



**Adequate Yearly Progress (AYP) Summary**

<b>Bloomfield Schools</b>	
<b>AYP Rating</b>	Not Met
<b>Improvement Status</b>	CA-2
<b>Schools rated in the district</b>	7
<b>Schools in Improvement</b>	3
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	4

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	3,078	100	334,700	100
Female	1,479	48	163,202	49
Male	1,599	52	171,498	51
Caucasian	963	31	88,508	26
Afr Am	24	< 2	7,765	2
Hispanic	1,084	35	198,850	59
Asian	9	< 2	4,463	< 2
Am Indian	998	32	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	528	17	47,480	14
ELL	381	12	53,815	16
Recently Arrived *	0	0	40	< 2
ED	2,031	66	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
Blanco Elementary	Not Met	SI-2	Bloomfield Family Learning Center	Not Met	SI-2
Bloomfield High	Not Met	R-2	Central Primary	Not Met	SI-2
Charlie Y Brown Alternative	Not Met	R-1	Mesa Alta Junior High	Not Met	R-2
Naaba Ani 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	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD
		%	Students %	%	Am %	%	%	Indian %	%	%	%
LEA	Reading Proficiency*	75	47	63	58	48		32	39	17	20
Blanco Elementary	Reading Proficiency*	74	45	65		41		36	37	19	12
Bloomfield Family Learning Center	Reading Proficiency*	77	53	64		62		21	41	24	30
Bloomfield High	Reading Proficiency*	75	47	57		51		34	36	5	24
Central Primary	Reading Proficiency*	77	46	62		53		23	36	12	26
Charlie Y Brown Alternative	Reading Proficiency*	75									
Mesa Alta Junior High	Reading Proficiency*	75	47	62		47		30	40	8	10
Naaba Ani Elementary	Reading Proficiency*	74	49	66		50		34	41	29	27
LEA	Reading Participation	95	99	100		99		99	99	99	99
Blanco Elementary	Reading Participation	95	100	100		100			100		
Bloomfield Family Learning Center	Reading Participation	95									
Bloomfield High	Reading Participation	95	98	100		98		98	98		
Central Primary	Reading Participation	95	100	100		100		100	100	100	
Charlie Y Brown Alternative	Reading Participation	95									
Mesa Alta Junior High	Reading Participation	95	99	100		100		99	99	98	98
Naaba Ani Elementary	Reading Participation	95	100	100		100		100	100	100	100
LEA	Math Proficiency*	66	42	55	42	43		29	36	16	17
Blanco Elementary	Math Proficiency*	67	38	42		39		29	32	11	12
Bloomfield Family Learning Center	Math Proficiency*	68	47	62		45		27	37	19	20
Bloomfield High	Math Proficiency*	66	49	61		49		38	39	11	24
Central Primary	Math Proficiency*	68	44	60		49		25	37	22	19
Charlie Y Brown Alternative	Math Proficiency*	66									
Mesa Alta Junior High	Math Proficiency*	63	35	45		35		23	31	8	8
Naaba Ani Elementary	Math Proficiency*	67	48	63		50		33	40	23	24
LEA	Math Participation	95	99	99		99		100	100	100	99
Blanco Elementary	Math Participation	95	100	100		100			100		

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

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
Bloomfield Family Learning Center	Math Participation	95									
Bloomfield High	Math Participation	95	99	100		98		100	100		
Central Primary	Math Participation	95	99	98		100		100	100	100	
Charlie Y Brown Alternative	Math Participation	95									
Mesa Alta Junior High	Math Participation	95	100	100		100		100	100	100	100
Naaba Ani Elementary	Math Participation	95	100	100		100		100	100	100	100
Blanco Elementary	Attendance Rate	92	94	92		94		94	93	94	91
Bloomfield Family Learning Center	Attendance Rate	92	94	94		95		93	94	95	93
Central Primary	Attendance Rate	92	94	95	93	94		94	94	94	94
Mesa Alta Junior High	Attendance Rate	92	92	91		93		92	91	92	89
Naaba Ani Elementary	Attendance Rate	92	94	93		94		93	93	94	93
All Students in Grade 12	Graduation Rate	65	63	68		69		55	50	50	63
Bloomfield High	Graduation Rate	65	68	70		77		59	56	54	68
Charlie Y Brown Alternative	Graduation Rate	65	27			14		34	21	30	10

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	63		45		26	36	20	23	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	49	61		49		35	41	13	17	
District Wide-Grades 11	Reading Proficiency*	75	44	55		49		29	32	4	23	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	42	57		43		27	35	18	19	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	38	47		39		27	33	13	12	
District Wide-Grades 11	Math Proficiency*	66	46	60		47		34	37	8	23	

