



NEW MEXICO STANDARDS BASED ASSESSMENT 2010 RESULTS

*A Report
Providing Comparisons to New Mexico
and District Trends*

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STANDARDS BASED ASSESSMENT

New Mexico, like all other states, under NCLB guidelines must develop content standards in reading/language arts, math and science. The state education agency must then develop a standards based assessment designed to measure all of the standards outlined in the content standards and benchmarks. This requirement establishes a criteria for proficiency at each grade in which the assessment is administered. This proficiency standard is not comparable to other states which have established their own standards, benchmarks and proficiency standards.

New Mexico has had the current standards assessment in place for the last six years. The assessment is administered to all students in NM public schools in grades 3 through 8. In 2008 the 9th grade test was discontinued by the PED and at the high school level only the 11th graders participated in the standards assessments. In school years 2005 and 2006 this test was administered to 9th graders. In 2007 the test was administered to 9th and 11th graders.

Students who are not proficient in English, who are proficient in Spanish and who have been enrolled in US education systems for 3 or fewer years may participate in standards assessments in Spanish. These results are not comparable to the English results and are reported separately.

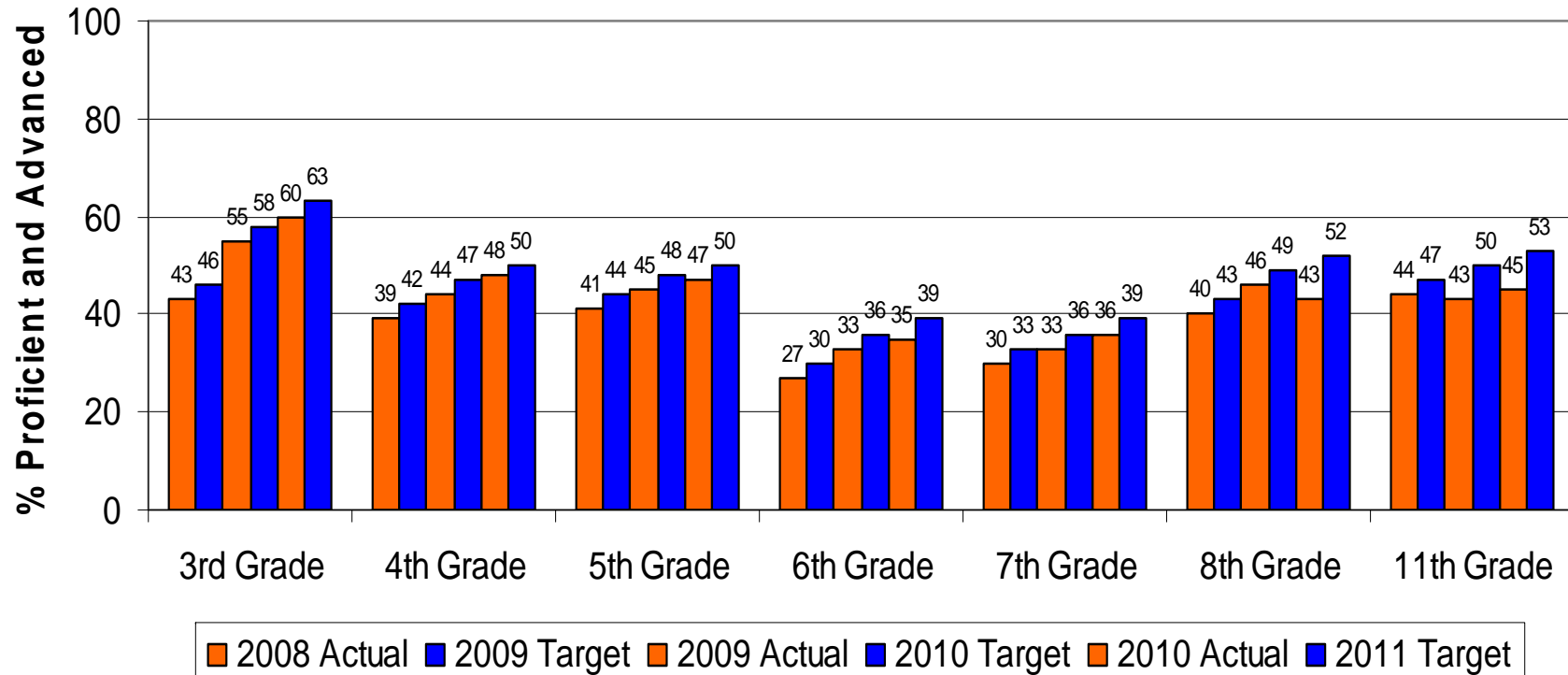
Special education students whose educational program addresses alternative standards to the content standards may participate in the NM Alternate Assessment. This assessment is not comparable to the SBA and the results are reported separately.

The results presented in this report are the foundation for the state ratings of schools for Adequately Yearly Progress. However, these results include ALL students tested during the testing window who participated in the standard assessment. For AYP purposes, this data set will be modified to exclude any students who do not meet the full academic year standard, the alternate assessment results will be added and a confidence interval will be applied. Therefore, the reader is cautioned **not** to use these data to estimate the AYP status of the district or a particular school.

This report provides a quick overview of APS overall performance in reading and math, a comparison between APS and the state, a look at the trend over the past six years.

