- 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)

Student Demographics				
	LOVING MUNICIPAL SCHOOLS		Statewide	
	N	%	N	%
All Students	648	100	334,324	100
Female	341	52.6	163,140	48.8
Male	307	47.4	171,184	51.2
Caucasian	157	24.2	85,417	25.5
Afr Am	3	0.5	7,026	2.1
Hispanic	485	74.8	200,137	59.9
Asian	2	0.3	4,158	1.2
Am Indian	1	0.2	34,907	10.4
ELL	127	19.6	47,677	14.3
SWD	78	0.1	44,235	0.1
ED	648	100.0	219,111	65.5
Migrant	3	0.0	538	0.0
Recently Arrived *	4	0.6	4	0.6

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 LOVING MUNICIPAL SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Loving Elementary	Not Met	R-2	Loving High	Not Met	SI-1
Loving Middle	Not Met	CA			

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 LOVING MUNICIPAL SCHOOLS

	Academic Indicator	Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
Loving Municipal Schools	Reading Proficiency*	64	45	53	***	42	***	***	45	23	25	***
Loving Elementary	Reading Proficiency*	67	42	41	***	42	***	***	42	32	28	***
Loving High	Reading Proficiency*	64	59	***	***	56	***	***	59	***	***	***
Loving Middle	Reading Proficiency*	61	45	68	***	40	***	***	45	17	18	***
Loving Municipal Schools	Reading Participation	64	100	100		100			100	100		***
Loving Elementary	Reading Participation	67	100	100		100			100	100		***
Loving High	Reading Participation	64										
Loving Middle	Reading Participation	61	100			100			100	100		***
Loving Municipal Schools	Math Proficiency*	52	28	35	***	26	***	***	28	11	31	***
Loving Elementary	Math Proficiency*	57	31	24	***	34	***	***	31	17	36	***
Loving High	Math Proficiency*	53	30	***	***	22	***	***	30	***	***	***
Loving Middle	Math Proficiency*	48	24	45	***	19	***	***	24	6	24	***
Loving Municipal Schools	Math Participation	52	99	100		99			99	99		***
Loving Elementary	Math Participation	57	100	100		100			100	100		***
Loving High	Math Participation	53										
Loving Middle	Math Participation	48	98			98			98	97		***
Loving Municipal Schools	Attendance Rate	92	96	95	93	96	***	***	96	96	95	***
Loving Elementary	Attendance Rate	92										
Loving High	Attendance Rate	92										
Loving Middle	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	81	62	***	86	***	***	***	81	***	***
Loving High	Graduation Rate	63	81	62	***	86	***	***	***	81	***	***

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 LOVING 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	45	48	***	44	***	***	45	35	29	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	44	67	***	39	***	***	44	19	16	***
District Wide-Grades 11	Reading Proficiency*	64	56	***	***	56	***	***	56	***	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	34	30	***	36	***	***	34	20	36	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	24	43	***	19	***	***	24	6	21	***
District Wide-Grades 11	Math Proficiency*	52	25	***	***	18	***	***	25	***	***	***

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 (\$)	%
Direct Instruction	3,004,864	57
Instructional Support	2,179,511	41
Students	295,294	5
Instruction	239,071	4
General Administration	276,090	5
School Administration	403,417	7
Central Services	126,760	2
Operations Maintenance	838,879	16
Student Transportation	0	<1
Other	0	<1
Non-Instructional Support	6,953	<1
Food Services	0	<1
Community Services	6,953	<1
Capital Outlay	0	<1
Total	5,191,328	100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Armando Chavez	33
Francisco Chacon	16
Lynn Ballard	15
Olga Onsurez	24
Rey Armendarez	16

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 LOVING 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	29	3	45	31	21	0	100	29	0	45	52	3	0	100	29	3	66	31	0	0
Male	100	29	10	34	34	21	0	100	29	0	34	62	3	0	100	29	0	79	21	0	0
Caucasian	100	18	0	44	44	11	0	100	18	0	33	61	6	0	100	18	0	78	22	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***

