



**Adequate Yearly Progress (AYP) Summary**

<b>Lordsburg Municipal Schools</b>	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> CA-2	
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	2
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	2

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- 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

- ED: 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

**Student Demographics**

	LEA		State	
	N	%	N	%
All Students	591	100	334,700	100
Female	284	48	163,202	49
Male	307	52	171,498	51
Caucasian	59	10	88,508	26
Afr Am	4	< 2	7,765	2
Hispanic	524	89	198,850	59
Asian	4	< 2	4,463	< 2
Am Indian	0	0	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	89	15	47,480	14
ELL	45	8	53,815	16
Recently Arrived *	0	0	40	< 2
ED	421	71	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. \* ELL Students new to the U.S. who qualified for exemption from reading assessment.

### Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Central Elementary	Not Met	SI-1	Dugan Tarango Middle	Met	SI-2 delay
Lordsburg High	Not Met	R-1 delay	R V Traylor Elementary	Not Met	Progressing
Southside Elementary	Not Met	R-1			

Source: NMPED 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 a blank).

### Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	49	74		47			44	20	13
Central Elementary	Reading Proficiency*	74	46			42			45	15	8
Dugan Tarango Middle	Reading Proficiency*	75	59			57			52		
Lordsburg High	Reading Proficiency*	75	56			57			46		
R V Traylor Elementary	Reading Proficiency*	77	41			39			30		
Southside Elementary	Reading Proficiency*	77	37			35			33	27	
LEA	Reading Participation	95	99			99			100		
Central Elementary	Reading Participation	95	100			100			100		
Dugan Tarango Middle	Reading Participation	95	98			98			100		
Lordsburg High	Reading Participation	95	100								
R V Traylor Elementary	Reading Participation	95									
Southside Elementary	Reading Participation	95	100			100			100		
LEA	Math Proficiency*	66	37	74		35			33	20	13
Central Elementary	Math Proficiency*	67	19			17			16	8	8
Dugan Tarango Middle	Math Proficiency*	63	31			30			28		
Lordsburg High	Math Proficiency*	66	42			35			33		
R V Traylor Elementary	Math Proficiency*	68	62			61			48		
Southside Elementary	Math Proficiency*	68	58			57			54	45	
LEA	Math Participation	95	100			100			100		
Central Elementary	Math Participation	95	100			100			100		
Dugan Tarango Middle	Math Participation	95	100			100			100		
Lordsburg High	Math Participation	95	100								
R V Traylor Elementary	Math Participation	95									
Southside Elementary	Math Participation	95	100			100			100		
Central Elementary	Attendance Rate	92	95			95			95	95	96
Dugan Tarango Middle	Attendance Rate	92	95			96			95		94
R V Traylor Elementary	Attendance Rate	92	94	95		93			93	95	91

## Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Southside Elementary	Attendance Rate	92	94			95			94	97	94
All Students in Grade 12	Graduation Rate	65	74			76			68		63
Lordsburg High	Graduation Rate	65	74			76			68	86	63

Source: NMPED Assessment and Accountability; Full Academic Year only;

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

## Proficiencies by Grade Span for Subgroups - All<sup>1</sup> - within LEA

Academic Indicator		Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	38	73		35			35	19	25	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	53			52			49	25	5	
District Wide-Grades 11	Reading Proficiency*	75	56			56			46			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	47	64		46			42	31	33	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	24			23			22	6	0	
District Wide-Grades 11	Math Proficiency*	66	40			33			31			

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;

\* % of students scoring Proficient or Above; Blank = Too few or no students to report

## Expenditures

Expenditure (\$)		%
<b>Direct Instruction</b>	<b>3,298,895</b>	<b>48</b>
<b>Instructional Support</b>	<b>3,477,009</b>	<b>50</b>
Students	528,956	8
Instruction	193,285	3
General Administration	210,256	3
School Administration	901,387	13
Central Services	297,498	4
Operations Maintenance	1,233,360	18
Student Transportation	30,072	<1
Other	82,195	1
<b>Non-Instructional Support</b>	<b>103,436</b>	<b>1</b>
Food Services	103,436	1
Community Services	0	<1
<b>Capital Outlay</b>	<b>30,000</b>	<b>&lt;1</b>
<b>Total</b>	<b>6,909,340</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

