# NEW MEXICO PUBLIC EDUCATION DEPARTMENT
## School District Report Card for School Year 2010-2011

Printed 11/21/2011

**Chama Valley Independent Schools**

## Adequate Yearly Progress (AYP) Summary

**Chama Valley Independent Schools**

**AYP Rating** Not Met

**Improvement Status** Progressing

| | |
|---|---|
| **Schools rated in the district** | 5 |
| **Schools in Improvement** | 3 |
| **Schools in Corrective Action** | 0 |
| **Schools in Restructuring** | 0 |

Source: NMPED Assessment and Accountability

### What is Adequate Yearly Progress (AYP)?

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

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

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

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

### Who has to meet AYP?

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

### Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

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

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

## Student Demographics

| | LEA | | State | |
|---|---|---|---|---|
| | N | % | N | % |
| All Students | 432 | 100 | 334,700 | 100 |
| Female | 192 | 44 | 163,202 | 49 |
| Male | 240 | 56 | 171,498 | 51 |
| Caucasian | 71 | 16 | 88,508 | 26 |
| Afr Am | 1 | < 2 | 7,765 | 2 |
| Hispanic | 360 | 83 | 198,850 | 59 |
| Asian | 0 | 0 | 4,463 | < 2 |
| Am Indian | 0 | 0 | 34,861 | 10 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 253 | < 2 |
| SWD | 72 | 17 | 47,480 | 14 |
| ELL | 187 | 43 | 53,815 | 16 |
| Recently Arrived * | 0 | 0 | 40 | < 2 |
| ED | 425 | 98 | 228,186 | 68 |
| Migrant | 0 | 0 | 452 | < 2 |

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

## Adequate Yearly Progress (AYP) for Schools within LEA

| School | AYP Rating | Improvement Status | School | AYP Rating | Improvement Status |
|---|---|---|---|---|---|
| Chama Elementary | Not Met | SI-2 | Chama Middle | Not Met | Progressing |
| Escalante MidHigh | Met | SI-2 delay | Tierra Amarilla Elementary | Not Met | Progressing |
| Tierra Amarilla Middle | Not Met | SI-1 | | | |

Source: NMPED Assessment and Accountability

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

## Adequate Yearly Progress (AYP) for Subgroups within LEA

| | Academic Indicator | Goal % | All Students % | Cauc. % | Afr Am % | Hispanic % | Asian % | Am Indian % | ED % | ELL % | SWD % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| LEA | Reading Proficiency* | 75 | 59 | 52 | | 60 | | | 59 | 37 | 11 |
| Chama Elementary | Reading Proficiency* | 77 | 60 | | | 66 | | | 60 | 53 | |
| Chama Middle | Reading Proficiency* | 72 | 67 | | | 71 | | | 67 | 33 | |
| Escalante MidHigh | Reading Proficiency* | 75 | 52 | | | 58 | | | 52 | | |
| Tierra Amarilla Elementary | Reading Proficiency* | 77 | 62 | | | 58 | | | 62 | 45 | |
| Tierra Amarilla Middle | Reading Proficiency* | 72 | 53 | | | 51 | | | 53 | 12 | 14 |
| LEA | Reading Participation | 95 | 100 | | | 100 | | | 100 | 100 | |
| Chama Elementary | Reading Participation | 95 | 100 | | | 100 | | | 100 | | |
| Chama Middle | Reading Participation | 95 | 100 | | | | | | 100 | | |
| Escalante MidHigh | Reading Participation | 95 | | | | | | | | | |
| Tierra Amarilla Elementary | Reading Participation | 95 | 100 | | | 100 | | | 100 | | |
| Tierra Amarilla Middle | Reading Participation | 95 | 100 | | | 100 | | | 100 | | |
| LEA | Math Proficiency* | 66 | 40 | 37 | | 40 | | | 40 | 21 | 6 |
| Chama Elementary | Math Proficiency* | 68 | 28 | | | 32 | | | 28 | 20 | |
| Chama Middle | Math Proficiency* | 63 | 46 | | | 45 | | | 46 | 17 | |
| Escalante MidHigh | Math Proficiency* | 66 | 33 | | | 37 | | | 33 | | |
| Tierra Amarilla Elementary | Math Proficiency* | 68 | 54 | | | 50 | | | 54 | 42 | |
| Tierra Amarilla Middle | Math Proficiency* | 63 | 32 | | | 33 | | | 32 | <2 | 7 |
| LEA | Math Participation | 95 | 100 | | | 100 | | | 100 | 100 | |
| Chama Elementary | Math Participation | 95 | 100 | | | 100 | | | 100 | | |
| Chama Middle | Math Participation | 95 | 100 | | | | | | 100 | | |
| Escalante MidHigh | Math Participation | 95 | | | | | | | | | |
| Tierra Amarilla Elementary | Math Participation | 95 | 100 | | | 100 | | | 100 | | |
| Tierra Amarilla Middle | Math Participation | 95 | 100 | | | 100 | | | 100 | | |
| Chama Elementary | Attendance Rate | 92 | 82 | 63 | | 88 | | | 82 | 86 | 95 |
| Chama Middle | Attendance Rate | 92 | 85 | 77 | | 90 | | | 85 | 87 | |
| Tierra Amarilla Elementary | Attendance Rate | 92 | 89 | 88 | | 89 | | | 90 | 87 | 86 |

