



Adequate Yearly Progress (AYP) Summary

DEMING PUBLIC SCHOOLS	
AYP Rating Not Met	
Improvement Status CA-2	
Schools rated in the district	9
Schools in Improvement	6
Schools in Corrective Action	1
Schools in Restructuring	2

- 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				
	DEMING PUBLIC SCHOOLS		Statewide	
	N	%	N	%
All Students	5,277	100	334,324	100
Female	2,580	48.9	163,140	48.8
Male	2,697	51.1	171,184	51.2
Caucasian	837	15.9	85,417	25.5
Afr Am	43	0.8	7,026	2.1
Hispanic	4,366	82.7	200,137	59.9
Asian	20	0.4	4,158	1.2
Am Indian	11	0.2	34,907	10.4
ELL	1,601	30.3	47,677	14.3
SWD	628	0.1	44,235	0.1
ED	5,277	100.0	219,111	65.5
Migrant	165	0.0	538	0.0
Recently Arrived *	95	1.8	95	1.8

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

Adequate Yearly Progress (AYP) for Schools within DEMING PUBLIC SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Bataan Elementary	Not Met	SI-2	Bell Elementary	Not Met	CA
Chaparral Elementary	Not Met	SI-2	Columbus Elementary	Not Met	R-2
Deming High	Not Met	R-2	Deming Middle	Not Met	SI-2
Memorial Elementary	Not Met	SI-2	Red Mountain Middle	Not Met	SI-2
Ruben S Torres Elementary	Not Met	SI-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 DEMING PUBLIC SCHOOLS

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %	
Deming Public Schools	Reading Proficiency*	64	43	59	43	41	40	***	43	29	12	***
Bataan Elementary	Reading Proficiency*	67	45	53	***	43	***	***	45	36	18	***
Bell Elementary	Reading Proficiency*	67	34	***	***	35	***	***	34	21	9	***
Chaparral Elementary	Reading Proficiency*	67	43	56	***	40	***	***	43	27	18	***
Columbus Elementary	Reading Proficiency*	63	35	***	***	36	***	***	35	36	6	***
Deming High	Reading Proficiency*	64	48	67	***	45	***	***	48	21	22	***
Deming Middle	Reading Proficiency*	61	36	33	***	37	***	***	36	23	6	***
Memorial Elementary	Reading Proficiency*	67	51	72	***	43	***	***	51	42	21	***
Red Mountain Middle	Reading Proficiency*	64	49	68	***	45	***	***	49	27	8	***
Ruben S Torres Elementary	Reading Proficiency*	67	35	53	***	33	***	***	35	28	12	***
Deming Public Schools	Reading Participation	64	99	99		99			99	99	98	***
Bataan Elementary	Reading Participation	67	100	100		100			100	100		***
Bell Elementary	Reading Participation	67	100			100			100			***
Chaparral Elementary	Reading Participation	67	100	100		100			100			***
Columbus Elementary	Reading Participation	63	100			100			100	100		***
Deming High	Reading Participation	64	98	97		98			98	97		***
Deming Middle	Reading Participation	61	100	100		100			100	100	100	***
Memorial Elementary	Reading Participation	67	100	100		100			100			***
Red Mountain Middle	Reading Participation	64	99	99		99			99	100	92	***
Ruben S Torres Elementary	Reading Participation	67	99			99			100	100		***
Deming Public Schools	Math Proficiency*	52	30	44	7	28	40	***	30	23	8	***
Bataan Elementary	Math Proficiency*	57	41	43	***	41	***	***	41	41	15	***
Bell Elementary	Math Proficiency*	57	14	***	***	14	***	***	14	4	< 2	***
Chaparral Elementary	Math Proficiency*	57	43	51	***	40	***	***	43	35	14	***
Columbus Elementary	Math Proficiency*	54	41	***	***	41	***	***	41	40	24	***

