



Adequate Yearly Progress (AYP) Summary

Espanola Public Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	14
Schools in Improvement	2
Schools in Corrective Action	1
Schools in Restructuring	7

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	4,197	100	334,700	100
Female	2,096	50	163,202	49
Male	2,101	50	171,498	51
Caucasian	110	3	88,508	26
Afr Am	17	< 2	7,765	2
Hispanic	3,755	89	198,850	59
Asian	24	< 2	4,463	< 2
Am Indian	289	7	34,861	10
Native Hawaiian or Other Pacific Islander	2	< 2	253	< 2
SWD	490	12	47,480	14
ELL	808	19	53,815	16
Recently Arrived *	0	0	40	< 2
ED	3,588	85	228,186	68
Migrant	9	< 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
Abiquiu Elementary	Not Met	R-1	Alcalde Elementary	Not Met	Progressing
Carlos F Vigil Middle	Not Met	R-2	Chimayo Elementary	Not Met	CA
Dixon Elementary	Not Met	Progressing	Espanola Valley High	Not Met	R-2
Eutimio Salazar Elementary	Not Met	R-2	Hernandez Elementary	Not Met	R-1
James Rodriguez Elementary	Not Met	R-2	Los Ninos Elementary	Not Met	Progressing
Mountain View Elementary	Not Met	SI-2 delay	San Juan Elementary	Not Met	Progressing
Tony Quintana Elementary	Not Met	R-2	Velarde Elementary	Not Met	SI-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	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD
		%	Students	%	Am	%	%	Indian	%	%	%
LEA	Reading Proficiency*	75	42	57		41	60	49	42	36	15
Abiquiu Elementary	Reading Proficiency*	74	47			44			47	23	
Alcalde Elementary	Reading Proficiency*	74	69			68			69	57	
Carlos F Vigil Middle	Reading Proficiency*	75	34			34		39	34	28	11
Chimayo Elementary	Reading Proficiency*	74	41			41			41	22	18
Dixon Elementary	Reading Proficiency*	74	70			62			70	67	
Espanola Valley High	Reading Proficiency*	75	32			33		20	32	14	<2
Eutimio Salazar Elementary	Reading Proficiency*	74	43			43			43	37	29
Hernandez Elementary	Reading Proficiency*	74	27			27			27	26	
James Rodriguez Elementary	Reading Proficiency*	74	50			50		59	51	53	8
Los Ninos Elementary	Reading Proficiency*	77	53			53			53	53	
Mountain View Elementary	Reading Proficiency*	74	50			48			50		
San Juan Elementary	Reading Proficiency*	74	63			65		55	63	47	24
Tony Quintana Elementary	Reading Proficiency*	74	29			28			29	33	6
Velarde Elementary	Reading Proficiency*	74	55			56			55	10	
LEA	Reading Participation	95	99	100		99		100	99	99	98
Abiquiu Elementary	Reading Participation	95	100			100			100		
Alcalde Elementary	Reading Participation	95	100			100			100	100	
Carlos F Vigil Middle	Reading Participation	95	98			98			98	99	98
Chimayo Elementary	Reading Participation	95	100			100			100		
Dixon Elementary	Reading Participation	95	100						100		
Espanola Valley High	Reading Participation	95	98			98			98	93	
Eutimio Salazar Elementary	Reading Participation	95	98			98			98	97	