Proficiencies for Subgroups within LOVING 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
Hispanic	100	40	10	38	28	25	0	100	40	0	42	55	2	0	100	40	2	70	28	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	21	10	29	24	38	0	100	21	0	29	67	5	0	100	21	0	62	38	0	0
ED	100	58	7	40	33	21	0	100	58	0	40	57	3	0	100	58	2	72	26	0	0
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2009-10	100	58	7	40	33	21	0	100	58	0	40	57	3	0	100	58	2	72	26	0	0
ALL2008-09	100	41	0	43	34	21	0	100	41	0	31	63	4	0	100	41	2	60	36	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 LOVING 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	18	0	44	50	6	0	100	18	0	22	72	6	0	100	18	0	39	56	6	0
Male	100	22	9	32	50	9	0	100	22	9	23	55	14	0	100	22	0	23	77	0	0
Caucasian	100	12	8	42	50	0	0	100	12	8	25	58	8	0	100	12	0	25	75	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	27	4	33	52	11	0	100	27	4	22	63	11	0	100	27	0	33	63	4	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	15	0	33	53	13	0	100	15	7	7	67	20	0	100	15	0	13	80	7	0
ED	100	40	5	38	50	8	0	100	40	5	22	62	10	0	100	40	0	30	68	2	0
SWD	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
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	40	5	38	50	8	0	100	40	5	22	62	10	0	100	40	0	30	68	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	53	9	50	26	13	0	100	53	1	41	50	5	0	100	53	0	43	52	3	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 LOVING 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	25	12	40	40	8	0	100	25	0	44	48	8	0	100	25	0	32	68	0	0
Male	100	23	4	35	48	13	0	100	23	0	17	78	4	0	100	23	0	26	70	4	0
Caucasian	100	14	0	50	36	14	0	100	14	0	21	64	14	0	100	14	0	21	79	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	34	12	32	47	9	0	100	34	0	35	62	3	0	100	34	0	32	65	3	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	13	8	23	54	15	0	100	13	0	15	77	8	0	100	13	0	31	62	8	0
ED	100	48	8	38	44	10	0	100	48	0	31	62	6	0	100	48	0	29	69	2	0
SWD	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	48	8	38	44	10	0	100	48	0	31	62	6	0	100	48	0	29	69	2	0
ALL2008-09	100	51	1	27	47	23	0	100	51	0	11	58	29	0	100	51	0	23	58	17	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 LOVING MUNICIPAL SCHOOLS

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
Female	100	28	4	32	57	7	0	96	28	0	14	61	21	4	100	28	0	14	75	11	0
Male	100	25	0	16	56	28	0	96	25	0	16	72	8	4	100	25	0	16	52	32	0
Caucasian	100	10	0	50	30	20	0	100	10	0	50	30	20	0	100	10	0	60	20	20	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	43	2	19	63	16	0	95	43	0	7	74	14	5	100	43	0	5	74	21	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	21	0	5	62	33	0	95	21	0	0	71	24	5	100	21	0	0	62	38	0
ED	100	53	2	25	57	17	0	96	53	0	15	66	15	4	100	53	0	15	64	21	0
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	53	2	25	57	17	0	96	53	0	15	66	15	4	100	53	0	15	64	21	0
ALL2008-09	100	43	4	34	48	11	0	100	43	0	18	72	9	0	100	43	0	13	67	18	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 LOVING MUNICIPAL SCHOOLS

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
Female	100	26	4	38	58	0	0	100	26	0	19	62	19	0	100	26	0	31	58	12	0
Male	100	24	8	29	46	17	0	100	24	4	17	54	25	0	100	24	0	25	54	21	0
Caucasian	100	10	0	60	30	10	0	100	10	0	20	70	10	0	100	10	0	50	50	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	40	8	28	58	8	0	100	40	2	18	55	25	0	100	40	0	22	58	20	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	17	6	12	71	12	0	100	17	0	6	59	35	0	100	17	0	6	53	41	0
ED	100	50	6	34	52	8	0	100	50	2	18	58	22	0	100	50	0	28	56	16	0
SWD	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	50	6	34	52	8	0	100	50	2	18	58	22	0	100	50	0	28	56	16	0
ALL2008-09	100	43	16	39	37	6	0	100	43	2	25	58	13	0	100	43	2	32	58	6	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 LOVING 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	23	13	65	22	0	0	100	23	4	48	43	4	0	100	23	0	30	65	4	0
Male	100	21	0	62	33	5	0	100	21	0	24	71	5	0	100	21	0	19	76	5	0
Caucasian	100	10	0	90	10	0	0	100	10	0	60	40	0	0	100	10	0	40	60	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	33	9	58	30	3	0	100	33	3	30	61	6	0	100	33	0	21	73	6	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	10	0	50	40	10	0	100	10	0	20	60	20	0	100	10	0	20	60	20	0
ED	100	44	7	64	27	2	0	100	44	2	36	57	5	0	100	44	0	25	70	5	0
SWD	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	44	7	64	27	2	0	100	44	2	36	57	5	0	100	44	0	25	70	5	0
ALL2008-09	100	46	6	67	23	2	0	100	46	0	50	50	0	0	100	46	0	41	56	2	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 LOVING 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	18	22	44	33	0	0	100	18	11	17	50	22	0	100	18	0	17	78	6	0
Male	100	14	7	36	43	14	0	100	14	14	7	71	7	0	100	14	0	29	71	0	0
Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	27	11	44	37	7	0	100	27	7	11	67	15	0	100	27	0	19	78	4	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	32	16	41	38	6	0	100	32	12	12	59	16	0	100	32	0	22	75	3	0
SWD	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	32	16	41	38	6	0	100	32	12	12	59	16	0	100	32	0	22	75	3	0
ALL2008-09	100	39	0	41	48	10	0	100	39	0	20	41	38	0	100	39	0	25	61	12	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 LOVING MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Loving Municipal Schools	55	81	29	71	26	92	11	62	1	***	43	86	***	***	***	***	52	82	8	***	48	81
Loving High	55	81	29	71	26	92	11	62	1	***	43	86	***	***	***	***	52	82	8	***	48	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 LOVING MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Loving Municipal Schools	56	82	29	74	27	91	11	62	1	***	44	87	***	***	***	***	52	83	8	***	49	81
Loving High	56	82	29	74	27	91	11	62	1	***	44	87	***	***	***	***	52	83	8	***	49	81

