

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

District Grade C

	Total Number	Percent
Schools Rated in District	11	100.0
Schools in Priority Status	1	9.1
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	2	18.2

Source: PED Assessment and Accountability Division

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Attendance

Growth for Q1 and Q3 Subgroups

Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

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

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

SGTs School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	3,665	100	337,054	100
Female	1,776	49	164,148	49
Male	1,889	52	172,906	51
Caucasian	557	15	84,518	25
African-American	29	1	7,530	2
Hispanic	1,440	39	204,866	61
Asian	18	1	4,489	1
Pacific Islander	5	0	509	0
American Indian	1,616	44	35,142	10
Multiple Races	0	0	2	0
ED	2,798	76	231,830	69
SWD	542	15	48,479	14
ELL	545	15	51,895	15
Migrant	0	0	458	0
Recently Arrived	206	6	19,389	6

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

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

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Bluewater Elementary	A ^	Cubero Elementary	D
Grants High	C ^	Laguna Acoma High	C
Laguna Acoma Middle	D	Los Alamitos Middle	C
Mesa View Elementary	B	Milan Elementary	F
Mount Taylor Elementary	D	San Rafael Elementary	F ***
Seboyeta Elementary	B		

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Bluewater Elementary													
Reading 61	98.0 ✓	100.0 ✓					96.7 ✓			2.5		0.25	2.0 ✓
Mathematics 55	92.0 ✓	94.4 ✓					90.0 ✓			2.2		0.15	1.2 ✓
Attendance 92	94.3 ✓	95.0 ✓		92.6 ✓			93.7 ✓	94.5 ✓					
Cubero Elementary													
Reading 61	43.2 *					43.4 *	40.7 *		27.0 *	2.5	1.3 *	0.25	-0.5 *
Mathematics 55	36.3 *					35.3 *	34.8 *		13.5 *	2.2	0.3 *	0.15	-1.2 *
Attendance 92	93.4 ✓			93.3 ✓		93.4 ✓	93.3 ✓	95.0 ✓	93.0 ✓				
Grants High													
Reading 61	36.8 *	52.8 *		41.4 *		23.5 *	29.8 *	5.7 *	6.1 *	2.5	-2.2 *	0.25	-2.2 *
Mathematics 55	26.4 *	38.9 *		28.0 *		17.5 *	21.1 *	3.7 *	4.1 *	2.2	-1.9 *	0.15	-1.1 *
Attendance 92	91.0 *	91.7 *		91.0 *		90.7 *	90.2 *	90.4 *	90.2 *				
Graduation 73.7	61.6 *	73.3 *		64.2 *		51.5 *	55.2 *	44.6 *	51.7 *				
Laguna Acoma High													
Reading 61	23.3 *					22.0 *	20.4 *	11.5 *	0.0 *	2.5	-0.2 *	0.25	-1.8 *
Mathematics 55	30.8 *					32.2 *	27.8 *	15.4 *	3.6 *	2.2	-0.2 *	0.15	-0.6 *
Attendance 92	92.7 ✓			90.8 *		92.9 ✓	92.2 ✓	91.0 *	92.5 ✓				
Graduation 73.7	82.6 ✓					84.3 ✓	81.9 ✓	71.6 *	86.1 ✓				
Laguna Acoma Middle													
Reading 61	55.6 *					53.4 *	54.9 *			2.5		0.25	0.2 *
Mathematics 55	19.0 *					17.2 *	17.6 *			2.2	-1.7 *	0.15	-1.5 *
Attendance 92	95.6 ✓					95.5 ✓	95.5 ✓		96.1 ✓				
LEA Current													
Reading 61	51.2 *	66.3 ✓		55.8 *		41.2 *	47.6 *	17.3 *	27.0 *	2.5	0.8 *	0.25	-0.5 *
Mathematics 55	35.6 *	48.9 *		36.4 *		29.5 *	31.3 *	11.5 *	12.8 *	2.2	-0.1 *	0.15	-1.0 *
Attendance 92	92.1 ✓	93.8 ✓	89.8 *	93.0 ✓	94.1 ✓	90.9 *	93.1 ✓	83.2 *	93.5 ✓				
Graduation 73.7	67.4 *	72.8 *		63.8 *		68.3 *	62.6 *	55.1 *	60.2 *				
Los Alamitos Middle													
Reading 61	71.2 ✓	78.7 ✓		74.6 ✓		62.3 ✓	68.6 ✓	26.9 *	51.0 *	2.5	2.5 ✓	0.25	0.9 ✓
Mathematics 55	37.3 *	45.9 *		42.1 *		25.5 *	31.3 *	3.9 *	10.0 *	2.2	0.2 *	0.15	-0.9 *
Attendance 92	94.3 ✓	93.9 ✓		94.7 ✓		93.9 ✓	93.9 ✓	90.9 *	93.5 ✓				
Mesa View Elementary													
Reading 61	55.0 *	59.3 *		61.4 ✓		43.5 *	52.9 *	30.6 *	28.0 *	2.5	2.9 ✓	0.25	0.0 *
Mathematics 55	41.4 *	55.6 ✓		35.6 *		41.4 *	36.4 *	27.8 *	19.2 *	2.2	2.2 *	0.15	-0.4 *
Attendance 92	93.9 ✓	95.4 ✓		93.2 ✓		94.2 ✓	93.5 ✓	93.5 ✓	93.8 ✓				