## Adequate Yearly Progress (AYP) for Subgroups within LEA

| | Academic Indicator | Goal % | All Students % | Cauc. % | Afr Am % | Hispanic % | Asian % | Am Indian % | ED % | ELL % | SWD % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Tierra Amarilla Middle | Attendance Rate | 92 | 94 | | | 93 | | | 94 | 96 | 96 |
| All Students in Grade 12 | Graduation Rate | 65 | 92 | | | 89 | | | 92 | 90 | |
| Escalante MidHigh | Graduation Rate | 65 | 92 | | | 89 | | | 92 | 90 | |

Source: NMPED Assessment and Accountability; Full Academic Year only;
* % of students scoring Proficient or Above;
Blank = Too few or no students to report

## Proficiencies by Grade Span for Subgroups - All[1] - within LEA

| | Academic Indicator | Goal % | All % | Cauc. % | Afr Am % | Hispanic % | Asian % | Am Indian % | ED % | ELL % | SWD % | Migrant % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District Wide-Grades 3, 4 & 5 | Reading Proficiency* | 75 | 60 | 50 | | 62 | | | 60 | 48 | 15 | |
| District Wide-Grades 6, 7 & 8 | Reading Proficiency* | 75 | 60 | 56 | | 61 | | | 60 | 28 | 9 | |
| District Wide-Grades 11 | Reading Proficiency* | 75 | 52 | | | 55 | | | 52 | | | |
| District Wide-Grades 3, 4 & 5 | Math Proficiency* | 66 | 43 | 42 | | 43 | | | 43 | 31 | 8 | |
| District Wide-Grades 6, 7 & 8 | Math Proficiency* | 66 | 39 | 33 | | 41 | | | 39 | 15 | 5 | |
| District Wide-Grades 11 | Math Proficiency* | 66 | 35 | | | 35 | | | 35 | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
* % of students scoring Proficient or Above; Blank = Too few or no students to report

## Expenditures

| | Expenditure ($) | % |
|---|---|---|
| **Direct Instruction** | **2,619,020** | **49** |
| **Instructional Support** | **2,707,138** | **50** |
| Students | 522,597 | 10 |
| Instruction | 146,284 | 3 |
| General Administration | 237,408 | 4 |
| School Administration | 421,903 | 8 |
| Central Services | 161,557 | 3 |
| Operations Maintenance | 1,196,336 | 22 |
| Student Transportation | 14,700 | <1 |
| Other | 6,353 | <1 |
| **Non-Instructional Support** | **67,891** | **1** |
| Food Services | 67,891 | 1 |
| Community Services | 0 | <1 |
| **Capital Outlay** | **0** | **<1** |
| **Total** | **5,394,049** | **100** |

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

| Board Member | Number of Points* |
|---|---|
| Bill Joe Samora | 3 |
| David Leyba | 7 |
| Donald Valdez | 14 |
| Thomas Rivas | 6 |
| William Russom | 9 |

Source: New Mexico School Board Association
* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

