



Adequate Yearly Progress (AYP) Summary

DULCE INDEPENDENT SCHOOLS	
AYP Rating Not Met	
Improvement Status DI-1	
Schools rated in the district	3
Schools in Improvement	1
Schools in Corrective Action	0
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				
	DULCE INDEPENDENT SCHOOLS		Statewide	
	N	%	N	%
All Students	684	100	334,324	100
Female	334	48.8	163,140	48.8
Male	350	51.2	171,184	51.2
Caucasian	5	0.7	85,417	25.5
Afr Am	0	0.0	7,026	2.1
Hispanic	38	5.6	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	641	93.7	34,907	10.4
ELL	159	23.2	47,677	14.3
SWD	91	0.1	44,235	0.1
ED	684	100.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

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 DULCE INDEPENDENT SCHOOLS

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

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 DULCE INDEPENDENT SCHOOLS

	Academic Indicator	Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
Dulce Independent Schools	Reading Proficiency*	64	31	***	***	38	***	31	31	24	12	***
Dulce Elementary	Reading Proficiency*	67	28	***	***	***	***	28	28	23	7	***
Dulce High	Reading Proficiency*	64	58	***	***	***	***	62	58	***	***	***
Dulce Middle	Reading Proficiency*	61	28	***	***	***	***	26	28	28	14	***
Dulce Independent Schools	Reading Participation	64	100					100	100	100	100	***
Dulce Elementary	Reading Participation	67	100					100	100	100		***
Dulce High	Reading Participation	64	100					100	100			***
Dulce Middle	Reading Participation	61	100					100	100			***
Dulce Independent Schools	Math Proficiency*	52	17	***	***	24	***	17	17	10	3	***
Dulce Elementary	Math Proficiency*	57	24	***	***	***	***	23	24	10	7	***
Dulce High	Math Proficiency*	53	15	***	***	***	***	17	15	***	***	***
Dulce Middle	Math Proficiency*	48	8	***	***	***	***	8	8	7	< 2	***
Dulce Independent Schools	Math Participation	52	100					100	100	100	100	***
Dulce Elementary	Math Participation	57	100					100	100	100		***
Dulce High	Math Participation	53	100					100	100			***
Dulce Middle	Math Participation	48	100					100	100			***
Dulce Independent Schools	Attendance Rate	92	85	97	***	90	***	84	85	84	87	***
Dulce Elementary	Attendance Rate	92	92	***	***	94	***	92	92	92	90	***
Dulce High	Attendance Rate	92	89	***	***	89	***	89	89	***	81	***
Dulce Middle	Attendance Rate	92	98	***	***	100	***	98	98	100	98	***
All Students in Grade 12	Graduation Rate	63	54	***	***	***	***	50	***	68	56	***
Dulce High	Graduation Rate	63	54	***	***	***	***	50	***	68	56	***

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 DULCE INDEPENDENT SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	27	***	***	***	***	26	27	22	6	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	26	***	***	50	***	25	26	29	11	***
District Wide-Grades 11	Reading Proficiency*	64	52	***	***	***	***	55	52	24	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	23	***	***	***	***	22	23	10	6	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	8	***	***	20	***	7	8	7	0	***
District Wide-Grades 11	Math Proficiency*	52	14	***	***	***	***	15	14	9	***	***

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	2,840,801	46
Instructional Support	3,129,342	51
Students Instruction	727,137	11
General Administration	203,768	3
School Administration	486,624	7
Central Services	534,490	8
Operations Maintenance	220,439	3
Student Transportation	956,883	15
Other	0	<1
Non-Instructional Support	149,902	2
Food Services	149,902	2
Community Services	0	<1
Capital Outlay	0	<1
Total	6,120,044	100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Bob Cooke	24
Clyde Vincenti	36
Connie Gomez	23
David Montoya	24
Joanna Dykehouse	27

Source: New Mexico School Board Association

* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2010. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups within DULCE INDEPENDENT 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	25	0	32	44	24	0	100	25	0	20	76	4	0	100	25	0	68	32	0	0
Male	100	27	0	30	41	30	0	100	27	4	30	63	4	0	100	27	0	74	26	0	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***