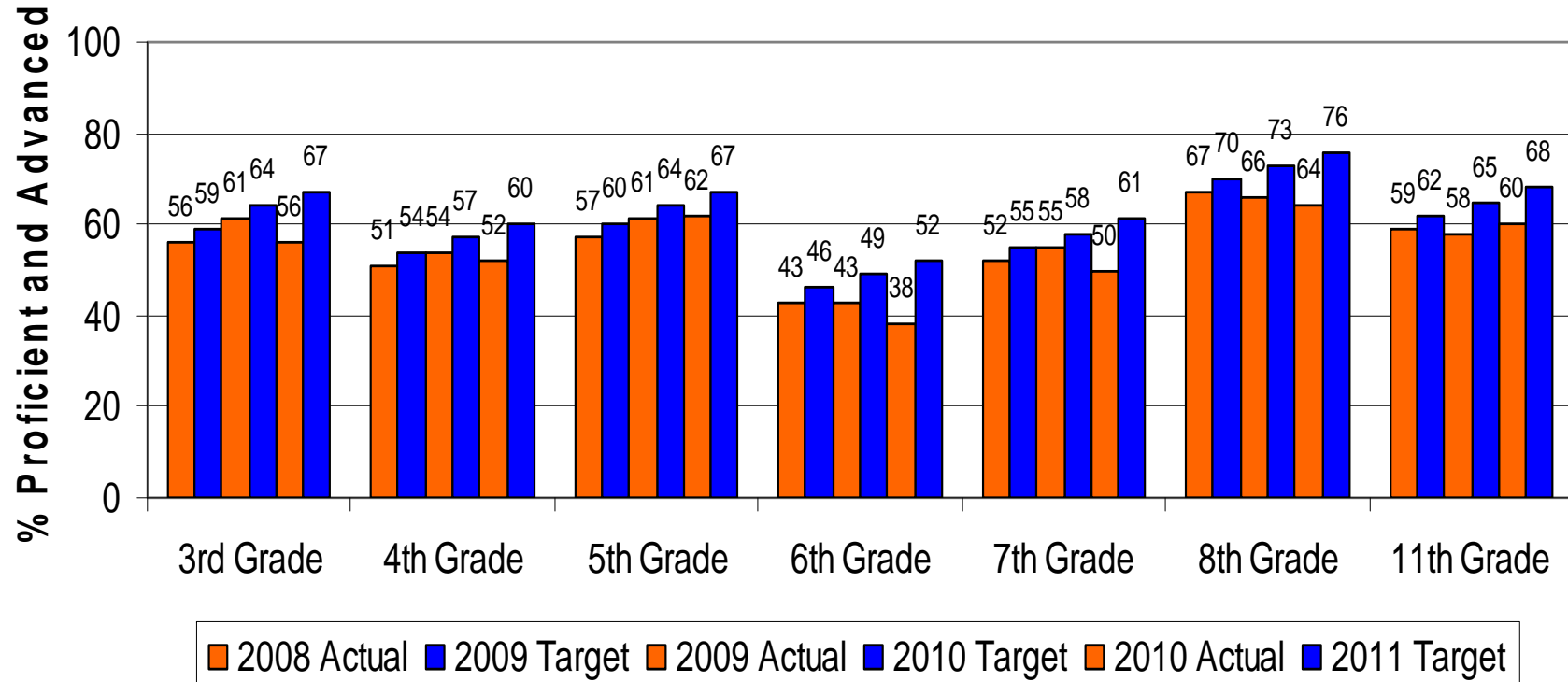
Comparison: Actual Scores to District Goals

District SBA Math Targets and Actual Scores



- APS students met or exceeded the target in math in three grade levels.
- However, students improved over the previous year in six of the seven grade levels.

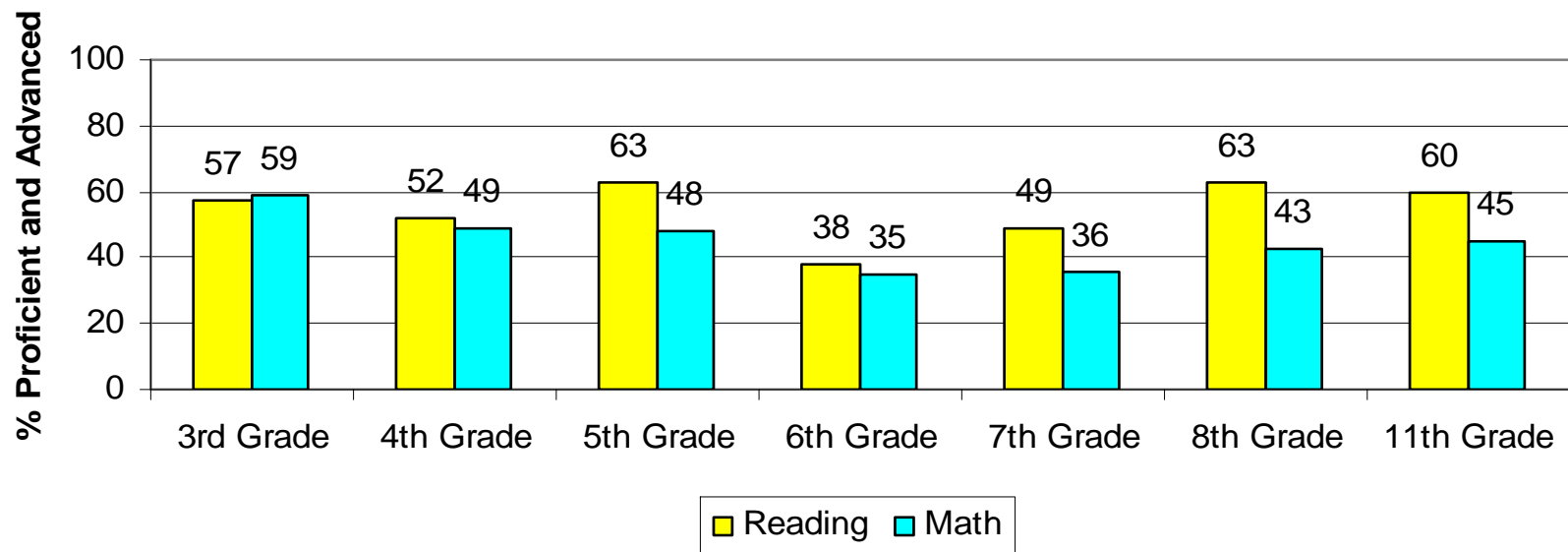
District SBA Reading Targets and Actual Scores



- APS students were not able to meet the targets in reading on the 2010 SBA
- Only grades 5 and 11 showed an increase in proficiency from last year's assessment

