



**Adequate Yearly Progress (AYP) Summary**

<b>Bernalillo Public Schools</b>	
<b>AYP Rating</b>	Not Met
<b>Improvement Status</b>	CA-2
<b>Schools rated in the district</b>	10
<b>Schools in Improvement</b>	2
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	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	3,267	100	334,700	100
Female	1,623	50	163,202	49
Male	1,644	50	171,498	51
Caucasian	317	10	88,508	26
Afr Am	10	< 2	7,765	2
Hispanic	1,624	50	198,850	59
Asian	11	< 2	4,463	< 2
Am Indian	1,305	40	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	489	15	47,480	14
ELL	1,265	39	53,815	16
Recently Arrived *	0	0	40	< 2
ED	3,118	95	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
Algodones Elementary	Not Met	R-2	Bernalillo High	Not Met	R-2
Bernalillo Middle	Not Met	R-2	Cochiti Elementary	Not Met	R-2
Cochiti Middle	Not Met	R-1	Placitas Elementary	Not Met	Progressing
Roosevelt Primary	Not Met	SI-1	Santo Domingo Elementary	Not Met	SI-2
Santo Domingo Middle	Not Met	R-2	Willanna D Carroll Elementary	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	42	65		44		32	41	15	12
Algodones Elementary	Reading Proficiency*	77	30			62		21	30	15	<2
Bernalillo High	Reading Proficiency*	75	44	63		49		34	44	3	16
Bernalillo Middle	Reading Proficiency*	72	44	62		42		41	44	12	7
Cochiti Elementary	Reading Proficiency*	77	33			34		31	33	21	<2
Cochiti Middle	Reading Proficiency*	72	38			30		40	38	21	9
Placitas Elementary	Reading Proficiency*	77	61	68		60			40	23	
Roosevelt Primary	Reading Proficiency*	77	43	77		42		31	43	17	25
Santo Domingo Elementary	Reading Proficiency*	77	25					25	25	5	13
Santo Domingo Middle	Reading Proficiency*	72	31					31	31	12	21
Willanna D Carroll Elementary	Reading Proficiency*	77	46	69		45		36	46	17	19
LEA	Reading Participation	95	99	100		99		99	99	99	98
Algodones Elementary	Reading Participation	95	100					100	100	100	
Bernalillo High	Reading Participation	95	99			98		100	99		
Bernalillo Middle	Reading Participation	95	100	100		100		100	100	100	100
Cochiti Elementary	Reading Participation	95	98					98	98	98	
Cochiti Middle	Reading Participation	95	100					100	100		
Placitas Elementary	Reading Participation	95	100								
Roosevelt Primary	Reading Participation	95									
Santo Domingo Elementary	Reading Participation	95	100					100	100	100	
Santo Domingo Middle	Reading Participation	95	100					100	100		
Willanna D Carroll Elementary	Reading Participation	95	99	100		99		100	99	99	98
LEA	Math Proficiency*	66	31	53		33		23	30	13	8
Algodones Elementary	Math Proficiency*	68	23			38		19	23	9	<2
Bernalillo High	Math Proficiency*	66	24	53		32		13	24	3	4