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Milan Elementary													
Reading 61	48.1 *	60.6 *		50.4 *		29.8 *	43.0 *	15.4 *	19.0 *	2.5	0.5 *	0.25	-0.5 *
Mathematics 55	32.6 *	40.8 *		33.1 *		22.8 *	27.0 *	11.5 *	4.8 *	2.2	-0.5 *	0.15	-1.2 *
Attendance 92	95.4 ✓	95.9 ✓		95.2 ✓		95.3 ✓	95.3 ✓	95.4 ✓	95.6 ✓				
Mount Taylor Elementary													
Reading 61	49.6 *	55.0 *		52.1 *		44.2 *	48.7 *	7.1 *	35.4 *	2.5	1.0 *	0.25	-0.4 *
Mathematics 55	41.7 *	42.5 *		45.7 *		38.1 *	39.1 *	7.3 *	29.2 *	2.2	0.6 *	0.15	-1.2 *
Attendance 92	94.7 ✓	95.0 ✓		94.9 ✓		94.3 ✓	94.6 ✓	94.6 ✓	94.7 ✓				
San Rafael Elementary													
Reading 61	41.4 *			46.2 *			34.6 *			2.5		0.25	
Mathematics 55	24.1 *			26.9 *			19.2 *			2.2		0.15	
Attendance 92	93.7 ✓			93.2 ✓		96.1 ✓	93.8 ✓						
Seboyeta Elementary													
Reading 61	78.1 ✓					77.3 ✓	75.0 ✓			2.5		0.25	0.0 *
Mathematics 55	46.9 *					45.5 *	42.9 *			2.2		0.15	-1.3 *
Attendance 92	94.1 ✓			93.7 ✓		94.3 ✓	93.9 ✓		94.9 ✓				

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

Source: PED Data Planning and Analysis Bureau

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Reading				Mathematics				Science			
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	6	44	31	19	2	35	46	18				
3	LEA Prior	2	48	29	21	<2	40	42	18				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	11	37	39	13	10	33	36	21	5	43	32	20
4	LEA Prior	7	39	44	11	5	44	36	14	7	47	33	14
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	7	39	41	12	4	31	42	23				
5	LEA Prior	9	35	41	15	6	28	46	21				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	8	36	38	18	5	35	34	26				
6	LEA Prior	9	46	37	8	6	46	38	9				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	5	54	30	11	2	34	45	18	6	39	34	21
7	LEA Prior	2	44	39	14	3	35	41	21	8	28	39	25
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	5	49	31	14	<2	31	48	21				
8	LEA Prior	5	50	30	15	3	36	49	13				