Adequate Yearly Progress (AYP) for Subgroups with DEMING PUBLIC SCHOOLS

		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
Academic Indicator		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
Deming High	Math Proficiency*	53	22	51	***	18	***	***	22	4	7	***
Deming Middle	Math Proficiency*	48	25	27	***	24	***	***	25	14	4	***
Memorial Elementary	Math Proficiency*	57	39	61	***	32	***	***	39	21	21	***
Red Mountain Middle	Math Proficiency*	48	24	42	***	21	***	***	24	10	< 2	***
Ruben S Torres Elementary	Math Proficiency*	57	35	42	***	34	***	***	35	33	8	***
Deming Public Schools	Math Participation	52	99	99		99			99	99	97	***
Bataan Elementary	Math Participation	57	100	100		100			100	100		***
Bell Elementary	Math Participation	57	100			100			100			***
Chaparral Elementary	Math Participation	57	100	100		100			100			***
Columbus Elementary	Math Participation	54	100			100			100	100		***
Deming High	Math Participation	53	98	97		98			98	97		***
Deming Middle	Math Participation	48	100	100		100			100	100	100	***
Memorial Elementary	Math Participation	57	99	100		99			99			***
Red Mountain Middle	Math Participation	48	99	99		99			99	99	91	***
Ruben S Torres Elementary	Math Participation	57	99			99			100	100		***
Deming Public Schools	Attendance Rate	92	94	95	97	94	95	83	94	94	94	***
Bataan Elementary	Attendance Rate	92										
Bell Elementary	Attendance Rate	92										
Chaparral Elementary	Attendance Rate	92										
Columbus Elementary	Attendance Rate	92										
Deming High	Attendance Rate	92	98	96	89	92	98	98	93	91	94	***
Deming Middle	Attendance Rate	92										
Memorial Elementary	Attendance Rate	92										
Red Mountain Middle	Attendance Rate	92	98	94	99	93	***	98	94	92	94	***
Ruben S Torres Elementary	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	74	86	***	71	***	***	***	69	80	***
Deming High	Graduation Rate	63	79	90	***	76	***	***	***	73	86	***

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 DEMING PUBLIC 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	40	57	***	38	***	***	41	34	14	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	45	59	40	41	***	***	45	27	9	***
District Wide-Grades 11	Reading Proficiency*	64	48	69	***	45	***	***	48	23	21	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	38	49	***	36	***	***	38	36	13	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	24	37	10	21	***	***	24	11	3	***

Proficiencies for Subgroups within DEMING PUBLIC SCHOOLS

Academic Indicator		Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant	
		%	Students	%	Amer	%	%	Indian	%	%	%	%	
District Wide-Grades 11		Math Proficiency*	52	22	50	***	17	***	***	22	5	7	***

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	18,613,548		56
Instructional Support	14,279,901		43
Students	3,346,224		10
Instruction	819,385		2
General Administration	1,184,920		3
School Administration	2,305,573		6
Central Services	1,459,290		4
Operations Maintenance	5,158,246		15
Student Transportation	6,264		<1
Other	0		<1
Non-Instructional Support	0		<1
Food Services	0		<1
Community Services	0		<1
Capital Outlay	56,862		<1
Total	32,950,311		100

School Board Training

Board Member	Number of Points*
Andy Hernandez	6
Anne Keeler	17
David McSherry	9
Ruben Torres	22
William Bayne Anderson	21

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 DEMING PUBLIC SCHOOLS

Proficiencies for Subgroups within DEMING PUBLIC 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		
Female	100	208	9	38	37	16	0	100	208	10	44	43	3	0	100	208	3	72	25	1	0		
Male	100	224	3	32	30	35	0	100	225	6	43	44	7	0	100	224	5	62	29	3	0		
Caucasian	100	65	3	52	25	20	0	100	65	5	52	38	5	0	100	65	17	74	8	2	0		
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***		
Hispanic	100	363	6	31	35	27	0	100	364	8	42	44	5	0	100	363	2	66	31	2	0		
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***		
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***		
ELL	100	223	7	28	36	29	0	100	223	12	42	41	5	0	100	223	1	61	35	3	0		
ED	100	432	6	34	34	26	0	100	433	8	43	43	5	0	100	432	4	67	27	2	0		
SWD	100	42	0	21	12	67	0	98	42	0	33	45	19	0	100	42	2	43	50	5	0		

