



Adequate Yearly Progress (AYP) Summary

HOBBS MUNICIPAL SCHOOLS	
AYP Rating Not Met	
Improvement Status CA-2	
Schools rated in the district	16
Schools in Improvement	5
Schools in Corrective Action	3
Schools in Restructuring	6

- 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				
	HOBBS MUNICIPAL SCHOOLS		Statewide	
	N	%	N	%
All Students	8,198	100	334,324	100
Female	4,013	49.0	163,140	48.8
Male	4,185	51.0	171,184	51.2
Caucasian	2,580	31.5	85,417	25.5
Afr Am	464	5.7	7,026	2.1
Hispanic	5,094	62.1	200,137	59.9
Asian	31	0.4	4,158	1.2
Am Indian	28	0.3	34,907	10.4
ELL	1,276	15.6	47,677	14.3
SWD	851	0.1	44,235	0.1
ED	5,256	64.1	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	278	3.4	278	3.4

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 HOBBS MUNICIPAL SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Booker T Washington Elementary	Not Met	SI-2	Broadmoor Elementary	Not Met	SI-2
College Lane Elementary	Not Met	Progressing	Coronado Elementary	Not Met	CA
Edison Elementary	Not Met	SI-2	Highland Junior High	Not Met	R-2
Hobbs Freshman	Not Met	R-2	Hobbs High	Not Met	R-2
Houston Junior High	Not Met	R-2	Jefferson Elementary	Not Met	CA
Mills Elementary	Not Met	SI-2	Sanger Elementary	Not Met	Progressing
Southern Heights Elementary	Not Met	CA	Stone Elementary	Not Met	SI-1
Taylor Elementary	Not Met	R-1	Will Rogers Elementary	Not Met	R-1

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 HOBBS MUNICIPAL SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Hobbs Municipal Schools	Reading Proficiency*	64	45	60	31	39	62	***	37	23	14	***
Booker T Washington Elementary	Reading Proficiency*	67	37	45	45	34	***	***	38	34	33	***
Broadmoor Elementary	Reading Proficiency*	63	54	69	***	49	***	***	42	30	17	***
College Lane Elementary	Reading Proficiency*	63	65	70	***	56	***	***	54	25	36	***
Coronado Elementary	Reading Proficiency*	63	40	55	***	31	***	***	35	23	37	***
Edison Elementary	Reading Proficiency*	63	45	***	***	44	***	***	44	28	***	***
Highland Junior High	Reading Proficiency*	64	52	65	28	47	***	***	45	24	10	***
Hobbs Freshman	Reading Proficiency*	64	53	64	33	47	***	***	45	19	16	***
Hobbs High	Reading Proficiency*	64	47	62	31	38	***	***	38	16	12	***
Houston Junior High	Reading Proficiency*	64	41	52	31	37	***	***	32	20	9	***
Jefferson Elementary	Reading Proficiency*	63	27	39	***	26	***	***	26	13	5	***
Mills Elementary	Reading Proficiency*	63	42	52	45	30	***	***	30	17	12	***
Sanger Elementary	Reading Proficiency*	63	65	70	***	63	***	***	60	55	15	***
Southern Heights Elementary	Reading Proficiency*	63	30	41	33	28	***	***	28	21	23	***
Stone Elementary	Reading Proficiency*	63	56	66	***	38	***	***	38	29	7	***
Taylor Elementary	Reading Proficiency*	63	32	48	16	30	***	***	28	17	13	***
Will Rogers Elementary	Reading Proficiency*	63	39	62	***	36	***	***	38	26	13	***
Hobbs Municipal Schools	Reading Participation	64	99	99	99	99			99	99	98	***
Booker T Washington Elementary	Reading Participation	67										
Broadmoor Elementary	Reading Participation	63	100	100		100			100	100		***
College Lane Elementary	Reading Participation	63	99	99		99			99	97		***
Coronado Elementary	Reading Participation	63	100	100		100			100	100		***

