



Adequate Yearly Progress (AYP) Summary

Springer Municipal Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	4
Schools in Improvement	0
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	211	100	333,531	100
Female	102	48	162,796	49
Male	109	52	170,735	51
Caucasian	80	38	88,212	26
Afr Am	0	0	7,734	2
Hispanic	129	61	198,241	59
Asian	2	1	4,456	1
Am Indian	0	0	34,636	10
Native Hawaiian or Other Pacific Islander	0	0	252	0
Multiracial	0	0	0	0
SWD	28	0	46,671	0
ELL	0	0	53,723	16
Recently Arrived *	81	38	99,707	30
ED	206	98	227,815	68
Migrant	0	0	451	0

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
Forrester Elementary	Not Met	Progressing	Miranda Junior High	Met	Progressing
Springer High	Met	Progressing	Wilferth Elementary	Not Met	Progressing

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	68	69		67			68		
Forrester Elementary Reading Proficiency*	77	44			45			44		
Miranda Junior High Reading Proficiency*	72	82	82		81			82		
Springer High Reading Proficiency*	75	53						53		
Wilferth Elementary Reading Proficiency*	77	57	55		58			57		
LEA Reading Participation	75	100	100		100			100		
Forrester Elementary Reading Participation	77									
Miranda Junior High Reading Participation	72	100						100		
Springer High Reading Participation	75									
Wilferth Elementary Reading Participation	77	100						100		
LEA Math Proficiency*	66	51	57		48			51		
Forrester Elementary Math Proficiency*	68	56			64			56		
Miranda Junior High Math Proficiency*	63	55	65		50			55		
Springer High Math Proficiency*	66	27						27		
Wilferth Elementary Math Proficiency*	68	57	55		58			57		
LEA Math Participation	66	100	100		100			100		
Forrester Elementary Math Participation	68									
Miranda Junior High Math Participation	63	100						100		
Springer High Math Participation	66									
Wilferth Elementary Math Participation	68	100						100		
Forrester Elementary Attendance Rate	92	>98	>98		>98			>98		>98
Miranda Junior High Attendance Rate	92	97	94		>98			96		
Wilferth Elementary Attendance Rate	92	98	95		>98			>98		
All Students in Grade 12 Graduation Rate	65	>98			>98			>98		
Springer High Graduation Rate	65	>98			>98			>98		

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 - All¹ - 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	58	64		55			58			
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	81	79		82			80			
District Wide-Grades 11	Reading Proficiency*	75	63	70					63			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	53	57		52			53			
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	56	63		54			54			
District Wide-Grades 11	Math Proficiency*	66	32	50					32			

Source: NMPED Assessment and Accountability; ¹All 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	1,420,566	54
Instructional Support	1,133,576	43
Students	283,841	11
Instruction	750	<1
General Administration	160,900	6
School Administration	175,308	7
Central Services	91,185	3
Operations Maintenance	419,834	16
Student Transportation	0	<1
Other	1,758	<1
Non-Instructional Support	58,158	2
Food Services	58,158	2
Community Services	0	<1
Capital Outlay	0	<1
Total	2,612,300	100

School Board Training

Board Member	Number of Points*
Danny Montoya	15
Joe A. Apodaca	13
Linda Baca	30
Raughn Ramirez	22
Robert Tafoya	21

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.

Source: Projected expenditures reported to NMPED School Budget Office.

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 - All¹ - within LEA

3rd Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	20	0	50	30	20	0	100	20	0	55	20	25	0							
LEA Prior	100	13	0	69	23	8	0	100	13	0	46	46	8	0	92	13	8	69	15	0	8
Female		7							7												
Male	100	13	0	46	31	23	0	100	13	0	54	15	31	0							
Caucasian		7							7												
Afr Am		0							0						0						
Hispanic	100	13	0	46	31	23	0	100	13	0	54	15	31	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	19	0	47	32	21	0	100	19	0	53	21	26	0							
SWD		4							4												

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

Proficiencies for Subgroups - All¹ - within LEA

4th Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	13	0	54	46	0	0	100	13	8	38	46	8	0	100	13	0	62	31	8	0
LEA Prior	100	11	18	55	27	0	0	100	11	18	45	36	0	0	100	11	0	82	18	0	0
Female		4							4						4						
Male		9							9						9						
Caucasian		5							5						5						
Afr Am		0							0						0						
Hispanic		8							8						8						
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	13	0	54	46	0	0	100	13	8	38	46	8	0	100	13	0	62	31	8	0
SWD		3							3						3						