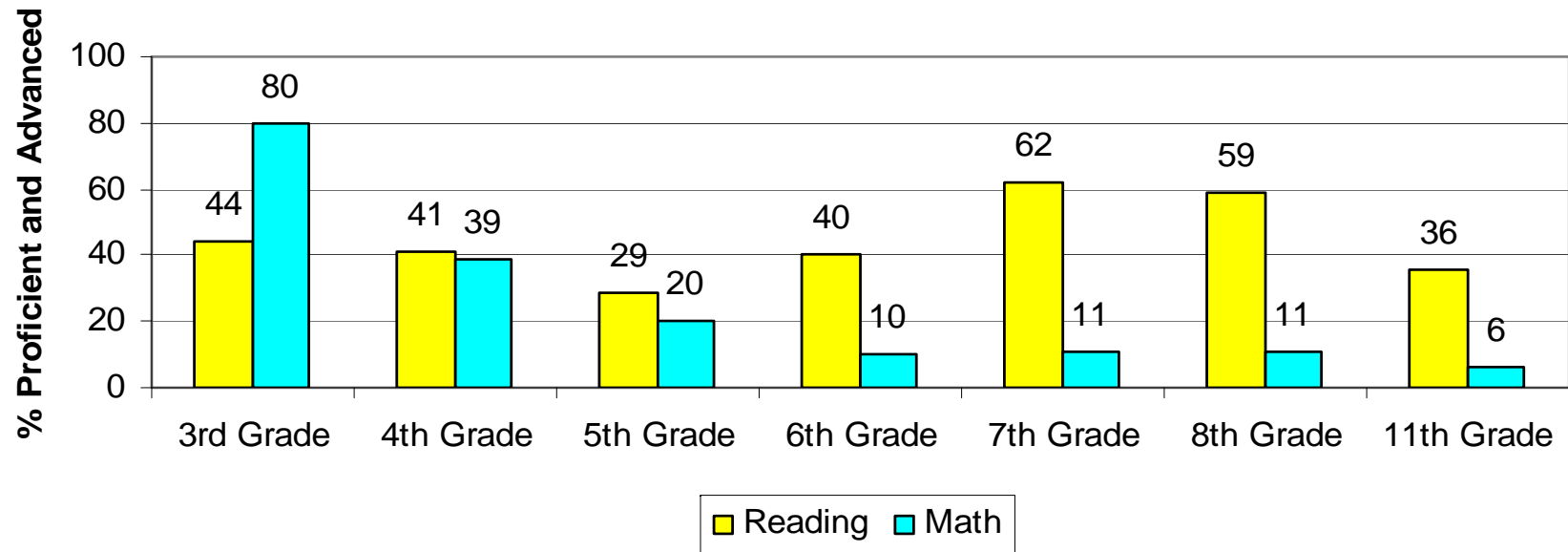
Performance: Percent Proficient
for all Students Tested – in both
English and Spanish

English SBA Reading and Math 2009 - 2010



- Overall APS students performed substantially higher in reading than they did in math
- Students in grade 3 had the highest percent proficient in math of any grades and it was the only grade in which students scored higher in math than in reading
- In grade 8 students scored 20% higher in reading than in math

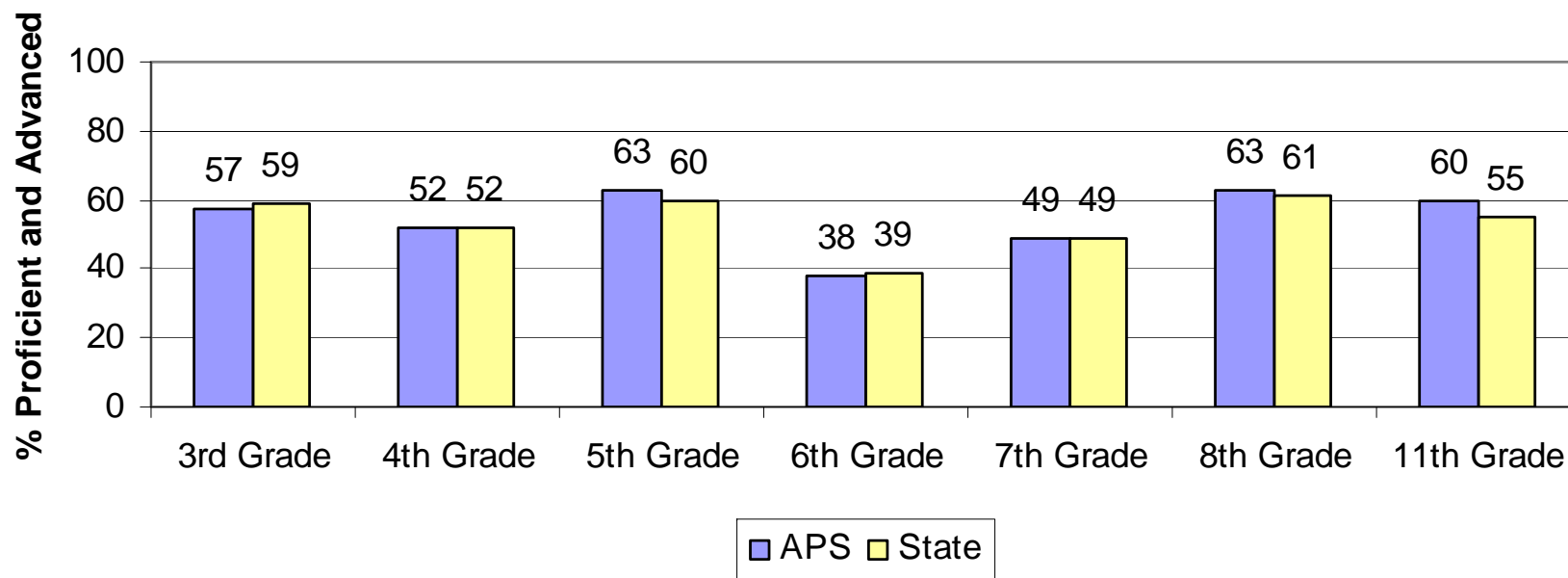
Spanish SBA Reading and Math 2009 - 2010



- In Spanish we can see the same pattern as in English but much more drastic
- Grade 3 is the only grade in which math scores are higher than reading scores
- The differences between reading and math proficiency are largest in the middle school grades