Adequate Yearly Progress (AYP) for Subgroups with HOBBS MUNICIPAL SCHOOLS

		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
Academic Indicator		%	Students	%	Amer	%	%	Indian	%	%	%	%
Edison Elementary	Reading Participation	63	100			100			100	100		***
Highland Junior High	Reading Participation	64	99	99	100	99			99	100	100	***
Hobbs Freshman	Reading Participation	64										
Hobbs High	Reading Participation	64	98	98		98			96	100	96	***
Houston Junior High	Reading Participation	64	99	99		99			99	99	98	***
Jefferson Elementary	Reading Participation	63	99			99			99	100		***
Mills Elementary	Reading Participation	63	100	100		100			100	100		***
Sanger Elementary	Reading Participation	63	100	100		100			100	100		***
Southern Heights Elementary	Reading Participation	63	100			100			100	100		***
Stone Elementary	Reading Participation	63	100	100		100			100			***
Taylor Elementary	Reading Participation	63	100			100			100	100		***
Will Rogers Elementary	Reading Participation	63	100			100			100	100		***
Hobbs Municipal Schools	Math Proficiency*	52	33	46	16	28	50	***	27	18	11	***
Booker T Washington Elementary	Math Proficiency*	57	32	45	27	30	***	***	31	26	25	***
Broadmoor Elementary	Math Proficiency*	54	50	67	***	43	***	***	41	26	35	***
College Lane Elementary	Math Proficiency*	54	52	57	***	45	***	***	43	28	28	***
Coronado Elementary	Math Proficiency*	54	32	44	***	24	***	***	25	19	22	***
Edison Elementary	Math Proficiency*	54	41	***	***	42	***	***	39	30	***	***
Highland Junior High	Math Proficiency*	48	42	56	27	35	***	***	37	20	5	***
Hobbs Freshman	Math Proficiency*	53	22	31	5	18	***	***	15	6	10	***
Hobbs High	Math Proficiency*	53	19	28	8	15	***	***	13	6	10	***
Houston Junior High	Math Proficiency*	48	31	43	16	26	***	***	22	12	5	***
Jefferson Elementary	Math Proficiency*	54	27	33	***	27	***	***	26	15	5	***
Mills Elementary	Math Proficiency*	54	30	35	9	25	***	***	18	8	12	***
Sanger Elementary	Math Proficiency*	54	42	54	***	36	***	***	36	38	< 2	***
Southern Heights Elementary	Math Proficiency*	54	13	27	8	12	***	***	13	9	9	***
Stone Elementary	Math Proficiency*	54	53	65	***	32	***	***	28	29	7	***
Taylor Elementary	Math Proficiency*	54	21	16	5	25	***	***	21	15	13	***
Will Rogers Elementary	Math Proficiency*	54	29	62	***	26	***	***	27	18	13	***
Hobbs Municipal Schools	Math Participation	52	99	99	99	99			99	99	98	***
Booker T Washington Elementary	Math Participation	57										
Broadmoor Elementary	Math Participation	54	100	100		100			100	100		***
College Lane Elementary	Math Participation	54	99	99		100			99	100		***
Coronado Elementary	Math Participation	54	100	100		100			100	100		***
Edison Elementary	Math Participation	54	100			100			100	100		***
Highland Junior High	Math Participation	48	99	99	100	99			99	99	97	***
Hobbs Freshman	Math Participation	53										
Hobbs High	Math Participation	53	97	98		97			94	98	90	***

Adequate Yearly Progress (AYP) for Subgroups with HOBBS MUNICIPAL SCHOOLS

		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
Academic Indicator		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
Houston Junior High	Math Participation	48	99	99		99			99	99	98	***
Jefferson Elementary	Math Participation	54	100			100			100	100		***
Mills Elementary	Math Participation	54	100	100		100			100	100		***
Sanger Elementary	Math Participation	54	100	100		100			100	100		***
Southern Heights Elementary	Math Participation	54	100			100			100	100		***
Stone Elementary	Math Participation	54	100	100		100			100			***
Taylor Elementary	Math Participation	54	100			100			100	100		***
Will Rogers Elementary	Math Participation	54	100			100			100	100		***
Hobbs Municipal Schools	Attendance Rate	92	94	94	92	93	96	93	93	94	93	***
Booker T Washington Elementary	Attendance Rate	92										
Broadmoor Elementary	Attendance Rate	92										
College Lane Elementary	Attendance Rate	92	93	95	96	95	***	93	94	96	91	***
Coronado Elementary	Attendance Rate	92										
Edison Elementary	Attendance Rate	92	92	98	95	95	***	92	95	96	94	***
Highland Junior High	Attendance Rate	92										
Hobbs Freshman	Attendance Rate	92										
Hobbs High	Attendance Rate	92										
Houston Junior High	Attendance Rate	92										
Jefferson Elementary	Attendance Rate	92										
Mills Elementary	Attendance Rate	92	98	95	93	95	***	98	94	94	96	***
Sanger Elementary	Attendance Rate	92										
Southern Heights Elementary	Attendance Rate	92										
Stone Elementary	Attendance Rate	92										
Taylor Elementary	Attendance Rate	92										
Will Rogers Elementary	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	69	79	76	62	***	***	***	63	74	***
Hobbs High	Graduation Rate	63	76	84	78	69	***	***	***	69	79	***