### State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

## Proficiencies for Subgroups - All[1] - within LEA

| 3rd Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 25,771 | 6 | 47 | 25 | 22 | 0 | 100 | 25,768 | 4 | 48 | 35 | 13 | 0 | | | | | | | |
| State Prior | 100 | 25,674 | 8 | 49 | 27 | 16 | 0 | 100 | 25,677 | 10 | 48 | 38 | 4 | 0 | 100 | 25,663 | 10 | 73 | 16 | 1 | 0 |
| LEA Current | 100 | 33 | 0 | 61 | 21 | 18 | 0 | 100 | 33 | 3 | 33 | 55 | 9 | 0 | | | | | | | |
| LEA Prior | 100 | 34 | 15 | 50 | 29 | 6 | 0 | 100 | 34 | 12 | 50 | 35 | 3 | 0 | 100 | 34 | 9 | 79 | 12 | 0 | 0 |
| Female | 100 | 20 | 0 | 55 | 35 | 10 | 0 | 100 | 20 | 5 | 30 | 55 | 10 | 0 | | | | | | | |
| Male | 100 | 13 | 0 | 69 | 0 | 31 | 0 | 100 | 13 | 0 | 38 | 54 | 8 | 0 | | | | | | | |
| Caucasian | | 6 | | | | | | | 6 | | | | | | | | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 27 | 0 | 59 | 22 | 19 | 0 | 100 | 27 | 0 | 33 | 63 | 4 | 0 | | | | | | | |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 32 | 0 | 59 | 22 | 19 | 0 | 100 | 32 | 3 | 31 | 56 | 9 | 0 | | | | | | | |
| ED | 100 | 33 | 0 | 61 | 21 | 18 | 0 | 100 | 33 | 3 | 33 | 55 | 9 | 0 | | | | | | | |
| SWD | | 7 | | | | | | | 7 | | | | | | | | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups - All[1] - within LEA

| 4th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 25,808 | 7 | 40 | 40 | 14 | 0 | 100 | 25,817 | 9 | 36 | 37 | 19 | 0 | 100 | 25,800 | 5 | 42 | 33 | 20 | 0 |
| State Prior | 100 | 25,267 | 9 | 43 | 35 | 14 | 0 | 100 | 25,278 | 9 | 36 | 47 | 7 | 0 | 100 | 25,263 | 2 | 48 | 46 | 4 | 0 |
| LEA Current | 100 | 30 | 7 | 43 | 40 | 10 | 0 | 100 | 30 | 0 | 50 | 43 | 7 | 0 | 100 | 30 | 7 | 47 | 43 | 3 | 0 |
| LEA Prior | 100 | 38 | 11 | 47 | 26 | 16 | 0 | 100 | 38 | 8 | 34 | 47 | 11 | 0 | 100 | 38 | 3 | 55 | 39 | 3 | 0 |
| Female | 100 | 14 | 14 | 57 | 21 | 7 | 0 | 100 | 14 | 0 | 64 | 29 | 7 | 0 | 100 | 14 | 14 | 50 | 29 | 7 | 0 |
| Male | 100 | 16 | 0 | 31 | 56 | 12 | 0 | 100 | 16 | 0 | 38 | 56 | 6 | 0 | 100 | 16 | 0 | 44 | 56 | 0 | 0 |
| Caucasian | | 3 | | | | | | | 3 | | | | | | | 3 | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 27 | 4 | 48 | 37 | 11 | 0 | 100 | 27 | 0 | 52 | 41 | 7 | 0 | 100 | 27 | 7 | 48 | 41 | 4 | 0 |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 16 | 6 | 12 | 62 | 19 | 0 | 100 | 16 | 0 | 19 | 69 | 12 | 0 | 100 | 16 | 6 | 12 | 75 | 6 | 0 |
| ED | 100 | 30 | 7 | 43 | 40 | 10 | 0 | 100 | 30 | 0 | 50 | 43 | 7 | 0 | 100 | 30 | 7 | 47 | 43 | 3 | 0 |
| SWD | | 3 | | | | | | | 3 | | | | | | | 3 | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups - All[1] - within LEA