Proficiencies for Subgroups within DEMING PUBLIC 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
Migrant	100	22	0	36	32	32	0	100	22	9	45	36	9	0	100	22	0	59	36	5	0
ALL2009-10	100	432	6	34	34	26	0	100	433	8	43	43	5	0	100	432	4	67	27	2	0
ALL2008-09	99	395	4	41	30	23	0	100	395	3	37	51	7	0	99	394	5	64	27	2	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 DEMING PUBLIC 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	208	5	38	44	12	0	100	208	4	31	59	6	0	100	207	0	35	60	5	0
Male	99	193	5	30	40	25	1	99	193	6	27	53	14	1	100	192	1	38	55	7	0
Caucasian	100	62	10	39	32	19	0	100	62	8	32	53	6	0	100	62	0	55	45	0	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	336	4	33	43	18	0	100	336	4	28	56	11	0	100	334	0	33	60	7	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	183	3	33	43	20	0	100	183	5	27	58	10	0	100	183	0	28	63	9	0
ED	100	399	5	34	42	19	0	100	399	5	29	56	10	0	100	398	0	36	58	6	0
SWD	100	49	2	4	20	73	0	100	49	0	6	47	47	0	100	49	0	10	65	24	0
Migrant	100	13	8	23	46	23	0	100	13	8	15	69	8	0	100	13	0	31	62	8	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	401	5	34	42	18	0	100	401	5	29	56	10	0	100	399	0	36	58	6	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	379	3	26	44	24	0	99	379	3	21	59	14	0	99	378	2	32	60	4	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 DEMING PUBLIC 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	188	4	40	47	9	0	100	188	3	22	63	12	0	100	188	1	27	66	6	0
Male	100	184	5	35	41	20	0	100	185	3	26	54	16	0	100	184	1	40	52	7	0
Caucasian	100	49	12	59	20	8	0	100	49	10	39	47	4	0	100	49	6	53	35	6	0
Afr Am	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Hispanic	100	316	3	34	47	15	0	100	317	2	22	61	15	0	100	316	0	31	63	6	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	177	1	28	50	20	0	100	177	1	16	65	18	0	100	177	0	23	67	10	0
ED	100	372	4	38	44	14	0	100	373	3	24	58	14	0	100	372	1	34	59	6	0
SWD	100	52	0	15	33	52	0	100	52	0	4	56	40	0	100	52	0	12	69	19	0
Migrant	100	12	0	25	75	0	0	100	12	8	8	75	8	0	100	12	0	33	67	0	0
ALL2009-10	100	372	4	38	44	14	0	100	373	3	24	58	14	0	100	372	1	34	59	6	0
ALL2008-09	100	389	3	40	39	16	0	100	389	2	23	59	14	0	100	389	1	32	53	12	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 DEMING PUBLIC 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	195	6	36	48	11	0	100	195	2	21	65	12	0	100	195	1	12	68	19	0
Male	100	184	3	23	45	29	0	100	184	3	23	54	20	0	99	184	0	18	54	27	1
Caucasian	100	53	8	30	47	15	0	100	53	4	28	60	8	0	100	53	2	25	57	17	0
Afr Am	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Hispanic	100	314	4	29	46	21	0	100	314	2	21	60	18	0	100	314	0	11	63	25	0
Asian	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	150	3	19	49	29	0	100	150	1	13	59	27	0	100	150	0	7	55	37	0
ED	100	379	4	30	46	20	0	100	379	3	22	60	16	0	100	379	0	15	61	23	0
SWD	100	59	2	7	31	61	0	100	59	2	5	44	49	0	100	59	0	7	36	58	0
Migrant	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ALL2009-10	100	379	4	30	46	20	0	100	379	3	22	60	16	0	100	379	0	15	61	23	0
