



AYP Summary

DEMING PUBLIC SCHOOLS

Improvement Status: CA

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	9	100
Schools in Improvement	6	66
Schools in Corrective Action	0	0
Schools in Restructuring	2	22

Report Contents

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Definitions and Abbreviations

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

FRL: 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%)

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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	DEMING PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	2,560	48.4	160,866	47.0
Male	2,731	51.6	169,312	49.5
Caucasian	917	17.3	95,406	27.9
African-American	47	0.9	8,670	2.5
Hispanic	4,299	81.3	185,147	54.1
Asian/Pacific Islander	19	0.4	4,506	1.3
American Indian	9	0.2	36,449	10.7
English Language Learners	1,605	30.3	55,866	16.3
Students with Disabilities	600	11.3	45,346	13.3
Free/Reduced Lunch Program	5,201	98.3	203,946	59.6
Migrant	138	2.6	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
BATAAN ELEMENTARY	Not Met	SI-1	BELL ELEMENTARY	Not Met	SI-2
CHAPARRAL ELEMENTARY	Not Met	SI-1	COLUMBUS ELEMENTARY	Not Met	R-2
DEMING HIGH	Not Met	R-1	DEMING MIDDLE	Not Met	SI-1
MEMORIAL ELEMENTARY	Not Met	SI-1	RED MOUNTAIN MIDDLE	Not Met	SI-1
RUBEN S. TORRES ELEMENTARY	Not Met	Progressing			

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	40.2	56.5	<>	36.8	<>	<>	40.1	30.8	9.6
Districtwide-Grades 6-8	Reading Proficiency	57	43.2	67.5	50.0	37.5	<>	<>	43.2	23.6	5.1
Districtwide-Grade 11	Reading Proficiency	60	37.7	57.1	<>	32.3	<>	<>	37.7	19.2	18.6
BATAAN ELEMENTARY	Reading Proficiency	63	42.6	52.3	<>	39.1	<>	<>	42.6	37.1	9.1
BELL ELEMENTARY	Reading Proficiency	63	28.2	<>	<>	30.1	<>	<>	28.2	15.6	<>
CHAPARRAL ELEMENTARY	Reading Proficiency	63	50.5	64.6	<>	46.1	<>	<>	50.5	<>	6.7
COLUMBUS ELEMENTARY	Reading Proficiency	59	27.5	<>	<>	27.6	<>	<>	27.5	26.5	<>
DEMING HIGH	Reading Proficiency	60	37.5	57.1	<>	32.1	<>	<>	37.5	19.2	18.6
DEMING MIDDLE	Reading Proficiency	57	41.3	60.3	<>	35.6	<>	<>	41.1	26.1	6.4
MEMORIAL ELEMENTARY	Reading Proficiency	63	54.0	73.0	<>	47.2	<>	<>	54.0	36.7	0
RED MOUNTAIN MIDDLE	Reading Proficiency	60	45.4	71.0	<>	39.6	<>	<>	45.5	24.1	4.5
RUBEN S. TORRES ELEMEN	Reading Proficiency	63	32.6	25.8	<>	31.6	<>	<>	32.4	27.3	4.7
Districtwide-Grades 3-5	Math Proficiency	50	31.0	44.6	<>	28.5	<>	<>	30.9	28.1	6.4
Districtwide-Grades 6-8	Math Proficiency	41	23.2	42.7	16.7	18.8	<>	<>	23.3	11.1	4.3
Districtwide-Grade 11	Math Proficiency	46	14.6	31.2	<>	9.9	<>	<>	14.6	7	2.3
BATAAN ELEMENTARY	Math Proficiency	50	32.2	36.9	<>	30.7	<>	<>	32.2	39.2	6.1
BELL ELEMENTARY	Math Proficiency	50	9	<>	<>	9.6	<>	<>	9	6.2	<>
CHAPARRAL ELEMENTARY	Math Proficiency	50	42.2	56.2	<>	37.5	<>	<>	42.2	<>	0
COLUMBUS ELEMENTARY	Math Proficiency	47	25.8	<>	<>	25.9	<>	<>	25.8	25.1	<>
DEMING HIGH	Math Proficiency	46	14.5	31.2	<>	9.8	<>	<>	14.5	7	2.3
DEMING MIDDLE	Math Proficiency	41	28.0	47.1	<>	22.0	<>	<>	28.0	15.2	6.4
MEMORIAL ELEMENTARY	Math Proficiency	50	40.5	59.5	<>	35.0	<>	<>	40.5	30.6	7.7
RED MOUNTAIN MIDDLE	Math Proficiency	41	22.0	40.6	<>	18.1	<>	<>	22.1	10.4	3
RUBEN S. TORRES ELEMEN	Math Proficiency	50	22.7	16.1	<>	22.4	<>	<>	22.5	21.1	4.7
Districtwide-Grades 3-5	Attendance Rate	92	95.1	95.3	95.8	95.0	95.2	98.4	95.1	94.7	94.2
Districtwide-Grades 6-8	Attendance Rate	92	95.1	95.3	95.8	95.0	95.2	98.4	95.1	94.7	94.2
BATAAN ELEMENTARY	Attendance Rate	92	94.9	95.1	96.4	94.9	<>	<>	94.9	94.6	94.2
BELL ELEMENTARY	Attendance Rate	92	95.3	93.0	97.4	95.3	95.8	<>	95.3	95.5	92.8
CHAPARRAL ELEMENTARY	Attendance Rate	92	96.4	96.3	90.6	96.4	99.0	100	96.4	96.7	95.8
COLUMBUS ELEMENTARY	Attendance Rate	92	95.4	93.6	<>	95.5	<>	<>	95.4	95.5	95.3