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 HOBBS MUNICIPAL SCHOOLS

		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
Academic Indicator		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	47	64	34	40	***	***	39	28	19	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	42	53	30	38	***	***	34	20	8	***
District Wide-Grades 11	Reading Proficiency*	64	47	60	33	40	***	***	37	17	12	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	38	54	18	31	***	***	30	22	15	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	31	43	16	26	***	***	24	13	6	***

Proficiencies for Subgroups within HOBBS MUNICIPAL SCHOOLS

Academic Indicator		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant	
		%	Students	%	Amer	%	%	Indian	%	%	%	%	
District Wide-Grades 11		Math Proficiency*	52	20	28	7	16	***	***	13	7	10	***

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	33,653,946		70
Instructional Support	14,092,741		29
Students	3,777,402		7
Instruction	1,462,400		3
General Administration	645,723		1
School Administration	3,120,906		6
Central Services	1,079,010		2
Operations Maintenance	4,007,019		8
Student Transportation	0		<1
Other	282		<1
Non-Instructional Support	0		<1
Food Services	0		<1
Community Services	0		<1
Capital Outlay	0		<1
Total	47,746,687		100

School Board Training

Board Member	Number of Points*
Joseph Calderon	7
Joseph Puckett	1
Lance Wiseman	0
Patricia Jones	5
Tejay Simpson	1

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: PED Budget Office; general fund operational expenditures only

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 HOBBS 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	315	7	47	30	17	0	100	314	7	43	46	4	0	100	314	6	70	24	0	0	
Male	100	367	4	41	30	25	0	100	367	5	45	41	9	0	100	367	7	67	25	1	0	
Caucasian	100	221	7	62	20	10	0	100	221	10	57	31	2	0	100	221	11	80	9	0	0	
Afr Am	100	28	0	43	18	39	0	100	27	4	22	59	15	4	96	27	0	63	33	0	4	
Hispanic	100	427	4	34	36	26	0	100	427	4	38	49	9	0	100	427	4	63	32	1	0	
Asian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***	
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***	
ELL	100	223	3	26	36	35	0	100	223	3	31	54	12	0	100	223	4	54	42	0	0	
ED	100	473	4	37	32	27	0	100	473	5	37	49	10	0	100	473	5	63	32	1	0	
SWD	100	57	2	26	21	51	0	100	56	4	20	57	20	2	98	56	5	48	41	4	2	