		Reading				Mathematics				Science			
Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	4	23	41	32	2	17	63	18				
10	LEA Prior	6	27	46	21	3	21	60	16				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	6	36	39	19	5	33	50	12	3	31	42	24
11	LEA Prior	9	42	38	11	4	34	54	9	<2	30	46	23

Achievement - Proficiency Summaries by Subgroup														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
All Students	LEA	6	39	36	18	4	30	46	20	4	38	36	22	
Female	LEA	9	43	36	13	4	30	48	19	5	37	36	23	
Male	LEA	4	36	37	23	4	31	44	21	4	39	36	21	
Caucasian	LEA	14	48	27	11	8	40	39	14	11	53	31	6	
African American	LEA	<2	71	29	<2	<2	36	64	<2					
Hispanic	LEA	6	45	34	15	4	31	46	19	5	46	31	18	
Asian	LEA	23	31	46	<2	38	31	23	8					
American Indian	LEA	4	31	42	23	2	26	49	23	2	23	44	31	
Economically Disadvantaged	LEA	5	37	38	21	3	27	48	22	3	35	37	25	
Students w Disabilities	LEA	3	8	25	64	2	8	31	59	<2	13	25	61	
English Language Learners, Current	LEA	<2	18	45	37	<2	12	45	43	<2	13	37	50	
Q1	LEA	<2	7	40	54	<2	4	41	55	<2	<2	25	75	
Q3	LEA	9	52	35	4	6	41	48	5	6	52	40	2	

Achievement - Proficiency Summaries by School														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
Bluewater Elementary		28	50	20	2	20	60	18	2					
Cubero Elementary		5	32	45	18	3	33	42	23	<2	52	32	16	
Grants High		5	31	38	25	4	23	58	15	4	37	40	20	
Laguna Acoma High		3	20	47	29	2	29	54	15	<2	16	48	36	
Laguna Acoma Middle		2	43	46	10	2	17	56	25	<2	19	58	23	
Los Alamitos Middle		6	53	28	13	2	35	45	19	7	42	31	21	
Mesa View Elementary		6	41	39	14	5	30	43	21	5	46	33	16	
Milan Elementary		7	39	38	16	3	29	41	26	3	45	36	16	
Mount Taylor Elementary		8	39	35	18	5	36	39	20	7	32	31	30	
San Rafael Elementary		<2	38	38	24	<2	24	34	41	<2	31	31	38	
Seboyeta Elementary		16	53	25	6	13	34	38	16	<2	70	30	<2	

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data. Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures	School Board Training
Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes their locally authorized charter schools.	

	Amount \$	Percent %
Capital Outlay	\$5,387,944	11.6
Central Services	\$547,955	1.2
Community Services		
Debt Service	\$2,351,412	5.1
Food Services	\$2,024,481	4.4
General Administration	\$1,367,821	3.0
Instruction	\$21,360,654	46.1
Instruction Support Services	\$413,123	0.9
Operations & Maintenance	\$5,006,809	10.8
Other Support Services	\$53,982	0.1
School Administration	\$1,437,986	3.1
Student Support Services	\$4,869,823	10.5
Student Transportation	\$1,505,503	3.2

Source: The PED School Budget and Financial Analysis Bureau

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
David Martinez, Jr.	6
Dion Sandoval	23
Emily Hunt-Dailey	20
Howard Funchess	6
Joel Stewart	14
Melissa Riley	6
Richard Jones	8
Thomas Trujillo	10
William Estevan	43
Zachary Garcia	3

Source: NM School Board Association

Graduation - 5 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8
LEA Current	74.9	73.7		77.4		72.9	73.6	52.3	67.8
Grants High	73.9	72.6		77.2		69.9	71.9	46.6	66.2
Laguna Acoma High	79.1					78.1	80.1	64.7	76.4