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

Proficiencies for Subgroups - All¹ - within LEA

5th Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	12	17	58	17	8	0	100	12	0	58	25	17	0							
LEA Prior	100	18	0	72	22	6	0	100	18	0	44	56	0	0	100	18	0	61	39	0	0
Female		7							7												
Male		5							5												
Caucasian		2							2												
Afr Am		0							0						0						
Hispanic	100	10	20	50	20	10	0	100	10	0	60	30	10	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	11	18	64	9	9	0	100	11	0	64	18	18	0							
SWD		0							0						0						

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

Proficiencies for Subgroups - All¹ - within LEA

6th Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	16	0	75	25	0	0	100	16	0	56	44	0	0							
LEA Prior	100	13	8	46	38	8	0	100	13	15	46	38	0	0	100	13	0	69	31	0	0
Female		5							5												
Male	100	11	0	82	18	0	0	100	11	0	73	27	0	0							
Caucasian		5							5												
Afr Am		0							0						0						
Hispanic	100	10	0	80	20	0	0	100	10	0	50	50	0	0							
Asian		1							1												
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	15	0	73	27	0	0	100	15	0	53	47	0	0							
SWD		0							0						0						

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

Proficiencies for Subgroups - All¹ - within LEA

7th Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	16	19	56	19	6	0	100	16	0	50	50	0	0	100	16	19	62	19	0	0
LEA Prior	100	17	6	35	59	0	0	100	17	6	35	59	0	0	100	17	0	47	53	0	0
Female		8							8						8						
Male		8							8						8						
Caucasian		9							9						9						
Afr Am		0							0						0						
Hispanic		7							7						7						
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	15	13	60	20	7	0	100	15	0	47	53	0	0	100	15	20	67	13	0	0
SWD		0							0						0						

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

Proficiencies for Subgroups - All¹ - within LEA

8th Grade	READING							MATH					SCIENCE								
	articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	Number Tested	% at Each Proficiency Level					articulating (%)	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	16	0	94	6	0	0	100	16	6	56	31	6	0							
LEA Prior	100	14	0	50	43	7	0	100	14	7	36	57	0	0	100	14	0	14	79	7	0
Female		9							9												
Male		7							7												
Caucasian		5							5												
Afr Am		0							0						0						
Hispanic	100	11	0	91	9	0	0	100	11	0	64	27	9	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	16	0	94	6	0	0	100	16	6	56	31	6	0							
SWD		1							1												

Source: NMPED Assessment and Accountability; ¹All 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								
	anticipating (%)	Number Tested	% at Each Proficiency Level					anticipating (%)	Number Tested	% at Each Proficiency Level					anticipating (%)	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	19	11	53	37	0	0	100	19	0	32	68	0	0	100	19	0	47	53	0	0
LEA Prior	100	15	0	73	27	0	0	100	15	0	13	73	13	0	100	15	0	27	73	0	0
Female		9							9						9						
Male	100	10	0	40	60	0	0	100	10	0	30	70	0	0	100	10	0	50	50	0	0
Caucasian	100	10	20	50	30	0	0	100	10	0	50	50	0	0	100	10	0	60	40	0	0
Afr Am		0							0						0						
Hispanic		9							9						9						
Asian		0							0						0						
Am Indian		0							0						0						
ELL		0							0						0						
ED	100	19	11	53	37	0	0	100	19	0	32	68	0	0	100	19	0	47	53	0	0
SWD		1							1						1						

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	21	>98	9		12	>98	9				12	>98					2		3		19	>98
Springer High	21	>98	9		12	>98	9				12	>98					2		3		19	>98

Source: PED Assessment and Accountability. Class of 2010; All 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	13	82	3		10	78	6		1		6								6		13	82
Springer High	13	82	3		10	78	6		1		6								6		13	82

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								
Springer High								

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
Springer Municipal Schools	5	0.0
High Poverty Schools	0	<0.1
Low Poverty Schools	N/A	N/A
Forrester Elementary	0	0.0
Miranda Junior High	25	0.0
Springer High	0	0.0
Wilferth Elementary	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	19	58	16
Forrester Elementary	5	60	0
Miranda Junior High	4	50	0
Springer High	7	29	29
Wilferth Elementary	5	80	20