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
DEMING MIDDLE	Attendance Rate	92	95.6	95.9	94.9	95.5	99.6	<>	95.6	95.9	94.4
MEMORIAL ELEMENTARY	Attendance Rate	92	95.9	97.0	98.2	95.5	<>	99.1	95.9	95.7	94.5
RED MOUNTAIN MIDDLE	Attendance Rate	92	94.8	95.0	96.2	94.7	92.5	98.4	94.8	94.3	94.0
RUBEN S. TORRES ELEMEN	Attendance Rate	92	95.8	95.5	97.8	95.8	97.8	<>	95.8	95.7	95.1
All Students	Graduation Rate	52	69.9	74.2	<>	69.4	<>	<>	77.7	67.9	78.3
DEMING HIGH	Graduation Rate	52	76.0	80.6	<>	75.5	<>	<>	80.4	71.5	80.7

National Assessment of Educational Progress (NAEP) Statewide Results

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 and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0
8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0	30.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	203	4	47	29	18	100	203	3	36	53	6	100	202	2	69	25	2	
Male	99	192	4	34	31	28	100	192	3	39	50	7	99	192	7	58	29	3	
Caucasian	98	71	11	43	23	19	100	71	2	42	47	7	100	71	14	71	14	0	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	100	320	3	41	30	24	100	320	3	37	51	7	99	319	3	62	30	3	
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	100	182	4	41	34	19	100	182	5	41	47	4	100	181	2	56	35	4	
FRL	99	394	4	41	29	23	100	394	3	37	51	7	99	393	5	64	27	2	
SWD	100	48	0	10	22	66	100	48	0	8	60	31	97	48	0	37	54	6	
Migrant	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
All 2008-09	99	395	4	41	30	23	100	395	3	37	51	7	99	394	5	64	27	2	
All 2007-08	99	386	3	35	35	25	100	386	2	28	57	11	100	384	5	64	28	1	
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0	
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	186	4	27	46	22	100	186	2	17	62	17	100	186	2	26	67	2	
Male	99	193	3	25	43	26	98	193	3	25	56	12	99	192	1	38	52	6	
Caucasian	100	57	5	50	35	8	100	57	8	35	47	8	100	57	8	54	35	1	
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Hispanic	100	316	3	21	47	27	99	316	2	19	61	16	100	315	0	28	65	5	
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	100	201	2	18	49	29	99	201	1	18	61	17	100	200	0	22	71	5	
FRL	99	379	3	26	44	24	99	379	3	21	59	14	99	378	2	32	60	4	
SWD	97	47	0	12	19	65	97	47	0	6	57	34	97	47	0	21	70	6	
Migrant	100	16	6	0	68	25	100	16	6	0	81	12	100	16	0	25	68	6	
All 2008-09	99	379	3	26	44	24	99	379	3	21	59	14	99	378	2	32	60	4	
All 2007-08	100	401	1	37	37	22	100	401	2	27	55	14	100	401	1	34	55	7	
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3	
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	193	3	44	40	11	100	193	2	24	62	10	100	193	1	34	53	9	
Male	100	196	2	36	39	21	100	196	3	21	56	18	100	196	2	31	52	14	
Caucasian	100	56	10	48	32	8	100	56	5	39	48	7	100	56	3	51	37	7	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	325	1	38	41	18	100	325	1	20	60	16	100	325	1	29	56	13	
Asian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	162	0	25	49	24	100	162	0	16	62	21	100	162	0	22	58	19	
FRL	100	388	3	40	39	16	100	388	2	23	59	14	100	388	1	32	53	12	
SWD	100	62	3	3	38	54	100	62	1	3	43	51	100	62	0	9	46	43	
Migrant	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
All 2008-09	100	389	3	40	39	16	100	389	2	23	59	14	100	389	1	32	53	12	
All 2007-08	100	377	4	37	42	15	100	377	3	30	46	19	100	376	1	33	57	7	
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5	
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	99	169	11	37	40	9	99	169	5	24	53	16	99	169	0	18	62	17	
Male	99	203	2	27	50	19	99	203	2	20	61	15	100	203	0	19	60	20	
Caucasian	100	68	14	45	35	4	100	68	8	38	45	7	100	68	0	39	54	5	
