



Adequate Yearly Progress (AYP) Summary

| | |
|--------------------------------------|---|
| ALMA D'ARTE CHARTER | |
| AYP Rating Not Met | |
| Improvement Status SI-2 | |
| Schools rated in the district | 1 |
| Schools in Improvement | 1 |
| Schools in Corrective Action | 0 |
| Schools in Restructuring | 0 |

- 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 | | | | |
|----------------------|---------------------|------|-----------|------|
| | ALMA D'ARTE CHARTER | | Statewide | |
| | N | % | N | % |
| All Students | 165 | 100 | 334,324 | 100 |
| Female | 100 | 60.6 | 163,140 | 48.8 |
| Male | 65 | 39.4 | 171,184 | 51.2 |
| Caucasian | 77 | 46.7 | 85,417 | 25.5 |
| Afr Am | 4 | 2.4 | 7,026 | 2.1 |
| Hispanic | 78 | 47.3 | 200,137 | 59.9 |
| Asian | 2 | 1.2 | 4,158 | 1.2 |
| Am Indian | 4 | 2.4 | 34,907 | 10.4 |
| ELL | 0 | 0.0 | 47,677 | 14.3 |
| SWD | 17 | 0.1 | 44,235 | 0.1 |
| ED | 86 | 52.1 | 219,111 | 65.5 |
| Migrant | 0 | 0.0 | 538 | 0.0 |
| Recently Arrived * | 0 | 0.0 | 0 | 0.0 |

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 ALMA D'ARTE CHARTER

| School | AYP Rating | Improvement Status | School | AYP Rating | Improvement Status |
|---------------------|------------|--------------------|--------|------------|--------------------|
| Alma D Arte Charter | Not Met | SI-2 | | | |

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 ALMA D'ARTE CHARTER

| | Academic Indicator | Goal | All Students | Cauc. | Afr Amer | Hispanic | Asian | Am Indian | ED | ELL | SWD | Migrant |
|---------------------|-----------------------|------|--------------|-------|----------|----------|-------|-----------|-----|-----|-----|---------|
| | | % | % | % | % | % | % | % | % | % | % | % |
| Alma D Arte Charter | Reading Proficiency* | 64 | | | | | | | | | | |
| Alma D Arte Charter | Reading Proficiency* | 64 | | | | | | | | | | |
| Alma D Arte Charter | Reading Participation | 64 | | | | | | | | | | |
| Alma D Arte Charter | Reading Participation | 64 | | | | | | | | | | |
| Alma D Arte Charter | Math Proficiency* | 53 | | | | | | | | | | |
| Alma D Arte Charter | Math Proficiency* | 53 | | | | | | | | | | |
| Alma D Arte Charter | Math Participation | 53 | | | | | | | | | | |
| Alma D Arte Charter | Math Participation | 53 | | | | | | | | | | |
| Alma D Arte Charter | Attendance Rate | 92 | | | | | | | | | | |
| Alma D Arte Charter | Graduation Rate | 63 | 90 | 98 | *** | 85 | *** | *** | *** | *** | 96 | *** |

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 | 900,792 | 59 |
| Instructional Support | 597,537 | 39 |
| Students | 27,388 | 1 |
| Instruction | 0 | <1 |
| General Administration | 44,983 | 2 |
| School Administration | 188,350 | 12 |
| Central Services | 151,465 | 10 |
| Operations Maintenance | 185,351 | 12 |
| Student Transportation | 0 | <1 |
| Other | 0 | <1 |
| Non-Instructional Support | 8,853 | <1 |
| Food Services | 8,853 | <1 |
| Community Services | 0 | <1 |
| Capital Outlay | 0 | <1 |
| Total | 1,507,182 | 100 |

Source: PED Budget Office; general fund operational expenditures only

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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 |
| 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 |

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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 ALMA D'ARTE CHARTER | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|-------------------|---------------|-----------------------------|------------|--------------|----------------|-----------|
| 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 |
| 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 ALMA D'ARTE CHARTER

| 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 | 97 | 30 | 0 | 63 | 23 | 10 | 3 | 97 | 30 | 3 | 37 | 47 | 10 | 3 | 97 | 30 | 0 | 40 | 50 | 7 | 3 |
| Male | 100 | 14 | 0 | 36 | 57 | 7 | 0 | 100 | 14 | 0 | 36 | 57 | 7 | 0 | 100 | 14 | 0 | 21 | 79 | 0 | 0 |
| Caucasian | 100 | 22 | 0 | 64 | 32 | 5 | 0 | 100 | 22 | 5 | 45 | 45 | 5 | 0 | 100 | 22 | 0 | 59 | 41 | 0 | 0 |
| Afr Am | *** | 1 | *** | *** | *** | *** | *** | *** | 1 | *** | *** | *** | *** | *** | *** | 1 | *** | *** | *** | *** | *** |
| Hispanic | 95 | 20 | 0 | 45 | 35 | 15 | 5 | 95 | 20 | 0 | 25 | 55 | 15 | 5 | 95 | 20 | 0 | 5 | 80 | 10 | 5 |
| Asian | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** |
| Am Indian | *** | 1 | *** | *** | *** | *** | *** | *** | 1 | *** | *** | *** | *** | *** | *** | 1 | *** | *** | *** | *** | *** |
| ELL | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** |
| ED | 95 | 20 | 0 | 55 | 40 | 0 | 5 | 95 | 20 | 0 | 40 | 40 | 15 | 5 | 95 | 20 | 0 | 25 | 65 | 5 | 5 |
| SWD | *** | 2 | *** | *** | *** | *** | *** | *** | 2 | *** | *** | *** | *** | *** | *** | 2 | *** | *** | *** | *** | *** |
| Migrant | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** |
| ALL2009-10 | 98 | 44 | 0 | 55 | 34 | 9 | 2 | 98 | 44 | 2 | 36 | 50 | 9 | 2 | 98 | 44 | 0 | 34 | 59 | 5 | 2 |
| ALL2008-09 | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** | *** | 0 | *** | *** | *** | *** | *** |
| 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 ALMA D'ARTE CHARTER

| 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 |
| Alma D Arte Charter | 73 | 90 | 33 | 92 | 40 | 88 | 26 | 98 | *** | *** | 43 | 85 | 2 | *** | 2 | *** | 36 | 90 | 22 | 96 | 4 | *** |

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 ALMA D'ARTE CHARTER

| 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 |
| Alma D Arte Charter | 73 | 92 | 33 | 93 | 39 | 92 | 27 | 98 | *** | *** | 42 | 89 | 2 | *** | 2 | *** | 36 | 90 | 22 | 96 | 4 | *** |

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 ALMA D'ARTE CHARTER

| Group | Certificate | | Status Unkown | | Exit Out | | Still Enrolled | |
|---------------------|-------------|----|---------------|----|----------|---|----------------|---|
| | N | % | N | % | N | % | N | % |
| STATEWIDE | 473 | <2 | 6094 | 18 | 1655 | 5 | 1261 | 4 |
| Alma D Arte Charter | 0 | 0 | 0 | 0 | 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 Unkown: 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 |
| Alma D Arte Charter | 0 | 0.0 |
| In High Poverty Schools | N/A | NDA |
| In Low Poverty Schools | N/A | NDA |
| In High Poverty Schools | NDA | N/A |
| In Low Poverty Schools | NDA | N/A |

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 |
| Alma D Arte Charter | 14 | 29 | 64 |

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 |
| | Alma D Arte HS Char | | | | | | | |

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