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

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Bernalillo Middle	Math Proficiency*	63	32	52		31		25	32	4	3
Cochiti Elementary	Math Proficiency*	68	23			21		22	23	10	6
Cochiti Middle	Math Proficiency*	63	29			9		38	29	12	<2
Placitas Elementary	Math Proficiency*	68	38	55		27			5	15	
Roosevelt Primary	Math Proficiency*	68	46	77		40		54	46	29	19
Santo Domingo Elementary	Math Proficiency*	68	24					24	24	15	13
Santo Domingo Middle	Math Proficiency*	63	21					21	21	12	7
Willanna D Carroll Elementary	Math Proficiency*	68	39	53		39		30	39	21	19
LEA	Math Participation	95	98	100		99		95	97	97	96
Algodones Elementary	Math Participation	95	100					100	100	100	
Bernalillo High	Math Participation	95	99			98		100	99		
Bernalillo Middle	Math Participation	95	100	100		100		100	100	100	100
Cochiti Elementary	Math Participation	95	100					100	100	100	
Cochiti Middle	Math Participation	95	98					97	98		
Placitas Elementary	Math Participation	95	100								
Roosevelt Primary	Math Participation	95									
Santo Domingo Elementary	Math Participation	95	75					75	75	71	
Santo Domingo Middle	Math Participation	95	98					98	98		
Willanna D Carroll Elementary	Math Participation	95	100	100		100		100	100	100	100
Algodones Elementary	Attendance Rate	92	94			92		94	94	94	93
Bernalillo Middle	Attendance Rate	92	92	94		93		90	92	89	88
Cochiti Elementary	Attendance Rate	92	94			94		93	94	94	94
Cochiti Middle	Attendance Rate	92	92			93		92	92	90	85
Placitas Elementary	Attendance Rate	92	95	95		95			93	93	94
Roosevelt Primary	Attendance Rate	92	92	95		91		93	92	94	89
Santo Domingo Elementary	Attendance Rate	92	94					94	94	93	94
Santo Domingo Middle	Attendance Rate	92	93					93	93	92	94
Willanna D Carroll Elementary	Attendance Rate	92	95	96		95		95	95	95	95
All Students in Grade 12	Graduation Rate	65	64	75		61		66	66	66	64
Bernalillo High	Graduation Rate	65	64	75		61		66	66	66	64

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	41	66		46		28	39	18	14
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	40	60		40		35	40	15	9
District Wide-Grades 11	Reading Proficiency*	75	42	62		48		33	43	8	19
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	33	53		36		23	32	19	14
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	30	52		29		25	30	9	4
District Wide-Grades 11	Math Proficiency*	66	23	57		31		11	23	3	4

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>16,510,255</b>	<b>59</b>
<b>Instructional Support</b>	<b>11,545,945</b>	<b>41</b>
Students	3,464,868	12
Instruction	554,728	2
General Administration	570,484	2
School Administration	1,624,589	6
Central Services	1,636,940	6
Operations Maintenance	3,454,963	12
Student Transportation	181,514	1
Other	57,859	<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>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>28,056,200</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

Board Member	Number of Points*
Darlene Herrera	9
Nancy Walker	14
Olivia Calabaza	24
Ramona Salazar	16
Vincent Montoya	9

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	265	3	37	28	31	0	100	265	0	39	43	17	0							
LEA Prior	100	235	4	37	36	23	0	100	235	7	41	47	5	0	100	235	3	72	23	1	0
Female	100	133	5	42	26	28	0	100	133	1	36	49	14	0							
Male	99	132	2	31	31	35	1	100	132	0	42	38	20	0							
Caucasian	100	31	16	65	10	10	0	100	31	0	71	26	3	0							
Afr Am		1							1												
Hispanic	100	132	3	40	27	30	0	100	132	1	36	48	14	0							
Asian		2							2												
Am Indian	99	99	0	24	35	39	1	100	99	0	31	43	25	0							
ELL	99	116	0	19	33	47	1	100	116	0	27	47	26	0							
ED	100	247	2	34	30	33	0	100	247	0	37	45	17	0							
SWD	97	37	3	11	16	68	3	100	37	0	16	43	41	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	238	6	26	46	22	0	88	238	5	21	44	18	12	99	238	3	30	40	26	1
LEA Prior	100	237	5	46	32	16	0	100	238	11	30	48	11	0	100	237	2	51	45	3	0
Female	100	118	9	26	47	18	0	88	118	5	17	50	16	12	99	118	4	26	41	28	1
Male	99	120	2	25	46	26	1	88	120	4	26	38	20	12	99	120	2	33	39	25	1
Caucasian	100	28	7	36	39	18	0	100	28	7	18	57	18	0	96	28	7	46	29	14	4
Afr Am		0							0							0					
Hispanic	99	112	5	29	43	21	1	100	112	6	30	46	17	0	99	112	4	33	45	18	1
Asian		0							0							0					
Am Indian	100	98	6	18	52	23	0	71	98	2	12	38	19	29	100	98	1	21	38	40	0
ELL	99	105	4	11	47	37	1	88	105	4	13	42	29	12	99	105	2	20	40	37	1
ED	100	223	6	24	47	22	0	87	223	5	20	45	17	13	99	223	3	29	40	27	1
SWD	98	50	6	6	24	62	2	86	50	2	12	28	44	14	98	50	0	12	42	44	2