Proficiencies for Subgroups within DULCE INDEPENDENT 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
Hispanic	***	3	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***	
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Am Indian	100	48	0	31	46	23	0	100	48	2	25	69	4	0	100	48	0	73	27	0	0
ELL	100	32	0	28	50	22	0	100	32	3	9	81	6	0	100	32	0	69	31	0	0
ED	100	52	0	31	42	27	0	100	52	2	25	69	4	0	100	52	0	71	29	0	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	52	0	31	42	27	0	100	52	2	25	69	4	0	100	52	0	71	29	0	0
ALL2008-09	98	58	3	27	32	34	1	100	58	0	12	84	3	0	100	58	1	62	36	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DULCE INDEPENDENT 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	30	0	20	60	20	0	100	30	0	10	83	7	0	100	30	0	27	70	3	0
Male	100	28	0	14	46	39	0	100	28	0	18	68	14	0	100	28	0	21	75	4	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	57	0	16	54	30	0	100	57	0	12	77	11	0	100	57	0	23	74	4	0
ELL	100	45	0	16	51	33	0	100	45	0	7	82	11	0	100	45	0	20	76	4	0
ED	100	58	0	17	53	29	0	100	58	0	14	76	10	0	100	58	0	24	72	3	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
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	58	0	17	53	29	0	100	58	0	14	76	10	0	100	58	0	24	72	3	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	46	0	21	54	23	0	100	46	0	19	65	15	0	100	46	0	19	73	6	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 DULCE INDEPENDENT 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	27	0	44	48	7	0	100	27	4	33	52	11	0	100	27	0	19	81	0	0
Male	100	21	0	24	52	24	0	100	21	0	24	71	5	0	100	21	0	19	76	5	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	42	0	36	50	14	0	100	42	2	26	62	10	0	100	42	0	14	83	2	0
ELL	100	25	0	28	48	24	0	100	25	4	8	76	12	0	100	25	0	4	96	0	0
ED	100	48	0	35	50	15	0	100	48	2	29	60	8	0	100	48	0	19	79	2	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	48	0	35	50	15	0	100	48	2	29	60	8	0	100	48	0	19	79	2	0
ALL2008-09	100	45	2	35	55	6	0	100	45	2	17	57	22	0	100	45	0	15	73	11	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 DULCE INDEPENDENT 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	25	0	4	88	8	0	100	25	0	16	56	28	0	100	25	0	4	68	28	0
Male	100	21	0	10	71	19	0	100	21	0	10	71	19	0	100	21	0	10	67	24	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	42	0	2	83	14	0	100	42	0	10	64	26	0	100	42	0	2	71	26	0
ELL	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
ED	100	46	0	7	80	13	0	100	46	0	13	63	24	0	100	46	0	7	67	26	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	46	0	7	80	13	0	100	46	0	13	63	24	0	100	46	0	7	67	26	0
ALL2008-09	93	44	0	15	43	34	6	93	44	0	6	47	38	6	97	44	0	6	56	34	2
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 DULCE INDEPENDENT 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	20	0	45	30	25	0	100	20	0	0	55	45	0	100	20	0	20	70	10	0
Male	100	24	0	12	42	46	0	100	24	0	8	25	67	0	100	24	0	12	54	33	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	41	0	27	34	39	0	100	41	0	5	37	59	0	100	41	0	15	61	24	0
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	44	0	27	36	36	0	100	44	0	5	39	57	0	100	44	0	16	61	23	0
SWD	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	44	0	27	36	36	0	100	44	0	5	39	57	0	100	44	0	16	61	23	0
ALL2008-09	100	35	0	34	60	5	0	100	35	0	5	65	28	0	100	35	0	8	65	25	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 DULCE INDEPENDENT SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	22	0	55	32	14	0	100	22	0	9	73	18	0	100	22	0	0	82	18	0
Male	100	20	0	40	40	20	0	100	20	0	0	75	25	0	100	20	0	0	85	15	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	38	0	47	34	18	0	100	38	0	5	74	21	0	100	38	0	0	82	18	0
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	42	0	48	36	17	0	100	42	0	5	74	21	0	100	42	0	0	83	17	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	42	0	48	36	17	0	100	42	0	5	74	21	0	100	42	0	0	83	17	0
ALL2008-09	100	56	1	33	51	12	0	100	56	1	7	76	14	0	100	56	1	3	60	33	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 DULCE INDEPENDENT SCHOOLS

