



**T or C Municipal Schools**

**Adequate Yearly Progress (AYP) Summary**

<b>T or C 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>	3

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	1,418	100	334,700	100
Female	686	48	163,202	49
Male	732	52	171,498	51
Caucasian	686	48	88,508	26
Afr Am	12	< 2	7,765	2
Hispanic	705	50	198,850	59
Asian	0	0	4,463	< 2
Am Indian	15	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	224	16	47,480	14
ELL	114	8	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,065	75	228,186	68
Migrant	14	< 2	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
Arrey Elementary	Not Met	SI-1	Hot Springs High	Not Met	R-2
Sierra Elementary	Not Met	R-2	T Or C Elementary	Not Met	SI-1
T Or C Middle	Not Met	R-2			

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	50	58		42			47	22	14
Arrey Elementary	Reading Proficiency*	77	25			24			25	14	
Hot Springs High	Reading Proficiency*	75	60	58		62			56		10
Sierra Elementary	Reading Proficiency*	77	46	59		35			46	31	17
T Or C Elementary	Reading Proficiency*	77	55	61		38			55		8
T Or C Middle	Reading Proficiency*	72	52	56		47			50	33	15
LEA	Reading Participation	95	100	100		100			100	100	100
Arrey Elementary	Reading Participation	95	100			100			100	100	
Hot Springs High	Reading Participation	95	100	100		100			100		
Sierra Elementary	Reading Participation	95	100	100		100			100		
T Or C Elementary	Reading Participation	95	100	100					100		
T Or C Middle	Reading Participation	95	100	100		100			100		100
LEA	Math Proficiency*	66	40	46		33			39	22	11
Arrey Elementary	Math Proficiency*	68	35			35			35	29	
Hot Springs High	Math Proficiency*	66	38	42		33			44		<2
Sierra Elementary	Math Proficiency*	68	41	51		32			41	8	21
T Or C Elementary	Math Proficiency*	68	61	66		48			61		8
T Or C Middle	Math Proficiency*	63	35	39		31			32	19	5
LEA	Math Participation	95	99	100		99			99	100	100
Arrey Elementary	Math Participation	95	100			100			100	100	
Hot Springs High	Math Participation	95	100	100		100			100		
Sierra Elementary	Math Participation	95	100	100		100			100		
T Or C Elementary	Math Participation	95	100	100					100		
T Or C Middle	Math Participation	95	99	100		99			99		100
Arrey Elementary	Attendance Rate	92	95	89		95			96	96	93
Sierra Elementary	Attendance Rate	92	94	94		93			93	93	92
T Or C Elementary	Attendance Rate	92	94	94		94			94		94

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

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
T Or C Middle	Attendance Rate	92	93	93		94			94	95	94
All Students in Grade 12	Graduation Rate	65									

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	45	60		32			46	19	16	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	53	58		47			51	32	16	
District Wide-Grades 11	Reading Proficiency*	75	59	56		58			54		15	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	46	57		36			46	26	20	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	35	38		31			31	18	5	
District Wide-Grades 11	Math Proficiency*	66	39	44		33			44		0	

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>6,590,481</b>	<b>58</b>
<b>Instructional Support</b>	<b>3,894,646</b>	<b>34</b>
Students	1,424,721	12
Instruction	144,542	1
General Administration	426,973	4
School Administration	477,388	4
Central Services	292,442	3
Operations Maintenance	1,075,945	9
Student Transportation	10,000	<1
Other	42,635	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>942,393</b>	<b>8</b>
<b>Total</b>	<b>11,427,520</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

Board Member	Number of Points*
Ann Filosa	11
Cathy Vickers	15
Jay Johnson	14
Louis Schwab	13
Randy Piper	15

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	95	8	37	25	29	0	100	95	4	51	24	21	0							
LEA Prior	100	108	5	49	31	15	0	99	108	2	56	37	4	1	99	108	6	79	15	0	1
Female	100	45	18	38	22	22	0	100	45	7	62	13	18	0							
Male	100	50	0	36	28	36	0	100	50	2	40	34	24	0							
Caucasian	100	50	12	52	20	16	0	100	50	6	62	22	10	0							
Afr Am		2							2												
Hispanic	100	42	2	19	31	48	0	100	42	2	36	26	36	0							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	21	0	5	33	62	0	100	21	0	24	43	33	0							
ED	100	95	8	37	25	29	0	100	95	4	51	24	21	0							
SWD	100	15	7	7	20	67	0	100	15	0	20	13	67	0							