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	243	9	43	33	15	0	100	243	7	27	47	20	0							
LEA Prior	100	241	12	41	37	10	0	100	241	8	40	45	7	0	100	241	1	50	44	5	0
Female	100	119	10	49	33	8	0	100	119	3	31	50	16	0							
Male	100	124	7	38	34	21	0	100	124	10	23	43	23	0							
Caucasian	100	29	17	55	28	0	0	100	29	14	48	28	10	0							
Afr Am		0							0						0						
Hispanic	100	119	11	49	30	10	0	100	119	8	28	49	16	0							
Asian		0							0						0						
Am Indian	100	95	3	33	39	25	0	100	95	3	20	49	27	0							
ELL	100	86	5	16	45	34	0	100	86	2	7	51	40	0							
ED	100	225	8	41	34	16	0	100	225	6	26	47	21	0							
SWD	100	48	6	10	35	48	0	100	48	6	6	40	48	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	220	3	30	43	24	0	100	220	1	22	44	33	0							
LEA Prior	100	187	2	32	53	13	0	100	187	3	24	60	14	0	100	187	1	20	63	16	0
Female	100	102	3	34	43	20	0	100	102	1	23	40	36	0							
Male	100	118	3	26	43	28	0	99	118	1	21	47	31	1							
Caucasian	100	13	23	31	46	0	0	100	13	8	62	15	15	0							
Afr Am		1							1												
Hispanic	100	113	2	31	48	19	0	100	113	1	21	46	32	0							
Asian		0							0						0						
Am Indian	100	93	1	29	38	32	0	99	93	0	17	45	37	1							
ELL	100	74	3	11	36	50	0	99	74	0	8	32	58	1							
ED	100	219	3	30	43	24	0	100	219	1	22	43	33	0							
SWD	100	34	0	3	32	65	0	97	34	0	3	24	71	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**

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	186	4	38	42	16	0	99	186	1	33	39	26	1	98	186	5	25	38	30	2
LEA Prior	100	204	3	38	47	12	0	100	204	7	20	56	17	0	100	204	1	28	58	13	0
Female	100	84	6	45	39	10	0	100	84	1	40	37	21	0	100	84	7	29	40	24	0
Male	100	102	2	32	44	22	0	99	102	1	27	41	29	1	97	102	3	23	36	35	3
Caucasian	100	20	0	60	35	5	0	100	20	5	45	35	15	0	100	20	15	35	30	20	0
Afr Am		1							1							1					
Hispanic	100	105	5	36	43	16	0	100	105	1	32	39	28	0	99	105	5	24	40	30	1
Asian		0							0							0					
Am Indian	100	60	3	35	42	20	0	98	60	0	30	42	27	2	97	60	2	25	37	33	3
ELL	100	60	2	17	45	37	0	98	60	2	12	37	48	2	97	60	2	12	28	55	3
ED	100	185	4	38	42	16	0	99	185	1	34	39	25	1	98	185	5	25	38	30	2
SWD	100	35	3	3	43	51	0	97	35	3	3	29	63	3	91	35	0	6	23	63	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**

