



Vaughn Municipal Schools

School Grading Summary

District Grade C

	Total Number	Percent
Schools Rated in District	2	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	1	50.0

Source: PED Assessment and Accountability Division

What are School Grades?

School Grading is part of a state and federal statute that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC–N, 12-15-11].

Which schools are graded?

Schools and districts under the jurisdiction of the Public Education Department (PED) must participate in school grading, including:

- School districts; New Mexico has 89 districts.
- District schools; New Mexico has more than 800 district and locally-authorized charter schools
- Charter Schools, in 2012 New Mexico had 40 state-authorized charter schools

Non-PED schools are exempt from school grading, including private, home, and Bureau of Indian Education schools.

What does this District Report Card tell me?

This report provides a concise summary of the district and its schools. Specifically:

- Student Demographics
- District Summary
- Accountability Indicators by Subgroup
- Assessment Summaries for Grades 3-8 and 11
- School Board Member Training
- Teacher Quality
- Parent Survey on Quality of Education
- NAEP Statewide Summary for Grades 4 and 8

Definitions and Abbreviations

LEA: Local Educational Authority is a broad term that encompasses districts with multiple schools and independent state-authorized charter schools. Locally-authorized charter schools are reported with their parent district.

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch; sometimes noted as "FRL"

SWD: Students with disabilities; does not include special education students who are gifted

Recent Arrival: ELL students new to the US who qualified for exemption from the reading assessment

High Poverty Schools: Schools with students most ED (top 25%)

Low Poverty Schools: Schools with students least ED (bottom 25%)

SGTs: School Growth Targets, like predecessor AMOs, increase annually for monitoring subgroup performance and growth. Tables reflect whether the percent of students for the school meet the current year's target percentages.

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The three improvement statuses are

Priority Status (5% of schools)

Focus Status (additional 10% of schools)

Strategic Status (additional 10% of schools)

Reward schools are recognized as the top 5% in the state. To learn more about status consult the Technical Guide at:

<http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading>

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	118	100	330,804	100
Female	58	49	161,546	48
Male	60	50	169,258	51
Caucasian	11	9	87,066	26
African-American	0	0	7,523	2
Hispanic	107	90	197,083	59
Asian	0	0	4,431	1
American Indian	0	0	34,369	10
ED	118	100	227,443	68
SWD	14	11	44,652	13
ELL	24	20	54,715	16
Migrant	0	0	437	0
Recently Arrived	0	0	450	0

Source: LEA 120th day submission to the PED

Letter Grades for Schools within the LEA

School	Overall Grade	School	Overall Grade
Vaughn Elementary	C	Vaughn High	C

SGTs by Subgroup

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the school's percentages. Percentages are available at: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

School	Indicator	SGT %	All Students	Cauc	Afr Amer	Hisp	Asian	Amer Indian	ED	SWD	ELL
Vaughn Elementary	Math	45.0	No	<>	<>	No	<>	<>	No	<>	<>
	Reading	52.3	No	<>	<>	No	<>	<>	No	<>	<>
Vaughn High	Math	45.0	No	<>	<>	No	<>	<>	No	<>	<>
	Reading	52.3	No	<>	<>	No	<>	<>	No	<>	<>
	Graduation	69.9	Yes	<>	<>	Yes	<>	<>	Yes	<>	<>

<> Fewer than 10 students

Proficiencies, Summary by Grade

Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 8, and 11. The assessments, the Standards Based Assessment (SBA) and the NM Alternative Performance Assessment (NMAPA, for students with significant cognitive disabilities), were developed to measure grade-level standards that NM educators and the public determined are important for our students to master. Results include all students enrolled, regardless of full academic year (FAY) status. Groups with fewer than 10 students are not reported to meet confidentiality requirements. Percentages include tests that were not scorable due to an invalidation, so totals may not sum to 100%.