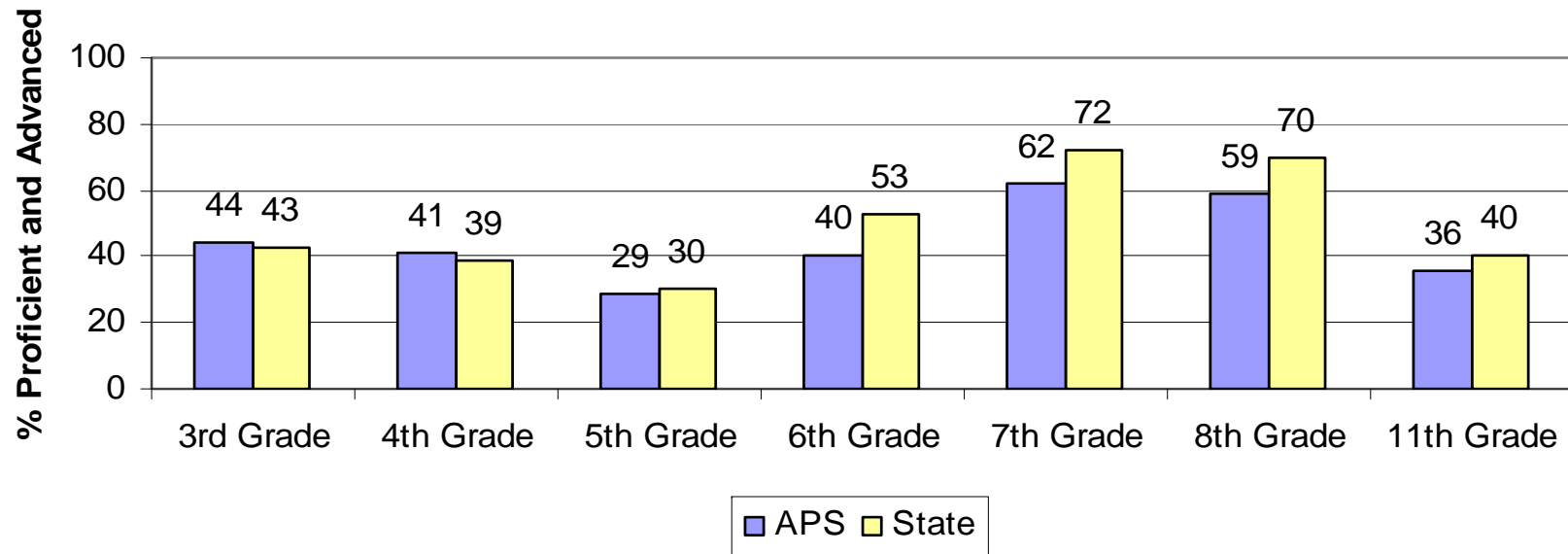
Comparison: APS – State for Reading, Math and Science

2009 - 2010 APS - State Reading Comparison English



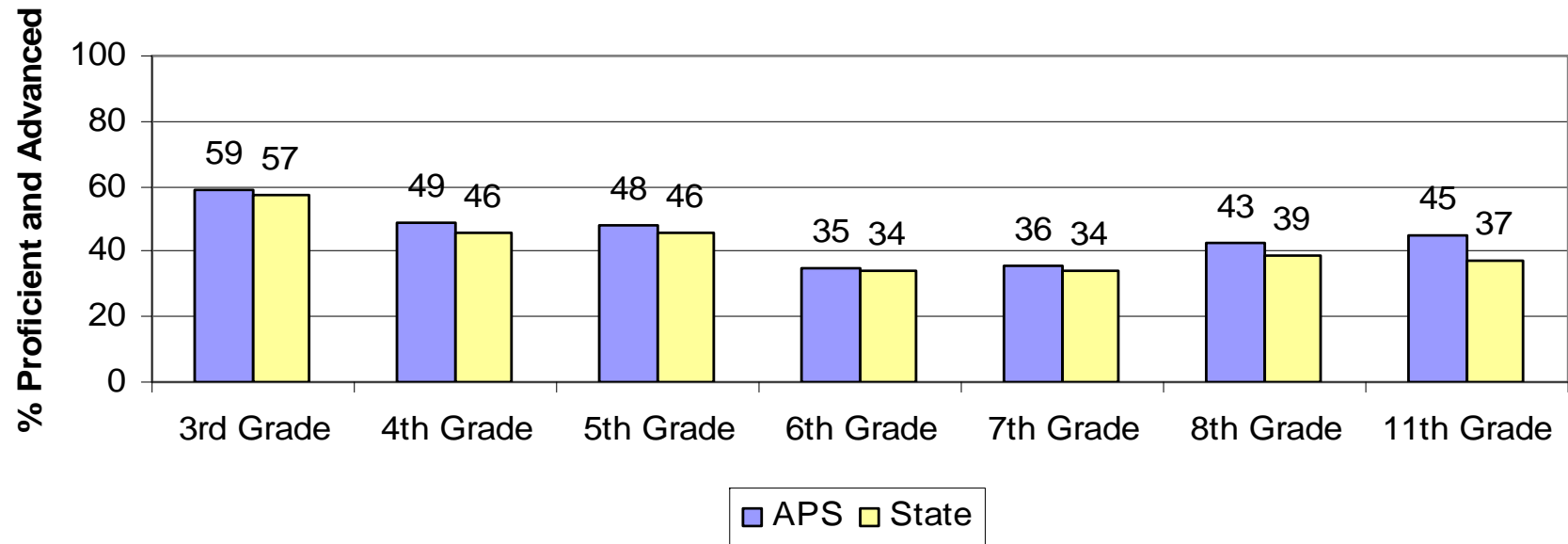
- APS outperforms the state in 3 of the 7 grade levels in English reading
- The largest difference is in grade 11 where APS students scored 5 percentage points higher
- In grades 4 and 7 APS and the rest of the state have the exact same scores