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	196	4	42	38	15	0	100	196	2	31	48	19	0							
LEA Prior	100	209	5	42	41	12	0	100	209	3	25	58	13	0	100	210	0	18	60	20	0
Female	100	93	5	42	39	14	0	100	93	2	26	54	18	0							
Male	100	103	3	43	38	17	0	100	103	2	35	44	19	0							
Caucasian	100	17	12	53	35	0	0	100	17	0	41	47	12	0							
Afr Am		0							0							0					
Hispanic	100	99	4	44	37	14	0	100	99	2	30	53	15	0							
Asian		1							1												
Am Indian	100	79	3	37	41	20	0	100	79	3	28	44	25	0							
ELL	100	62	3	11	52	34	0	100	62	2	5	55	39	0							
ED	100	195	4	43	38	15	0	100	195	2	31	48	19	0							
SWD	100	32	6	12	28	53	0	100	32	3	0	47	50	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	211	9	33	41	16	0	100	210	2	21	62	14	0	98	211	0	31	39	27	2
LEA Prior	99	182	5	40	40	15	1	100	182	4	15	47	34	0	100	182	0	24	69	7	0
Female	99	115	13	23	48	15	1	99	115	3	23	62	11	1	99	115	0	27	42	30	1
Male	100	96	5	44	33	18	0	100	95	2	18	63	17	0	97	96	1	36	36	23	3
Caucasian	100	21	29	33	24	14	0	100	21	5	52	33	10	0	100	21	0	57	29	14	0
Afr Am		2							2							2					
Hispanic	99	81	10	38	43	7	1	99	81	4	27	57	11	1	98	81	1	37	41	19	2
Asian		0							0							0					
Am Indian	100	107	6	27	44	23	0	100	106	1	10	72	17	0	98	107	0	22	39	36	2
ELL	97	39	3	5	36	54	3	97	39	3	0	51	44	3	97	39	0	5	26	67	3
ED	100	208	10	33	40	16	0	100	207	2	21	62	14	0	98	208	0	31	39	27	2
SWD	96	26	8	12	35	42	4	96	25	4	0	48	44	4	88	26	0	8	23	58	12

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	329	64	160	72	169	58	31	75	1		149	61	1		147	66	265	66	64	64	312	66
Bernalillo High	329	64	160	72	169	58	31	75	1		149	61	1		147	66	265	66	64	64	312	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	329	64	168	66	161	63	23	61	4		160	62			142	68	267	69	81	71	285	68
Bernalillo High	329	64	168	66	161	63	23	61	4		160	62			142	68	267	69	81	71	285	68

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			83	25	26	8	15	5
Bernalillo High			83	25	26	8	15	5

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	1.3
High Poverty Schools	0	1.0
Low Poverty Schools	0	<0.1
Algodones Elementary	0	0.0
Bernalillo High	0	2.8
Bernalillo Middle	0	0.0
Cochiti Elementary	0	0.0
Cochiti Middle	0	0.0
Placitas Elementary	0	0.0
Roosevelt Primary	0	4.3
Santo Domingo Elementary	0	0.0
Santo Domingo Middle	0	3.1
Willanna D Carroll 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	262	57	40
Algodones Elementary	19	53	47
Bernalillo High	73	55	40
Bernalillo Middle	42	50	50
Cochiti Elementary	18	61	39
Cochiti Middle	8	75	25
Placitas Elementary	15	73	27
Roosevelt Primary	50	60	34
Santo Domingo Elementary	22	68	32
Santo Domingo Middle	9	56	44
Willanna D Carroll Elementary	38	53	47

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	595	38.8	52.8	3.2	1.5	2.4	1.3
2 LEA	595	33.3	48.6	9.6	3.4	4.5	0.7
3 LEA	595	31.3	57.1	5.0	1.3	3.0	2.2
4 LEA	595	35.6	50.4	7.4	1.5	2.4	2.7
5 LEA	595	22.7	44.9	8.6	4.7	16.3	2.9
6 LEA	595	31.1	49.4	7.9	3.7	6.1	1.8
7 LEA	595	26.4	49.9	9.9	3.2	6.9	3.7

