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NEWS RELEASE

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Secretary of Education Announces 2010 AYP Results

SANTA FE – Today New Mexico Public Education Secretary Designate, Dr. Susanna Murphy announced the preliminary 2010 Adequate Yearly Progress (AYP) status, No Child Left Behind (NCLB) designations, and Achievement Gap results for New Mexico's public schools. New Mexico will send certified numbers to the US Department of Education in October after the appeal process.

Below are Secretary Murphy's remarks. The slide presentation referred to in the Secretary's speech can be found with additional reports and information about AYP at www.ped.state.nm.us or call Beverly Friedman, NMPED PIO at 1-505-827-6661 or 1-505-795-0180.

Dr. Susanna Murphy's Remarks
2010 AYP Announcement
Monday, August 2, 2010
Mabry Hall 1:00pm

Good Afternoon and Welcome to the Annual AYP and Achievement Gap Announcement.

I'd like to begin by thanking the teachers, assistants, counselors, principals, district staff, superintendents, cafeteria workers, bus drivers, support staff, and all of the unsung heroes at the schools and districts. It truly is a team effort to support good learning and it takes all the folks here at PED as well. To you all of my heartfelt thanks.

Consistently, we are ranked among the top states for standards, assessments, accountability systems, improved teacher quality, and strong education policy. We have built a strong foundation and are seeing positive results. However, I strongly feel that we can and will do better.

Improving student achievement, closing the achievement gap, and preparing our youth for the future are not just tasks for public schools. It must be a state-community effort to ensure that content and instruction are relevant, create a positive attitude about learning, and inspire cultural pride.

I am calling on parents and community to come together to express high expectations for all of our children to achieve at high levels, to graduate from high school prepared for college or career.

It is also a shared community effort to ensure that children understand the importance of school, come to school ready to learn, have adult support, and believe they can succeed.

The information I will report is from our Student and Teacher Accountability Reporting System or STARS, our nationally recognized longitudinal data system.

We now have six years of data that administrators and teachers use when creating curriculum, writing their Educational Plan for Student Success, and adding resources to classrooms and schools. This tracking system is also used for the cohort graduation rates and to identify highly qualified teachers.

Our schools, teachers, and parents know which students can't read at the end of 3rd grade. We are in the first phase of a new data dashboard tool that will be made available this fall to our educators, parents, and other community members. This dashboard will display our comprehensive tracking system in a very user friendly way.

(Begin Slides)

Over the last six years, the percent of students proficient or above has increased 12% overall in Math, 3% overall in Reading, and 6% overall in Science.

Following the national trends, reading proficiency remained generally flat and math is steadily increasing.

The percent of students proficient or above in Math increased in all grades but 8th in 2010. 3rd grade posted the largest gains with a 4% increase over 2009. Over the last six years, 5th grade math proficiency has had the greatest gains at 18% followed by 8th grade at 15%.

Proficiency in third grade, the second year of students benefitting from implementation of full-day kindergarten and PreK, posted the largest gain in Math increasing to 58%. Native American third graders showed the largest increase of 7% over last year closing the achievement gap in third grade Math by four points over 2009. The other proficiency gaps remained flat.

Overall, fourth grade Math proficiency increased 3% over last year, 6% over six years. Native Americans showed the greatest three-year gains at 8% followed by Hispanics at 7%.

Eighth graders' proficiency in Math decreased 2% to 5% in every group in 2010. The largest decrease was among English Language Learners. Eighth grade math was on a steady increase until 2010. Math proficiency increased by 6% to 16% for every group since 2004-2005. New Mexico will be looking into data to determine causes.

Following national trends in reading proficiency gains, New Mexico shows small and irregular growth. While national experts and data analysts look at possible common causes, New Mexico will conduct case studies in schools that show increases and work with districts on better aligning curriculum to state standards.

Third grade Reading proficiency rose and fell since 2004-2005. The most consistent increases are among Native Americans posting a 4% gain over five years.

Fourth grade Reading proficiency has stabilized since the decline in 2008. Native Americans show the largest six year gains posting a 5% increase.

Eighth grade Reading proficiency has declined since 2006-2007. English Language Learner reading proficiency in 8th grade declined 13% in two years.

Pseudo Cohort shows grade-to-grade changes for mostly the same group of students. For students in 3rd grade in 2004-2005, Reading proficiency peaked in 5th grade, declined in grade 6, and rose again in grades 7 and 8. Native American proficiency increased by 14% closing the achievement gap by 11 points by 8th grade.

Pseudo Cohort Data show a steady decline in Math proficiency from grades 3 to 6 followed by near recovery by grade 8 for all but English Language Learners.

School, district, and statewide AYP and achievement gap data reports as well as my remarks and presentation today can be found on our website.

As we have said before, AYP is not the best tool for measuring school and student progress.

I ask that parents, communities, students, teachers, and state leaders look at achievement data for each individual school.

For example, there are 37 ways to miss AYP. A school that misses one indicator over multiple years progresses through the same corrective action cycle that a school would missing 30 indicators over multiple years.

Fifteen schools made AYP for two straight years to exit their designation of In Need of Improvement. Please help me in congratulating the following schools:

SY Jackson Elementary, Albuquerque Public Schools
Miranda Junior High School, Springer Municipal Schools
Garfield Elementary School, Hatch Valley Public Schools
Grand Heights Early Childhood School, Artesia Public Schools
Bayard Elementary School, Cobre Consolidated Schools
RV Taylor Elementary School, Lordsburg Municipal Schools
Nob Hill Elementary School, Ruidoso Municipal Schools
Middle College High School, Gallup-McKinley County Schools
San Juan Elementary School, Española Public Schools
Paul D. Henry Elementary School, Las Vegas City Public Schools
Pablo Roybal Elementary School, Pojoaque Valley Public Schools
T or C Elementary School, T or C Municipal Schools
Questa Jr High School, Questa Independent Schools
Rio Rancho Cyber Academy, Rio Rancho Public Schools
Gil Sanchez Elementary School, Belen Consolidated Schools

I would specifically like to draw attention to two schools on the list:

San Juan Elementary School in Española accomplished a 35% increase in Math proficiency and a 29% increase in Reading proficiency since 2004;

And Pablo Roybal Elementary School accomplished a 43% increase in Math proficiency and a 19.5% increase in Reading proficiency since 2004.

I also want to congratulate the students, teachers, administrators, and school board members of the 183 schools and 17 districts that met AYP in 2010.

In spite of the gains in math and reading, and the wonderful progress our districts and schools are making, we did see a slight increase in the number of schools that did not meet AYP.

AYP is a moving target. For example, in 2008, 39% of students needed to be proficient or above in math and 56% in reading for schools to make AYP. In 2010, 52% of students needed to be proficient or above in math and 64% in reading to make AYP.

If schools were still held to the 2008 proficiency goals, an additional 112 schools would have met AYP. Additionally, of the 37 ways to miss AYP, 438 schools only missed between one and three indicators. Because all schools progress the same, whether they miss one or all 37, it is critical that parents, businesses, and municipal leaders look at the progress and proficiency rates at each school to determine school performance.

There is much room and need for improvement in raising student performance, closing the achievement gap, and increasing the graduation rate.

Our children deserve our very best effort.

As a state community we are strong. By working together, we can continue to have a positive impact on New Mexico's youth. We must continue to rally around our schools, support our students and stay true to holding high expectations for continuous improvement of student and system performance.

We must continue to rally around our schools and support our students.

Thank you.

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