| 5th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 25,481 | 9 | 43 | 36 | 12 | 0 | 100 | 25,481 | 9 | 33 | 39 | 19 | 0 | | | | | | | |
| State Prior | 100 | 25,322 | 14 | 45 | 33 | 8 | 0 | 100 | 25,345 | 11 | 34 | 45 | 9 | 0 | 100 | 25,332 | 4 | 48 | 43 | 4 | 0 |
| LEA Current | 100 | 40 | 8 | 60 | 28 | 5 | 0 | 100 | 40 | 10 | 32 | 42 | 15 | 0 | | | | | | | |
| LEA Prior | 100 | 30 | 20 | 33 | 40 | 7 | 0 | 100 | 30 | 7 | 40 | 50 | 3 | 0 | 100 | 30 | 3 | 57 | 37 | 3 | 0 |
| Female | 100 | 22 | 14 | 59 | 23 | 5 | 0 | 100 | 22 | 14 | 32 | 36 | 18 | 0 | | | | | | | |
| Male | 100 | 18 | 0 | 61 | 33 | 6 | 0 | 100 | 18 | 6 | 33 | 50 | 11 | 0 | | | | | | | |
| Caucasian | | 3 | | | | | | | 3 | | | | | | | | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 37 | 8 | 62 | 24 | 5 | 0 | 100 | 37 | 11 | 32 | 41 | 16 | 0 | | | | | | | |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 16 | 6 | 50 | 38 | 6 | 0 | 100 | 16 | 6 | 31 | 38 | 25 | 0 | | | | | | | |
| ED | 100 | 40 | 8 | 60 | 28 | 5 | 0 | 100 | 40 | 10 | 32 | 42 | 15 | 0 | | | | | | | |
| SWD | | 3 | | | | | | | 3 | | | | | | | | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups - All[1] - within LEA

| 6th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 25,026 | 9 | 39 | 36 | 16 | 0 | 100 | 25,019 | 5 | 32 | 41 | 22 | 0 | | | | | | | |
| State Prior | 100 | 24,278 | 4 | 35 | 48 | 12 | 0 | 100 | 24,276 | 8 | 27 | 55 | 10 | 0 | 100 | 24,274 | 2 | 28 | 57 | 12 | 0 |
| LEA Current | 100 | 32 | 12 | 34 | 34 | 19 | 0 | 100 | 32 | 3 | 28 | 50 | 19 | 0 | | | | | | | |
| LEA Prior | 100 | 32 | 0 | 50 | 38 | 12 | 0 | 100 | 32 | 6 | 25 | 56 | 12 | 0 | 100 | 32 | 0 | 38 | 56 | 6 | 0 |
| Female | 100 | 14 | 0 | 57 | 29 | 14 | 0 | 100 | 14 | 0 | 43 | 43 | 14 | 0 | | | | | | | |
| Male | 100 | 18 | 22 | 17 | 39 | 22 | 0 | 100 | 18 | 6 | 17 | 56 | 22 | 0 | | | | | | | |
| Caucasian | | 5 | | | | | | | 5 | | | | | | | | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 27 | 15 | 37 | 33 | 15 | 0 | 100 | 27 | 4 | 30 | 48 | 19 | 0 | | | | | | | |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 12 | 0 | 8 | 50 | 42 | 0 | 100 | 12 | 0 | 0 | 50 | 50 | 0 | | | | | | | |
| ED | 100 | 32 | 12 | 34 | 34 | 19 | 0 | 100 | 32 | 3 | 28 | 50 | 19 | 0 | | | | | | | |
| SWD | | 8 | | | | | | | 8 | | | | | | | | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups - All[1] - within LEA

| 7th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 24,366 | 6 | 42 | 36 | 16 | 0 | 100 | 24,375 | 5 | 33 | 38 | 24 | 0 | 99 | 24,362 | 9 | 31 | 35 | 25 | 1 |
| State Prior | 100 | 24,156 | 8 | 42 | 40 | 10 | 0 | 100 | 24,159 | 9 | 24 | 50 | 16 | 0 | 100 | 24,152 | 3 | 36 | 49 | 10 | 0 |
| LEA Current | 100 | 35 | 6 | 60 | 26 | 9 | 0 | 100 | 35 | 6 | 40 | 26 | 29 | 0 | 100 | 35 | 14 | 43 | 29 | 14 | 0 |
| LEA Prior | 100 | 30 | 7 | 50 | 30 | 13 | 0 | 100 | 30 | 20 | 17 | 47 | 17 | 0 | 100 | 30 | 13 | 30 | 47 | 10 | 0 |
| Female | 100 | 14 | 7 | 71 | 21 | 0 | 0 | 100 | 14 | 0 | 57 | 21 | 21 | 0 | 100 | 14 | 7 | 50 | 29 | 14 | 0 |
| Male | 100 | 21 | 5 | 52 | 29 | 14 | 0 | 100 | 21 | 10 | 29 | 29 | 33 | 0 | 100 | 21 | 19 | 38 | 29 | 14 | 0 |
| Caucasian | | 6 | | | | | | | 6 | | | | | | | 6 | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 29 | 7 | 59 | 24 | 10 | 0 | 100 | 29 | 7 | 38 | 28 | 28 | 0 | 100 | 29 | 14 | 41 | 31 | 14 | 0 |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 17 | 0 | 41 | 41 | 18 | 0 | 100 | 17 | 6 | 18 | 24 | 53 | 0 | 100 | 17 | 6 | 41 | 29 | 24 | 0 |
| ED | 100 | 35 | 6 | 60 | 26 | 9 | 0 | 100 | 35 | 6 | 40 | 26 | 29 | 0 | 100 | 35 | 14 | 43 | 29 | 14 | 0 |
| SWD | | 5 | | | | | | | 5 | | | | | | | 5 | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups - All[1] - within LEA