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 %
8	LEA	595	49.1	42.9	4.2	1.7	1.0	1.2
9	LEA	595	31.6	54.1	4.5	2.7	4.5	2.5
10	LEA	595	36.3	55.0	4.5	1.7	0.7	1.8
1	Algodones Elementary	79	51.9	46.8	0.0	0.0	1.3	0.0
2	Algodones Elementary	79	31.6	54.4	1.3	0.0	11.4	1.3
3	Algodones Elementary	79	40.5	51.9	2.5	1.3	1.3	2.5
4	Algodones Elementary	79	43.0	45.6	3.8	2.5	2.5	2.5
5	Algodones Elementary	79	25.3	40.5	6.3	0.0	21.5	6.3
6	Algodones Elementary	79	36.7	53.2	5.1	0.0	5.1	0.0
7	Algodones Elementary	79	26.6	36.7	6.3	6.3	17.7	6.3
8	Algodones Elementary	79	57.0	36.7	2.5	3.8	0.0	0.0
9	Algodones Elementary	79	38.0	48.1	1.3	2.5	7.6	2.5
10	Algodones Elementary	79	40.5	50.6	3.8	3.8	0.0	1.3
1	Bernalillo High	3	0.0	66.7	0.0	0.0	33.3	0.0
2	Bernalillo High	3	0.0	0.0	66.7	33.3	0.0	0.0
3	Bernalillo High	3	0.0	66.7	33.3	0.0	0.0	0.0
4	Bernalillo High	3	0.0	100	0.0	0.0	0.0	0.0
5	Bernalillo High	3	0.0	66.7	0.0	33.3	0.0	0.0
6	Bernalillo High	3	0.0	66.7	0.0	33.3	0.0	0.0
7	Bernalillo High	3	0.0	100	0.0	0.0	0.0	0.0
8	Bernalillo High	3	33.3	66.7	0.0	0.0	0.0	0.0
9	Bernalillo High	3	0.0	100	0.0	0.0	0.0	0.0
10	Bernalillo High	3	66.7	33.3	0.0	0.0	0.0	0.0
1	Bernalillo Middle	35	37.1	45.7	8.6	8.6	0.0	0.0
2	Bernalillo Middle	35	22.9	57.1	14.3	5.7	0.0	0.0
3	Bernalillo Middle	35	20.0	54.3	22.9	2.9	0.0	0.0
4	Bernalillo Middle	35	17.1	62.9	17.1	0.0	2.9	0.0
5	Bernalillo Middle	35	11.4	37.1	25.7	17.1	5.7	2.9
6	Bernalillo Middle	35	14.3	45.7	22.9	17.1	0.0	0.0
7	Bernalillo Middle	35	25.7	62.9	8.6	2.9	0.0	0.0
8	Bernalillo Middle	35	11.4	57.1	22.9	8.6	0.0	0.0
9	Bernalillo Middle	35	5.7	68.6	8.6	14.3	2.9	0.0
10	Bernalillo Middle	35	17.1	62.9	14.3	2.9	2.9	0.0
1	Cochiti Elementary	77	29.9	59.7	3.9	2.6	1.3	2.6
2	Cochiti Elementary	77	33.8	49.4	10.4	1.3	3.9	1.3
3	Cochiti Elementary	77	29.9	55.8	5.2	2.6	6.5	0.0