Proficiencies for Subgroups within HOBBS MUNICIPAL SCHOOLS																					
		READING						MATH						SCIENCE							
3rd 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
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
ALL2009-10	100	682	5	44	30	21	0	100	681	6	44	43	7	0	100	681	6	68	25	1	0
ALL2008-09	99	644	7	46	25	20	0	99	644	6	41	45	6	0	99	644	6	70	22	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 HOBBS MUNICIPAL SCHOOLS																					
		READING						MATH						SCIENCE							
4th 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	325	5	46	37	12	0	100	325	4	27	62	7	0	100	325	1	39	57	3	0
Male	100	331	4	35	37	24	0	100	331	3	28	55	14	0	100	331	2	40	53	6	0
Caucasian	100	198	8	53	26	13	0	100	198	9	39	42	10	0	100	198	3	57	35	5	0
Afr Am	100	44	5	27	50	18	0	100	44	0	16	68	16	0	100	44	0	23	70	7	0
Hispanic	100	411	3	36	41	20	0	100	411	1	23	65	11	0	100	411	0	32	63	5	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	216	2	24	44	29	0	100	216	1	12	71	16	0	100	216	0	18	74	8	0
ED	100	461	3	35	40	22	0	100	461	3	21	65	11	0	100	461	1	31	62	6	0
SWD	98	67	6	7	30	55	1	100	67	1	12	52	34	0	100	67	1	24	58	16	0
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	656	4	40	37	18	0	100	656	4	27	58	11	0	100	656	1	39	55	5	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	99	653	7	37	34	20	0	99	653	3	27	56	13	0	99	653	0	42	50	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 HOBBS 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	302	9	47	36	8	0	100	302	6	30	52	12	0	100	302	2	39	53	6	0
Male	100	356	5	36	45	14	0	100	356	4	24	51	21	0	100	356	1	40	48	10	0
Caucasian	100	218	13	49	31	8	0	100	218	7	38	45	10	0	100	218	4	50	41	5	0
Afr Am	100	37	5	24	54	16	0	100	37	0	14	46	41	0	100	37	0	22	59	19	0
Hispanic	100	401	4	38	45	13	0	100	401	3	22	56	19	0	100	401	0	35	55	9	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	189	3	24	51	21	0	100	189	1	16	53	30	0	99	189	0	22	62	15	1
ED	100	473	4	35	47	14	0	100	473	3	22	53	22	0	100	473	0	34	55	11	0
SWD	100	68	6	12	25	57	0	100	68	0	9	35	56	0	98	68	1	13	49	35	1
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	658	7	41	41	11	0	100	658	5	27	52	17	0	100	658	2	40	50	8	0
ALL2008-09	100	594	9	37	39	12	0	100	594	4	28	48	18	0	99	594	3	35	51	9	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 HOBBS 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	289	1	39	51	9	0	100	289	2	19	69	10	0	100	289	0	21	69	10	0
Male	99	295	1	26	57	16	1	100	295	4	22	58	17	0	100	295	0	25	58	17	0
Caucasian	99	188	2	40	47	10	1	99	188	4	28	59	9	1	100	188	1	34	58	8	0
Afr Am	100	32	0	25	56	19	0	100	32	0	0	75	25	0	100	32	0	6	69	25	0
Hispanic	100	360	1	29	57	13	0	100	360	2	18	64	15	0	100	360	0	19	65	16	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ELL	100	145	0	14	61	25	0	100	145	1	8	66	25	0	100	145	0	7	66	28	0
ED	100	395	1	27	56	16	0	100	395	2	14	66	18	0	100	395	0	15	66	18	0
SWD	98	54	2	4	31	61	2	98	54	0	6	41	52	2	100	54	0	4	35	61	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	584	1	33	54	12	0	100	584	3	21	63	13	0	100	584	0	23	63	14	0
ALL2008-09	99	615	3	33	49	13	0	99	615	2	22	56	17	0	99	615	0	25	57	16	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 HOBBS 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	318	4	44	47	5	0	100	318	3	25	55	16	0	100	318	2	28	58	13	0
Male	99	304	2	31	50	17	1	99	303	6	20	51	21	1	99	303	2	29	55	14	1
Caucasian	100	179	6	44	44	7	0	100	179	5	34	53	8	0	100	179	4	36	54	5	0
Afr Am	100	42	2	29	55	14	0	100	41	2	17	56	24	0	100	41	2	17	59	22	0
Hispanic	99	398	2	35	49	12	1	99	398	5	19	53	23	1	99	398	1	26	57	16	1
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	157	1	25	57	17	0	99	157	3	10	56	31	1	99	157	0	15	62	23	1
ED	99	361	2	31	51	15	1	100	360	3	21	53	23	0	100	360	1	24	57	19	0
SWD	98	59	3	3	34	58	2	97	59	0	3	20	73	3	97	59	0	5	41	51	3
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	622	3	37	48	11	0	100	621	5	23	53	19	0	100	621	2	28	56	13	0
ALL2008-09	98	590	6	39	39	13	1	99	591	5	25	52	16	0	99	589	0	27	53	16	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 HOBBS 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	99	306	2	53	31	12	1	99	306	8	39	43	9	1	99	306	0	20	63	15	1
Male	100	266	2	45	31	22	0	100	265	8	27	54	11	0	100	265	1	25	58	16	0
Caucasian	99	194	5	61	23	10	1	99	194	16	41	36	6	1	99	194	1	34	54	10	1
Afr Am	100	40	0	32	38	30	0	100	39	0	26	54	21	0	100	39	0	15	62	23	0
Hispanic	99	335	1	45	35	19	1	99	335	4	30	55	10	1	99	335	0	16	65	18	1
Asian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	99	98	0	20	43	36	1	99	98	1	19	56	22	1	99	98	0	6	61	32	1
ED	99	310	1	41	34	23	1	99	309	4	30	54	11	1	99	309	1	17	61	21	1
SWD	100	54	2	11	22	65	0	100	53	4	6	49	42	0	100	53	2	4	42	53	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	572	2	49	31	17	1	99	571	8	33	48	10	1	99	571	1	22	61	16	1
ALL2008-09	99	582	7	46	34	12	0	99	581	7	40	46	5	0	99	581	0	23	58	17	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 HOBBS 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	99	241	6	50	36	7	1	98	241	3	14	45	36	2	98	241	0	17	71	10	2
Male	98	224	2	34	43	18	2	97	224	4	20	39	35	3	97	224	0	24	58	15	3
Caucasian	98	163	6	54	31	7	2	98	163	6	22	44	26	2	99	163	0	33	60	7	1
Afr Am	96	27	7	26	37	26	4	92	27	0	7	37	48	7	92	27	0	11	59	22	7
Hispanic	98	270	3	37	44	14	1	97	270	2	14	41	40	3	98	270	0	14	69	16	2
Asian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	54	0	17	46	37	0	98	54	2	6	35	56	2	100	54	0	4	65	31	0
ED	97	207	2	34	43	17	3	95	207	1	12	40	42	5	96	207	0	13	64	19	4
SWD	96	52	6	6	31	54	4	90	52	4	6	15	65	10	96	52	0	10	35	52	4
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	98	465	4	42	39	12	2	97	465	3	17	42	35	3	98	465	0	20	65	13	2
ALL2008-09	99	422	4	40	42	11	0	99	422	4	20	41	31	0	99	422	0	23	66	8	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 HOBBS 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
Hobbs Municipal Schools	576	69	265	69	311	70	212	79	34	76	324	62	3	***	3	***	213	62	94	74	173	63
Hobbs Alternative High	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hobbs Freshman	484	57	228	55	256	58	184	69	28	72	267	48	2	***	3	***	170	47	79	61	159	50
Hobbs High	548	76	248	76	300	75	203	84	34	78	306	69	3	***	2	***	199	68	91	79	168	69
Houston Junior High	1	***	***	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	1	***	1	***