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Hispanic	99	300	4	28	49	17	99	300	2	18	61	17	99	300	0	14	63	22	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	100	133	2	20	49	27	100	133	0	12	58	28	100	133	0	6	55	36	
FRL	99	371	6	31	46	14	99	371	3	22	57	15	99	371	0	18	61	18	
SWD	96	50	4	2	44	46	96	50	0	6	40	50	98	50	0	6	48	44	
Migrant	100	11	0	27	54	18	100	11	0	27	45	27	100	11	0	18	45	36	
All 2008-09	99	372	6	31	46	14	99	372	3	22	57	15	99	372	0	19	61	18	
All 2007-08	97	404	2	32	47	14	99	404	2	17	61	18	99	403	1	16	62	19	
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11	
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	99	192	7	40	40	11	100	192	3	16	54	26	99	192	0	20	57	20
Male	99	210	4	34	42	17	98	210	2	16	53	25	99	210	0	21	52	23
Caucasian	100	67	10	53	31	4	100	67	7	25	53	13	100	67	1	49	44	4
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Hispanic	99	328	5	33	43	16	99	328	2	14	53	28	99	328	0	15	57	26
Asian	<>						<>						<>					
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
ELL	99	160	0	23	50	25	100	160	0	8	54	36	100	160	0	7	56	35
FRL	99	402	5	37	41	14	99	402	2	16	53	26	99	402	0	21	55	22
SWD	93	32	0	3	37	53	93	32	0	3	21	68	96	32	0	6	31	59
Migrant	100	15	0	40	40	20	100	15	0	20	46	33	100	15	0	20	46	33
All 2008-09	99	402	5	37	41	14	99	402	2	16	53	26	99	402	0	21	55	22
All 2007-08	99	432	6	36	39	18	100	432	3	12	55	29	100	431	0	19	55	23
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	99	215	4	45	36	13	99	215	0	25	58	14	99	214	0	13	64	21
Male	100	206	2	41	39	16	99	206	2	20	63	13	100	204	0	15	59	25
Caucasian	100	71	11	66	15	7	98	71	5	42	43	7	100	69	1	39	49	10
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Hispanic	99	342	2	38	43	16	99	342	0	19	64	15	99	341	0	9	64	25
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	147	0	23	45	30	100	147	0	12	63	23	100	147	0	4	52	43
FRL	99	418	3	43	38	14	99	418	1	23	61	13	99	415	0	14	61	23
SWD	100	35	0	5	40	54	100	35	0	2	51	45	100	33	0	3	27	69
Migrant	100	12	0	50	33	16	100	12	0	8	66	25	100	12	0	0	66	33
All 2008-09	99	421	3	43	38	14	99	421	1	23	61	13	99	418	0	14	61	23
All 2007-08	99	418	3	52	34	8	99	418	0	15	56	26	99	417	0	13	59	26
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	99	190	1	40	46	11	98	190	0	13	43	41	97	189	0	13	73	11	
Male	98	187	3	30	43	21	97	187	2	12	40	42	97	187	0	19	65	11	
Caucasian	98	77	5	51	31	10	96	77	1	29	32	32	97	76	0	34	57	5	
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Hispanic	99	294	1	30	48	18	98	294	1	8	44	44	97	294	0	11	72	13	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	99	172	0	18	56	23	98	172	0	6	40	51	98	172	0	6	75	16	
FRL	99	377	2	35	45	16	98	377	1	13	41	41	97	376	0	16	69	11	
SWD	100	43	6	11	37	44	95	43	0	2	23	69	97	43	0	11	48	37	
Migrant	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
All 2008-09	99	377	2	35	45	16	98	377	1	13	41	41	97	376	0	16	69	11	
All 2007-08	97	356	5	42	38	10	97	356	3	21	48	23	97	347	0	23	67	5	
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7	
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	20,375,729	55
Instructional Support Services	16,969,586	45
Students	4,133,958	11
Instruction	1,106,309	3
General Administration	1,476,038	4
School Administration	2,703,983	7
Central Services	1,688,720	5
Operations & Maintenance	5,792,752	16
Student Transportation	39,464	<1
Other	28,362	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	37,345,315	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Andy Hernandez	6
Anne Keeler	8
David McSherry	10
Ruben Torres	22
William Bayne Anderson	25