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Hernandez Elementary	Reading Participation	95	100			100			100	100	
James Rodriguez Elementary	Reading Participation	95	100			100			100	100	
Los Ninos Elementary	Reading Participation	95									
Mountain View Elementary	Reading Participation	95									
San Juan Elementary	Reading Participation	95	100			100		100	100	100	
Tony Quintana Elementary	Reading Participation	95	100			100			100	100	
Velarde Elementary	Reading Participation	95	100			100			100		
LEA	Math Proficiency*	66	27	46		26	70	37	27	23	11
Abiquiu Elementary	Math Proficiency*	67	35			33			35	23	
Alcalde Elementary	Math Proficiency*	67	46			46			46	43	
Carlos F Vigil Middle	Math Proficiency*	63	12			12		9	12	9	2
Chimayo Elementary	Math Proficiency*	67	33			33			33	11	18
Dixon Elementary	Math Proficiency*	67	52			42			52	47	
Espanola Valley High	Math Proficiency*	66	11			11		7	11	6	<2
Eutimio Salazar Elementary	Math Proficiency*	67	29			29			29	26	25
Hernandez Elementary	Math Proficiency*	67	8			8			8	6	
James Rodriguez Elementary	Math Proficiency*	67	49			49		59	49	50	17
Los Ninos Elementary	Math Proficiency*	68	47			46			47	48	
Mountain View Elementary	Math Proficiency*	67	33			30			33		
San Juan Elementary	Math Proficiency*	67	52			51		51	52	31	18
Tony Quintana Elementary	Math Proficiency*	67	17			16			17	20	12
Velarde Elementary	Math Proficiency*	67	38			39			38	<2	
LEA	Math Participation	95	99	100		99		98	99	99	96
Abiquiu Elementary	Math Participation	95	100			100			100		
Alcalde Elementary	Math Participation	95	100			100			100	100	
Carlos F Vigil Middle	Math Participation	95	99			98			98	99	96
Chimayo Elementary	Math Participation	95	100			100			100		
Dixon Elementary	Math Participation	95	100						100		
Espanola Valley High	Math Participation	95	97			98			97	100	
Eutimio Salazar Elementary	Math Participation	95	98			98			98	97	
Hernandez Elementary	Math Participation	95	100			100			100	100	
James Rodriguez Elementary	Math Participation	95	100			100			100	100	
Los Ninos Elementary	Math Participation	95									
Mountain View Elementary	Math Participation	95									
San Juan Elementary	Math Participation	95	100			100		100	100	100	
Tony Quintana Elementary	Math Participation	95	100			100			100	100	
Velarde Elementary	Math Participation	95	100			100			100		
Abiquiu Elementary	Attendance Rate	92	94			94			94	93	91

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Alcalde Elementary	Attendance Rate	92	95			95			95	95	92
Carlos F Vigil Middle	Attendance Rate	92	94			94		95	94	93	89
Chimayo Elementary	Attendance Rate	92	96			97			95	96	96
Dixon Elementary	Attendance Rate	92	94	92		95			95	95	95
Eutimio Salazar Elementary	Attendance Rate	92	97	94		97			97	97	96
Hernandez Elementary	Attendance Rate	92	96			96			96	97	93
James Rodriguez Elementary	Attendance Rate	92	92	91		92		92	92	92	90
Los Ninos Elementary	Attendance Rate	92	94			94			94	95	94
Mountain View Elementary	Attendance Rate	92	95			95			94	94	
San Juan Elementary	Attendance Rate	92	96	96		96		96	96	96	96
Tony Quintana Elementary	Attendance Rate	92	95			95		95	95	95	94
Velarde Elementary	Attendance Rate	92	96			96			96	95	94
All Students in Grade 12	Graduation Rate	65	54			56		47	56	55	47
Carlos F Vigil Middle	Graduation Rate	65	35			37		26	37	33	39
Espanola Valley High	Graduation Rate	65	64			66		58	66	65	52

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 - All¹ - 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	44	76		43		54	44	38	19	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	39	41		39		49	39	32	16	
District Wide-Grades 11	Reading Proficiency*	75	34			34		32	33	19	0	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	36	67		34		51	36	28	19	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	19	32		18		27	19	13	5	
District Wide-Grades 11	Math Proficiency*	66	10			11		5	10	4	0	

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

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

Expenditures		
	Expenditure (\$)	%
Direct Instruction	16,649,818	52
Instructional Support	15,255,222	47
Students	4,116,107	13
Instruction	556,806	2
General Administration	1,087,761	3
School Administration	1,812,214	6
Central Services	1,042,637	3
Operations Maintenance	5,624,918	17
Student Transportation	36,863	<1
Other	977,916	3
Non-Instructional Support	270,000	1
Food Services	270,000	1
Community Services	0	<1
Capital Outlay	0	<1
Total	32,175,040	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training	
Board Member	Number of Points*
Andrew J. Chavez	50
Floyd Archuleta	15
Jose Archuleta	20
Pablo E. Lujan	31
Ralph Medina	16