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	50,382	38.8	51.8	3.6	1.4	2.6	1.8
2 STATE	50,451	35.5	50.6	7.0	2.7	2.8	1.4
3 STATE	50,436	39.1	50.4	5.1	1.4	2.6	1.4
4 STATE	50,446	37.2	49.6	6.9	2.0	2.0	2.3
5 STATE	50,456	32.6	49.9	5.9	1.9	8.1	1.6
6 STATE	50,466	33.2	51.4	6.7	2.7	4.1	1.9
7 STATE	50,439	26.9	47.5	12.3	3.6	6.7	3.0
8 STATE	50,447	44.7	46.2	4.8	1.6	1.2	1.4
9 STATE	50,437	34.1	52.1	5.6	1.8	4.5	1.9
10 STATE	50,423	39.4	50.7	5.5	1.2	1.4	1.7
1 LEA	78	21.8	66.7	2.6	0.0	6.4	2.6
2 LEA	78	15.4	80.8	0.0	0.0	3.8	0.0
3 LEA	78	29.5	59.0	5.1	1.3	2.6	2.6
4 LEA	78	23.1	57.7	9.0	1.3	3.8	5.1
5 LEA	78	24.4	59.0	9.0	0.0	6.4	1.3
6 LEA	78	21.8	51.3	11.5	10.3	5.1	0.0
7 LEA	78	24.4	53.8	12.8	3.8	0.0	5.1
8 LEA	78	35.9	60.3	1.3	1.3	0.0	1.3
9 LEA	78	21.8	60.3	9.0	2.6	6.4	0.0
10 LEA	78	34.6	62.8	1.3	0.0	0.0	1.3
1 Forrester Elementary	12	33.3	66.7	0.0	0.0	0.0	0.0
2 Forrester Elementary	12	25.0	75.0	0.0	0.0	0.0	0.0
3 Forrester Elementary	12	50.0	41.7	8.3	0.0	0.0	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.
- 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 %
4	Forrester Elementary	12	41.7	41.7	8.3	0.0	0.0	8.3
5	Forrester Elementary	12	33.3	66.7	0.0	0.0	0.0	0.0
6	Forrester Elementary	12	33.3	58.3	0.0	8.3	0.0	0.0
7	Forrester Elementary	12	25.0	41.7	16.7	8.3	0.0	8.3
8	Forrester Elementary	12	50.0	50.0	0.0	0.0	0.0	0.0
9	Forrester Elementary	12	33.3	58.3	8.3	0.0	0.0	0.0
10	Forrester Elementary	12	33.3	66.7	0.0	0.0	0.0	0.0
1	Miranda Junior High	20	20.0	80.0	0.0	0.0	0.0	0.0
2	Miranda Junior High	20	15.0	85.0	0.0	0.0	0.0	0.0
3	Miranda Junior High	20	25.0	70.0	5.0	0.0	0.0	0.0
4	Miranda Junior High	20	20.0	65.0	10.0	0.0	5.0	0.0
5	Miranda Junior High	20	20.0	70.0	10.0	0.0	0.0	0.0
6	Miranda Junior High	20	20.0	60.0	15.0	5.0	0.0	0.0
7	Miranda Junior High	20	25.0	65.0	5.0	5.0	0.0	0.0
8	Miranda Junior High	20	25.0	75.0	0.0	0.0	0.0	0.0
9	Miranda Junior High	20	20.0	60.0	15.0	5.0	0.0	0.0
10	Miranda Junior High	20	35.0	60.0	5.0	0.0	0.0	0.0
1	Springer High	13	15.4	69.2	0.0	0.0	15.4	0.0
2	Springer High	13	23.1	76.9	0.0	0.0	0.0	0.0
3	Springer High	13	23.1	61.5	7.7	7.7	0.0	0.0
4	Springer High	13	23.1	61.5	15.4	0.0	0.0	0.0
5	Springer High	13	23.1	69.2	0.0	0.0	0.0	7.7
6	Springer High	13	15.4	61.5	7.7	15.4	0.0	0.0
7	Springer High	13	23.1	69.2	7.7	0.0	0.0	0.0
8	Springer High	13	23.1	69.2	7.7	0.0	0.0	0.0
9	Springer High	13	23.1	61.5	0.0	0.0	15.4	0.0
10	Springer High	13	53.8	38.5	0.0	0.0	0.0	7.7
1	Wilferth Elementary	33	21.2	57.6	6.1	0.0	9.1	6.1
2	Wilferth Elementary	33	9.1	81.8	0.0	0.0	9.1	0.0
3	Wilferth Elementary	33	27.3	57.6	3.0	0.0	6.1	6.1
4	Wilferth Elementary	33	18.2	57.6	6.1	3.0	6.1	9.1
5	Wilferth Elementary	33	24.2	45.5	15.2	0.0	15.2	0.0
6	Wilferth Elementary	33	21.2	39.4	15.2	12.1	12.1	0.0
7	Wilferth Elementary	33	24.2	45.5	18.2	3.0	0.0	9.1
8	Wilferth Elementary	33	42.4	51.5	0.0	3.0	0.0	3.0
9	Wilferth Elementary	33	18.2	60.6	9.1	3.0	9.1	0.0
10	Wilferth Elementary	33	27.3	72.7	0.0	0.0	0.0	0.0

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/>

Basic¹ 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