2009 - 2010 APS - State Reading Comparison Spanish



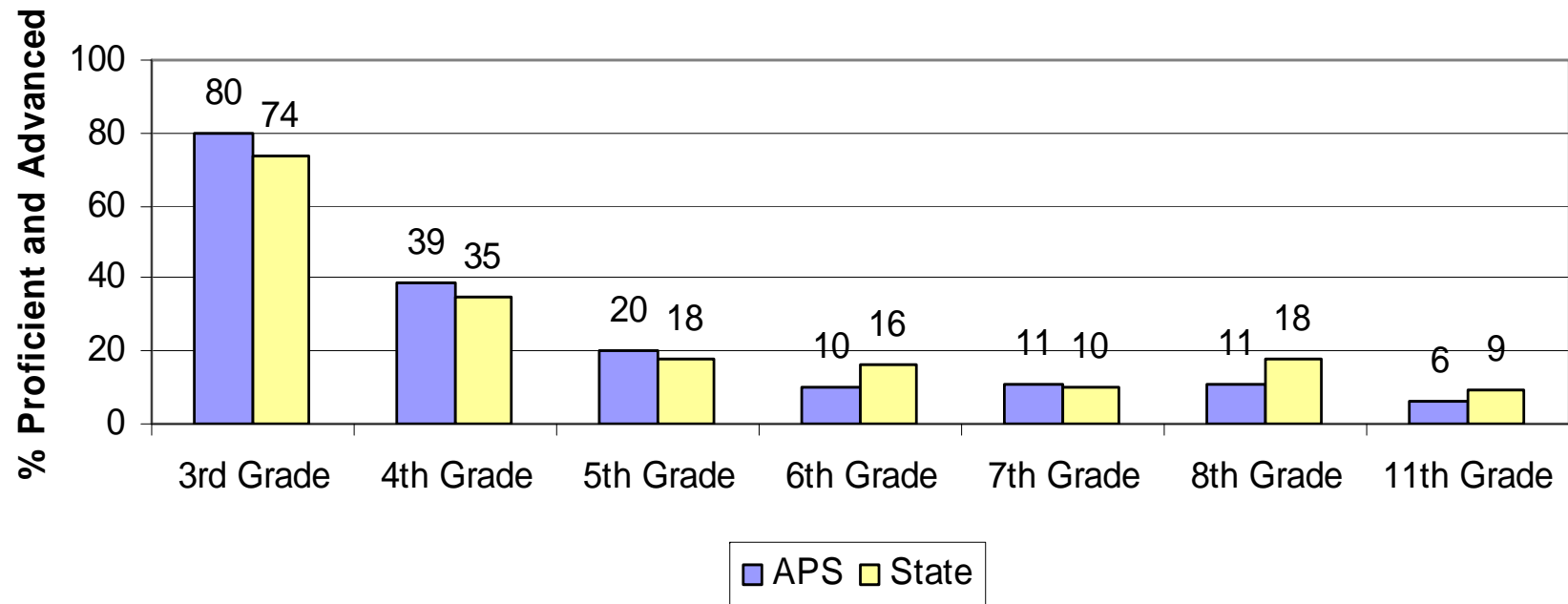
- In Spanish reading APS scored higher than the rest of the State only in grades 3 and 4
- The scores are close in grade 5 but in middle and high school the rest of the State does outperform APS by a larger margin

2009 - 2010 APS - State Math Comparison English



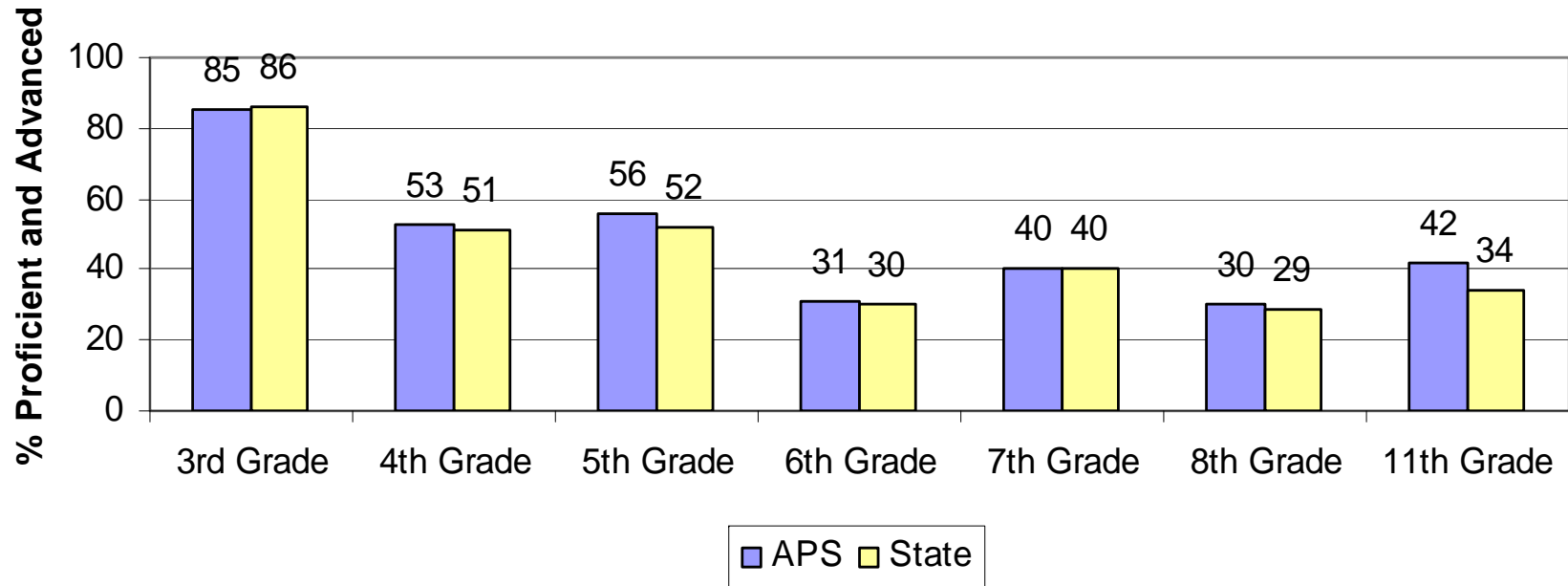
- In the English version of the math SBA, APS outperforms the rest of the State in all grade levels
- As in reading, the most significant difference again can be seen in grade 11 where APS students scored 8 percentage points higher than the rest of the students in the State
- Scores for both APS and the State drop from grades 3 – 6 but we can see an increase in grades 7 - 11