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 - All¹ - 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	357	7	44	25	23	0	100	357	3	43	36	18	0							
LEA Prior	100	355	5	45	32	17	0	100	355	7	45	43	6	0	100	355	5	73	22	1	0
Female	99	182	8	49	27	14	1	99	182	3	45	37	15	1							
Male	100	175	6	38	23	32	0	100	175	2	41	34	22	0							
Caucasian	100	15	33	47	13	7	0	100	15	20	47	20	13	0							
Afr Am		0							0						0						
Hispanic	100	313	7	42	26	25	0	100	313	2	41	37	19	0							
Asian		1							1												
Am Indian	100	28	0	57	29	14	0	100	28	7	57	25	11	0							
ELL	100	217	6	40	25	29	0	100	217	0	38	40	21	0							
ED	100	341	7	44	26	23	0	100	341	3	43	36	18	0							
SWD	100	33	0	21	18	61	0	100	33	0	21	36	42	0							

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

Proficiencies for Subgroups - All¹ - 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	358	3	35	47	15	0	100	358	2	27	43	28	0	100	357	1	32	38	29	0
LEA Prior	100	393	4	37	41	17	0	100	393	5	27	56	11	0	100	393	0	34	61	5	0
Female	100	187	5	39	42	14	0	100	187	2	29	42	27	0	100	187	1	31	35	33	0
Male	100	171	2	30	51	17	0	100	171	2	25	44	30	0	100	170	1	32	42	25	0
Caucasian		7							7							7					
Afr Am		0							0							0					
Hispanic	100	321	3	32	49	15	0	100	321	2	25	44	29	0	100	320	1	31	39	29	0
Asian		3							3							3					
Am Indian	100	27	4	59	26	11	0	100	27	0	44	37	19	0	100	27	0	48	33	19	0
ELL	100	180	4	27	51	18	0	100	180	1	22	42	36	0	100	179	1	26	38	36	0
ED	100	340	3	35	46	16	0	100	340	2	27	43	28	0	100	339	1	32	38	29	0
SWD	100	35	0	20	26	54	0	100	35	0	20	34	46	0	100	34	0	24	32	44	0

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

Proficiencies for Subgroups - All¹ - 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	99	390	6	38	42	13	1	99	390	6	28	41	25	1							
LEA Prior	100	334	9	42	37	12	0	100	335	6	29	49	17	0	100	334	1	35	55	9	0
Female	100	199	8	43	38	11	0	100	199	7	29	39	25	0							
Male	99	191	4	32	47	15	1	99	191	5	28	42	24	1							
Caucasian	100	11	27	64	9	0	0	100	11	45	45	9	0	0							
Afr Am		3							3												
Hispanic	99	349	5	38	44	13	1	99	349	5	27	42	26	1							
Asian		4							4												
Am Indian	100	23	9	30	39	22	0	100	23	4	39	30	26	0							
ELL	99	173	2	32	49	16	1	99	173	2	18	43	36	1							
ED	99	366	5	38	43	13	1	99	366	5	29	40	25	1							
SWD	98	40	5	10	35	48	2	98	40	8	8	22	60	2							

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

Proficiencies for Subgroups - All¹ - 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	99	326	9	40	33	17	1	99	325	3	27	40	29	1							
LEA Prior	100	370	6	32	51	11	0	100	370	6	26	58	9	0	100	370	1	16	69	14	0
Female	99	155	11	45	32	12	1	99	155	3	34	34	28	1							
Male	99	171	7	37	35	21	1	99	170	3	21	45	30	1							
Caucasian	100	15	7	47	33	13	0	100	15	13	27	53	7	0							
Afr Am		1							1												
Hispanic	99	286	9	39	34	17	1	99	285	2	26	40	30	1							
Asian		2							2												
Am Indian	100	22	14	55	27	5	0	100	22	5	41	32	23	0							
ELL	98	131	6	32	35	25	2	98	131	2	18	37	42	2							
ED	99	310	9	41	34	16	1	99	309	3	28	40	29	1							
SWD	98	44	7	14	30	48	2	98	44	2	7	32	57	2							