ALL2008-09	99	372	6	31	46	14	0	99	372	3	22	57	15	0	99	372	0	19	61	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 DEMING PUBLIC 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	99	167	11	45	36	7	1	99	167	4	22	54	19	1	99	167	1	28	54	16	1
Male	100	202	3	33	45	18	0	100	202	3	12	53	31	0	100	202	0	23	50	26	0
Caucasian	100	61	21	41	34	3	0	100	61	8	33	48	11	0	100	61	5	46	44	5	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	99	304	4	38	42	15	1	99	304	2	14	55	29	1	99	304	0	20	54	25	1
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	121	1	30	41	28	0	99	121	1	7	51	40	1	99	121	0	10	50	40	1
ED	99	367	7	39	40	13	1	99	367	3	17	53	26	1	99	367	1	25	51	22	1
SWD	95	43	0	9	33	53	5	93	43	0	0	28	65	7	93	43	0	2	37	53	7
Migrant	100	10	0	30	40	30	0	100	10	0	0	50	50	0	100	10	0	20	50	30	0
ALL2009-10	99	369	7	38	41	13	1	99	369	3	17	53	26	1	99	369	1	25	52	21	1
ALL2008-09	99	402	5	37	41	14	0	99	402	2	16	53	26	0	99	402	0	21	55	22	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 DEMING PUBLIC 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	189	4	54	33	8	1	99	189	3	24	66	7	1	99	189	0	12	62	25	1
Male	98	207	4	46	36	13	1	98	207	4	24	57	13	1	98	207	0	14	63	21	1
Caucasian	99	73	7	66	22	4	1	99	73	10	29	53	7	1	99	73	0	27	62	10	1
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	99	318	3	46	38	12	1	99	318	2	23	63	11	1	99	318	0	10	63	26	1
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	123	1	28	48	24	0	100	123	1	11	71	18	0	100	123	0	2	55	42	0
ED	99	394	4	49	35	11	1	99	394	4	24	61	10	1	99	394	0	13	62	23	1
SWD	89	37	0	11	32	46	11	89	37	0	0	51	38	11	89	37	0	5	19	65	11
Migrant	100	15	0	33	47	20	0	100	15	0	13	80	7	0	100	15	0	7	67	27	0
ALL2009-10	99	396	4	50	35	11	1	99	396	4	24	61	10	1	99	396	0	13	63	23	1
ALL2008-09	99	421	3	43	38	14	0	99	421	1	23	61	13	0	99	418	0	14	61	23	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 DEMING PUBLIC 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
Female	98	176	9	42	42	5	2	98	176	1	20	42	36	2	98	176	0	19	68	10	2
Male	99	161	4	40	36	19	1	98	162	4	19	35	40	2	98	161	1	24	55	18	2
Caucasian	98	48	12	56	23	6	2	98	48	6	44	31	17	2	98	48	2	52	42	2	2
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	98	285	6	39	42	12	1	98	286	1	16	40	41	2	98	285	0	17	65	16	2
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	98	123	2	20	55	20	2	98	124	0	5	28	65	2	98	123	0	4	67	27	2
ED	98	337	7	41	39	12	1	98	338	2	20	39	38	2	98	337	0	22	62	14	2
SWD	100	28	0	21	29	50	0	100	28	0	7	11	82	0	100	28	0	11	39	50	0
Migrant	100	10	20	40	20	20	0	100	10	0	0	60	40	0	100	10	0	10	80	10	0
ALL2009-10	98	337	7	41	39	12	1	98	338	2	20	39	38	2	98	337	0	22	62	14	2
ALL2008-09	99	377	2	35	45	16	0	98	377	1	13	41	41	1	97	376	0	16	69	11	2
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 DEMING PUBLIC SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	
	STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Deming Public Schools	461	74	240	77	221	71	95	86	2	***	360	71	1	***	3	***	453	74	50	80	251	69	
Deming High	441	79	231	80	210	77	90	90	2	***	345	76	1	***	3	***	435	79	47	86	243	73	
Hofacket Mid High	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