11th Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	20	0	55	45	0	0	100	20	0	10	65	25	0	100	20	0	15	85	0	0
Male	100	24	4	46	38	12	0	100	24	0	17	46	38	0	100	24	0	21	62	17	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	40	2	52	38	8	0	100	40	0	15	55	30	0	100	40	0	20	70	10	0
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	100	44	2	50	41	7	0	100	44	0	14	55	32	0	100	44	0	18	73	9	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	44	2	50	41	7	0	100	44	0	14	55	32	0	100	44	0	18	73	9	0
ALL2008-09	94	34	2	32	44	14	5	94	34	5	11	44	32	5	94	34	0	17	70	5	5
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 DULCE INDEPENDENT SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	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
Dulce Independent Schools	73	54	40	55	33	53	2	***	***	***	4	***	***	***	67	50	68	58	11	56	23	68
Dulce High	73	54	40	55	33	53	2	***	***	***	4	***	***	***	67	50	68	58	11	56	23	68

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 DULCE INDEPENDENT SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Dulce Independent Schools	72	56	40	55	32	57	2	***	***	***	4	***	***	***	66	53	65	61	12	50	24	64
Dulce High	72	56	40	55	32	57	2	***	***	***	4	***	***	***	66	53	65	61	12	50	24	64

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 DULCE INDEPENDENT SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Dulce Independent Schools	0	0	27	36	0	0	0	0
Dulce High	0	0	27	36	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
Dulce Independent Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Dulce Elementary	0	0.0
Dulce High	0	0.0
Dulce Middle	0	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Dulce Independent Schools	58	52	48
Dulce Elementary	26	73	27
Dulce High	20	40	60
Dulce Middle	12	25	75

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	Dulce Independent Schools	172	29.1	64.5	4.1	0.6	1.2	0.6
2	Dulce Independent Schools	172	21.5	68.0	5.8	0.6	3.5	0.6
3	Dulce Independent Schools	172	26.2	57.6	7.6	0.6	5.2	2.9
4	Dulce Independent Schools	172	25.0	65.7	5.2	0.6	1.7	1.7
5	Dulce Independent Schools	172	19.2	58.1	4.7	0.6	13.4	4.1
6	Dulce Independent Schools	172	18.0	64.5	7.6	0.6	5.8	3.5
7	Dulce Independent Schools	172	16.9	54.7	14.0	3.5	7.6	3.5
8	Dulce Independent Schools	172	34.9	59.3	2.3	0.0	2.3	1.2
9	Dulce Independent Schools	172	18.6	59.9	5.8	0.6	10.5	4.7
10	Dulce Independent Schools	172	27.9	65.1	3.5	0.0	1.2	2.3
1	Dulce Elementary	107	23.4	69.2	4.7	0.9	1.9	0.0
2	Dulce Elementary	107	15.9	70.1	7.5	0.9	5.6	0.0
3	Dulce Elementary	107	15.0	61.7	10.3	0.9	8.4	3.7
4	Dulce Elementary	107	19.6	69.2	5.6	0.9	2.8	1.9
5	Dulce Elementary	107	12.1	58.9	6.5	0.0	20.6	1.9
6	Dulce Elementary	107	7.5	70.1	6.5	0.9	9.3	5.6
7	Dulce Elementary	107	7.5	57.9	17.8	4.7	9.3	2.8
8	Dulce Elementary	107	32.7	58.9	3.7	0.0	3.7	0.9
9	Dulce Elementary	107	11.2	60.7	8.4	0.9	15.0	3.7
10	Dulce Elementary	107	23.4	70.1	1.9	0.0	1.9	2.8
	Dulce High							
	Dulce Middle							

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