



**Adequate Yearly Progress (AYP) Summary**

STATE	
Schools Rated in the State	831
Schools in Improvement	165
Schools in Corrective Action	95
Schools in Restructuring	358

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

**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 (FRL), 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**

	State	
	N	%
All Students	334,700	100
Female	163,202	49
Male	171,498	51
Caucasian	88,508	26
Afr Am	7,765	2
Hispanic	198,850	59
Asian	4,463	< 2
Am Indian	34,861	10
Native Hawaiian or Other Pacific Islander	253	< 2
SWD	47,480	14
ELL	53,815	16
Recently Arrived *	40	< 2
ED	228,186	68
Migrant	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.

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).

<b>Adequate Yearly Progress (AYP) for Subgroups within State</b>											
Academic Indicator		Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
State	Attendance Rate	92	95	95	96	95	98	93	95	95	94
State	Graduation Rate	65	67	76	62	64	84	60	61	61	66

Source: NMPED Assessment and Accountability; Full Academic Year only;

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

<b>Proficiencies by Grade Span for Subgroups - All<sup>1</sup> - within State</b>												
Academic Indicator		Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	50	67	48	46	68	34	43	29	19	29
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	49	66	46	43	69	36	41	21	16	33
District Wide-Grades 11	Reading Proficiency*	75	48	65	42	42	60	35	38	15	14	32
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	46	63	40	41	69	33	39	28	19	26
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	38	55	32	32	67	26	30	16	11	28
District Wide-Grades 11	Math Proficiency*	66	38	57	28	31	69	26	28	13	12	26

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

<b>Expenditures</b>		
	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>1,518,050,207</b>	<b>61</b>
<b>Instructional Support</b>	<b>958,703,807</b>	<b>38</b>
Students	236,715,785	10
Instruction	71,200,297	3
General Administration	55,707,056	2
School Administration	160,620,796	6
Central Services	87,016,468	3
Operations Maintenance	325,544,180	13
Student Transportation	3,005,874	<1
Other	18,893,351	1
<b>Non-Instructional Support</b>	<b>5,752,806</b>	<b>&lt;1</b>
Food Services	3,328,055	<1
Community Services	2,424,751	<1
<b>Capital Outlay</b>	<b>8,736,439</b>	<b>&lt;1</b>
<b>Total</b>	<b>2,491,243,259</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

**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.

<b>Proficiencies for Subgroups - All<sup>1</sup> - within State</b>																					
<b>3rd Grade</b>	<b>READING</b>							<b>MATH</b>							<b>SCIENCE</b>						
	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 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
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
Female	100	12,608	8	50	24	18	0	100	12,603	4	49	35	12	0							
Male	100	13,163	5	43	26	26	0	100	13,165	3	47	34	15	0							
Caucasian	100	6,487	12	58	18	11	0	100	6,483	7	62	24	7	0							
Afr Am	100	598	5	46	25	24	0	100	597	3	43	38	16	0							
Hispanic	100	15,826	4	44	27	25	0	100	15,823	2	44	38	15	0							
Asian	100	368	19	51	21	9	0	100	373	14	59	23	4	0							
Am Indian	100	2,492	2	33	30	34	0	100	2,492	1	37	43	19	0							
ELL	100	6,821	2	31	30	37	0	100	6,824	1	34	44	22	0							
ED	100	19,228	4	42	28	27	0	100	19,225	2	43	39	16	0							
SWD	99	3,525	4	18	21	57	1	99	3,522	2	22	42	33	1							

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 State**

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 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
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
Female	100	12,677	9	44	37	10	0	100	12,681	9	36	37	18	0	100	12,674	4	42	34	20	0
Male	100	13,131	5	36	42	17	0	100	13,136	9	35	36	20	0	100	13,126	5	42	32	20	0
Caucasian	100	6,726	11	52	31	6	0	100	6,729	16	44	29	10	0	100	6,723	10	57	23	9	0
Afr Am	100	586	6	37	38	19	0	100	586	6	29	35	30	0	100	586	4	36	36	25	0
Hispanic	100	15,683	5	37	43	15	0	100	15,685	6	33	39	21	0	100	15,675	3	38	36	23	0
Asian	100	353	16	50	27	6	0	100	358	28	40	22	10	0	100	358	10	54	25	10	0
Am Indian	100	2,460	4	28	47	21	0	99	2,459	4	28	42	24	1	100	2,458	1	25	39	34	0
ELL	100	6,410	2	23	49	25	0	100	6,418	2	25	42	30	0	100	6,412	1	24	40	35	0
ED	100	19,060	4	35	44	17	0	100	19,068	5	31	40	23	0	100	19,055	2	36	37	25	0
SWD	99	3,587	5	12	36	46	1	99	3,586	3	14	37	45	1	99	3,583	2	23	33	41	1

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 State**

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 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
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
Female	100	12,531	11	46	33	9	0	100	12,531	10	33	40	17	0							
Male	100	12,950	7	40	38	15	0	100	12,950	9	32	39	20	0							
Caucasian	100	6,623	16	53	25	6	0	100	6,623	18	41	30	10	0							
Afr Am	100	611	8	43	35	14	0	100	610	6	32	43	19	0							
Hispanic	100	15,513	7	40	39	13	0	100	15,512	6	30	43	21	0							
Asian	100	329	20	48	24	8	0	100	333	27	40	23	10	0							
Am Indian	100	2,405	4	29	45	21	0	100	2,403	4	24	45	27	0							
ELL	100	5,501	3	24	48	25	0	100	5,506	2	18	46	34	0							
ED	100	18,671	6	39	41	15	0	100	18,669	6	29	43	23	0							
SWD	99	3,694	5	14	36	43	1	99	3,693	3	13	36	48	1							

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 State**

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 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		
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		
Female	100	12,213	10	42	35	13	0	100	12,209	4	33	42	21	0									
Male	100	12,813	7	36	37	19	0	100	12,810	5	31	40	24	0									
Caucasian	100	6,419	16	50	27	8	0	100	6,419	10	44	34	12	0									
Afr Am	99	587	6	39	38	17	1	100	585	1	28	44	27	0									
Hispanic	100	15,209	6	36	39	18	0	100	15,204	3	28	44	25	0									
Asian	99	376	20	48	26	5	1	99	377	18	47	25	9	1									
Am Indian	100	2,435	5	28	43	24	0	100	2,434	1	21	44	32	0									
ELL	100	5,029	3	19	44	34	0	100	5,028	1	16	43	40	0									
ED	100	17,780	6	34	40	20	0	100	17,772	2	27	44	27	0									
SWD	99	3,438	6	9	31	52	1	99	3,435	2	10	30	57	1									

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 State**

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 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		
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		
Female	100	11,999	7	46	34	13	0	100	12,004	4	35	39	21	0	99	11,998	9	30	38	23	1		
Male	100	12,367	4	38	38	20	0	100	12,371	5	31	38	26	0	99	12,364	10	31	33	26	1		
Caucasian	100	6,454	11	55	26	8	0	100	6,457	9	45	32	14	0	99	6,452	19	42	27	11	1		
Afr Am	100	513	6	41	37	16	0	99	512	3	30	41	25	1	99	512	6	34	34	25	1		
Hispanic	100	14,617	3	38	39	19	0	100	14,619	3	29	40	27	0	99	14,614	6	27	38	29	1		
Asian	100	335	17	49	27	7	0	99	339	19	47	24	9	1	99	339	20	44	24	11	1		
Am Indian	100	2,447	3	30	44	22	0	100	2,448	2	24	43	30	1	100	2,445	3	19	41	37	1		
ELL	100	4,359	1	17	44	38	0	100	4,367	1	14	39	45	0	99	4,364	1	11	35	52	1		
ED	100	16,889	3	36	40	20	0	100	16,895	2	27	41	29	0	99	16,886	5	26	38	31	1		
SWD	99	3,137	5	10	31	54	1	99	3,137	3	8	26	63	1	98	3,135	2	12	27	57	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 State**

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 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
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
Female	100	11,744	8	49	29	14	0	100	11,746	4	37	44	15	0		1					
Male	100	12,311	5	45	30	20	0	100	12,312	4	36	42	17	0							
Caucasian	100	6,566	12	58	21	9	0	100	6,567	8	50	33	9	0							
Afr Am	100	553	4	42	32	22	0	100	553	3	32	43	21	0							
Hispanic	100	14,220	4	43	32	20	0	100	14,221	3	31	47	18	0		1					
Asian	100	382	18	56	17	9	0	99	383	15	55	23	5	1							
Am Indian	100	2,334	4	39	34	22	0	100	2,334	2	26	50	22	0							
ELL	100	3,781	2	20	38	39	0	99	3,784	1	14	50	34	1		1					
ED	100	16,165	4	41	33	22	0	100	16,168	2	29	48	20	0		1					
SWD	99	2,974	6	14	28	51	1	99	2,974	4	9	36	50	1		1					

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 State**

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 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
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
Female	99	10,277	13	40	35	11	1	99	10,275	5	31	52	12	1	99	10,273	2	32	46	19	1
Male	99	10,460	7	35	40	16	1	99	10,458	7	33	47	12	1	98	10,453	5	38	39	16	2
Caucasian	99	6,071	17	48	27	7	1	99	6,071	12	44	37	6	1	99	6,065	8	53	31	7	1
Afr Am	99	544	8	34	40	18	1	99	544	2	25	55	17	1	98	543	2	28	45	24	1
Hispanic	99	11,341	7	34	42	16	1	99	11,341	3	27	54	14	1	98	11,339	2	29	47	21	2
Asian	99	311	22	38	31	8	1	100	311	27	41	26	5	0	99	311	13	47	32	8	1
Am Indian	99	2,470	5	30	46	19	1	99	2,466	2	23	58	16	1	99	2,468	1	22	50	25	1
ELL	98	2,739	2	13	48	36	1	99	2,735	2	11	58	29	1	98	2,734	1	8	43	46	2
ED	99	11,690	6	31	43	19	1	99	11,684	3	24	56	16	1	98	11,680	1	25	47	24	2
SWD	98	2,273	6	8	33	51	2	98	2,270	4	8	43	43	2	97	2,269	2	12	33	49	3

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

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

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

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

### Promotion Index

Grade 2009-10	Subsequent Year (2010-11)					
	Still Enrolled			Not Enrolled		
	Advanced to Higher Grade or Graduated		Did Not Advance to Higher Grade		Transferred Out or Dropped Out	
	N	(%)	N	(%)	N	(%)
9	20,288	(77.4)	2,858	(10.9)	2,997	(11.5)
10	18,439	(76.3)	2,241	(9.3)	3,488	(14.4)
11	16,943	(79.7)	1,041	(4.9)	3,271	(15.4)
12	16,584	(85.2)	*		*	

\* = follow up data not yet available

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
State	0	0.7
High Poverty Schools	0.1	0.7
Low Poverty Schools	<0.1	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

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

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