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

Proficiencies for Subgroups - All¹ - 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	98	291	3	29	44	22	2	99	291	1	14	51	33	1	99	291	2	16	38	42	1
LEA Prior	99	253	2	33	47	17	1	96	253	3	15	54	25	4	97	253	1	14	61	22	3
Female	100	167	5	32	43	20	0	100	167	1	16	53	31	0	99	167	1	15	43	40	1
Male	95	124	1	24	47	23	5	97	124	2	11	47	37	3	98	124	3	19	32	44	2
Caucasian		2							2							2					
Afr Am		1							1							1					
Hispanic	98	265	4	29	43	22	2	98	265	1	14	51	33	2	99	265	2	17	38	43	1
Asian		3							3							3					
Am Indian	100	20	0	25	65	10	0	100	20	0	15	45	40	0	100	20	0	15	50	35	0
ELL	98	128	4	25	39	30	2	99	128	1	11	48	40	1	98	128	2	16	29	51	2
ED	98	271	4	28	45	22	2	98	271	1	14	51	34	1	99	271	2	18	37	42	1
SWD	96	29	7	10	24	55	3	93	29	0	3	31	59	7	93	29	0	7	21	66	7

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

Proficiencies for Subgroups - All¹ - 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	237	2	32	34	32	0	100	237	0	8	55	37	0							
LEA Prior	99	260	2	35	44	18	1	97	260	1	13	60	23	3	98	260	0	8	58	32	2
Female	100	115	3	34	41	23	0	100	115	0	10	57	34	0							
Male	100	122	1	31	28	40	0	99	122	0	7	53	39	1							
Caucasian		5							5												
Afr Am		2							2												
Hispanic	100	222	2	32	34	32	0	100	222	0	8	54	38	0							
Asian		1							1												
Am Indian		7							7												
ELL	100	76	0	25	38	37	0	99	76	0	4	50	45	1							
ED	100	228	2	33	33	32	0	100	228	0	8	56	36	0							
SWD	100	23	0	4	13	83	0	100	23	0	0	17	83	0							

Source: NMPED Assessment and Accountability; ¹All 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	99	233	2	32	42	22	1	97	233	0	10	63	24	3	96	233	0	12	47	37	3
LEA Prior	100	189	5	28	48	19	0	98	189	3	8	35	52	2	98	189	0	17	59	22	2
Female	99	127	2	37	43	17	1	98	127	0	9	69	20	2	98	127	0	8	54	37	2
Male	98	106	2	26	41	29	2	97	106	1	11	57	28	3	94	106	0	17	40	38	6
Caucasian		2							2							2					
Afr Am		1							1							1					
Hispanic	98	207	2	32	43	21	1	98	207	0	10	65	23	2	96	207	0	14	47	35	4
Asian		1							1							1					
Am Indian	100	22	0	32	36	32	0	91	22	0	5	50	36	9	100	22	0	0	45	55	0
ELL	94	47	0	19	57	17	6	100	47	0	4	74	21	0	96	47	0	9	49	38	4
ED	99	224	2	31	42	23	1	97	224	0	9	62	25	3	96	224	0	12	46	38	4
SWD	100	29	0	0	28	72	0	86	29	0	0	14	72	14	83	29	0	0	14	69	17

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	346	54	172	61	174	47	6		1		309	56	1		29	47	80	55	49	47	329	56
Carlos F Vigil Middle	274	35	140	38	134	32	5		1		247	37			21	26	54	33	39	39	260	37
Espanola Valley High	310	64	154	73	156	55	5		1		282	66	1		21	58	70	65	41	52	296	66

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	379	56	176	59	203	54	17	37	2		321	57	3		36	60	232	52	59	57	356	58
Carlos F Vigil Middle	266	32	126	34	140	29	12	23	2		231	32	1		20	37	193	30	39	30	248	33
Espanola Valley High	324	71	150	74	174	68	11	57	2		275	71	3		33	70	192	67	52	70	312	71

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			152	44				
Carlos F Vigil Middle			129	47				
Espanola Valley High			129	42				

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	1.5
High Poverty Schools	N/A	<0.1
Low Poverty Schools	0	<0.1
Abiquiu Elementary	0	0.0
Alcalde Elementary	0	0.0
Carlos F Vigil Middle	0	4.2
Chimayo Elementary	0	0.0
Dixon Elementary	0	0.0
Espanola Valley High	0	1.0
Eutimio Salazar Elementary	0	0.0
Hernandez Elementary	0	0.0
James Rodriguez Elementary	0	0.0
Los Ninos Elementary	0	0.0
Mountain View Elementary	0	0.0