| 8th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 100 | 24,055 | 7 | 47 | 29 | 17 | 0 | 100 | 24,058 | 4 | 36 | 43 | 16 | 0 | | 1 | | | | | |
| State Prior | 100 | 23,689 | 6 | 54 | 30 | 9 | 0 | 100 | 23,693 | 8 | 32 | 53 | 7 | 0 | 99 | 23,688 | 1 | 28 | 58 | 13 | 1 |
| LEA Current | 100 | 27 | 11 | 56 | 15 | 19 | 0 | 100 | 27 | 11 | 30 | 41 | 19 | 0 | | | | | | | |
| LEA Prior | 100 | 27 | 4 | 67 | 26 | 4 | 0 | 100 | 27 | 15 | 44 | 37 | 4 | 0 | 100 | 27 | 0 | 33 | 67 | 0 | 0 |
| Female | 100 | 12 | 17 | 58 | 0 | 25 | 0 | 100 | 12 | 8 | 33 | 50 | 8 | 0 | | | | | | | |
| Male | 100 | 15 | 7 | 53 | 27 | 13 | 0 | 100 | 15 | 13 | 27 | 33 | 27 | 0 | | | | | | | |
| Caucasian | | 7 | | | | | | | 7 | | | | | | | | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 20 | 15 | 50 | 15 | 20 | 0 | 100 | 20 | 15 | 30 | 35 | 20 | 0 | | | | | | | |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | 100 | 11 | 0 | 27 | 27 | 45 | 0 | 100 | 11 | 0 | 18 | 36 | 45 | 0 | | | | | | | |
| ED | 100 | 27 | 11 | 56 | 15 | 19 | 0 | 100 | 27 | 11 | 30 | 41 | 19 | 0 | | | | | | | |
| SWD | | 9 | | | | | | | 9 | | | | | | | | | | | | |

Source: NMPED Assessment and Accountability; [1]All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

## Proficiencies for Subgroups within LEA

| 11th Grade | READING | | | | | | | MATH | | | | | | | SCIENCE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | | Participating % | Number Tested | % at Each Proficiency Level | | | | |
| | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid | | | Advanced | Proficient | Nearing Prof | Beginning Step | Not Valid |
| State Current | 99 | 20,737 | 10 | 38 | 38 | 14 | 1 | 99 | 20,733 | 6 | 32 | 49 | 12 | 1 | 98 | 20,726 | 4 | 35 | 42 | 17 | 2 |
| State Prior | 99 | 20,199 | 8 | 46 | 34 | 10 | 1 | 99 | 20,190 | 10 | 26 | 37 | 25 | 1 | 98 | 20,184 | 1 | 32 | 56 | 9 | 2 |
| LEA Current | 100 | 23 | 0 | 52 | 35 | 13 | 0 | 100 | 23 | 0 | 35 | 57 | 9 | 0 | 100 | 23 | 0 | 30 | 57 | 13 | 0 |
| LEA Prior | 100 | 38 | 5 | 45 | 45 | 5 | 0 | 100 | 38 | 8 | 16 | 50 | 26 | 0 | 100 | 38 | 3 | 24 | 68 | 5 | 0 |
| Female | 100 | 11 | 0 | 64 | 27 | 9 | 0 | 100 | 11 | 0 | 45 | 55 | 0 | 0 | 100 | 11 | 0 | 55 | 36 | 9 | 0 |
| Male | 100 | 12 | 0 | 42 | 42 | 17 | 0 | 100 | 12 | 0 | 25 | 58 | 17 | 0 | 100 | 12 | 0 | 8 | 75 | 17 | 0 |
| Caucasian | | 3 | | | | | | | 3 | | | | | | | 3 | | | | | |
| Afr Am | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Hispanic | 100 | 20 | 0 | 55 | 30 | 15 | 0 | 100 | 20 | 0 | 35 | 55 | 10 | 0 | 100 | 20 | 0 | 30 | 55 | 15 | 0 |
| Asian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| Am Indian | | 0 | | | | | | | 0 | | | | | | | 0 | | | | | |
| ELL | | 7 | | | | | | | 7 | | | | | | | 7 | | | | | |
| ED | 100 | 23 | 0 | 52 | 35 | 13 | 0 | 100 | 23 | 0 | 35 | 57 | 9 | 0 | 100 | 23 | 0 | 30 | 57 | 13 | 0 |
| SWD | | 3 | | | | | | | 3 | | | | | | | 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 |
| LEA | 43 | 92 | 19 | 90 | 24 | 93 | 8 | | | | 32 | 89 | | | 3 | | 32 | 90 | 8 | | 41 | 92 |
| Escalante MidHigh | 43 | 92 | 19 | 90 | 24 | 93 | 8 | | | | 32 | 89 | | | 3 | | 32 | 90 | 8 | | 41 | 92 |