2009 - 2010 APS - State Math Comparison Spanish



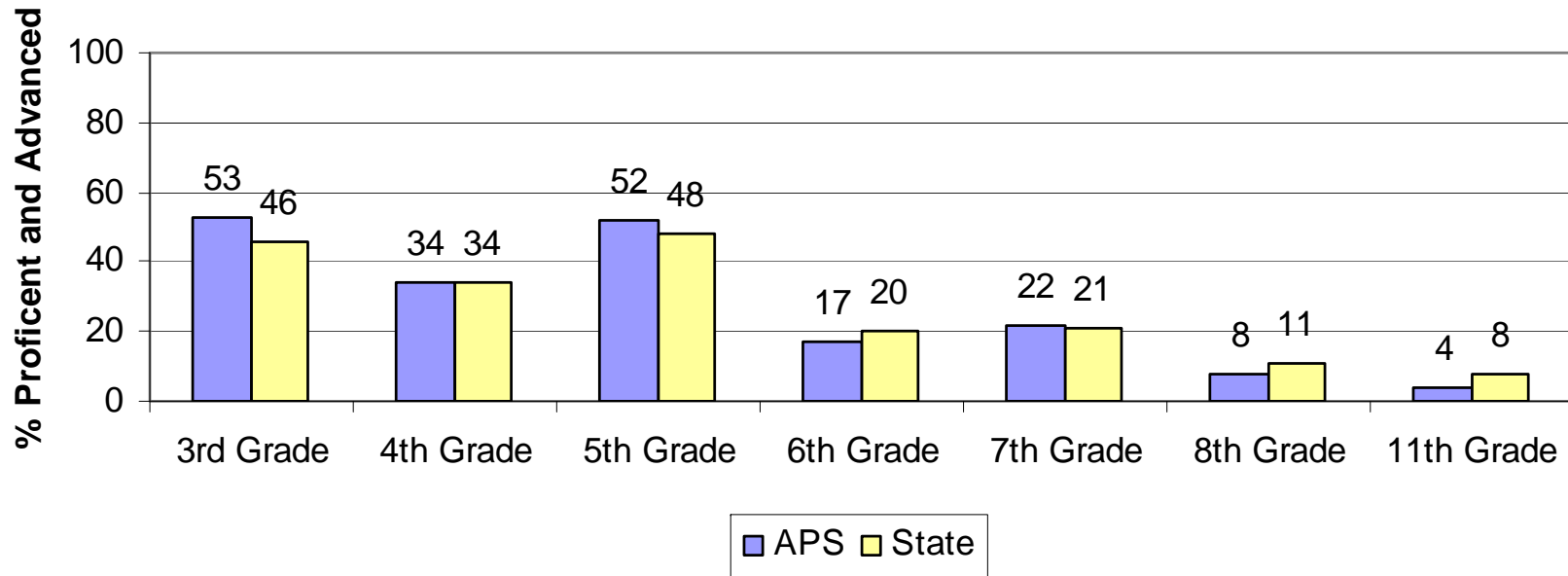
- On the Spanish math assessment APS out-performed the State in grades 3 – 5 and 7
- Overall, the Spanish math scores are significantly lower than the English math scores
- There is a continuous drop in the performance levels from grade 3 - 11

2009 - 2010 APS - State Science Comparison English



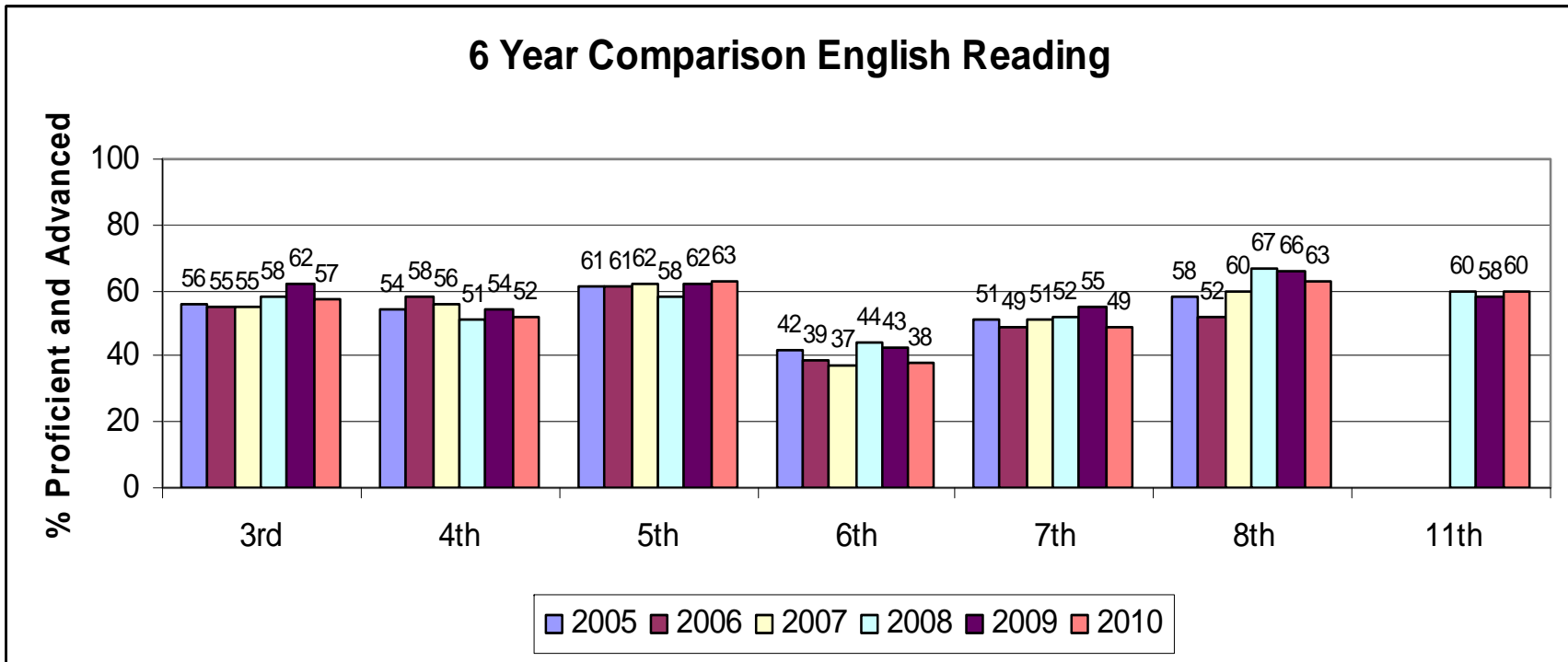
- Science scores start out very high in grade three and fluctuate afterwards for both APS and the State
- APS scored higher or equal to the State in all grade levels except in grade 3
- As in reading and math the largest difference in the percent proficient occurs in grade 11