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



**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	209	2	39	43	16	0	100	210	9	28	45	18	0	100	206	2	36	35	26	0
LEA Prior	100	256	5	39	41	14	0	100	256	6	32	58	4	0	100	256	2	39	55	3	0
Female	100	114	3	42	41	14	0	100	115	9	29	42	21	0	100	113	3	32	38	27	0
Male	100	95	1	36	45	18	0	100	95	9	26	49	15	0	100	93	1	42	32	25	0
Caucasian	100	68	3	54	32	10	0	100	69	14	39	32	14	0	100	66	5	53	26	17	0
Afr Am		0							0							0					
Hispanic	100	70	1	41	46	11	0	100	70	10	21	53	16	0	100	69	1	41	36	22	0
Asian		0							0							0					
Am Indian	100	71	1	23	51	25	0	100	71	3	23	51	24	0	100	71	0	17	44	39	0
ELL	100	38	3	16	53	29	0	100	38	3	8	61	29	0	100	38	0	16	50	34	0
ED	100	148	3	28	49	20	0	100	149	6	22	49	23	0	100	147	2	26	39	33	0
SWD	100	51	2	16	43	39	0	100	51	0	18	49	33	0	100	50	0	24	26	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 - 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	254	5	44	43	9	0	100	254	10	37	38	15	0							
LEA Prior	100	233	11	48	34	7	0	100	233	12	40	43	5	0	100	233	5	45	45	4	0
Female	100	132	5	52	36	8	0	100	132	10	41	37	12	0							
Male	100	122	5	35	50	10	0	100	122	11	34	39	17	0							
Caucasian	100	81	9	62	27	2	0	100	81	19	40	33	9	0							
Afr Am		2							2												
Hispanic	100	92	3	45	49	3	0	100	92	10	43	32	15	0							
Asian		0							0							0					
Am Indian	100	79	4	25	49	22	0	100	79	3	28	49	20	0							
ELL	100	29	7	31	48	14	0	100	29	7	21	52	21	0							
ED	100	178	4	37	47	12	0	100	178	6	33	44	17	0							
SWD	100	26	4	31	42	23	0	100	26	8	15	50	27	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	228	9	43	36	13	0	100	229	9	38	37	17	0							
LEA Prior	100	229	4	29	53	13	0	100	229	7	24	61	8	0	100	229	1	27	64	8	0
Female	100	113	10	44	40	6	0	100	114	8	36	42	14	0							
Male	100	115	9	41	31	19	0	100	115	10	39	32	19	0							
Caucasian	100	70	14	46	33	7	0	100	71	17	38	31	14	0							
Afr Am		4							4												
Hispanic	100	75	9	45	36	9	0	100	75	5	45	36	13	0							
Asian		1							1												
Am Indian	100	78	4	37	37	22	0	100	78	4	31	44	22	0							
ELL	100	31	6	16	52	26	0	100	31	0	23	48	29	0							
ED	100	159	9	35	39	18	0	100	160	7	34	38	21	0							
SWD	100	23	9	22	22	48	0	100	23	4	17	26	52	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	232	4	38	41	17	0	100	232	3	31	40	26	0	100	232	6	30	43	22	0
LEA Prior	100	245	5	44	42	9	0	100	245	9	19	55	16	0	100	245	2	37	51	10	0
Female	99	111	5	39	41	14	1	100	111	2	34	39	25	0	100	111	4	31	41	24	0
Male	100	121	2	38	40	20	0	100	121	4	28	40	27	0	100	121	8	29	44	19	0
Caucasian	100	85	6	47	34	13	0	100	85	5	36	40	19	0	100	85	9	40	41	9	0
Afr Am		0							0							0					
Hispanic	100	74	4	41	41	15	0	100	74	3	34	35	28	0	100	74	4	31	42	23	0
Asian		1							1							1					
Am Indian	99	72	1	25	49	24	1	100	72	1	21	44	33	0	100	72	3	17	46	35	0
ELL	96	26	0	0	46	50	4	100	26	0	15	23	62	0	100	26	0	4	42	54	0
ED	99	171	4	29	47	19	1	100	171	2	27	42	29	0	100	171	3	24	48	25	0
SWD	97	31	10	0	39	48	3	100	31	6	10	29	55	0	100	31	0	10	39	52	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	229	5	47	29	19	0	100	229	3	31	49	17	0							
LEA Prior	100	220	4	58	31	7	0	100	220	6	30	57	7	0	100	220	0	32	57	11	0
Female	100	113	8	48	29	15	0	100	113	3	32	50	15	0							
Male	100	116	3	46	28	23	0	100	116	4	29	47	19	0							
Caucasian	100	59	10	63	15	12	0	100	59	8	39	41	12	0							
Afr Am		3							3												
Hispanic	100	94	5	44	38	13	0	100	94	3	29	54	14	0							
Asian		1							1												
Am Indian	100	72	1	35	29	35	0	100	72	0	25	49	26	0							
ELL	100	36	0	14	42	44	0	100	36	0	3	67	31	0							
ED	100	159	3	44	33	20	0	100	159	2	28	53	18	0							
SWD	100	29	0	14	21	66	0	100	29	0	0	38	62	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	99	172	10	33	40	16	1	99	172	10	36	47	6	1	100	172	6	41	44	10	0
LEA Prior	100	183	8	44	37	11	0	100	183	13	31	32	24	0	100	183	2	30	60	9	0
Female	99	86	13	34	42	10	1	100	86	7	37	49	7	0	100	86	2	41	44	13	0
Male	99	86	8	33	37	21	1	99	86	13	35	45	6	1	100	86	9	41	43	7	0
Caucasian	100	47	19	36	34	11	0	100	47	13	47	38	2	0	100	47	9	51	38	2	0
Afr Am		1							1							1					
Hispanic	98	59	7	42	39	10	2	98	59	12	36	44	7	2	100	59	8	44	39	8	0
Asian		0							0							0					
Am Indian	98	65	8	22	45	25	2	100	65	5	29	57	9	0	100	65	2	29	52	17	0
ELL	100	24	4	0	46	50	0	100	24	4	4	67	25	0	100	24	4	4	75	17	0
ED	99	93	6	26	42	25	1	100	93	8	29	54	10	0	100	93	4	31	48	16	0
SWD	96	26	15	8	31	42	4	100	26	4	19	62	15	0	100	26	4	19	62	15	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	313	63	143	63	170	63	92	68	2		81	69	2		136	55	77	50	78	63	144	50
Bloomfield High	289	68	131	66	158	69	90	70	2		74	77	2		121	59	70	54	75	68	132	56
Charlie Y Brown Alternative	67	27	32	39	35	21	9				21	14			37	34	24	30	12	10	40	21