3rd Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,176	99.7	5	47	25	22	25,173	99.7	4	49	34	13						
State Prior	25,771	99.7	6	47	25	22	25,768	99.8	4	48	35	13						
LEA Current	9						9											
LEA Prior	8						8											
Female	3						3											
Male	6						6											
Caucasian	4						4											
Hispanic	5						5											
ED	9						9											
SWD	3						3											
ELL	1						1											

Percentages account for invalid tests and may not sum to 100%

Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step

Blanks indicate too few students to report (N<10)

* Science is assessed only in grades 4, 7, and 11

4th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,289	99.8	8	41	37	13	25,285	99.7	10	34	37	19	25,515		7	41	33	19
State Prior	25,808	99.8	7	40	40	14	25,817	99.7	9	36	37	19	25,800	99.7	5	42	33	20
LEA Current	14	100	<2	50	36	14	14	100	<2	14	71	14	14		<2	43	36	21
LEA Prior	11	100	9	64	9	18	11	100	9	55	18	18	11	100	<2	55	36	9
Female	6						6						6					
Male	8						8						8					
Caucasian	2						2						2					
Hispanic	12	100	<2	42	42	17	12	100	<2	8	75	17	12		<2	33	42	25
ED	14	100	<2	50	36	14	14	100	<2	14	71	14	14		<2	43	36	21
SWD	2						2						2					
ELL	3						3						3					

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

5th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,327	99.7	9	46	32	13	25,320	99.7	11	33	37	19						
State Prior	25,481	99.8	9	43	36	12	25,481	99.8	9	33	39	19						
LEA Current	13	100	8	54	31	8	13	100	<2	31	62	8						
LEA Prior	4						4											
Female	8						8											
Male	5						5											
Caucasian	1						1											
Hispanic	12	100	8	50	33	8	12	100	<2	33	58	8						
ED	13	100	8	54	31	8	13	100	<2	31	62	8						
SWD	2						2											
ELL	3						3											

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

* Science is assessed only in grades 4, 7, and 11

6th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	24,724	99.8	8	40	36	15	24,730	99.8	5	32	41	22						
State Prior	25,026	99.7	9	39	36	16	25,019	99.7	5	32	41	22						
LEA Current	9						9											
LEA Prior	11	100	9	45	36	9	11	100	9	45	36	9						
Female	5						5											
Male	4						4											
Caucasian	1						1											
Hispanic	8						8											
ED	9						9											
SWD	1						1											

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

* Science is assessed only in grades 4, 7, and 11

7th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	24,520	99.7	6	44	34	15	24,522	99.6	5	37	39	19	24,666		9	29	38	25
State Prior	24,366	99.7	6	42	36	16	24,375	99.6	5	33	38	24	24,362	99.3	9	31	35	25
LEA Current	11	100	<2	18	64	18	11	100	<2	9	64	27	11		<2	9	55	36
LEA Prior	8						8						8					
Female	6						6						6					
Male	5						5						5					
Caucasian	1						1						1					
Hispanic	10	100	<2	10	70	20	10	100	<2	10	60	30	10		<2	<2	60	40
ED	11	100	<2	18	64	18	11	100	<2	9	64	27	11		<2	9	55	36
SWD	1						1						1					
ELL	3						3						3					

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

8th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	23,724	99.7	7	48	29	17	23,722	99.6	6	36	42	16						
State Prior	24,055	99.7	7	47	29	17	24,058	99.6	4	36	43	16	1					

8th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
LEA Current	13	100	<2	31	8	62	13	100	<2	8	54	38						
LEA Prior	7						7											
Female	7						7											
Male	6						6											
Caucasian	2						2											
Hispanic	11	100	<2	36	9	55	11	100	<2	9	64	27						
ED	13	100	<2	31	8	62	13	100	<2	8	54	38						
SWD	3						3											
ELL	2						2											

Percentages account for invalid tests and may not sum to 100%
Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
Blanks indicate too few students to report (N<10) * Science is assessed only in grades 4, 7, and 11

11th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	22,943	98.6	11	34	38	15	22,931	98.5	7	32	47	13	22,258		3	35	42	19
State Prior	20,737	99.1	10	38	38	14	20,733	99	6	32	49	12	20,726	98.4	4	35	42	17
LEA Current	7						7						7					
LEA Prior	8						8						8					
Female	5						5						5					
Male	2						2						2					
Hispanic	7						7						7					
ED	7						7						7					

Percentages account for invalid tests and may not sum to 100%
Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
Blanks indicate too few students to report (N<10)

Budgeted Expenditures		
Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual schools or the PED Budget and Finance Office for the budget analyst assigned to that school. These figures represent the district summary for non-charter schools.		
	Amount	Percent
	\$	%
Total Expenditures	\$1,844,115	100
Capital Outlay	\$0	0
Community Services	\$0	0
Food Services	\$30,000	5
Non-Instructional Support	\$30,000	5
Other	\$6,180	<1
Student Transportation	\$0	0
Operations & Maintenance	\$296,387	19
Central Services	\$122,792	7
School Administration	\$87,111	6
General Administration	\$140,964	8
Instruction	\$0	1
Students	\$165,059	11
Instructional Support Services	\$818,493	52
Direct Instruction	\$995,622	44

Source: The PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Antonio Castillo	20.00
Floraida Tapia	25.00
Henrietta Garcia	16.00
Louis Gauna	36.00
Rudy Martinez	36.00

Source: NM School Board Association

Graduation - 4 Year Cohort of 2011												
Graduation accountability is lagged by one year to allow seniors the summer of their final year to complete all requirements. These figures represent students who were expected to graduate on time by August 1, 2011. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.												
	All Students	Female	Male	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	
	%	%	%	%	%	%	%	%	%	%	%	
Statewide	68.7	72.9	64.8	77.4	63.0	66.2	79.3	60.4	62.7	54.0	63.0	
Districtwide	73.7											

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Vaughn High	73.7										

Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2010

These figures represent students who were expected to graduate on time by August 1, 2010 and either graduated on time, or required one additional year. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	66.5	71.4	61.8	74.6	59.3	63.4	83.4	60.8	61.7	62.3	61.2
Districtwide	74.9								79.2		75.5
Vaughn High	74.9								79.2		75.5

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2011, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2011 but did not graduate. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Vaughn High				
Districtwide				

Source: PED Data Planning and Analysis Bureau

Teacher Credentials				Statewide %	LEA %
Teachers with Emergency or Provisional Credentials				.0	.0
Core Classes Not Taught by Highly Qualified Teachers		High Poverty Schools		1.6	.0
		Low Poverty Schools		1.4	NA
NA= Not applicable; LEA did not have schools that qualified as high or low poverty					
	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers	
Vaughn Elementary	9	55.6%	11.1%	0.0%	
Vaughn High	7	42.9%	14.3%	0.0%	

* Does not include Below Bachelors
Blank=no data available, or not applicable

Source: LEA 120th day submission to PED

Parent Survey on the Quality of Education

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Districtwide	31	1	45.2	45.2	3.2	0.0	6.5	0.0
Districtwide	32	2	34.4	53.1	3.1	0.0	0.0	9.4
Districtwide	33	3	27.3	48.5	6.1	6.1	9.1	3.0
Districtwide	30	4	46.7	43.3	3.3	3.3	3.3	0.0
Districtwide	31	5	25.8	51.6	12.9	0.0	6.5	3.2
Districtwide	31	6	35.5	45.2	12.9	3.2	3.2	0.0
Districtwide	19	7	26.3	15.8	15.8	21.1	10.5	10.5

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Districtwide	31	8	48.4	45.2	0.0	6.5	0.0	0.0
Districtwide	32	9	34.4	46.9	6.3	3.1	6.3	3.1
Districtwide	32	10	43.8	50.0	0.0	3.1	3.1	0.0
Vaughn Elementary	28	1	42.9	46.4	3.6	0.0	7.1	0.0
Vaughn Elementary	29	2	37.9	48.3	3.4	0.0	0.0	10.3
Vaughn Elementary	30	3	30.0	43.3	6.7	6.7	10.0	3.3
Vaughn Elementary	27	4	44.4	44.4	3.7	3.7	3.7	0.0
Vaughn Elementary	28	5	28.6	46.4	14.3	0.0	7.1	3.6
Vaughn Elementary	28	6	39.3	39.3	14.3	3.6	3.6	0.0
Vaughn Elementary	16	7	31.3	6.3	18.8	18.8	12.5	12.5
Vaughn Elementary	28	8	53.6	39.3	0.0	7.1	0.0	0.0
Vaughn Elementary	29	9	37.9	41.4	6.9	3.4	6.9	3.4
Vaughn Elementary	29	10	48.3	44.8	0.0	3.4	3.4	0.0
Vaughn High	3	1	66.7	33.3	0.0	0.0	0.0	0.0
Vaughn High	3	2	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	3	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	4	66.7	33.3	0.0	0.0	0.0	0.0
Vaughn High	3	5	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	6	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	7	0.0	66.7	0.0	33.3	0.0	0.0
Vaughn High	3	8	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	9	0.0	100.0	0.0	0.0	0.0	0.0
Vaughn High	3	10	0.0	100.0	0.0	0.0	0.0	0.0

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace the New Mexico Standards Based Assessment (SBA) which annually measures student performance according to New Mexico curriculum standards. All students are required to take the SBA, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

4th Grade	Reading (2011)				Math (2011)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	8.0	27.0	38.0	28.0	8.0	40.0	41.0	11.0	1.0	47.0	38.0	14.0
Afr Amer	2.0	15.0	35.0	47.0	3.0	16.0	49.0	32.0	#	16.0	40.0	44.0
Hispanic	1.0	13.0	31.0	54.0	2.0	21.0	48.0	29.0	#	15.0	40.0	45.0
Asian	11.0	28.0	29.0	31.0	19.0	45.0	26.0	11.0	***	***	***	***
Amer Indian	2.0	10.0	25.0	64.0	2.0	14.0	43.0	42.0	#	8.0	37.0	56.0
SWD	1.0	5.0	16.0	78.0	1.0	10.0	33.0	56.0	#	11.0	30.0	59.0
ELL	#	2.0	12.0	86.0	#	5.0	40.0	56.0	#	2.0	20.0	78.0
ED	2.0	12.0	31.0	56.0	2.0	19.0	48.0	31.0	#	15.0	39.0	45.0
New Mexico	3.0	17.0	33.0	47.0	4.0	26.0	45.0	25.0	#	24.0	39.0	37.0
Nation	7.0	25.0	34.0	34.0	6.0	33.0	42.0	18.0	1	32.0	39.0	29.0

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	2.0	33.0	47.0	17.0	8.0	33.0	41.0	19.0	2.0	38.0	37.0	23.0
Afr Amer	#	14.0	47.0	39.0	2.0	14.0	35.0	49.0	***	***	***	***
Hispanic	1.0	16.0	47.0	37.0	2.0	16.0	41.0	41.0	#	15.0	35.0	50.0
Asian	10.0	29.0	40.0	21.0	***	***	***	***	***	***	***	***
Amer Indian	1.0	15.0	36.0	48.0	1.0	6.0	37.0	56.0	#	9.0	32.0	59.0
SWD	#	4.0	24.0	72.0	1.0	5.0	23.0	72.0	#	6.0	20.0	73.0
ELL	#	1.0	21.0	78.0	#	2.0	24.0	75.0	#	2.0	11.0	87.0
ED	#	15.0	45.0	39.0	1.0	14.0	41.0	44.0	#	14.0	33.0	52.0
New Mexico	1.0	21.0	46.0	32.0	4.0	20.0	40.0	36.0	1.0	22.0	35.0	43.0
Nation	3.0	29.0	43.0	25.0	8.0	26.0	39.0	28.0	2.0	29.0	34.0	36.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment
 # Rounds to zero
 Blank=Too few students to report

Statewide Participation			
	Reading %	Math %	Science %
4th Grade ELL	82.0	93.0	94.0 (2009)
4th Grade SWD*	72.0	84.0	86.0 (2009)
8th Grade ELL	80.0	94.0	93.0 (2011)
8th Grade SWD*	66.0	86.0	87.0 (2011)

* NAEP does not accommodate students with severe disabilities; participation in NAEP is not mandatory