2009 - 2010 APS - State Science Comparison Spanish

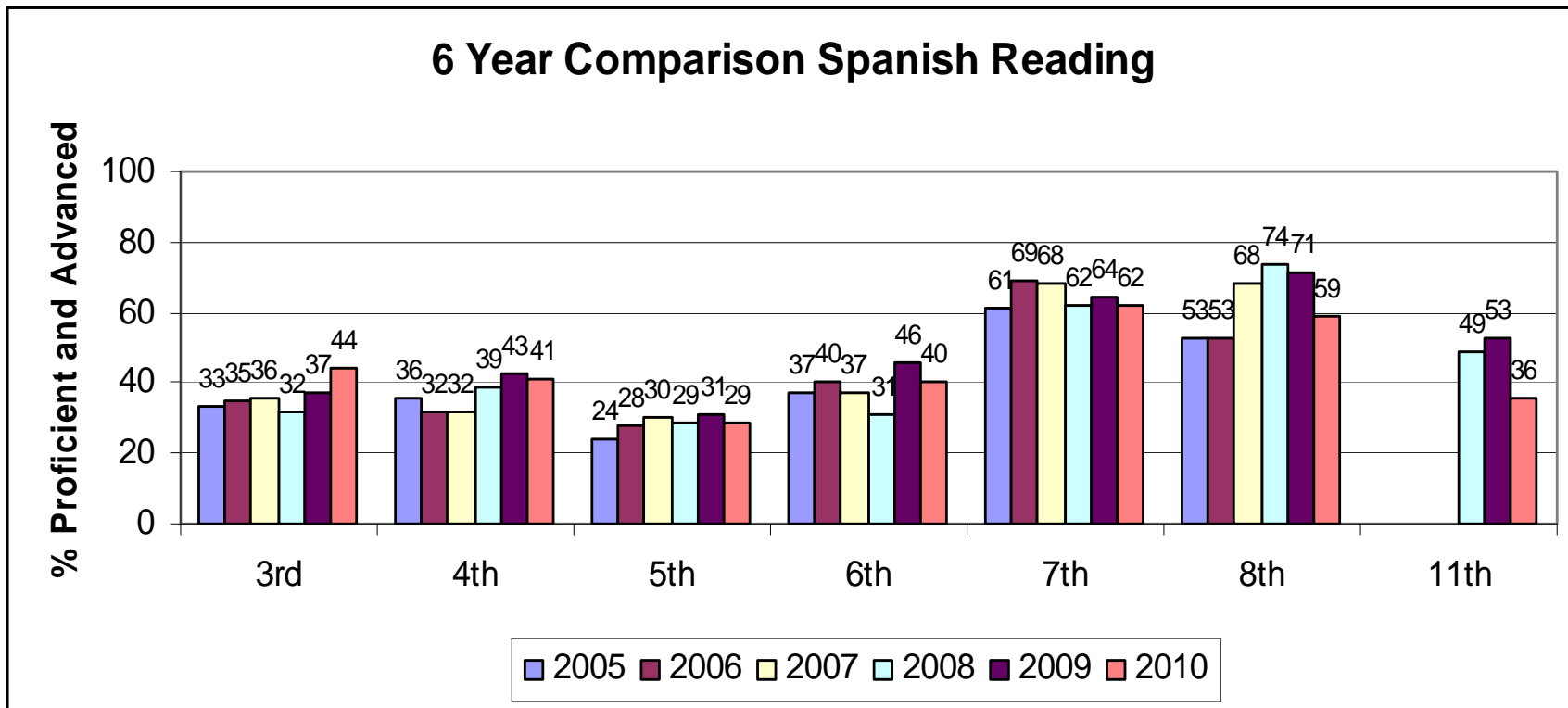


- In the Spanish version of the science test one can observe much lower overall scores for APS and State than in English
- The general trend is the same with fluctuations at a lower proficiency level
- APS outperforms the State in 3 of the 7 grade levels and the performance is equal in grade 4

