



Adequate Yearly Progress (AYP) Summary

Pojoaque Valley Public Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	5
Schools in Improvement	1
Schools in Corrective Action	0
Schools in Restructuring	3

Source: NMPED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary and Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2011-2012, but that were derived from the achievement of students in the 2010-2011 school year.

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments
- b) Reach targets for proficiency or reduce non-proficiency
- c) Reach targets for attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	2,037	100	334,700	100
Female	1,051	52	163,202	49
Male	986	48	171,498	51
Caucasian	118	6	88,508	26
Afr Am	11	< 2	7,765	2
Hispanic	1,573	77	198,850	59
Asian	1	< 2	4,463	< 2
Am Indian	331	16	34,861	10
Native Hawaiian or Other Pacific Islander	3	< 2	253	< 2
SWD	284	14	47,480	14
ELL	458	22	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,049	51	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
Pablo Roybal Elementary	Not Met	Progressing	Pojoaque High	Not Met	R-2
Pojoaque Intermediate	Not Met	R-2	Pojoaque Middle	Not Met	R-2
Pojoaque Sixth Grade Academy	Not Met	SI-2			

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	50	62		51		36	44	30	14
Pablo Roybal Elementary	Reading Proficiency*	77	61			61		55	59	54	27
Pojoaque High	Reading Proficiency*	75	48			49		36	38	28	31
Pojoaque Intermediate	Reading Proficiency*	77	52	62		54		29	47	30	9
Pojoaque Middle	Reading Proficiency*	75	43			45		33	35	20	<2
Pojoaque Sixth Grade Academy	Reading Proficiency*	72	51			54		36	51	27	12
LEA	Reading Participation	95	99	100		99		100	99	100	99
Pablo Roybal Elementary	Reading Participation	95	100			100			100	100	
Pojoaque High	Reading Participation	95	100			100			100		
Pojoaque Intermediate	Reading Participation	95	100			100			100	100	100
Pojoaque Middle	Reading Participation	95	99			99		100	99	100	
Pojoaque Sixth Grade Academy	Reading Participation	95	99			99			100	100	
LEA	Math Proficiency*	66	40	54		41		28	32	21	10
Pablo Roybal Elementary	Math Proficiency*	68	62			62		55	55	43	55
Pojoaque High	Math Proficiency*	66	33			35		18	19	21	14
Pojoaque Intermediate	Math Proficiency*	68	39	54		41		19	32	19	6
Pojoaque Middle	Math Proficiency*	63	32			35		21	22	14	<2
Pojoaque Sixth Grade Academy	Math Proficiency*	63	45			45		36	38	22	<2
LEA	Math Participation	95	99	100		99		98	98	98	97
Pablo Roybal Elementary	Math Participation	95	100			100			100	100	
Pojoaque High	Math Participation	95	100			100			100		
Pojoaque Intermediate	Math Participation	95	99			99			99	99	100
Pojoaque Middle	Math Participation	95	98			98		96	96	96	
Pojoaque Sixth Grade Academy	Math Participation	95	98			98			100	98	
Pablo Roybal Elementary	Attendance Rate	92	93	92		93		92	92	93	93
Pojoaque Intermediate	Attendance Rate	92	97	97		97		96	96	97	96
Pojoaque Middle	Attendance Rate	92	94	95		95		92	93	94	91

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Pojoaque Sixth Grade Academy	Attendance Rate	92	94			94		93	94	95	94
All Students in Grade 12	Graduation Rate	65	69	59		74		51	68	74	66
Pojoaque High	Graduation Rate	65	69	59		74		51	68	74	66

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	54	62		55		42	50	36	16	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	46	68		47		33	39	21	4	
District Wide-Grades 11	Reading Proficiency*	75	47	60		47		38	37	22	30	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	45	57		46		34	40	25	18	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	36	58		37		24	26	17	0	
District Wide-Grades 11	Math Proficiency*	66	31	40		33		17	18	16	14	

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	9,080,001	58
Instructional Support	6,496,631	41
Students	1,600,284	10
Instruction	139,389	1
General Administration	704,774	4
School Administration	1,619,700	10
Central Services	290,409	2
Operations Maintenance	2,109,659	13
Student Transportation	0	<1
Other	32,416	<1
Non-Instructional Support	87,785	1
Food Services	0	<1
Community Services	87,785	1
Capital Outlay	0	<1
Total	15,664,417	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Chris Williams	9
David Ortiz	30
Fernando Quintana	14
Jon Paul Romero	5
Sharon Dogruel	22