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 LOVING MUNICIPAL SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Loving Municipal Schools	0	0	0	0	0	0	0	0
Loving High	0	0	0	0	0	0	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
Loving Municipal Schools	10	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	7	0.0
Loving Elementary	21	0.0
Loving High	0	0.0
Loving 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
Loving Municipal Schools	42	50	48
Loving Elementary	19	47	53
Loving High	19	58	37
Loving Middle	14	29	71

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	Loving Municipal Schools	158	48.1	42.4	3.8	3.8	1.9	0.0
2	Loving Municipal Schools	158	48.7	44.3	3.8	1.3	1.3	0.6
3	Loving Municipal Schools	158	46.8	43.7	7.0	1.3	1.3	0.0
4	Loving Municipal Schools	158	43.0	43.0	7.6	4.4	0.6	1.3
5	Loving Municipal Schools	158	39.2	48.1	3.8	1.9	6.3	0.6
6	Loving Municipal Schools	158	36.1	47.5	10.8	3.2	1.9	0.6
7	Loving Municipal Schools	158	38.0	44.9	7.6	3.8	4.4	1.3
8	Loving Municipal Schools	158	49.4	41.8	4.4	4.4	0.0	0.0
9	Loving Municipal Schools	158	38.6	52.5	3.2	1.3	1.9	2.5
10	Loving Municipal Schools	158	43.7	44.9	6.3	1.9	0.6	2.5
1	Loving Elementary	84	57.1	36.9	1.2	3.6	1.2	0.0
2	Loving Elementary	84	53.6	36.9	4.8	2.4	1.2	1.2
3	Loving Elementary	84	57.1	35.7	4.8	0.0	2.4	0.0
4	Loving Elementary	84	53.6	38.1	3.6	3.6	1.2	0.0
5	Loving Elementary	84	39.3	47.6	1.2	1.2	9.5	1.2
6	Loving Elementary	84	41.7	50.0	2.4	3.6	2.4	0.0
7	Loving Elementary	84	38.1	42.9	4.8	4.8	8.3	1.2
8	Loving Elementary	84	59.5	36.9	2.4	1.2	0.0	0.0
9	Loving Elementary	84	46.4	45.2	1.2	1.2	3.6	2.4
10	Loving Elementary	84	47.6	39.3	7.1	2.4	0.0	3.6
1	Loving High	72	37.5	48.6	6.9	4.2	2.8	0.0
2	Loving High	72	43.1	52.8	2.8	0.0	1.4	0.0
3	Loving High	72	34.7	54.2	8.3	2.8	0.0	0.0
4	Loving High	72	30.6	50.0	11.1	5.6	0.0	2.8
5	Loving High	72	38.9	48.6	6.9	2.8	2.8	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	Loving High	72	29.2	45.8	19.4	2.8	1.4	1.4
7	Loving High	72	37.5	47.2	11.1	2.8	0.0	1.4
8	Loving High	72	37.5	48.6	5.6	8.3	0.0	0.0
9	Loving High	72	29.2	61.1	5.6	1.4	0.0	2.8
10	Loving High	72	38.9	52.8	5.6	0.0	1.4	1.4
1	Loving Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
2	Loving Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
3	Loving Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
4	Loving Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
5	Loving Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
6	Loving Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
7	Loving Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
8	Loving Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
9	Loving Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
10	Loving Middle	2	50.0	0.0	0.0	50.0	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. Results presented here are from 2009 reading, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	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 ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	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/>

Basic² 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