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	257	72	127	78	130	67	64	72	1		89	73	1		102	72	79	83	54	66	107	60
Bloomfield High	239	76	120	80	119	73	62	73	1		79	82	1		96	74	77	83	50	73	98	63
Charlie Y Brown Alternative	46	33	23	56	23	13	8				20	15			18	50	10	74	8		25	40

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			78	25	26	8	20	6
Bloomfield High			62	22	25	9	19	7
Charlie Y Brown Alternative			30	45				

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.2
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
Blanco Elementary	0	0.0
Bloomfield Family Learning Center	0	0.0
Bloomfield High	0	0.0
Central Primary	0	0.0
Charlie Y Brown Alternative	0	0.0
Mesa Alta Junior High	0	0.0
Naaba Ani Elementary	0	0.7

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	205	65	34
Blanco Elementary	24	71	29
Bloomfield Family Learning Center	22	77	23
Bloomfield High	49	57	41
Central Primary	41	63	37
Charlie Y Brown Alternative	5	40	60
Mesa Alta Junior High	31	64	36
Naaba Ani Elementary	38	74	26

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	303	42.2	49.2	2.6	3.3	1.7	1.0
2 LEA	303	45.5	42.6	6.9	1.7	2.6	0.7
3 LEA	303	41.3	51.2	3.6	1.0	2.3	0.7
4 LEA	303	41.6	48.2	7.3	0.7	0.3	2.0
5 LEA	303	29.0	50.5	3.0	1.0	13.9	2.6
6 LEA	303	33.0	55.4	4.0	3.0	3.3	1.3
7 LEA	303	25.7	44.6	10.6	4.0	9.6	5.6
8 LEA	303	53.8	39.9	4.0	1.3	1.0	0.0
9 LEA	303	40.3	51.2	3.6	1.7	2.3	1.0
10 LEA	303	43.6	50.8	2.0	0.7	1.0	2.0