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 HOBBS 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
Hobbs Municipal Schools	584	73	265	73	314	73	213	80	35	82	330	67	3	***	3	***	217	67	98	78	176	69
Hobbs Alternative High	21	17	***	***	12	17	7	***	2	***	12	14	***	***	***	***	5	***	2	***	5	***
Hobbs Freshman	491	59	228	57	260	61	185	70	29	74	272	51	2	***	3	***	175	50	83	63	162	54
Hobbs High	553	79	248	80	302	79	204	85	34	86	310	75	3	***	2	***	200	75	93	83	170	76
Houston Junior High	2	>98	***	***	1	***	***	***	***	***	2	***	***	***	***	***	1	***	2	***	1	***

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 HOBBS MUNICIPAL SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Hobbs Municipal Schools	24	4	105	18	64	11	0	0
Hobbs Freshman	16	3	87	18	48	10	0	0
Hobbs High	23	4	84	15	62	11	0	0
Houston Junior 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
Hobbs Municipal Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Booker T Washington Elementary	0	0.0
Broadmoor Elementary	0	0.0
College Lane Elementary	0	0.0
Coronado Elementary	0	0.0
Edison Elementary	0	0.0
Highland Junior High	0	0.0
Hobbs Freshman	0	0.0
Hobbs High	0	0.0
Houston Junior High	0	0.0
Jefferson Elementary	0	0.0
Mills Elementary	0	0.0
Sanger Elementary	0	0.0
Southern Heights Elementary	0	0.0
Stone Elementary	0	0.0
Taylor Elementary	0	0.0
Will Rogers Elementary	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
Hobbs Municipal Schools	509	51	49
Booker T Washington Elementary	16	56	44
Broadmoor Elementary	25	48	52
College Lane Elementary	30	40	60
Coronado Elementary	27	41	59
Edison Elementary	23	44	56
Highland Junior High	44	50	50

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Hobbs Freshman	47	51	49
Hobbs High	99	50	50
Houston Junior High	45	56	44
Jefferson Elementary	29	41	59
Mills Elementary	30	37	63
Sanger Elementary	24	38	62
Southern Heights Elementary	34	65	35
Stone Elementary	29	34	66
Taylor Elementary	29	66	34
Will Rogers Elementary	30	67	33