Source: PED Assessment and Accountability. Class of 2010;Aall students ever enrolled including part time.
Blanks = Too few or no students to report

## Graduation - High School 5-Year Cohort Graduation within LEA

| Group | All | | Female | | Male | | Caucasian | | Af Amer | | Hispanic | | Asian | | Am Ind | | ELL | | SWD | | ED | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| STATE | 27,290 | 70 | 13,270 | 74 | 14,020 | 68 | 8,440 | 78 | 744 | 68 | 14,137 | 67 | 340 | 85 | 3,629 | 64 | 9,820 | 68 | 5,530 | 68 | 13,486 | 65 |
| LEA | 38 | 97 | 20 | >98 | 18 | 94 | 3 | | | | 33 | >98 | | | 2 | | 32 | >98 | 11 | >98 | 36 | 97 |
| Escalante MidHigh | 38 | 97 | 20 | >98 | 18 | 94 | 3 | | | | 33 | >98 | | | 2 | | 32 | >98 | 11 | >98 | 36 | 97 |

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 Unkown | | Exit Out | | Still Enrolled | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| STATE | 310 | <2 | 5,489 | 21 | 1,734 | 6 | 1,334 | 5 |
| LEA | | | | | | | | |
| Escalante MidHigh | | | | | | | | |

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

## Teacher Quality, Credentials

| | Emergency/Provisional Credentials % | Core Classes Not Taught by Highly Qualified Teachers % |
|---|---|---|
| STATE | 0 | 0.7 |
| LEA | 6 | 0.0 |
| High Poverty Schools | 8.7 | |
| Low Poverty Schools | N/A | N/A |
| Chama Elementary | 25 | 0.0 |
| Chama Middle | 0 | 0.0 |
| Escalante MidHigh | 0 | 0.0 |
| Tierra Amarilla Elementary | 0 | 0.0 |
| Tierra Amarilla Middle | 0 | 0.0 |

Source: LEA's 120th day submission to NMPED;
Blank = No data available

## Teacher Quality, Level of Education

| | Number of Teachers | Highest Degree | |
|---|---|---|---|
| | | Bachelors % | Advanced Degrees % |
| STATE | 22,031 | 56 | 42 |
| LEA | 31 | 42 | 58 |
| Chama Elementary | 8 | 38 | 62 |
| Chama Middle | 5 | 20 | 80 |
| Escalante MidHigh | 12 | 50 | 50 |
| Tierra Amarilla Elementary | 7 | 43 | 57 |
| Tierra Amarilla Middle | 10 | 40 | 60 |

Source: LEA's 120th day submission to NMPED
Teacher totals may differ because of district assignments

## Quality of Education Survey

Questions:

Q1. My child is safe at school.
Q2. My child's school building is in good repair and has sufficient space to support quality education.
Q3. My child's school holds high expectations for academic achievement.
Q4. School personnel encourage me to participate in my child's education.
Q5. The school offers adequate access to up-to-date computers and technologies.
Q6. School staff maintains consistent discipline, which is conducive to learning.
Q7. My child has an adequate choice of school-sponsored extracurricular activities.
Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
Q10. My child takes responsibility for his or her learning.