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	132	8	52	31	10	0	100	132	6	55	35	5	0							
LEA Prior	100	134	8	58	20	13	0	100	134	4	63	32	0	0	100	134	10	81	9	0	0
Female	100	67	4	51	40	4	0	100	67	6	45	45	4	0							
Male	100	65	11	52	22	15	0	100	65	6	65	25	5	0							
Caucasian		5							5												
Afr Am		1							1												
Hispanic	100	105	9	50	33	8	0	100	105	7	53	35	5	0							
Asian		0							0						0						
Am Indian	100	21	0	57	24	19	0	100	21	0	57	38	5	0							
ELL	100	42	2	48	31	19	0	100	42	2	38	55	5	0							
ED	100	89	3	53	35	9	0	100	89	2	51	42	6	0							
SWD	100	15	0	33	27	40	0	100	15	0	53	33	13	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	147	11	45	35	10	0	100	147	5	39	35	20	0	100	147	2	52	31	15	0
LEA Prior	99	140	7	39	35	19	1	100	140	4	23	61	12	0	98	140	0	40	53	6	1
Female	100	87	18	51	29	2	0	100	87	7	40	34	18	0	100	87	2	57	29	11	0
Male	100	60	0	37	43	20	0	100	60	3	38	35	23	0	100	60	2	45	33	20	0
Caucasian		9							9						9						
Afr Am		0							0						0						
Hispanic	100	115	13	46	31	10	0	100	115	6	43	35	17	0	100	115	3	57	27	14	0
Asian		0							0						0						
Am Indian	100	23	0	39	52	9	0	100	23	4	17	39	39	0	100	23	0	26	48	26	0
ELL	100	50	6	26	56	12	0	100	50	0	26	44	30	0	100	50	0	32	42	26	0
ED	100	85	8	41	40	11	0	100	85	2	36	34	27	0	100	85	0	46	35	19	0
SWD	100	20	0	10	45	45	0	100	20	0	5	50	45	0	100	20	0	20	55	25	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	100	144	4	42	40	13	0	99	144	4	26	39	30	1							
LEA Prior	99	148	12	51	25	11	1	99	148	9	28	51	11	1	99	148	3	49	43	5	1
Female	100	70	6	49	37	9	0	100	70	6	26	40	29	0							
Male	100	74	3	36	43	18	0	99	74	3	27	38	31	1							
Caucasian		7							7												
Afr Am		2							2												
Hispanic	100	120	5	42	40	12	0	99	120	4	28	37	31	1							
Asian		0							0						0						
Am Indian	100	15	0	27	53	20	0	100	15	7	13	47	33	0							
ELL	100	62	0	31	53	16	0	98	62	0	15	40	44	2							
ED	100	72	3	40	40	17	0	99	72	1	24	38	36	1							
SWD	100	20	0	10	35	55	0	100	20	0	5	25	70	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

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	152	9	41	36	14	1	99	152	5	39	36	19	1							
LEA Prior	99	144	2	36	51	10	1	100	144	3	33	53	10	0	100	144	0	13	74	13	0
Female	100	87	13	41	38	8	0	99	87	2	38	44	15	1							
Male	98	65	5	40	32	22	2	98	65	8	40	26	25	2							
Caucasian		6							6												
Afr Am		0							0						0						
Hispanic	99	118	10	42	36	11	1	98	118	5	39	40	14	2							
Asian		0							0						0						
Am Indian	100	28	0	36	36	29	0	100	28	0	36	25	39	0							
ELL	100	51	2	25	51	22	0	98	51	0	24	43	31	2							
ED	100	73	4	47	33	16	0	100	73	1	37	40	22	0							
SWD	94	16	6	6	25	56	6	94	16	0	0	38	56	6							

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	99	176	5	38	39	18	1	99	176	1	26	43	30	1	100	176	2	27	39	32	0
LEA Prior	99	177	3	34	47	15	1	100	177	1	27	54	18	0	100	177	1	37	50	12	0
Female	99	97	8	42	38	10	1	99	97	1	34	39	25	1	100	97	3	29	46	22	0
Male	100	79	1	32	39	28	0	99	79	0	15	48	35	1	100	79	1	24	29	46	0
Caucasian		4							4							4					
Afr Am		1							1							1					
Hispanic	99	144	5	40	38	17	1	100	144	1	29	41	29	0	100	144	2	28	38	32	0
Asian		0							0							0					
Am Indian	100	27	0	30	48	22	0	92	27	0	4	56	33	7	100	27	0	15	48	37	0
ELL	100	65	0	20	51	29	0	97	65	0	14	45	38	3	100	65	0	14	35	51	0
ED	99	114	4	31	39	26	1	98	114	0	18	43	37	2	100	114	2	18	39	42	0
SWD	100	20	0	0	45	55	0	100	20	0	0	25	75	0	100	20	0	5	25	70	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