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 DEMING PUBLIC 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
Deming Public Schools	465	79	240	80	222	78	97	86	2	***	363	77	1	***	2	***	455	80	52	81	255	77
Deming High	445	84	231	84	211	84	92	91	2	***	348	82	1	***	2	***	437	84	49	87	246	81
Hofacket Mid High	402	68	***	71	190	65	74	74	2	***	323	66	1	***	2	***	394	68	49	70	222	66

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 DEMING PUBLIC SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Deming Public Schools	24	5	85	18	16	3	0	0
Deming High	23	5	68	15	16	4	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 Unkown: 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
Deming Public Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Bataan Elementary	0	0.0
Bell Elementary	0	0.0
Chaparral Elementary	0	0.0
Columbus Elementary	0	0.0
Deming High	0	0.0
Deming Middle	0	0.0
Memorial Elementary	0	0.0
Red Mountain Middle	0	0.0
Ruben S Torres Elementary	0	0.0

Source: 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
Deming Public Schools	322	56	43
Bataan Elementary	28	64	36
Bell Elementary	14	79	21
Chaparral Elementary	29	62	38
Columbus Elementary	34	71	29
Deming High	91	52	48
Deming Middle	25	64	36
Memorial Elementary	25	44	56
Red Mountain Middle	47	43	55
Ruben S Torres Elementary	37	62	38

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	Deming Public Schools	357	39.8	54.9	3.1	0.8	0.8	0.6
2	Deming Public Schools	355	38.9	51.3	5.1	0.6	3.1	1.1
3	Deming Public Schools	358	39.7	53.6	4.5	0.3	1.4	0.6
4	Deming Public Schools	356	39.3	47.8	4.8	2.2	1.7	4.2
5	Deming Public Schools	319	27.3	49.5	5.0	0.3	14.7	3.1
6	Deming Public Schools	357	34.2	54.3	6.4	0.3	3.4	1.4
7	Deming Public Schools	317	20.8	51.4	10.7	3.5	7.6	6.0
8	Deming Public Schools	356	52.0	44.7	2.2	0.3	0.0	0.8
9	Deming Public Schools	346	35.5	52.3	5.2	1.2	4.3	1.4
10	Deming Public Schools	357	37.5	52.9	6.2	1.4	0.8	1.1
	Bataan Elementary							
	Bell Elementary							
1	Chaparral Elementary	189	41.3	54.0	2.6	1.6	0.0	0.5
2	Chaparral Elementary	189	34.9	55.0	4.8	0.0	3.2	2.1
3	Chaparral Elementary	189	33.3	59.8	5.3	0.0	1.1	0.5
4	Chaparral Elementary	189	34.4	48.1	6.3	2.6	2.1	6.3
5	Chaparral Elementary	189	21.7	52.9	5.3	0.5	15.9	3.7
6	Chaparral Elementary	189	27.5	57.7	6.9	0.5	4.8	2.6
7	Chaparral Elementary	189	17.5	49.7	13.8	3.7	7.9	7.4
8	Chaparral Elementary	189	52.4	43.4	2.1	0.5	0.0	1.6
9	Chaparral Elementary	189	30.7	58.2	2.1	2.1	4.8	2.1
10	Chaparral Elementary	189	40.7	50.3	5.3	1.1	1.1	1.6
	Columbus Elementary							
1	Deming High	4	25.0	75.0	0.0	0.0	0.0	0.0
2	Deming High	4	25.0	0.0	25.0	50.0	0.0	0.0

Questions:

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
3 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
4 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
5 Deming High	4	50.0	0.0	50.0	0.0	0.0	0.0
6 Deming High	4	50.0	50.0	0.0	0.0	0.0	0.0
7 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
8 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
9 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
10 Deming High	4	100	0.0	0.0	0.0	0.0	0.0
Deming Middle							
1 Memorial Elementary	118	31.4	61.9	3.4	0.0	2.5	0.8
2 Memorial Elementary	117	40.2	53.8	1.7	0.0	4.3	0.0
3 Memorial Elementary	119	42.0	51.3	2.5	0.8	2.5	0.8
4 Memorial Elementary	117	37.6	52.1	3.4	2.6	1.7	2.6
5 Memorial Elementary	118	34.7	46.6	3.4	0.0	12.7	2.5
6 Memorial Elementary	118	33.9	58.5	5.9	0.0	1.7	0.0
7 Memorial Elementary	116	24.1	55.2	6.9	3.4	6.9	3.4
8 Memorial Elementary	118	46.6	50.8	2.5	0.0	0.0	0.0
9 Memorial Elementary	108	38.0	50.0	5.6	0.0	5.6	0.9
10 Memorial Elementary	118	28.8	63.6	4.2	2.5	0.8	0.0
Red Mountain Middle							
1 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
2 Ruben S Torres Elementary	1	100	0.0	0.0	0.0	0.0	0.0
3 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
4 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
5 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
6 Ruben S Torres Elementary	1	100	0.0	0.0	0.0	0.0	0.0
7 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
8 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
9 Ruben S Torres Elementary	1	0.0	100	0.0	0.0	0.0	0.0
10 Ruben S Torres Elementary	1	0.0	0.0	0.0	0.0	0.0	100

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