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
San Juan Elementary	0	0.0
Tony Quintana Elementary	0	0.0
Velarde 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	280	55	43
Abiquiu Elementary	8	100	0
Alcalde Elementary	10	60	40
Carlos F Vigil Middle	35	57	43
Chimayo Elementary	11	73	27
Dixon Elementary	7	43	57
Espanola Valley High	59	56	42
Eutimio Salazar Elementary	32	56	44
Hernandez Elementary	14	57	36
James Rodriguez Elementary	30	40	60
Los Ninos Elementary	11	64	36
Mountain View Elementary	6	83	17
San Juan Elementary	25	56	44
Tony Quintana Elementary	19	42	58
Velarde Elementary	8	50	50

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	707	28.9	58.1	6.4	1.3	3.7	1.7
2	LEA	687	18.9	48.0	17.0	9.9	3.5	2.6
3	LEA	684	32.0	54.5	4.7	1.3	5.3	2.2
4	LEA	685	33.6	55.5	5.7	1.0	2.0	2.2
5	LEA	693	23.1	55.3	6.6	3.0	10.5	1.4
6	LEA	680	25.6	57.8	5.9	2.8	5.3	2.6
7	LEA	685	17.7	48.9	16.1	5.5	7.9	3.9
8	LEA	683	42.0	49.0	3.7	2.0	1.0	2.2
9	LEA	683	30.0	53.6	5.0	1.6	6.0	3.8
10	LEA	679	30.5	57.6	7.1	0.7	2.5	1.6
1	Abiquiu Elementary	78	34.6	35.9	28.2	0.0	0.0	1.3
2	Abiquiu Elementary	55	25.5	52.7	14.5	1.8	0.0	5.5
3	Abiquiu Elementary	57	31.6	50.9	8.8	0.0	3.5	5.3
4	Abiquiu Elementary	56	39.3	48.2	8.9	0.0	0.0	3.6
5	Abiquiu Elementary	56	39.3	50.0	0.0	0.0	8.9	1.8
6	Abiquiu Elementary	54	33.3	51.9	0.0	3.7	7.4	3.7
7	Abiquiu Elementary	57	22.8	57.9	8.8	3.5	1.8	5.3
8	Abiquiu Elementary	56	53.6	42.9	0.0	0.0	0.0	3.6
9	Abiquiu Elementary	56	32.1	48.2	1.8	0.0	7.1	10.7
10	Abiquiu Elementary	54	48.1	46.3	0.0	0.0	1.9	3.7
1	Alcalde Elementary	104	29.8	64.4	1.9	0.0	2.9	1.0
2	Alcalde Elementary	104	4.8	19.2	35.6	37.5	2.9	0.0
3	Alcalde Elementary	104	31.7	57.7	4.8	1.9	3.8	0.0
4	Alcalde Elementary	104	31.7	64.4	1.9	1.0	0.0	1.0
5	Alcalde Elementary	104	17.3	62.5	8.7	3.8	6.7	1.0

Questions:

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

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6	Alcalde Elementary	104	26.9	63.5	4.8	0.0	2.9	1.9
7	Alcalde Elementary	104	13.5	47.1	26.0	4.8	6.7	1.9
8	Alcalde Elementary	104	41.3	51.9	1.9	1.9	1.9	1.0
9	Alcalde Elementary	104	26.9	61.5	5.8	1.0	1.9	2.9
10	Alcalde Elementary	104	26.9	62.5	5.8	0.0	3.8	1.0
1	Carlos F Vigil Middle	2	50.0	0.0	0.0	50.0	0.0	0.0
2	Carlos F Vigil Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
3	Carlos F Vigil Middle	2	50.0	0.0	0.0	50.0	0.0	0.0
4	Carlos F Vigil Middle	2	50.0	50.0	0.0	0.0	0.0	0.0
5	Carlos F Vigil Middle	2	100	0.0	0.0	0.0	0.0	0.0
6	Carlos F Vigil Middle	2	50.0	0.0	0.0	50.0	0.0	0.0
7	Carlos F Vigil Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
8	Carlos F Vigil Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
9	Carlos F Vigil Middle	2	50.0	0.0	0.0	50.0	0.0	0.0
10	Carlos F Vigil Middle	2	50.0	0.0	50.0	0.0	0.0	0.0
1	Chimayo Elementary	61	31.1	63.9	0.0	1.6	0.0	3.3
2	Chimayo Elementary	61	21.3	50.8	11.5	9.8	4.9	1.6
3	Chimayo Elementary	61	42.6	50.8	0.0	0.0	3.3	3.3
4	Chimayo Elementary	61	41.0	50.8	8.2	0.0	0.0	0.0
5	Chimayo Elementary	61	24.6	55.7	9.8	0.0	9.8	0.0
6	Chimayo Elementary	61	29.5	62.3	3.3	3.3	1.6	0.0
7	Chimayo Elementary	61	23.0	44.3	14.8	9.8	6.6	1.6
8	Chimayo Elementary	61	49.2	45.9	3.3	0.0	1.6	0.0
9	Chimayo Elementary	61	41.0	49.2	3.3	0.0	4.9	1.6
10	Chimayo Elementary	61	32.8	52.5	13.1	0.0	1.6	0.0
1	Dixon Elementary	34	52.9	44.1	0.0	0.0	2.9	0.0
2	Dixon Elementary	34	29.4	55.9	11.8	2.9	0.0	0.0
3	Dixon Elementary	34	64.7	29.4	5.9	0.0	0.0	0.0
4	Dixon Elementary	34	61.8	35.3	0.0	2.9	0.0	0.0
5	Dixon Elementary	34	38.2	50.0	2.9	5.9	2.9	0.0
6	Dixon Elementary	34	35.3	58.8	2.9	2.9	0.0	0.0
7	Dixon Elementary	34	26.5	52.9	11.8	2.9	0.0	5.9
8	Dixon Elementary	34	58.8	35.3	0.0	2.9	0.0	2.9
9	Dixon Elementary	34	47.1	52.9	0.0	0.0	0.0	0.0
10	Dixon Elementary	34	35.3	55.9	2.9	2.9	2.9	0.0
1	Espanola Valley High	7	28.6	28.6	28.6	14.3	0.0	0.0

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	Espanola Valley High	7	14.3	71.4	0.0	14.3	0.0	0.0
3	Espanola Valley High	7	28.6	14.3	0.0	42.9	14.3	0.0
4	Espanola Valley High	7	28.6	14.3	14.3	28.6	0.0	14.3
5	Espanola Valley High	7	14.3	42.9	14.3	14.3	14.3	0.0
6	Espanola Valley High	7	28.6	28.6	14.3	28.6	0.0	0.0
7	Espanola Valley High	7	28.6	42.9	14.3	14.3	0.0	0.0
8	Espanola Valley High	7	28.6	28.6	14.3	28.6	0.0	0.0
9	Espanola Valley High	7	28.6	42.9	0.0	28.6	0.0	0.0
10	Espanola Valley High	7	14.3	57.1	14.3	14.3	0.0	0.0
1	Eutimio Salazar Elementary	164	21.3	65.2	3.0	3.0	6.7	0.6
2	Eutimio Salazar Elementary	164	13.4	53.7	15.2	7.3	6.7	3.7
3	Eutimio Salazar Elementary	164	24.4	56.7	6.7	0.6	7.3	4.3
4	Eutimio Salazar Elementary	164	25.6	58.5	6.1	1.2	4.9	3.7
5	Eutimio Salazar Elementary	164	12.8	52.4	11.0	7.3	12.2	4.3
6	Eutimio Salazar Elementary	164	20.1	59.8	6.7	4.3	7.3	1.8
7	Eutimio Salazar Elementary	164	14.0	53.0	13.4	3.7	10.4	5.5
8	Eutimio Salazar Elementary	164	36.6	54.3	4.3	1.2	1.8	1.8
9	Eutimio Salazar Elementary	164	25.6	54.9	6.7	0.6	7.3	4.9
10	Eutimio Salazar Elementary	164	23.2	60.4	10.4	0.6	3.7	1.8
1	Hernandez Elementary	40	25.0	70.0	2.5	0.0	2.5	0.0
2	Hernandez Elementary	43	34.9	58.1	7.0	0.0	0.0	0.0
3	Hernandez Elementary	38	28.9	57.9	5.3	0.0	7.9	0.0
4	Hernandez Elementary	40	37.5	60.0	2.5	0.0	0.0	0.0
5	Hernandez Elementary	48	14.6	52.1	6.3	2.1	25.0	0.0
6	Hernandez Elementary	37	21.6	73.0	2.7	0.0	2.7	0.0
7	Hernandez Elementary	39	20.5	51.3	17.9	0.0	10.3	0.0
8	Hernandez Elementary	38	50.0	44.7	2.6	0.0	0.0	2.6
9	Hernandez Elementary	38	31.6	50.0	10.5	0.0	7.9	0.0
10	Hernandez Elementary	36	33.3	58.3	5.6	0.0	2.8	0.0
	James Rodriguez Elementary							
1	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
2	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
3	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
4	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
5	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
6	Los Ninos Elementary	2	0.0	100	0.0	0.0	0.0	0.0