| Q | | Total N | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Do Not Know % | No Opinion % |
|---|---|---|---|---|---|---|---|---|
| 1 | STATE | 90,980 | 36.5 | 54.3 | 3.7 | 1.3 | 3.2 | 1.1 |
| 2 | STATE | 91,126 | 33.0 | 52.8 | 7.6 | 2.6 | 3.1 | 0.9 |
| 3 | STATE | 91,050 | 36.9 | 52.2 | 5.5 | 1.4 | 3.1 | 0.9 |
| 4 | STATE | 91,192 | 35.9 | 50.8 | 7.7 | 2.0 | 2.1 | 1.5 |
| 5 | STATE | 91,185 | 31.0 | 50.9 | 6.0 | 1.9 | 9.2 | 1.1 |
| 6 | STATE | 91,109 | 31.7 | 53.0 | 6.8 | 2.5 | 4.7 | 1.2 |
| 7 | STATE | 91,168 | 25.3 | 48.5 | 12.8 | 3.7 | 7.7 | 2.0 |
| 8 | STATE | 91,172 | 44.5 | 46.6 | 5.2 | 1.7 | 1.2 | 0.9 |
| 9 | STATE | 91,082 | 32.3 | 53.3 | 5.9 | 1.8 | 5.4 | 1.3 |
| 10 | STATE | 91,006 | 38.5 | 51.3 | 6.2 | 1.4 | 1.4 | 1.2 |
| 1 | LEA | 49 | 42.9 | 51.0 | 4.1 | 0.0 | 0.0 | 2.0 |
| 2 | LEA | 49 | 44.9 | 38.8 | 8.2 | 2.0 | 2.0 | 4.1 |
| 3 | LEA | 49 | 55.1 | 30.6 | 6.1 | 4.1 | 4.1 | 0.0 |
| 4 | LEA | 49 | 44.9 | 34.7 | 8.2 | 8.2 | 0.0 | 4.1 |
| 5 | LEA | 49 | 28.6 | 24.5 | 26.5 | 6.1 | 10.2 | 4.1 |
| 6 | LEA | 49 | 51.0 | 28.6 | 8.2 | 4.1 | 4.1 | 4.1 |
| 7 | LEA | 49 | 30.6 | 36.7 | 22.4 | 6.1 | 2.0 | 2.0 |
| 8 | LEA | 49 | 44.9 | 38.8 | 10.2 | 2.0 | 4.1 | 0.0 |
| 9 | LEA | 49 | 38.8 | 42.9 | 10.2 | 4.1 | 2.0 | 2.0 |
| 10 | LEA | 49 | 63.3 | 34.7 | 2.0 | 0.0 | 0.0 | 0.0 |
| 1 | Chama Elementary | 11 | 54.5 | 36.4 | 9.1 | 0.0 | 0.0 | 0.0 |
| 2 | Chama Elementary | 11 | 45.5 | 45.5 | 0.0 | 0.0 | 0.0 | 9.1 |

Questions:

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Q3. My child's school holds high expectations for academic achievement.
Q4. School personnel encourage me to participate in my child's education.
Q5. The school offers adequate access to up-to-date computers and technologies.
Q6. School staff maintains consistent discipline, which is conducive to learning.
Q7. My child has an adequate choice of school-sponsored extracurricular activities.
Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
Q10. My child takes responsibility for his or her learning.