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 %
1	Blanco Elementary	70	54.3	40.0	1.4	2.9	1.4	0.0
2	Blanco Elementary	70	60.0	34.3	4.3	0.0	1.4	0.0
3	Blanco Elementary	70	55.7	38.6	1.4	2.9	1.4	0.0
4	Blanco Elementary	70	60.0	34.3	2.9	0.0	0.0	2.9
5	Blanco Elementary	70	44.3	44.3	2.9	0.0	7.1	1.4
6	Blanco Elementary	70	44.3	47.1	1.4	2.9	1.4	2.9
7	Blanco Elementary	70	45.7	28.6	5.7	5.7	7.1	7.1
8	Blanco Elementary	70	61.4	37.1	1.4	0.0	0.0	0.0
9	Blanco Elementary	70	52.9	41.4	2.9	2.9	0.0	0.0
10	Blanco Elementary	70	47.1	51.4	0.0	1.4	0.0	0.0
1	Bloomfield Family Learning Center	92	57.6	37.0	1.1	2.2	2.2	0.0
2	Bloomfield Family Learning Center	92	69.6	28.3	0.0	0.0	1.1	1.1
3	Bloomfield Family Learning Center	92	48.9	45.7	1.1	0.0	2.2	2.2
4	Bloomfield Family Learning Center	92	53.3	42.4	3.3	1.1	0.0	0.0
5	Bloomfield Family Learning Center	92	27.2	40.2	3.3	2.2	23.9	3.3
6	Bloomfield Family Learning Center	92	42.4	48.9	2.2	0.0	4.3	2.2
7	Bloomfield Family Learning Center	92	22.8	42.4	5.4	1.1	19.6	8.7
8	Bloomfield Family Learning Center	92	63.0	33.7	2.2	1.1	0.0	0.0
9	Bloomfield Family Learning Center	92	47.8	44.6	1.1	1.1	4.3	1.1
10	Bloomfield Family Learning Center	92	44.6	48.9	2.2	0.0	1.1	3.3
1	Bloomfield High	2	0.0	0.0	0.0	0.0	50.0	50.0
2	Bloomfield High	2	50.0	50.0	0.0	0.0	0.0	0.0
3	Bloomfield High	2	0.0	50.0	0.0	0.0	50.0	0.0
4	Bloomfield High	2	0.0	0.0	50.0	0.0	0.0	50.0
5	Bloomfield High	2	50.0	0.0	0.0	0.0	50.0	0.0
6	Bloomfield High	2	0.0	0.0	0.0	50.0	50.0	0.0
7	Bloomfield High	2	0.0	50.0	0.0	0.0	50.0	0.0
8	Bloomfield High	2	0.0	0.0	50.0	0.0	50.0	0.0
9	Bloomfield High	2	0.0	0.0	50.0	0.0	50.0	0.0
10	Bloomfield High	2	0.0	50.0	0.0	50.0	0.0	0.0
1	Central Primary	1	0.0	100	0.0	0.0	0.0	0.0
2	Central Primary	1	100	0.0	0.0	0.0	0.0	0.0
3	Central Primary	1	0.0	100	0.0	0.0	0.0	0.0
4	Central Primary	1	0.0	100	0.0	0.0	0.0	0.0
5	Central Primary	1	0.0	100	0.0	0.0	0.0	0.0
6	Central Primary	1	0.0	100	0.0	0.0	0.0	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 %
7	Central Primary	1	0.0	0.0	0.0	100	0.0	0.0
8	Central Primary	1	100	0.0	0.0	0.0	0.0	0.0
9	Central Primary	1	100	0.0	0.0	0.0	0.0	0.0
10	Central Primary	1	0.0	0.0	100	0.0	0.0	0.0
	Charlie Y Brown Alternative							
1	Mesa Alta Junior High	5	0.0	60.0	20.0	0.0	0.0	20.0
2	Mesa Alta Junior High	5	0.0	40.0	40.0	20.0	0.0	0.0
3	Mesa Alta Junior High	5	0.0	80.0	0.0	20.0	0.0	0.0
4	Mesa Alta Junior High	5	0.0	40.0	40.0	0.0	20.0	0.0
5	Mesa Alta Junior High	5	20.0	80.0	0.0	0.0	0.0	0.0
6	Mesa Alta Junior High	5	0.0	40.0	40.0	20.0	0.0	0.0
7	Mesa Alta Junior High	5	20.0	40.0	20.0	0.0	0.0	20.0
8	Mesa Alta Junior High	5	0.0	40.0	0.0	40.0	20.0	0.0
9	Mesa Alta Junior High	5	0.0	80.0	0.0	20.0	0.0	0.0
10	Mesa Alta Junior High	5	20.0	60.0	20.0	0.0	0.0	0.0
1	Naaba Ani Elementary	133	27.8	62.4	3.8	4.5	0.8	0.8
2	Naaba Ani Elementary	133	22.6	57.1	12.0	3.0	4.5	0.8
3	Naaba Ani Elementary	133	30.8	60.2	6.8	0.0	2.3	0.0
4	Naaba Ani Elementary	133	26.3	60.2	10.5	0.8	0.0	2.3
5	Naaba Ani Elementary	133	22.6	60.2	3.0	0.8	10.5	3.0
6	Naaba Ani Elementary	133	22.6	65.4	5.3	3.8	3.0	0.0
7	Naaba Ani Elementary	133	18.0	54.9	16.5	4.5	3.8	2.3
8	Naaba Ani Elementary	133	45.9	46.6	6.0	0.8	0.8	0.0
9	Naaba Ani Elementary	133	30.1	60.9	5.3	0.8	1.5	1.5
10	Naaba Ani Elementary	133	42.9	51.9	1.5	0.0	1.5	2.3

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