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

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	74.1	77.0		70.4		75.9	71.9	64.9	75.2
Grants High	70.2	79.9		70.4		65.4	66.7	58.2	73.3
Laguna Acoma High	85.3					87.4	85.5	80.3	88.6

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

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
State Current	<2.0	20.8	7.3	8.0
LEA Current		14.4	12.9	7.8
Grants High		17.8	14.6	8.1

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

Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible	Students earning a regular high school diploma.										
Enrolled	Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.										
Credits Earned	Students who enrolled and earned one year of college credit within two years of enrollment.										
		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N	
LEA Current	Eligible	243	32		94		113	155	15	10	
LEA Current	Enrolled, In-State	157	26		71		56	91			
LEA Current	Enrolled, Out-of-State	145	24		66		52	84			
LEA Current	Credits Earned	95	22		36		37	60			
Grants High	Eligible	196	31		88		73	124			
Grants High	Enrolled, In-State	130	25		66		35	76			
Grants High	Enrolled, Out-of-State	119	23		61		32	70			
Grants High	Credits Earned	71	21		33		17	42			
Laguna Acoma High	Eligible	47					40	31			
Laguna Acoma High	Enrolled, In-State	27					21	15			
Laguna Acoma High	Enrolled, Out-of-State	26					20	14			
Laguna Acoma High	Credits Earned	23					19	17			

Blanks indicate too few students to report (N<10) Source: National Student Clearinghouse

Teacher Credentials				
		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	NA	NA	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty				
Professional Qualifications				
	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Bluewater Elementary	11	90.9	9.1	0
Cubero Elementary	18	44.4	50	11.4
Grants High	60	56.7	40	5.9
Laguna Acoma High	28	53.6	39.3	1.6
Laguna Acoma Middle	16	50	37.5	3.2
Los Alamitos Middle	32	65.6	34.4	1
Mesa View Elementary	35	57.1	42.9	2.2
Milan Elementary	34	73.5	26.5	1.1
Mount Taylor Elementary	35	82.9	17.1	0
San Rafael Elementary	10	80	20	0
Seboyeta Elementary	9	66.7	22.2	1.8

* Does not include Below Bachelors
Blank=no data available, or not applicable Source: LEA 120th day submission to PED

Parent Survey on the Quality of Education											
Q1 My child is safe at school. Q2 My child's school building is in good repair and has sufficient space to support quality education. Q3 My child's school holds high expectations for academic achievement. Q4 School personnel encourage me to participate in my child's education. Q5 The school offers adequate access to up-to-date computers and technologies. Q6 School staff maintain consistent discipline, which is conducive to learning. Q7 My child has an adequate choice of school-sponsored extracurricular activities. Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress. Q9 The school staff employ various instructional methods and strategies to meet my child's needs. Q10 My child takes responsibility for his or her learning.											
		Agree and Strongly Agree (% of Respondents)									
	Survey Count	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	1,462	96	86	94	91	89	90	73	94	93	94

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

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Bluewater Elementary	67	100	71	96	94	88	95	53	97	92	97
Cubero Elementary	144	99	97	99	96	96	95	75	99	98	96
Grants High	165	88	88	82	76	71	77	83	79	80	85
Laguna Acoma High	29	100	100	100	100	100	100	100	100	100	100
Laguna Acoma Middle	25	100	100	100	100	100	100	100	96	84	80
Los Alamos Middle	48	98	49	91	87	66	89	95	88	93	94
Mesa View Elementary	355	97	74	95	95	89	92	73	97	95	93
Milan Elementary	359	96	99	98	93	97	92	70	96	97	97
Mount Taylor Elementary	203	93	81	91	87	83	86	63	96	88	96
San Rafael Elementary	36	97	94	97	97	94	89	82	97	94	92
Seboyeta Elementary	50	100	94	98	96	88	94	74	94	96	96

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

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

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

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

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

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	2	29	34	36

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

Rounds to zero

Blanks indicate too few students to report