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	108	6	38	43	13	0	100	108	5	38	36	21	0	100	108	2	31	43	24	0
LEA Prior	100	99	3	41	34	21	0	100	99	6	24	58	12	0	100	99	1	32	65	2	0
Female	100	54	6	46	39	9	0	100	54	4	44	37	15	0	100	54	4	35	41	20	0
Male	100	54	7	30	46	17	0	100	54	6	31	35	28	0	100	54	0	28	44	28	0
Caucasian	100	49	10	53	29	8	0	100	49	8	45	33	14	0	100	49	4	41	39	16	0
Afr Am		1							1							1					
Hispanic	100	58	3	26	55	16	0	100	58	2	33	40	26	0	100	58	0	24	45	31	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	26	0	27	54	19	0	100	26	0	38	35	27	0	100	26	0	15	50	35	0
ED	100	107	7	38	42	13	0	100	107	5	37	36	21	0	100	107	2	32	42	24	0
SWD	100	16	0	19	44	38	0	100	16	6	25	25	44	0	100	16	0	25	50	25	0

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	103	6	41	39	15	0	100	103	9	32	33	26	0							
LEA Prior	100	111	8	50	33	9	0	100	111	8	30	52	10	0	100	111	0	45	52	3	0
Female	100	51	8	43	35	14	0	100	51	4	41	31	24	0							
Male	100	52	4	38	42	15	0	100	52	13	23	35	29	0							
Caucasian	100	47	9	45	32	15	0	100	47	13	36	30	21	0							
Afr Am		3							3												
Hispanic	100	52	4	38	42	15	0	100	52	6	31	37	27	0							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	15	0	27	40	33	0	100	15	0	7	53	40	0							
ED	100	103	6	41	39	15	0	100	103	9	32	33	26	0							
SWD	100	14	0	14	29	57	0	100	14	0	7	36	57	0							

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	112	7	45	32	16	0	100	111	6	28	42	23	0							
LEA Prior	100	92	3	34	49	14	0	99	92	3	28	54	13	1	99	92	3	32	53	11	1
Female	100	48	12	48	31	8	0	100	47	11	26	47	17	0							
Male	100	64	3	42	33	22	0	100	64	3	30	39	28	0							
Caucasian	100	53	8	43	30	19	0	100	52	4	33	40	23	0							
Afr Am		0							0						0						
Hispanic	100	58	7	45	34	14	0	100	58	9	22	45	24	0							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	10	0	30	70	0	0	100	10	0	10	60	30	0							
ED	100	88	7	42	32	19	0	100	87	5	26	41	28	0							
SWD	100	14	0	0	29	71	0	100	14	0	0	14	86	0							

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	100	91	4	53	32	11	0	99	91	2	36	41	20	1	98	91	19	38	31	10	2
LEA Prior	100	116	9	50	35	6	0	99	115	3	29	54	14	1	99	115	5	44	46	3	1
Female	100	47	4	55	36	4	0	100	47	0	34	49	17	0	98	47	13	45	34	6	2
Male	100	44	5	50	27	18	0	98	44	5	39	32	23	2	98	44	25	32	27	14	2
Caucasian	100	56	5	55	32	7	0	100	56	2	38	39	21	0	100	56	23	39	27	11	0
Afr Am		1							1							1					
Hispanic	100	34	3	50	29	18	0	97	34	3	35	41	18	3	94	34	12	38	35	9	6
Asian		0							0							0					
Am Indian		0							0							0					
ELL		6							6							6					
ED	100	74	4	50	34	12	0	99	74	1	28	46	23	1	97	74	15	41	31	11	3
SWD	100	16	12	12	31	44	0	100	16	12	0	38	50	0	100	16	12	31	31	25	0