Board Member	Number of Points*
Alisandro Salinas	8
John Mora	7
Manuel Saucedo	19
Maria Sanchez	28
Ruben Gomez	8

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 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 2011. 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 - All<sup>1</sup> - within LEA**

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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	40	2	40	38	20	0	100	40	0	62	28	10	0							
LEA Prior	98	44	2	50	27	18	2	100	44	7	59	30	5	0	100	44	7	77	16	0	0
Female	100	19	0	47	47	5	0	100	19	0	68	32	0	0							
Male	100	21	5	33	29	33	0	100	21	0	57	24	19	0							
Caucasian		2							2												
Afr Am		0							0						0						
Hispanic	100	38	3	37	39	21	0	100	38	0	61	29	11	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		4							4												
ED	100	30	3	30	40	27	0	100	30	0	50	37	13	0							
SWD		5							5												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	47	4	32	55	9	0	100	47	4	47	34	15	0	100	47	0	28	47	26	0
LEA Prior	100	33	6	42	30	21	0	97	33	0	30	55	12	3	100	33	3	27	58	12	0
Female	100	23	4	35	57	4	0	100	23	9	35	39	17	0	100	23	0	22	43	35	0
Male	100	24	4	29	54	12	0	100	24	0	58	29	12	0	100	24	0	33	50	17	0
Caucasian		6							6						6						
Afr Am		0							0						0						
Hispanic	100	41	2	32	59	7	0	100	41	2	51	34	12	0	100	41	0	27	46	27	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7						7						
ED	100	34	3	38	50	9	0	100	34	6	53	29	12	0	100	34	0	26	50	24	0
SWD		4							4						4						

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	34	0	35	47	18	0	100	34	0	24	32	44	0							
LEA Prior	100	50	4	40	38	18	0	100	50	2	28	50	20	0	100	50	0	28	62	10	0
Female	100	17	0	35	53	12	0	100	17	0	24	41	35	0							
Male	100	17	0	35	41	24	0	100	17	0	24	24	53	0							
Caucasian		3							3												
Afr Am		0							0						0						
Hispanic	100	30	0	30	50	20	0	100	30	0	17	33	50	0							
Asian		1							1												
Am Indian		0							0						0						
ELL		5							5												
ED	100	27	0	30	52	19	0	100	27	0	11	37	52	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	45	4	47	29	20	0	100	45	0	16	58	27	0							
LEA Prior	100	41	2	39	44	15	0	100	41	5	27	51	17	0	100	41	0	17	63	20	0
Female	100	23	4	48	30	17	0	100	23	0	13	61	26	0							
Male	100	22	5	45	27	23	0	100	22	0	18	55	27	0							
Caucasian		4							4												
Afr Am		0							0						0						
Hispanic	100	41	5	44	29	22	0	100	41	0	15	56	29	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		8							8												
ED	100	34	3	50	26	21	0	100	34	0	18	50	32	0							
SWD		9							9												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	97	39	3	41	36	18	3	100	39	3	26	41	31	0	100	39	0	13	49	38	0
LEA Prior	100	46	4	37	52	7	0	100	46	9	15	57	20	0	100	46	4	28	54	13	0
Female	100	20	5	50	35	10	0	100	20	5	30	25	40	0	100	20	0	10	60	30	0
Male	95	19	0	32	37	26	5	100	19	0	21	58	21	0	100	19	0	16	37	47	0
Caucasian		1							1							1					
Afr Am		0							0							0					
Hispanic	97	38	3	42	37	16	3	100	38	3	26	39	32	0	100	38	0	13	47	39	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		5							5							5					
ED	100	28	0	36	43	21	0	100	28	0	25	39	36	0	100	28	0	7	46	46	0
SWD		6							6							6					