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	Hobbs Municipal Schools	2708	33.7	50.4	2.6	1.3	2.8	9.1
2	Hobbs Municipal Schools	2736	31.6	59.0	3.9	1.1	2.9	1.4
3	Hobbs Municipal Schools	2743	34.8	56.0	3.0	1.2	2.6	2.3
4	Hobbs Municipal Schools	2744	34.1	52.3	6.3	1.6	1.9	3.9
5	Hobbs Municipal Schools	2740	32.0	54.8	2.0	0.8	8.7	1.6
6	Hobbs Municipal Schools	2741	32.3	55.1	4.3	1.9	3.2	3.2
7	Hobbs Municipal Schools	2741	25.2	48.3	9.9	2.4	9.5	4.6
8	Hobbs Municipal Schools	2742	42.7	49.3	4.3	1.2	0.8	1.6
9	Hobbs Municipal Schools	2736	32.3	53.8	4.1	1.6	5.5	2.7
10	Hobbs Municipal Schools	2742	35.2	52.3	5.8	1.0	1.1	4.5
1	Booker T Washington Elementary	44	70.5	27.3	0.0	2.3	0.0	0.0
2	Booker T Washington Elementary	44	65.9	34.1	0.0	0.0	0.0	0.0
3	Booker T Washington Elementary	44	65.9	31.8	0.0	0.0	2.3	0.0
4	Booker T Washington Elementary	44	70.5	29.5	0.0	0.0	0.0	0.0
5	Booker T Washington Elementary	44	52.3	45.5	2.3	0.0	0.0	0.0
6	Booker T Washington Elementary	44	65.9	34.1	0.0	0.0	0.0	0.0
7	Booker T Washington Elementary	44	54.5	45.5	0.0	0.0	0.0	0.0
8	Booker T Washington Elementary	44	75.0	25.0	0.0	0.0	0.0	0.0
9	Booker T Washington Elementary	44	63.6	36.4	0.0	0.0	0.0	0.0
10	Booker T Washington Elementary	44	40.9	43.2	2.3	4.5	6.8	2.3
1	Broadmoor Elementary	257	38.1	52.9	3.1	0.8	2.3	2.7
2	Broadmoor Elementary	257	27.2	56.8	9.3	3.1	1.9	1.6
3	Broadmoor Elementary	257	42.0	51.0	2.3	0.4	1.9	2.3
4	Broadmoor Elementary	257	39.7	52.1	4.3	0.8	0.4	2.7
5	Broadmoor Elementary	257	39.3	54.1	0.4	0.4	3.5	2.3

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	Broadmoor Elementary	257	35.4	59.5	1.9	1.2	0.8	1.2
7	Broadmoor Elementary	257	24.5	44.0	10.9	3.1	10.1	7.4
8	Broadmoor Elementary	257	44.0	53.3	0.8	0.8	0.0	1.2
9	Broadmoor Elementary	257	36.2	53.3	3.1	1.2	5.8	0.4
10	Broadmoor Elementary	257	36.2	50.6	8.6	1.6	1.2	1.9
1	College Lane Elementary	145	33.1	53.1	1.4	0.7	1.4	10.3
2	College Lane Elementary	145	32.4	60.7	2.1	0.0	2.1	2.8
3	College Lane Elementary	145	33.8	58.6	1.4	0.7	1.4	4.1
4	College Lane Elementary	145	31.0	52.4	5.5	2.1	2.1	6.9
5	College Lane Elementary	145	33.8	53.1	1.4	2.8	6.9	2.1
6	College Lane Elementary	145	26.9	54.5	4.8	4.1	3.4	6.2
7	College Lane Elementary	145	15.2	46.9	17.2	3.4	11.0	6.2
8	College Lane Elementary	145	37.9	49.7	5.5	2.8	0.0	4.1
9	College Lane Elementary	145	21.4	57.2	6.2	4.1	4.1	6.9
10	College Lane Elementary	145	26.2	25.5	8.3	2.1	0.7	37.2
1	Coronado Elementary	255	24.7	48.2	0.4	0.8	2.0	23.9
2	Coronado Elementary	255	24.3	60.8	5.5	2.0	5.9	1.6
3	Coronado Elementary	255	25.1	66.7	4.7	0.8	1.2	1.6
4	Coronado Elementary	255	22.4	59.6	7.8	1.2	3.5	5.5
5	Coronado Elementary	255	17.6	63.9	0.8	0.8	14.1	2.7
6	Coronado Elementary	255	23.1	61.6	5.1	2.7	3.1	4.3
7	Coronado Elementary	255	13.3	54.5	13.3	1.6	11.4	5.9
8	Coronado Elementary	255	34.1	58.8	4.7	0.4	0.4	1.6
9	Coronado Elementary	255	21.6	58.4	4.7	0.8	7.5	7.1
10	Coronado Elementary	255	27.8	59.2	7.5	0.0	0.0	5.5
1	Edison Elementary	260	60.0	37.7	0.4	0.0	1.2	0.8
2	Edison Elementary	260	39.6	56.9	1.2	0.4	0.8	1.2
3	Edison Elementary	260	45.8	53.1	0.4	0.0	0.0	0.8
4	Edison Elementary	260	43.5	54.2	0.8	0.0	0.0	1.5
5	Edison Elementary	260	43.8	51.2	1.9	0.4	1.9	0.8
6	Edison Elementary	260	44.2	52.7	0.4	0.0	1.9	0.8
7	Edison Elementary	260	41.9	50.8	3.5	0.4	2.3	1.2
8	Edison Elementary	260	50.4	47.7	1.2	0.0	0.4	0.4
9	Edison Elementary	260	45.4	50.4	0.8	0.0	2.3	1.2
10	Edison Elementary	260	40.0	55.4	1.5	0.4	0.8	1.9
1	Highland Junior High	62	24.2	45.2	12.9	1.6	9.7	6.5
2	Highland Junior High	62	24.2	58.1	4.8	1.6	8.1	3.2