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	107	7	43	33	17	0	100	107	1	32	50	18	0								
LEA Prior	100	101	7	58	28	7	0	100	101	8	29	60	3	0	100	101	1	29	59	11	0	
Female	100	50	6	48	26	20	0	100	50	2	34	48	16	0								
Male	100	57	9	39	39	14	0	100	57	0	30	51	19	0								
Caucasian	100	60	8	53	30	8	0	100	60	2	37	53	8	0								
Afr Am		0							0							0						
Hispanic	100	45	7	29	36	29	0	100	45	0	24	44	31	0								
Asian		0							0							0						
Am Indian		2							2													
ELL		6							6													
ED	100	76	7	43	30	20	0	100	76	0	33	50	17	0								
SWD	100	14	0	21	43	36	0	100	14	0	0	43	57	0								

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	87	11	47	28	14	0	100	87	6	33	40	21	0	100	87	7	37	41	15	0
LEA Prior	99	88	5	50	39	6	1	99	88	6	26	39	28	1	98	88	2	43	47	6	2
Female	100	38	11	55	32	3	0	100	38	0	32	53	16	0	100	38	0	32	63	5	0
Male	100	49	12	41	24	22	0	100	49	10	35	31	24	0	100	49	12	41	24	22	0
Caucasian	100	41	7	49	34	10	0	100	41	7	37	39	17	0	100	41	7	46	37	10	0
Afr Am		2							2							2					
Hispanic	100	43	14	44	23	19	0	100	43	5	28	42	26	0	100	43	5	26	49	21	0
Asian		0							0							0					
Am Indian		1							1							1					
ELL		1							1							1					
ED	100	48	12	42	31	15	0	100	48	8	35	31	25	0	100	48	10	35	38	17	0
SWD	100	13	0	15	15	69	0	100	13	0	0	23	77	0	100	13	0	8	31	62	0

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	154	70	89	75	65	63	87	76	2		64	62			1		30	52	25	57	99	64
Hot Springs High	134	70	77	75	57	63	77	76	2		55	62					26	52	24	57	88	64

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	151	70	73	72	78	68	77	69	2		69	71	1		2		41	83	30	52	91	62
Hot Springs High	148	73	73	74	75	71	76	71	2		68	73	1		1		41	83	29	55	89	64

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			51	33	12	8		
Hot Springs High			51	33	12	8		

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	1.2
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
Arrey Elementary	0	0.0
Hot Springs High	0	3.2
Sierra Elementary	0	0.0
T Or C Elementary	0	0.0
T Or C Middle	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	90	61	37
Arrey Elementary	9	67	33
Hot Springs High	25	72	28
Sierra Elementary	13	62	38
T Or C Elementary	24	67	33
T Or C Middle	24	38	54

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	319	29.5	54.5	5.6	0.9	6.3	3.1
2 LEA	306	38.6	51.3	5.2	2.3	2.0	0.7
3 LEA	305	26.6	56.4	7.9	1.0	6.9	1.3
4 LEA	319	33.9	55.2	5.0	1.9	1.3	2.8
5 LEA	319	26.0	53.9	7.8	3.1	8.5	0.6
6 LEA	320	27.2	54.4	10.3	4.7	1.3	2.2
7 LEA	318	25.5	50.6	11.0	2.5	9.1	1.3
8 LEA	320	40.3	49.1	5.3	2.5	0.6	2.2
9 LEA	318	26.7	56.9	6.6	2.5	5.0	2.2
10 LEA	321	27.7	52.0	9.7	2.5	2.8	5.3
1 Arrey Elementary	168	39.3	47.0	2.4	0.6	6.5	4.2

Questions:

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

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
2	Arrey Elementary	155	51.0	47.7	0.0	1.3	0.0	0.0
3	Arrey Elementary	154	35.1	54.5	0.0	0.0	9.1	1.3
4	Arrey Elementary	168	38.7	57.7	0.0	0.0	1.2	2.4
5	Arrey Elementary	168	32.7	51.8	3.6	1.8	10.1	0.0
6	Arrey Elementary	169	36.7	52.1	7.1	1.8	0.0	2.4
7	Arrey Elementary	167	32.3	46.7	6.0	1.2	12.6	1.2
8	Arrey Elementary	169	51.5	45.0	0.0	0.0	1.2	2.4
9	Arrey Elementary	167	33.5	56.9	4.8	0.0	4.2	0.6
10	Arrey Elementary	170	28.8	44.7	12.4	2.9	2.4	8.8
1	Hot Springs High	35	17.1	71.4	11.4	0.0	0.0	0.0
2	Hot Springs High	35	51.4	48.6	0.0	0.0	0.0	0.0
3	Hot Springs High	35	22.9	51.4	20.0	5.7	0.0	0.0
4	Hot Springs High	35	28.6	45.7	11.4	11.4	2.9	0.0
5	Hot Springs High	35	22.9	60.0	11.4	2.9	2.9	0.0
6	Hot Springs High	35	20.0	51.4	14.3	11.4	2.9	0.0
7	Hot Springs High	35	22.9	60.0	14.3	2.9	0.0	0.0
8	Hot Springs High	35	22.9	48.6	17.1	11.4	0.0	0.0
9	Hot Springs High	35	20.0	45.7	17.1	11.4	5.7	0.0
10	Hot Springs High	35	28.6	57.1	8.6	0.0	2.9	2.9
1	Sierra Elementary	19	15.8	68.4	5.3	0.0	5.3	5.3
2	Sierra Elementary	19	21.1	52.6	15.8	0.0	5.3	5.3
3	Sierra Elementary	19	15.8	63.2	10.5	0.0	10.5	0.0
4	Sierra Elementary	19	15.8	73.7	5.3	0.0	0.0	5.3
5	Sierra Elementary	19	15.8	63.2	5.3	0.0	15.8	0.0
6	Sierra Elementary	19	15.8	47.4	26.3	5.3	0.0	5.3
7	Sierra Elementary	19	10.5	52.6	21.1	0.0	15.8	0.0
8	Sierra Elementary	19	21.1	73.7	5.3	0.0	0.0	0.0
9	Sierra Elementary	19	5.3	63.2	10.5	5.3	5.3	10.5
10	Sierra Elementary	19	26.3	52.6	10.5	0.0	10.5	0.0
1	T Or C Elementary	45	26.7	62.2	8.9	0.0	2.2	0.0
2	T Or C Elementary	45	20.0	51.1	17.8	4.4	6.7	0.0
3	T Or C Elementary	45	24.4	60.0	11.1	0.0	4.4	0.0
4	T Or C Elementary	45	46.7	48.9	2.2	0.0	0.0	2.2
5	T Or C Elementary	45	28.9	48.9	15.6	0.0	6.7	0.0
6	T Or C Elementary	45	24.4	60.0	8.9	4.4	2.2	0.0
7	T Or C Elementary	45	24.4	57.8	13.3	0.0	2.2	2.2

Questions:

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- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
8 T Or C Elementary	45	44.4	48.9	4.4	2.2	0.0	0.0
9 T Or C Elementary	45	31.1	60.0	2.2	2.2	4.4	0.0
10 T Or C Elementary	45	33.3	57.8	4.4	2.2	2.2	0.0
1 T Or C Middle	52	13.5	55.8	9.6	3.8	13.5	3.8
2 T Or C Middle	52	15.4	63.5	9.6	5.8	3.8	1.9
3 T Or C Middle	52	9.6	59.6	19.2	1.9	5.8	3.8
4 T Or C Middle	52	17.3	51.9	19.2	3.8	1.9	5.8
5 T Or C Middle	52	7.7	57.7	13.5	11.5	5.8	3.8
6 T Or C Middle	52	7.7	61.5	13.5	9.6	3.8	3.8
7 T Or C Middle	52	11.5	50.0	19.2	9.6	7.7	1.9
8 T Or C Middle	52	19.2	53.8	15.4	5.8	0.0	5.8
9 T Or C Middle	52	13.5	59.6	7.7	3.8	7.7	7.7
10 T Or C Middle	52	19.2	67.3	5.8	3.8	1.9	1.9

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