| Q | | Total N | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Do Not Know % | No Opinion % |
|---|---|---|---|---|---|---|---|---|
| 3 | Chama Elementary | 11 | 45.5 | 36.4 | 9.1 | 0.0 | 9.1 | 0.0 |
| 4 | Chama Elementary | 11 | 45.5 | 36.4 | 0.0 | 9.1 | 0.0 | 9.1 |
| 5 | Chama Elementary | 11 | 36.4 | 27.3 | 18.2 | 0.0 | 18.2 | 0.0 |
| 6 | Chama Elementary | 11 | 54.5 | 18.2 | 18.2 | 0.0 | 0.0 | 9.1 |
| 7 | Chama Elementary | 11 | 54.5 | 36.4 | 0.0 | 0.0 | 0.0 | 9.1 |
| 8 | Chama Elementary | 11 | 63.6 | 27.3 | 9.1 | 0.0 | 0.0 | 0.0 |
| 9 | Chama Elementary | 11 | 36.4 | 45.5 | 9.1 | 0.0 | 0.0 | 9.1 |
| 10 | Chama Elementary | 11 | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 | 0.0 |
| 1 | Chama Middle | 28 | 39.3 | 53.6 | 3.6 | 0.0 | 0.0 | 3.6 |
| 2 | Chama Middle | 28 | 53.6 | 28.6 | 7.1 | 3.6 | 3.6 | 3.6 |
| 3 | Chama Middle | 28 | 67.9 | 25.0 | 0.0 | 3.6 | 3.6 | 0.0 |
| 4 | Chama Middle | 28 | 50.0 | 42.9 | 0.0 | 3.6 | 0.0 | 3.6 |
| 5 | Chama Middle | 28 | 28.6 | 25.0 | 25.0 | 7.1 | 7.1 | 7.1 |
| 6 | Chama Middle | 28 | 57.1 | 28.6 | 7.1 | 0.0 | 3.6 | 3.6 |
| 7 | Chama Middle | 28 | 21.4 | 46.4 | 25.0 | 3.6 | 3.6 | 0.0 |
| 8 | Chama Middle | 28 | 50.0 | 39.3 | 0.0 | 3.6 | 7.1 | 0.0 |
| 9 | Chama Middle | 28 | 50.0 | 39.3 | 3.6 | 3.6 | 3.6 | 0.0 |
| 10 | Chama Middle | 28 | 64.3 | 35.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | Escalante MidHigh | 7 | 28.6 | 71.4 | 0.0 | 0.0 | 0.0 | 0.0 |
| 2 | Escalante MidHigh | 7 | 0.0 | 71.4 | 28.6 | 0.0 | 0.0 | 0.0 |
| 3 | Escalante MidHigh | 7 | 14.3 | 42.9 | 28.6 | 14.3 | 0.0 | 0.0 |
| 4 | Escalante MidHigh | 7 | 14.3 | 14.3 | 42.9 | 28.6 | 0.0 | 0.0 |
| 5 | Escalante MidHigh | 7 | 14.3 | 28.6 | 42.9 | 14.3 | 0.0 | 0.0 |
| 6 | Escalante MidHigh | 7 | 14.3 | 57.1 | 0.0 | 28.6 | 0.0 | 0.0 |
| 7 | Escalante MidHigh | 7 | 14.3 | 14.3 | 42.9 | 28.6 | 0.0 | 0.0 |
| 8 | Escalante MidHigh | 7 | 0.0 | 57.1 | 42.9 | 0.0 | 0.0 | 0.0 |
| 9 | Escalante MidHigh | 7 | 0.0 | 57.1 | 28.6 | 14.3 | 0.0 | 0.0 |
| 10 | Escalante MidHigh | 7 | 57.1 | 42.9 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1 | Tierra Amarilla Elementary | 3 | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| 2 | Tierra Amarilla Elementary | 3 | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| 3 | Tierra Amarilla Elementary | 3 | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| 4 | Tierra Amarilla Elementary | 3 | 66.7 | 0.0 | 33.3 | 0.0 | 0.0 | 0.0 |
| 5 | Tierra Amarilla Elementary | 3 | 33.3 | 0.0 | 33.3 | 0.0 | 33.3 | 0.0 |
| 6 | Tierra Amarilla Elementary | 3 | 66.7 | 0.0 | 0.0 | 0.0 | 33.3 | 0.0 |
| 7 | Tierra Amarilla Elementary | 3 | 66.7 | 0.0 | 33.3 | 0.0 | 0.0 | 0.0 |
| 8 | Tierra Amarilla Elementary | 3 | 33.3 | 33.3 | 33.3 | 0.0 | 0.0 | 0.0 |

Questions:

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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 % |
|---|---|---|---|---|---|---|---|---|
| 9 | Tierra Amarilla Elementary | 3 | 33.3 | 33.3 | 33.3 | 0.0 | 0.0 | 0.0 |
| 10 | Tierra Amarilla Elementary | 3 | 33.3 | 66.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Tierra Amarilla Middle | | | | | | | |

Source: NMPED online anonymous parent survey
Blanks = No data available

## Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at http://nces.ed.gov/nationsreportcard.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

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

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

* Information at http://nationsreportcard.gov/
Basic[1] 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