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	49	4	59	24	12	0	100	49	4	24	45	27	0							
LEA Prior	100	45	2	47	36	16	0	100	45	2	20	69	9	0	100	45	0	22	71	7	0
Female	100	22	5	55	32	9	0	100	22	0	14	55	32	0							
Male	100	27	4	63	19	15	0	100	27	7	33	37	22	0							
Caucasian		4							4												
Afr Am		2							2												
Hispanic	100	43	2	58	26	14	0	100	43	5	21	47	28	0							
Asian		0							0							0					
Am Indian		0							0							0					
ELL		3							3												
ED	100	36	3	53	33	11	0	100	36	3	22	44	31	0							
SWD		5							5												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

## Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	45	9	47	33	11	0	100	45	2	38	53	7	0	100	45	0	29	56	16	0
LEA Prior	100	45	16	60	18	7	0	100	45	7	20	40	33	0	100	45	0	24	69	7	0
Female	100	23	9	48	39	4	0	100	23	0	39	57	4	0	100	23	0	17	65	17	0
Male	100	22	9	45	27	18	0	100	22	5	36	50	9	0	100	22	0	41	45	14	0
Caucasian		5							5							5					
Afr Am		1							1							1					
Hispanic	100	39	10	46	31	13	0	100	39	0	33	59	8	0	100	39	0	23	62	15	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		0							0							0					
ED	100	26	8	38	35	19	0	100	26	0	31	58	12	0	100	26	0	27	46	27	0
SWD		3							3							3					

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

### Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	61	74	24	75	37	74	7		2		51	76			1		10	86	11	63	41	68
Lordsburg High	61	74	24	75	37	74	7		2		51	76			1		10	86	11	63	41	68

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	73	66	30	67	43	64	14	64			58	66			1		5		23	44	49	56
Lordsburg High	73	66	30	67	43	65	14	64			58	66			1		5		23	44	49	56

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			10	16				
Lordsburg High			10	16				

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
Central Elementary	0	0.0
Dugan Tarango Middle	0	0.0
Lordsburg High	0	0.0
R V Traylor Elementary	0	0.0
Southside Elementary	0	0.0

Source: LEA's 120th day submission to NMPED;  
Blank = No data available



## Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	42	38	62
Central Elementary	9	56	44
Dugan Tarango Middle	9	22	78
Lordsburg High	14	36	64
R V Traylor Elementary	12	42	58
Southside Elementary	8	38	62

Source: LEA's 120th day submission to NMPED  
 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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	151	35.1	51.0	6.6	2.6	4.6	0.0
2 LEA	151	31.1	52.3	8.6	2.6	5.3	0.0
3 LEA	151	29.8	56.3	8.6	0.7	4.6	0.0
4 LEA	151	35.1	51.0	7.9	3.3	2.6	0.0
5 LEA	151	39.1	51.7	2.6	0.0	6.6	0.0
6 LEA	149	31.5	52.3	8.1	4.7	3.4	0.0
7 LEA	150	17.3	40.0	20.7	8.0	14.0	0.0
8 LEA	150	44.7	50.7	2.7	0.7	1.3	0.0
9 LEA	151	31.1	54.3	5.3	0.7	8.6	0.0
10 LEA	149	40.3	49.7	7.4	2.0	0.7	0.0
1 Central Elementary	47	34.0	53.2	4.3	0.0	8.5	0.0
2 Central Elementary	47	19.1	51.1	19.1	6.4	4.3	0.0