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 %
7	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
8	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
9	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
10	Los Ninos Elementary	2	50.0	50.0	0.0	0.0	0.0	0.0
1	Mountain View Elementary	35	20.0	62.9	0.0	0.0	2.9	14.3
2	Mountain View Elementary	35	14.3	60.0	14.3	0.0	5.7	5.7
3	Mountain View Elementary	35	17.1	77.1	5.7	0.0	0.0	0.0
4	Mountain View Elementary	35	34.3	57.1	8.6	0.0	0.0	0.0
5	Mountain View Elementary	35	31.4	65.7	0.0	0.0	2.9	0.0
6	Mountain View Elementary	35	17.1	60.0	14.3	2.9	0.0	5.7
7	Mountain View Elementary	35	5.7	37.1	28.6	11.4	5.7	11.4
8	Mountain View Elementary	35	22.9	54.3	11.4	5.7	0.0	5.7
9	Mountain View Elementary	35	22.9	62.9	5.7	5.7	0.0	2.9
10	Mountain View Elementary	35	34.3	54.3	8.6	0.0	0.0	2.9
	San Juan Elementary							
1	Tony Quintana Elementary	90	24.4	61.1	5.6	0.0	6.7	2.2
2	Tony Quintana Elementary	90	30.0	58.9	4.4	1.1	4.4	1.1
3	Tony Quintana Elementary	90	23.3	61.1	4.4	0.0	10.0	1.1
4	Tony Quintana Elementary	90	32.2	54.4	4.4	0.0	4.4	4.4
5	Tony Quintana Elementary	90	25.6	54.4	5.6	1.1	12.2	1.1
6	Tony Quintana Elementary	90	26.7	55.6	2.2	2.2	10.0	3.3
7	Tony Quintana Elementary	90	13.3	51.1	10.0	6.7	15.6	3.3
8	Tony Quintana Elementary	90	42.2	48.9	1.1	3.3	1.1	3.3
9	Tony Quintana Elementary	90	32.2	45.6	3.3	1.1	13.3	4.4
10	Tony Quintana Elementary	90	25.6	61.1	5.6	1.1	3.3	3.3
1	Velarde Elementary	90	34.4	52.2	8.9	1.1	3.3	0.0
2	Velarde Elementary	90	17.8	41.1	26.7	7.8	1.1	5.6
3	Velarde Elementary	90	42.2	48.9	1.1	2.2	3.3	2.2
4	Velarde Elementary	90	30.0	56.7	8.9	1.1	2.2	1.1
5	Velarde Elementary	90	28.9	57.8	3.3	0.0	10.0	0.0
6	Velarde Elementary	90	26.7	45.6	13.3	1.1	6.7	6.7
7	Velarde Elementary	90	24.4	42.2	16.7	7.8	5.6	3.3
8	Velarde Elementary	90	38.9	50.0	6.7	2.2	0.0	2.2
9	Velarde Elementary	90	25.6	56.7	5.6	3.3	5.6	3.3
10	Velarde Elementary	90	36.7	56.7	4.4	1.1	0.0	1.1

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 ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	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 ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	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/>

Basic¹ 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