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	99	169	2	43	32	22	1	98	169	1	37	42	17	2							
LEA Prior	99	181	2	54	38	7	1	99	181	7	34	54	4	1	99	182	1	26	65	8	1
Female	100	83	4	47	31	18	0	100	83	0	47	37	16	0							
Male	99	86	1	38	33	27	1	95	86	2	28	47	19	5							
Caucasian		9							9												
Afr Am		0							0							0					
Hispanic	99	132	2	44	34	19	1	97	132	2	37	45	14	3							
Asian		0							0							0					
Am Indian	100	28	0	32	29	39	0	100	28	0	32	32	36	0							
ELL	100	43	0	16	44	40	0	95	43	0	14	44	37	5							
ED	100	84	0	36	33	31	0	95	84	1	24	50	20	5							
SWD	100	13	0	0	31	69	0	85	13	0	0	23	62	15							

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	100	183	5	42	48	5	0	100	181	3	28	61	8	0	99	181	2	30	59	9	1
LEA Prior	100	147	5	50	35	10	0	100	147	7	19	55	19	0	100	147	0	33	64	3	0
Female	100	89	6	51	43	1	0	100	89	3	25	66	6	0	100	89	1	25	64	10	0
Male	100	94	5	33	52	10	0	100	92	3	32	55	10	0	99	92	2	35	53	9	1
Caucasian	100	10	10	50	40	0	0	100	10	0	40	60	0	0	100	10	0	70	30	0	0
Afr Am		3							3							3					
Hispanic	100	146	5	41	47	6	0	100	144	3	29	58	9	0	99	144	1	29	58	11	1
Asian		0							0							0					
Am Indian	100	24	4	33	58	4	0	100	24	4	12	79	4	0	100	24	4	17	75	4	0
ELL	100	32	3	19	66	12	0	100	31	3	13	58	26	0	100	31	0	10	74	16	0
ED	100	86	2	35	58	5	0	100	84	4	14	73	10	0	100	84	1	19	70	10	0
SWD	100	30	7	23	57	13	0	100	29	10	3	72	14	0	100	29	3	17	62	17	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	195	69	106	74	89	64	11	59			147	74			37	51	98	74	36	66	81	68
Pojoaque High	195	69	106	74	89	64	11	59			147	74			37	51	98	74	36	66	81	68

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	187	78	96	83	91	73	13	69			142	80	1		31	76	158	79	45	76	67	68
Pojoaque High	187	78	96	83	91	73	13	69			142	80	1		31	76	158	79	45	76	67	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			27	14	29	15		
Pojoaque High			27	14	29	15		

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	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	<0.1
Pablo Roybal Elementary	0	0.0
Pojoaque High	0	0.0
Pojoaque Intermediate	0	0.0
Pojoaque Middle	0	0.0
Pojoaque Sixth Grade Academy	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	126	56	40
Pablo Roybal Elementary	38	58	37
Pojoaque High	42	55	45
Pojoaque Intermediate	19	53	47
Pojoaque Middle	25	72	20
Pojoaque Sixth Grade Academy	10	30	60

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	327	27.8	61.5	4.3	1.8	4.3	0.3
2 LEA	327	25.1	56.9	11.6	2.8	2.8	0.9
3 LEA	327	34.9	53.5	7.3	2.4	1.2	0.6
4 LEA	327	29.4	48.9	15.6	4.0	0.3	1.8
5 LEA	327	22.9	53.8	9.5	2.4	10.1	1.2
6 LEA	327	24.5	48.9	15.3	4.9	4.6	1.8
7 LEA	327	19.9	48.6	18.0	7.0	4.0	2.4
8 LEA	327	36.1	49.8	9.8	4.3	0.0	0.0
9 LEA	327	23.5	52.3	12.2	2.4	7.6	1.8
10 LEA	327	34.9	54.7	6.7	0.6	1.2	1.8
1 Pablo Roybal Elementary	104	40.4	55.8	0.0	0.0	2.9	1.0

Questions:

- Q1. My child is safe at school.
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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	Pablo Roybal Elementary	104	34.6	62.5	1.9	0.0	1.0	0.0
3	Pablo Roybal Elementary	104	52.9	45.2	0.0	1.0	1.0	0.0
4	Pablo Roybal Elementary	104	50.0	46.2	3.8	0.0	0.0	0.0
5	Pablo Roybal Elementary	104	28.8	55.8	3.8	1.0	9.6	1.0
6	Pablo Roybal Elementary	104	37.5	52.9	6.7	0.0	1.9	1.0
7	Pablo Roybal Elementary	104	19.2	50.0	15.4	6.7	5.8	2.9
8	Pablo Roybal Elementary	104	60.6	38.5	1.0	0.0	0.0	0.0
9	Pablo Roybal Elementary	104	36.5	59.6	1.9	0.0	1.9	0.0
10	Pablo Roybal Elementary	104	32.7	56.7	3.8	1.0	1.9	3.8
1	Pojoaque High	41	12.2	80.5	4.9	0.0	2.4	0.0
2	Pojoaque High	41	36.6	58.5	4.9	0.0	0.0	0.0
3	Pojoaque High	41	19.5	53.7	17.1	7.3	2.4	0.0
4	Pojoaque High	41	14.6	56.1	22.0	7.3	0.0	0.0
5	Pojoaque High	41	17.1	56.1	14.6	2.4	9.8	0.0
6	Pojoaque High	41	14.6	39.0	39.0	4.9	2.4	0.0
7	Pojoaque High	41	17.1	63.4	12.2	7.3	0.0	0.0
8	Pojoaque High	41	12.2	56.1	26.8	4.9	0.0	0.0
9	Pojoaque High	41	14.6	51.2	19.5	4.9	7.3	2.4
10	Pojoaque High	41	36.6	53.7	7.3	2.4	0.0	0.0
1	Pojoaque Intermediate	53	34.0	58.5	3.8	0.0	3.8	0.0
2	Pojoaque Intermediate	53	35.8	50.9	11.3	1.9	0.0	0.0
3	Pojoaque Intermediate	53	30.2	62.3	5.7	1.9	0.0	0.0
4	Pojoaque Intermediate	53	24.5	54.7	15.1	3.8	0.0	1.9
5	Pojoaque Intermediate	53	22.6	49.1	7.5	3.8	15.1	1.9
6	Pojoaque Intermediate	53	24.5	47.2	13.2	5.7	7.5	1.9
7	Pojoaque Intermediate	53	20.8	41.5	22.6	9.4	3.8	1.9
8	Pojoaque Intermediate	53	34.0	50.9	11.3	3.8	0.0	0.0
9	Pojoaque Intermediate	53	24.5	41.5	15.1	7.5	7.5	3.8
10	Pojoaque Intermediate	53	41.5	49.1	5.7	0.0	1.9	1.9
1	Pojoaque Middle	50	14.0	64.0	8.0	6.0	8.0	0.0
2	Pojoaque Middle	50	4.0	66.0	16.0	6.0	4.0	4.0
3	Pojoaque Middle	50	26.0	58.0	10.0	2.0	2.0	2.0
4	Pojoaque Middle	50	14.0	54.0	16.0	10.0	2.0	4.0
5	Pojoaque Middle	50	10.0	56.0	16.0	8.0	8.0	2.0
6	Pojoaque Middle	50	14.0	40.0	20.0	16.0	6.0	4.0
7	Pojoaque Middle	50	20.0	52.0	18.0	4.0	4.0	2.0

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 %
8	Pojoaque Middle	50	8.0	68.0	16.0	8.0	0.0	0.0
9	Pojoaque Middle	50	12.0	54.0	22.0	2.0	10.0	0.0
10	Pojoaque Middle	50	36.0	52.0	8.0	0.0	2.0	2.0
1	Pojoaque Sixth Grade Academy	79	24.1	59.5	7.6	3.8	5.1	0.0
2	Pojoaque Sixth Grade Academy	79	12.7	46.8	25.3	6.3	7.6	1.3
3	Pojoaque Sixth Grade Academy	79	27.8	55.7	11.4	2.5	1.3	1.3
4	Pojoaque Sixth Grade Academy	79	22.8	41.8	27.8	3.8	0.0	3.8
5	Pojoaque Sixth Grade Academy	79	26.6	51.9	11.4	0.0	8.9	1.3
6	Pojoaque Sixth Grade Academy	79	19.0	55.7	12.7	3.8	6.3	2.5
7	Pojoaque Sixth Grade Academy	79	21.5	41.8	21.5	7.6	3.8	3.8
8	Pojoaque Sixth Grade Academy	79	35.4	49.4	7.6	7.6	0.0	0.0
9	Pojoaque Sixth Grade Academy	79	17.7	49.4	13.9	1.3	13.9	3.8
10	Pojoaque Sixth Grade Academy	79	31.6	58.2	10.1	0.0	0.0	0.0

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