Questions:

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- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
3	Highland Junior High	62	25.8	46.8	11.3	3.2	6.5	6.5
4	Highland Junior High	62	17.7	43.5	19.4	6.5	4.8	8.1
5	Highland Junior High	62	25.8	46.8	4.8	0.0	19.4	3.2
6	Highland Junior High	62	21.0	46.8	12.9	6.5	4.8	8.1
7	Highland Junior High	62	24.2	51.6	8.1	3.2	8.1	4.8
8	Highland Junior High	62	24.2	50.0	16.1	3.2	0.0	6.5
9	Highland Junior High	62	25.8	45.2	9.7	6.5	6.5	6.5
10	Highland Junior High	62	40.3	48.4	8.1	0.0	0.0	3.2
	Hobbs Freshman							
	Hobbs High							
1	Houston Junior High	245	25.7	50.6	10.6	6.5	5.3	1.2
2	Houston Junior High	245	21.2	67.8	9.4	1.6	0.0	0.0
3	Houston Junior High	245	25.3	67.3	5.3	2.0	0.0	0.0
4	Houston Junior High	245	23.3	46.5	15.9	2.4	5.7	6.1
5	Houston Junior High	245	21.6	60.0	5.3	3.7	6.9	2.4
6	Houston Junior High	245	20.0	60.8	7.3	3.3	4.9	3.7
7	Houston Junior High	245	22.4	60.0	6.1	1.2	7.3	2.9
8	Houston Junior High	245	27.3	49.0	13.9	3.3	4.1	2.4
9	Houston Junior High	245	22.4	65.3	8.6	0.8	0.8	2.0
10	Houston Junior High	245	33.9	51.8	8.6	2.9	0.4	2.4
1	Jefferson Elementary	5	60.0	40.0	0.0	0.0	0.0	0.0
2	Jefferson Elementary	5	40.0	20.0	20.0	0.0	20.0	0.0
3	Jefferson Elementary	5	60.0	40.0	0.0	0.0	0.0	0.0
4	Jefferson Elementary	5	40.0	60.0	0.0	0.0	0.0	0.0
5	Jefferson Elementary	5	20.0	60.0	20.0	0.0	0.0	0.0
6	Jefferson Elementary	5	40.0	40.0	0.0	0.0	20.0	0.0
7	Jefferson Elementary	5	20.0	40.0	20.0	0.0	20.0	0.0
8	Jefferson Elementary	5	40.0	60.0	0.0	0.0	0.0	0.0
9	Jefferson Elementary	5	20.0	60.0	0.0	0.0	20.0	0.0
10	Jefferson Elementary	5	40.0	60.0	0.0	0.0	0.0	0.0
1	Mills Elementary	26	26.9	73.1	0.0	0.0	0.0	0.0
2	Mills Elementary	26	19.2	73.1	3.8	0.0	3.8	0.0
3	Mills Elementary	26	42.3	53.8	0.0	0.0	0.0	3.8
4	Mills Elementary	26	57.7	34.6	3.8	3.8	0.0	0.0
5	Mills Elementary	26	42.3	57.7	0.0	0.0	0.0	0.0
6	Mills Elementary	26	30.8	65.4	3.8	0.0	0.0	0.0
7	Mills Elementary	26	23.1	38.5	34.6	0.0	0.0	3.8

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 %
8	Mills Elementary	26	38.5	61.5	0.0	0.0	0.0	0.0
9	Mills Elementary	26	30.8	65.4	3.8	0.0	0.0	0.0
10	Mills Elementary	26	46.2	42.3	7.7	0.0	0.0	3.8
1	Sanger Elementary	132	40.9	57.6	0.0	0.0	1.5	0.0
2	Sanger Elementary	155	38.1	58.1	1.9	0.0	1.9	0.0
3	Sanger Elementary	155	56.1	41.3	0.0	0.0	1.3	1.3
4	Sanger Elementary	152	42.8	54.6	2.0	0.0	0.0	0.7
5	Sanger Elementary	151	40.4	52.3	1.3	0.0	6.0	0.0
6	Sanger Elementary	152	40.1	53.9	3.9	0.0	1.3	0.7
7	Sanger Elementary	153	28.8	47.7	9.2	1.3	7.2	5.9
8	Sanger Elementary	153	51.6	43.1	3.3	1.3	0.0	0.7
9	Sanger Elementary	151	37.7	57.0	2.0	0.0	1.3	2.0
10	Sanger Elementary	153	41.8	54.2	3.9	0.0	0.0	0.0
1	Southern Heights Elementary	10	20.0	70.0	10.0	0.0	0.0	0.0
2	Southern Heights Elementary	10	10.0	40.0	20.0	30.0	0.0	0.0
3	Southern Heights Elementary	10	10.0	60.0	20.0	10.0	0.0	0.0
4	Southern Heights Elementary	10	10.0	40.0	40.0	10.0	0.0	0.0
5	Southern Heights Elementary	10	20.0	50.0	10.0	0.0	20.0	0.0
6	Southern Heights Elementary	10	20.0	60.0	10.0	10.0	0.0	0.0
7	Southern Heights Elementary	10	10.0	30.0	20.0	20.0	10.0	10.0
8	Southern Heights Elementary	10	30.0	40.0	10.0	20.0	0.0	0.0
9	Southern Heights Elementary	10	20.0	60.0	0.0	10.0	10.0	0.0
10	Southern Heights Elementary	10	20.0	70.0	10.0	0.0	0.0	0.0
1	Stone Elementary	234	50.9	39.7	1.7	0.0	1.7	6.0
2	Stone Elementary	234	53.8	38.9	3.8	0.0	2.6	0.9
3	Stone Elementary	234	57.3	41.0	0.4	0.4	0.0	0.9
4	Stone Elementary	234	57.3	37.2	3.0	0.4	0.4	1.7
5	Stone Elementary	234	51.7	40.2	0.9	0.4	6.8	0.0
6	Stone Elementary	234	52.1	37.2	4.3	0.4	3.0	3.0
7	Stone Elementary	234	31.6	41.9	9.4	4.7	7.3	5.1
8	Stone Elementary	234	63.7	32.1	2.6	0.4	0.0	1.3
9	Stone Elementary	234	53.4	41.0	3.0	0.0	1.7	0.9
10	Stone Elementary	234	52.1	44.0	2.6	0.0	0.9	0.4
1	Taylor Elementary	422	19.0	69.0	2.1	2.1	7.1	0.7
2	Taylor Elementary	422	17.3	72.0	2.1	0.0	5.0	3.6
3	Taylor Elementary	422	15.9	68.5	4.3	2.1	5.0	4.3
4	Taylor Elementary	422	25.6	61.6	0.7	4.3	3.6	4.3

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 %
5 Taylor Elementary	422	18.0	61.4	1.4	0.7	17.1	1.4
6 Taylor Elementary	422	22.7	55.7	4.3	3.6	6.4	7.3
7 Taylor Elementary	422	22.0	48.1	7.1	3.6	16.4	2.8
8 Taylor Elementary	422	35.8	57.1	4.3	0.7	1.4	0.7
9 Taylor Elementary	422	20.6	60.7	4.3	4.3	7.8	2.4
10 Taylor Elementary	422	27.0	63.0	5.7	0.0	2.1	2.1
1 Will Rogers Elementary	256	28.9	43.0	0.8	0.4	0.4	26.6
2 Will Rogers Elementary	256	38.3	57.0	1.2	0.4	2.7	0.4
3 Will Rogers Elementary	256	33.6	52.3	3.1	2.0	5.9	3.1
4 Will Rogers Elementary	256	32.8	53.5	7.8	0.4	0.8	4.7
5 Will Rogers Elementary	256	33.2	52.7	2.3	0.0	9.4	2.3
6 Will Rogers Elementary	256	31.6	60.5	3.5	0.8	2.0	1.6
7 Will Rogers Elementary	256	21.9	43.8	14.1	2.0	11.3	7.0
8 Will Rogers Elementary	256	48.0	46.9	1.6	0.8	0.4	2.3
9 Will Rogers Elementary	256	34.8	47.7	3.9	1.2	10.5	2.0
10 Will Rogers Elementary	256	34.0	52.3	5.9	1.6	1.6	4.7

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