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 %
4	Cochiti Elementary	77	31.2	55.8	7.8	2.6	0.0	2.6
5	Cochiti Elementary	77	24.7	46.8	9.1	1.3	14.3	3.9
6	Cochiti Elementary	77	27.3	50.6	6.5	2.6	10.4	2.6
7	Cochiti Elementary	77	39.0	44.2	7.8	1.3	2.6	5.2
8	Cochiti Elementary	77	46.8	48.1	1.3	0.0	1.3	2.6
9	Cochiti Elementary	77	31.2	53.2	2.6	0.0	6.5	6.5
10	Cochiti Elementary	77	36.4	55.8	2.6	1.3	1.3	2.6
1	Cochiti Middle	40	30.0	62.5	2.5	0.0	0.0	5.0
2	Cochiti Middle	40	37.5	57.5	5.0	0.0	0.0	0.0
3	Cochiti Middle	40	25.0	65.0	0.0	2.5	5.0	2.5
4	Cochiti Middle	40	25.0	60.0	12.5	0.0	2.5	0.0
5	Cochiti Middle	40	22.5	45.0	10.0	10.0	10.0	2.5
6	Cochiti Middle	40	27.5	55.0	7.5	0.0	5.0	5.0
7	Cochiti Middle	40	25.0	65.0	5.0	2.5	2.5	0.0
8	Cochiti Middle	40	25.0	57.5	12.5	2.5	2.5	0.0
9	Cochiti Middle	40	27.5	55.0	7.5	2.5	7.5	0.0
10	Cochiti Middle	40	27.5	62.5	10.0	0.0	0.0	0.0
1	Placitas Elementary	1	0.0	100	0.0	0.0	0.0	0.0
2	Placitas Elementary	1	100	0.0	0.0	0.0	0.0	0.0
3	Placitas Elementary	1	0.0	0.0	100	0.0	0.0	0.0
4	Placitas Elementary	1	0.0	100	0.0	0.0	0.0	0.0
5	Placitas Elementary	1	0.0	0.0	100	0.0	0.0	0.0
6	Placitas Elementary	1	0.0	100	0.0	0.0	0.0	0.0
7	Placitas Elementary	1	0.0	0.0	100	0.0	0.0	0.0
8	Placitas Elementary	1	0.0	0.0	100	0.0	0.0	0.0
9	Placitas Elementary	1	0.0	0.0	0.0	100	0.0	0.0
10	Placitas Elementary	1	0.0	100	0.0	0.0	0.0	0.0
1	Roosevelt Primary	134	45.5	48.5	2.2	0.0	2.2	1.5
2	Roosevelt Primary	134	28.4	51.5	11.2	3.0	5.2	0.7
3	Roosevelt Primary	134	32.8	56.7	3.7	0.7	3.7	2.2
4	Roosevelt Primary	134	44.8	47.0	3.0	0.0	2.2	3.0
5	Roosevelt Primary	134	17.2	51.5	8.2	2.2	20.1	0.7
6	Roosevelt Primary	134	38.8	50.7	5.2	2.2	2.2	0.7
7	Roosevelt Primary	134	23.9	53.0	11.2	2.2	6.7	3.0
8	Roosevelt Primary	134	60.4	35.1	3.7	0.7	0.0	0.0
9	Roosevelt Primary	134	38.8	51.5	4.5	1.5	3.7	0.0

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 %
10	Roosevelt Primary	134	38.1	54.5	3.7	1.5	0.7	1.5
1	Santo Domingo Elementary	119	13.4	68.9	7.6	3.4	5.0	1.7
2	Santo Domingo Elementary	119	11.8	53.8	20.2	10.1	4.2	0.0
3	Santo Domingo Elementary	119	13.4	73.1	7.6	0.8	2.5	2.5
4	Santo Domingo Elementary	119	25.2	53.8	13.4	3.4	1.7	2.5
5	Santo Domingo Elementary	119	12.6	46.2	10.1	10.1	21.0	0.0
6	Santo Domingo Elementary	119	10.1	55.5	13.4	7.6	10.9	2.5
7	Santo Domingo Elementary	119	9.2	53.8	19.3	5.9	8.4	3.4
8	Santo Domingo Elementary	119	40.3	53.8	0.8	0.8	2.5	1.7
9	Santo Domingo Elementary	119	16.8	64.7	6.7	3.4	5.0	3.4
10	Santo Domingo Elementary	119	30.3	63.0	5.0	0.0	0.0	1.7
1	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
2	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
3	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
4	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
5	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
6	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
7	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
8	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
9	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
10	Santo Domingo Middle	1	0.0	100	0.0	0.0	0.0	0.0
1	Willanna D Carroll Elementary	106	61.3	36.8	0.0	0.0	1.9	0.0
2	Willanna D Carroll Elementary	106	67.0	29.2	0.0	0.0	2.8	0.9
3	Willanna D Carroll Elementary	106	50.9	42.5	0.0	0.9	1.9	3.8
4	Willanna D Carroll Elementary	106	45.3	40.6	3.8	0.9	4.7	4.7
5	Willanna D Carroll Elementary	106	42.5	38.7	1.9	0.9	10.4	5.7
6	Willanna D Carroll Elementary	106	51.9	34.9	3.8	0.9	5.7	2.8
7	Willanna D Carroll Elementary	106	41.5	44.3	3.8	0.9	4.7	4.7
8	Willanna D Carroll Elementary	106	63.2	30.2	1.9	0.9	0.9	2.8
9	Willanna D Carroll Elementary	106	46.2	44.3	3.8	0.9	0.9	3.8
10	Willanna D Carroll Elementary	106	47.2	43.4	1.9	2.8	0.9	3.8

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