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

Core Classes Not Taught by Highly Qualified Teacher

	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	319	53.0	46.4	0.0
BATAAN ELEMENTARY	28	60.7	39.3	0.0
BELL ELEMENTARY	14	64.3	35.7	0.0
CHAPARRAL ELEMENTARY	30	53.3	46.7	0.0
COLUMBUS ELEMENTARY	31	54.8	45.2	0.0
DEMING HIGH	91	50.5	49.5	0.0
DEMING MIDDLE	26	69.2	30.8	0.0
MEMORIAL ELEMENTARY	27	44.4	51.9	0.0
RED MOUNTAIN MIDDLE	47	38.3	59.6	0.0
RUBEN S. TORRES ELEMENTAR	34	61.8	38.2	0.0

Teacher totals may differ because of district assignments. NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BATAAN ELEMENTARY	***	1						
BELL ELEMENTARY	***	1						
CHAPARRAL ELEMENTARY	***	1						
COLUMBUS ELEMENTARY	***	1						
DEMING HIGH	10	1	30	60	0	10	0	0
DEMING HIGH	10	2	0	70	10	10	0	10
DEMING HIGH	10	3	10	70	0	20	0	0
DEMING HIGH	10	4	20	40	10	20	0	10
DEMING HIGH	10	5	10	70	10	10	0	0
DEMING HIGH	10	6	20	40	0	30	10	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
DEMING HIGH	10	7	50	40	0	0	10	0
DEMING HIGH	10	8	0	90	0	10	0	0
DEMING HIGH	10	9	40	40	10	10	0	0
DEMING HIGH	10	10	40	60	0	0	0	0
DEMING MIDDLE	***	1						
Districtwide	10	1	30	60	0	10	0	0
Districtwide	10	2	0	70	10	10	0	10
Districtwide	10	3	10	70	0	20	0	0
Districtwide	10	4	20	40	10	20	0	10
Districtwide	10	5	10	70	10	10	0	0
Districtwide	10	6	20	40	0	30	10	0
Districtwide	10	7	50	40	0	0	10	0
Districtwide	10	8	0	90	0	10	0	0
Districtwide	10	9	40	40	10	10	0	0
Districtwide	10	10	40	60	0	0	0	0
MEMORIAL ELEMENTARY	***	1						
RED MOUNTAIN MIDDLE	***	1						
RUBEN S. TORRES ELEMENTARY	***	1						
(blank) = No data available								