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- 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	Central Elementary	47	29.8	55.3	6.4	2.1	6.4	0.0
4	Central Elementary	47	31.9	51.1	8.5	4.3	4.3	0.0
5	Central Elementary	47	29.8	59.6	2.1	0.0	8.5	0.0
6	Central Elementary	47	19.1	63.8	2.1	8.5	6.4	0.0
7	Central Elementary	47	14.9	36.2	19.1	14.9	14.9	0.0
8	Central Elementary	47	42.6	51.1	4.3	0.0	2.1	0.0
9	Central Elementary	47	23.4	61.7	4.3	0.0	10.6	0.0
10	Central Elementary	45	37.8	46.7	8.9	4.4	2.2	0.0
1	Dugan Tarango Middle	6	16.7	66.7	16.7	0.0	0.0	0.0
2	Dugan Tarango Middle	6	50.0	50.0	0.0	0.0	0.0	0.0
3	Dugan Tarango Middle	6	16.7	83.3	0.0	0.0	0.0	0.0
4	Dugan Tarango Middle	6	16.7	66.7	0.0	16.7	0.0	0.0
5	Dugan Tarango Middle	6	33.3	66.7	0.0	0.0	0.0	0.0
6	Dugan Tarango Middle	5	40.0	60.0	0.0	0.0	0.0	0.0
7	Dugan Tarango Middle	6	16.7	50.0	33.3	0.0	0.0	0.0
8	Dugan Tarango Middle	6	16.7	66.7	16.7	0.0	0.0	0.0
9	Dugan Tarango Middle	6	16.7	50.0	33.3	0.0	0.0	0.0
10	Dugan Tarango Middle	6	33.3	33.3	33.3	0.0	0.0	0.0
1	Lordsburg High	4	25.0	75.0	0.0	0.0	0.0	0.0
2	Lordsburg High	4	25.0	50.0	25.0	0.0	0.0	0.0
3	Lordsburg High	4	25.0	25.0	50.0	0.0	0.0	0.0
4	Lordsburg High	4	25.0	25.0	50.0	0.0	0.0	0.0
5	Lordsburg High	4	25.0	75.0	0.0	0.0	0.0	0.0
6	Lordsburg High	4	25.0	25.0	50.0	0.0	0.0	0.0
7	Lordsburg High	4	25.0	50.0	25.0	0.0	0.0	0.0
8	Lordsburg High	4	25.0	75.0	0.0	0.0	0.0	0.0
9	Lordsburg High	4	25.0	25.0	25.0	0.0	25.0	0.0
10	Lordsburg High	4	25.0	75.0	0.0	0.0	0.0	0.0
1	R V Traylor Elementary	58	39.7	50.0	1.7	3.4	5.2	0.0
2	R V Traylor Elementary	58	41.4	51.7	1.7	0.0	5.2	0.0
3	R V Traylor Elementary	58	36.2	53.4	8.6	0.0	1.7	0.0
4	R V Traylor Elementary	58	36.2	55.2	5.2	3.4	0.0	0.0
5	R V Traylor Elementary	58	46.6	46.6	1.7	0.0	5.2	0.0
6	R V Traylor Elementary	57	42.1	49.1	5.3	3.5	0.0	0.0
7	R V Traylor Elementary	58	19.0	32.8	24.1	3.4	20.7	0.0
8	R V Traylor Elementary	57	49.1	45.6	1.8	1.8	1.8	0.0

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Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
9	R V Traylor Elementary	58	39.7	50.0	3.4	1.7	5.2	0.0
10	R V Traylor Elementary	58	43.1	53.4	3.4	0.0	0.0	0.0
1	Southside Elementary	36	33.3	44.4	16.7	5.6	0.0	0.0
2	Southside Elementary	36	27.8	55.6	5.6	2.8	8.3	0.0
3	Southside Elementary	36	22.2	61.1	8.3	0.0	8.3	0.0
4	Southside Elementary	36	41.7	44.4	8.3	0.0	5.6	0.0
5	Southside Elementary	36	41.7	44.4	5.6	0.0	8.3	0.0
6	Southside Elementary	36	30.6	44.4	16.7	2.8	5.6	0.0
7	Southside Elementary	35	17.1	54.3	14.3	8.6	5.7	0.0
8	Southside Elementary	36	47.2	52.8	0.0	0.0	0.0	0.0
9	Southside Elementary	36	30.6	55.6	2.8	0.0	11.1	0.0
10	Southside Elementary	36	41.7	47.2	8.3	2.8	0.0	0.0

Source: NMPED online anonymous parent survey

Blanks = No data available

## Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

  

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

\* Information at <http://nationsreportcard.gov/>

Basic<sup>1</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

\* Information at <http://nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory