



Adequate Yearly Progress (AYP) Summary

GRANTS-CIBOLA COUNTY SCHOOLS	
AYP Rating Not Met	
Improvement Status CA-2	
Schools rated in the district	11
Schools in Improvement	2
Schools in Corrective Action	1
Schools in Restructuring	7

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

Definitions and Abbreviations

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

Source: PED 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 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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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).

THIS REPORT INCLUDES:

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

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

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

Student Demographics				
	GRANTS-CIBOLA COUNTY SCHOOLS		Statewide	
	N	%	N	%
All Students	3,693	100	334,324	100
Female	1,766	47.8	163,140	48.8
Male	1,927	52.2	171,184	51.2
Caucasian	671	18.2	85,417	25.5
Afr Am	36	1.0	7,026	2.1
Hispanic	1,428	38.7	200,137	59.9
Asian	25	0.7	4,158	1.2
Am Indian	1,533	41.5	34,907	10.4
ELL	406	11.0	47,677	14.3
SWD	514	0.1	44,235	0.1
ED	2,723	73.7	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	7	0.2	7	0.2

Source: District's 40th day submission to the NM Public Education Department (PED) * ELL Students new to the U.S. who qualified for exemption from Reading assessment

Adequate Yearly Progress (AYP) for Schools within GRANTS-CIBOLA COUNTY SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Bluewater Elementary	Met	Progressing	Cubero Elementary	Not Met	R-2
Grants High	Not Met	R-2	Laguna Acoma High	Not Met	R-2
Laguna Acoma Middle	Not Met	CA	Los Alamitos Middle	Not Met	R-2
Mesa View Elementary	Not Met	R-2	Milan Elementary	Not Met	SI-2
Mount Taylor Elementary	Not Met	R-2	San Rafael Elementary	Not Met	SI-1
Seboyeta Elementary	Not Met	R-1			

Source: PED 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 ***).

Adequate Yearly Progress (AYP) for Subgroups with GRANTS-CIBOLA COUNTY SCHOOLS

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %	
Grants Cibola County Schools	Reading Proficiency*	64	51	64	64	53	***	41	47	27	12	***
Bluewater Elementary	Reading Proficiency*	63	77	75	***	***	***	***	71	***	***	***
Cubero Elementary	Reading Proficiency*	63	43	***	***	31	***	44	39	31	< 2	***
Grants High	Reading Proficiency*	64	53	75	***	53	***	37	47	35	16	***
Laguna Acoma High	Reading Proficiency*	64	55	***	***	***	***	55	56	***	***	***
Laguna Acoma Middle	Reading Proficiency*	64	27	***	***	30	***	28	26	6	10	***
Los Alamitos Middle	Reading Proficiency*	64	49	56	***	52	***	39	45	18	10	***
Mesa View Elementary	Reading Proficiency*	63	41	41	***	46	***	34	39	20	6	***
Milan Elementary	Reading Proficiency*	63	63	75	***	60	***	51	59	40	27	***
Mount Taylor Elementary	Reading Proficiency*	63	58	84	***	65	***	42	54	34	21	***
San Rafael Elementary	Reading Proficiency*	63	38	***	***	44	***	***	33	***	***	***
Seboyeta Elementary	Reading Proficiency*	63	48	***	***	69	***	***	47	46	***	***
Grants Cibola County Schools	Reading Participation	64	99	99		100		99	99	99	99	***
Bluewater Elementary	Reading Participation	63	100									***
Cubero Elementary	Reading Participation	63	100					100	100	100		***
Grants High	Reading Participation	64	99			100		98	99			***
Laguna Acoma High	Reading Participation	64	100					100	100			***
Laguna Acoma Middle	Reading Participation	64	100					100	100			***
Los Alamitos Middle	Reading Participation	64	99	99		100		99	99	98	97	***
Mesa View Elementary	Reading Participation	63	100			100		100	100	100		***
Milan Elementary	Reading Participation	63	100	100		100		100	100	100		***
Mount Taylor Elementary	Reading Participation	63	100			100		100	100	100		***
San Rafael Elementary	Reading Participation	63	100									***
Seboyeta Elementary	Reading Participation	63										

Adequate Yearly Progress (AYP) for Subgroups with GRANTS-CIBOLA COUNTY SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Grants Cibola County Schools	Math Proficiency*	52	34	46	57	35	***	27	30	20	14	***
Bluewater Elementary	Math Proficiency*	54	88	94	***	***	***	***	86	***	***	***
Cubero Elementary	Math Proficiency*	54	38	***	***	31	***	38	37	31	6	***
Grants High	Math Proficiency*	53	24	34	***	18	***	22	19	9	5	***
Laguna Acoma High	Math Proficiency*	53	17	***	***	***	***	16	14	***	***	***
Laguna Acoma Middle	Math Proficiency*	48	4	***	***	10	***	3	5	< 2	10	***
Los Alamitos Middle	Math Proficiency*	48	25	28	***	29	***	17	20	5	5	***
Mesa View Elementary	Math Proficiency*	54	29	26	***	28	***	31	27	25	25	***
Milan Elementary	Math Proficiency*	54	49	64	***	44	***	32	44	32	7	***
Mount Taylor Elementary	Math Proficiency*	54	53	79	***	58	***	40	48	28	21	***
San Rafael Elementary	Math Proficiency*	54	36	***	***	31	***	***	36	***	***	***
Seboyeta Elementary	Math Proficiency*	54	13	***	***	15	***	***	12	23	***	***
Grants Cibola County Schools	Math Participation	52	99	99		100		99	99	99	98	***
Bluewater Elementary	Math Participation	54	100									***
Cubero Elementary	Math Participation	54	100					100	100	100		***
Grants High	Math Participation	53	98			100		98	99			***
Laguna Acoma High	Math Participation	53	100					100	100			***
Laguna Acoma Middle	Math Participation	48	100					100	100			***
Los Alamitos Middle	Math Participation	48	99	99		100		98	99	97	97	***
Mesa View Elementary	Math Participation	54	100			100		100	100	100		***
Milan Elementary	Math Participation	54	100	100		100		100	100	100		***
Mount Taylor Elementary	Math Participation	54	100			100		100	100	100		***
San Rafael Elementary	Math Participation	54	100									***
Seboyeta Elementary	Math Participation	54										
Grants Cibola County Schools	Attendance Rate	92	93	95	89	94	95	92	94	95	91	***
Bluewater Elementary	Attendance Rate	92	91	95	***	93	***	91	93	96	95	***
Cubero Elementary	Attendance Rate	92	94	***	***	96	94	94	94	94	93	***
Grants High	Attendance Rate	92	87	91	96	87	***	87	88	88	88	***
Laguna Acoma High	Attendance Rate	92	91	***	***	91	96	91	91	91	92	***
Laguna Acoma Middle	Attendance Rate	92	92	***	***	89	***	92	91	94	95	***
Los Alamitos Middle	Attendance Rate	92	92	92	98	94	***	92	93	93	92	***
Mesa View Elementary	Attendance Rate	92	95	98	***	97	98	95	97	95	97	***
Milan Elementary	Attendance Rate	92	93	97	97	96	***	93	95	94	94	***
Mount Taylor Elementary	Attendance Rate	92	93	93	***	93	95	93	92	94	91	***
San Rafael Elementary	Attendance Rate	92	97	***	***	94	***	97	95	96	95	***
Seboyeta Elementary	Attendance Rate	92	90	97	***	95	***	90	91	92	90	***
All Students in Grade 12	Graduation Rate	63	68	64	***	72	***	67	***	76	57	***
Grants High	Graduation Rate	63	67	63	***	72	***	61	***	72	40	***

Adequate Yearly Progress (AYP) for Subgroups with GRANTS-CIBOLA COUNTY SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Laguna Acoma High	Graduation Rate	63	74	***	***	***	***	74	***	92	75	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = no data available

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	55	68	***	58	***	47	52	40	13	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	44	58	***	47	***	33	40	17	9	***
District Wide-Grades 11	Reading Proficiency*	64	52	74	***	50	***	46	49	28	13	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	45	62	***	45	***	38	42	32	20	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	26	35	***	27	***	19	22	10	8	***
District Wide-Grades 11	Math Proficiency*	52	22	34	***	17	***	19	18	6	7	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = No Data Available

Expenditures

	Expenditure (\$)	%
Direct Instruction	16,271,397	64
Instructional Support	8,856,898	35
Students	2,192,464	8
Instruction	404,889	1
General Administration	1,010,258	4
School Administration	1,418,989	5
Central Services	524,343	2
Operations Maintenance	3,305,955	13
Student Transportation	0	<1
Other	0	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	25,128,294	100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Dion Sandoval	27
Earl Chavez	6
Jerry Smith	12
Sharon MacKendrick	9
William Estevan	20

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 Alternate 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 2010. 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 within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	100	125	7	50	28	14	0	100	125	4	32	58	6	0	100	125	1	78	20	1	0
Male	100	124	4	46	35	15	0	100	124	4	42	51	3	0	100	124	6	86	7	0	0
Caucasian	100	41	17	54	24	5	0	100	41	10	56	32	2	0	100	41	7	88	5	0	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	114	5	53	31	11	0	100	114	4	40	53	3	0	100	114	3	89	9	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	93	1	40	35	24	0	100	93	1	24	68	8	0	100	93	3	72	24	1	0
ELL	100	59	3	36	37	24	0	100	59	0	31	66	3	0	100	59	2	68	29	2	0
ED	100	206	3	47	33	17	0	100	206	3	33	58	5	0	100	206	2	81	16	0	0
SWD	100	23	0	17	26	57	0	100	23	0	13	70	17	0	100	23	0	65	30	4	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	249	6	48	31	15	0	100	249	4	37	55	4	0	100	249	4	82	14	0	0
ALL2008-09	99	227	6	46	27	19	0	100	227	1	33	60	4	0	100	227	6	67	24	1	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
 Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	100	117	11	45	36	8	0	100	117	9	41	44	6	0	100	117	2	39	56	3	0
Male	100	113	5	43	37	14	0	100	113	6	44	41	9	0	100	113	1	44	50	5	0
Caucasian	100	42	10	48	26	17	0	100	42	14	38	29	19	0	100	42	2	52	38	7	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	103	8	45	40	8	0	100	103	5	44	48	4	0	100	103	2	42	53	3	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	100	81	9	43	36	12	0	100	81	7	44	42	6	0	100	81	0	37	59	4	0
ELL	100	56	7	38	41	14	0	100	56	5	34	54	7	0	100	56	2	34	61	4	0
ED	100	179	5	43	39	13	0	100	179	7	39	46	8	0	100	179	1	36	59	4	0
SWD	100	28	4	7	46	43	0	100	28	0	21	54	25	0	100	28	0	18	68	14	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	230	8	44	37	11	0	100	230	8	43	42	7	0	100	230	1	42	53	4	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	253	5	38	37	18	0	100	253	5	29	58	7	0	100	253	0	41	54	4	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	100	136	13	50	32	4	0	100	136	13	31	50	6	0	98	136	1	49	47	2	1
Male	100	129	9	46	36	9	0	100	129	8	39	43	10	0	100	129	2	56	37	5	0
Caucasian	100	43	23	53	23	0	0	100	43	30	37	33	0	0	100	43	9	72	19	0	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	111	11	54	29	6	0	100	111	5	38	49	8	0	99	111	0	55	41	4	1
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	109	7	40	43	9	0	100	109	8	30	51	10	0	99	109	0	41	53	5	1
ELL	100	68	9	28	53	10	0	100	68	4	22	59	15	0	98	68	0	32	60	6	1
ED	100	217	10	46	36	8	0	100	217	10	33	48	9	0	99	217	2	48	45	4	1
SWD	100	33	0	12	48	39	0	100	33	3	21	39	36	0	100	33	0	30	48	21	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	265	11	48	34	7	0	100	265	11	35	47	8	0	99	265	2	52	42	3	1
ALL2008-09	99	273	9	42	40	6	0	99	272	5	30	54	8	0	99	272	3	39	52	4	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	100	124	5	44	45	6	0	100	124	9	23	56	11	0	100	124	1	24	64	11	0
Male	100	134	1	36	52	10	0	100	134	6	30	50	14	0	100	134	1	27	59	13	0
Caucasian	100	49	8	57	31	4	0	100	49	10	43	39	8	0	100	49	0	49	47	4	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	111	2	38	50	10	0	100	111	6	20	62	12	0	100	111	2	22	63	14	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	94	2	32	56	10	0	100	94	6	27	50	17	0	100	94	1	18	66	15	0
ELL	100	61	0	16	72	11	0	100	61	0	18	56	26	0	100	61	0	7	74	20	0
ED	100	201	2	35	54	8	0	100	201	4	26	55	14	0	100	201	1	22	64	13	0
SWD	100	29	0	10	55	34	0	100	29	0	14	34	52	0	100	29	0	10	66	24	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	258	3	40	49	9	0	100	258	7	27	53	13	0	100	258	1	26	61	12	0
ALL2008-09	98	253	4	28	52	14	1	99	252	4	24	59	11	0	99	252	0	23	62	12	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	99	118	4	49	38	8	1	99	118	2	19	64	14	1	99	118	2	31	54	13	1
Male	99	134	4	25	51	20	1	99	134	4	13	60	23	1	99	134	1	27	54	17	1
Caucasian	98	51	8	37	41	12	2	98	51	4	14	65	16	2	98	51	2	39	45	12	2
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	103	4	46	40	11	0	100	103	2	23	58	17	0	100	103	2	34	53	11	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	99	94	2	26	52	19	1	99	94	3	6	65	24	1	99	94	1	17	59	22	1
ELL	98	47	0	9	51	38	2	98	47	0	2	43	53	2	98	47	0	4	60	34	2
ED	99	195	2	35	47	15	1	99	195	1	14	64	21	1	99	195	1	26	56	17	1
SWD	97	33	9	0	45	42	3	97	33	3	3	36	55	3	97	33	0	12	36	48	3
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	252	4	36	45	14	1	99	252	3	15	62	19	1	99	252	2	29	54	15	1
ALL2008-09	99	255	7	43	40	7	0	98	255	3	18	60	16	1	99	255	0	32	53	12	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	100	104	5	53	37	6	0	99	104	5	21	67	6	1	99	104	0	16	67	15	1
Male	100	149	1	44	43	12	0	100	149	1	26	64	9	0	100	149	0	21	61	17	0
Caucasian	100	50	8	56	32	4	0	100	50	8	28	56	8	0	100	50	0	38	54	8	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	103	2	51	38	9	0	100	103	2	29	63	6	0	100	103	0	17	71	12	0
Asian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Am Indian	100	94	0	38	48	14	0	99	94	0	14	74	11	1	99	94	0	12	60	28	1
ELL	100	48	0	25	56	19	0	98	48	0	6	90	2	2	98	48	0	6	60	31	2
ED	100	189	1	45	44	10	0	99	189	1	20	70	8	1	99	189	0	13	67	19	1
SWD	100	24	0	8	50	42	0	100	24	0	4	54	42	0	100	24	0	4	42	54	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	253	2	48	40	9	0	100	253	2	24	66	8	0	100	253	0	19	64	17	0
ALL2008-09	98	213	4	42	37	13	1	98	213	3	21	55	18	1	97	213	0	12	57	27	2
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within GRANTS-CIBOLA COUNTY SCHOOLS

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
Female	99	124	4	48	37	10	1	99	124	1	14	51	34	1	98	124	0	16	73	9	2
Male	100	127	5	47	41	7	0	99	127	9	20	38	32	1	99	127	0	34	57	8	1
Caucasian	100	35	9	66	20	6	0	97	35	11	23	49	14	3	97	35	0	34	60	3	3
Afr Am	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Hispanic	100	76	5	45	46	4	0	100	76	7	11	45	38	0	100	76	0	25	70	5	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	99	134	2	44	42	11	1	99	134	2	17	43	37	1	98	134	0	21	66	11	1
ELL	100	32	0	28	53	19	0	100	32	0	6	28	66	0	100	32	0	6	78	16	0
ED	99	174	2	47	40	10	1	99	174	4	14	43	38	1	99	174	0	24	64	10	1
SWD	97	30	7	7	40	43	3	93	30	3	3	23	63	7	93	30	0	10	50	33	7
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	251	4	48	39	8	0	99	251	5	17	44	33	1	99	251	0	25	65	8	1
ALL2008-09	97	258	1	36	45	13	2	96	258	1	12	37	44	3	97	258	0	16	69	10	2
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Graduation - High School 4-Year Cohort Graduation GRANTS-CIBOLA COUNTY SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Grants Cibola County Schools	357	68	183	75	174	62	59	64	***	***	128	72	3	***	167	67	213	66	61	57	70	76
Grants High	277	67	139	76	138	58	58	63	***	***	123	72	3	***	93	61	160	64	35	40	58	72
Laguna Acoma High	91	74	49	71	42	76	1	***	***	***	7	***	***	***	83	74	60	71	31	75	14	92

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.
 *** Too few students to report

Graduation - High School 5-Year Cohort Graduation GRANTS-CIBOLA COUNTY SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Grants Cibola County Schools	363	72	183	77	179	66	59	65	***	***	127	73	3	***	174	73	216	69	62	64	75	80
Grants High	280	69	139	78	141	61	58	64	***	***	123	73	3	***	96	67	162	65	35	47	62	75
Laguna Acoma High	95	79	49	74	44	85	1	***	***	***	6	***	***	***	88	79	60	78	32	82	15	>98

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.
 *** Too few students to report

Graduation - High School Non-Graduates GRANTS-CIBOLA COUNTY SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Grants Cibola County Schools	0	0	74	20	22	6	27	7
Grants High	0	0	58	21	21	7	22	8
Laguna Acoma High	0	0	18	19	0	0	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.
 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
 *** Too few students to report

Teacher Quality, Credentials		
	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Grants Cibola County Schools	0	1.6
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Bluewater Elementary	0	0.0
Cubero Elementary	0	2.4
Grants High	0	2.0
Laguna Acoma High	0	3.5
Laguna Acoma Middle	0	0.0
Los Alamitos Middle	0	2.9
Mesa View Elementary	0	0.0
Milan Elementary	0	0.0
Mount Taylor Elementary	0	0.0
San Rafael Elementary	0	0.0

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Seboyeta Elementary	0	0.0

Source: District's 120th day submission to PED
Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Grants Cibola County Schools	257	60	39
Bluewater Elementary	6	83	17
Cubero Elementary	19	63	37
Grants High	58	59	40
Laguna Acoma High	27	63	33
Laguna Acoma Middle	6	83	17
Los Alamos Middle	30	50	50
Mesa View Elementary	35	40	60
Milan Elementary	36	58	42
Mount Taylor Elementary	33	76	24
San Rafael Elementary	8	75	25
Seboyeta Elementary	3	100	0

Source: District's 120th day submission to PED
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	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Grants Cibola County Schools	273	36.6	54.6	5.5	0.4	1.8	1.1
2	Grants Cibola County Schools	273	21.2	45.8	20.5	5.9	5.9	0.7
3	Grants Cibola County Schools	273	30.8	54.2	9.5	1.8	2.6	1.1
4	Grants Cibola County Schools	273	35.5	53.5	6.2	0.7	0.7	3.3
5	Grants Cibola County Schools	273	20.9	54.6	8.8	2.6	11.7	1.5
6	Grants Cibola County Schools	273	24.2	52.4	12.5	1.8	8.1	1.1
7	Grants Cibola County Schools	273	17.9	40.3	21.2	7.7	8.4	4.4
8	Grants Cibola County Schools	273	45.8	45.8	4.8	2.6	0.7	0.4
9	Grants Cibola County Schools	273	30.0	58.2	5.5	1.1	2.9	2.2
10	Grants Cibola County Schools	273	40.3	54.2	3.3	1.5	0.4	0.4
1	Bluewater Elementary	1	0.0	100	0.0	0.0	0.0	0.0
2	Bluewater Elementary	1	0.0	100	0.0	0.0	0.0	0.0
3	Bluewater Elementary	1	100	0.0	0.0	0.0	0.0	0.0
4	Bluewater Elementary	1	100	0.0	0.0	0.0	0.0	0.0
5	Bluewater Elementary	1	0.0	0.0	0.0	0.0	100	0.0
6	Bluewater Elementary	1	0.0	100	0.0	0.0	0.0	0.0
7	Bluewater Elementary	1	0.0	100	0.0	0.0	0.0	0.0
8	Bluewater Elementary	1	0.0	100	0.0	0.0	0.0	0.0
9	Bluewater Elementary	1	100	0.0	0.0	0.0	0.0	0.0
10	Bluewater Elementary	1	100	0.0	0.0	0.0	0.0	0.0
1	Cubero Elementary	64	25.0	65.6	6.2	1.6	0.0	1.6
2	Cubero Elementary	64	9.4	25.0	34.4	17.2	14.1	0.0
3	Cubero Elementary	64	23.4	62.5	9.4	1.6	1.6	1.6
4	Cubero Elementary	64	28.1	65.6	1.6	1.6	0.0	3.1
5	Cubero Elementary	64	18.8	45.3	12.5	6.2	15.6	1.6

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 %
6	Cubero Elementary	64	21.9	54.7	17.2	1.6	3.1	1.6
7	Cubero Elementary	64	17.2	31.2	25.0	15.6	9.4	1.6
8	Cubero Elementary	64	50.0	40.6	4.7	4.7	0.0	0.0
9	Cubero Elementary	64	29.7	60.9	6.2	0.0	3.1	0.0
10	Cubero Elementary	64	34.4	62.5	0.0	1.6	0.0	1.6
1	Grants High	46	37.0	54.3	8.7	0.0	0.0	0.0
2	Grants High	46	45.7	43.5	8.7	0.0	0.0	2.2
3	Grants High	46	30.4	56.5	6.5	0.0	2.2	4.3
4	Grants High	46	26.1	58.7	6.5	0.0	0.0	8.7
5	Grants High	46	23.9	54.3	8.7	4.3	8.7	0.0
6	Grants High	46	23.9	50.0	15.2	0.0	8.7	2.2
7	Grants High	46	19.6	50.0	8.7	6.5	6.5	8.7
8	Grants High	46	23.9	52.2	15.2	4.3	2.2	2.2
9	Grants High	46	17.4	60.9	13.0	4.3	0.0	4.3
10	Grants High	46	37.0	54.3	6.5	2.2	0.0	0.0
	Laguna Acoma High							
	Laguna Acoma Middle							
	Los Alamitos Middle							
1	Mesa View Elementary	145	41.4	49.7	4.1	0.0	3.4	1.4
2	Mesa View Elementary	145	20.0	55.2	17.2	2.8	4.1	0.7
3	Mesa View Elementary	145	33.8	49.0	11.7	2.1	3.4	0.0
4	Mesa View Elementary	145	40.7	46.2	9.0	0.7	1.4	2.1
5	Mesa View Elementary	145	21.4	57.9	6.9	0.7	11.0	2.1
6	Mesa View Elementary	145	26.9	50.3	10.3	2.1	9.7	0.7
7	Mesa View Elementary	145	19.3	41.4	22.1	5.5	7.6	4.1
8	Mesa View Elementary	145	52.4	44.8	2.1	0.7	0.0	0.0
9	Mesa View Elementary	145	33.8	55.9	3.4	0.7	3.4	2.8
10	Mesa View Elementary	145	45.5	49.7	2.8	1.4	0.7	0.0
1	Milan Elementary	16	37.5	56.2	6.2	0.0	0.0	0.0
2	Milan Elementary	16	12.5	50.0	25.0	6.2	6.2	0.0
3	Milan Elementary	16	25.0	68.8	0.0	6.2	0.0	0.0
4	Milan Elementary	16	37.5	62.5	0.0	0.0	0.0	0.0
5	Milan Elementary	16	18.8	62.5	12.5	0.0	6.2	0.0
6	Milan Elementary	16	12.5	62.5	6.2	6.2	12.5	0.0
7	Milan Elementary	16	6.2	37.5	31.2	0.0	18.8	6.2
8	Milan Elementary	16	31.2	56.2	0.0	6.2	6.2	0.0
9	Milan Elementary	16	25.0	68.8	0.0	0.0	6.2	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.
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- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
10	Milan Elementary	16	25.0	68.8	6.2	0.0	0.0	0.0
	Mount Taylor Elementary							
	San Rafael Elementary							
	Seboyeta Elementary							

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. Results presented here are from 2009 reading, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic² is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Too few 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

Source: <http://Nationsreportcard.gov/>

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