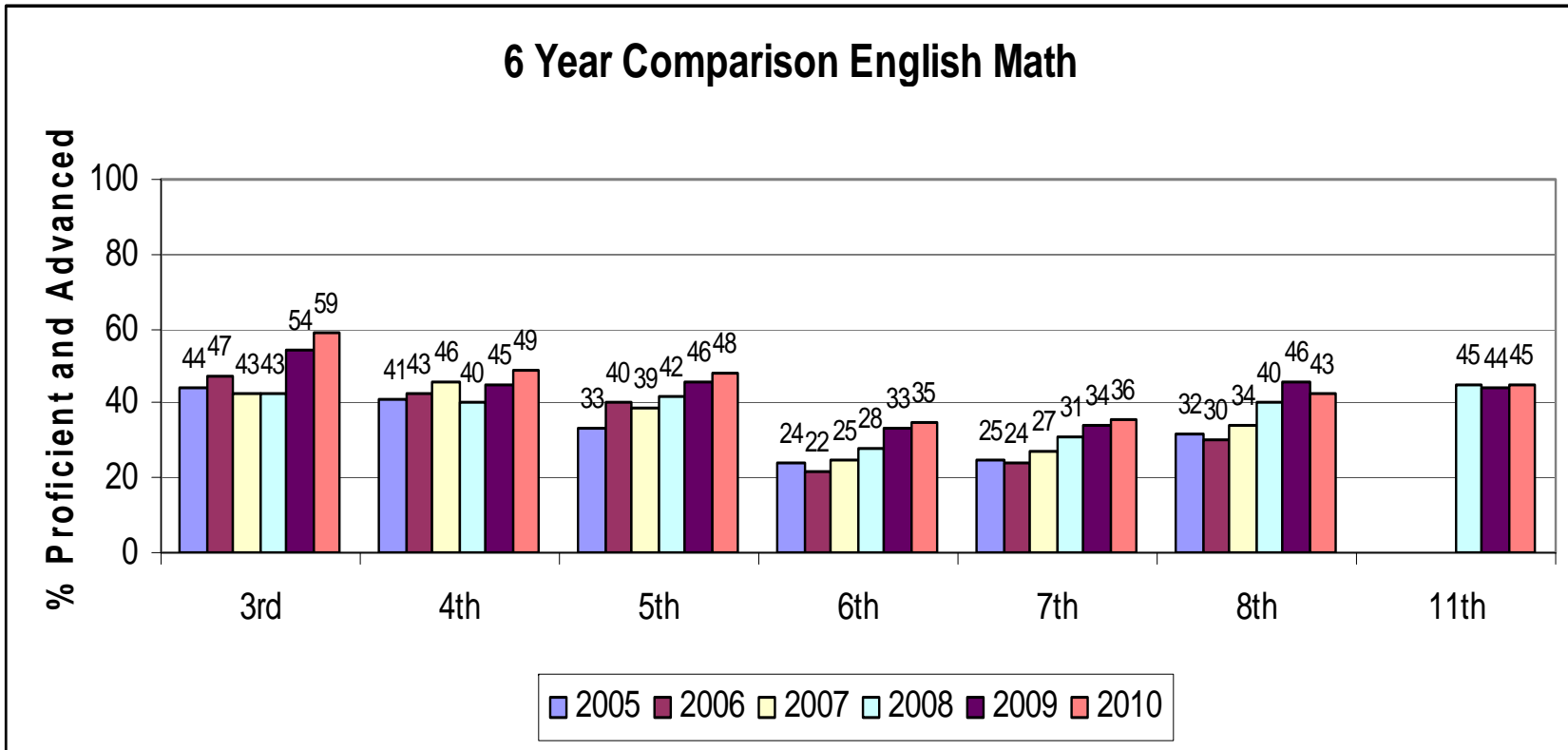
Six Year Performance – All Students



- Two of the grade levels showed improvement over 2009
- Overall, the performance has been stagnant over the last six years
- The reader is cautioned that each year represents a different group of students

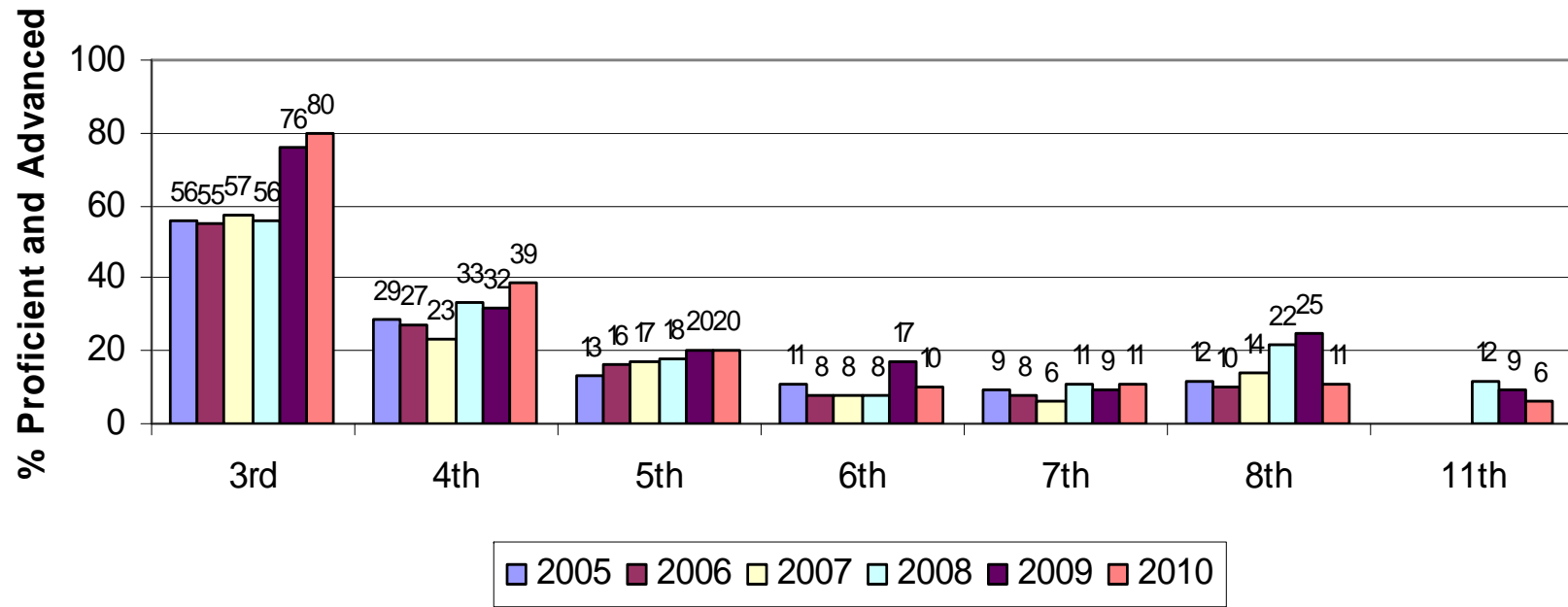


- Only 3rd grade reading performance shows an increase in proficiency over 2009
- Grades 3 – 7 achieved higher or equal performance levels as two years ago



- In contrast to reading there is a clear upward trend in math over the last 6 years
- Grades 3 – 7 show a continues increase in the percent of proficient students over the past 3 years with a 5 year upward trend in grades 6 and 7
- Grade 8 performance is also significantly higher than 3 years ago but dropped slightly from last year while grade 11 remains flat over the past 3 years

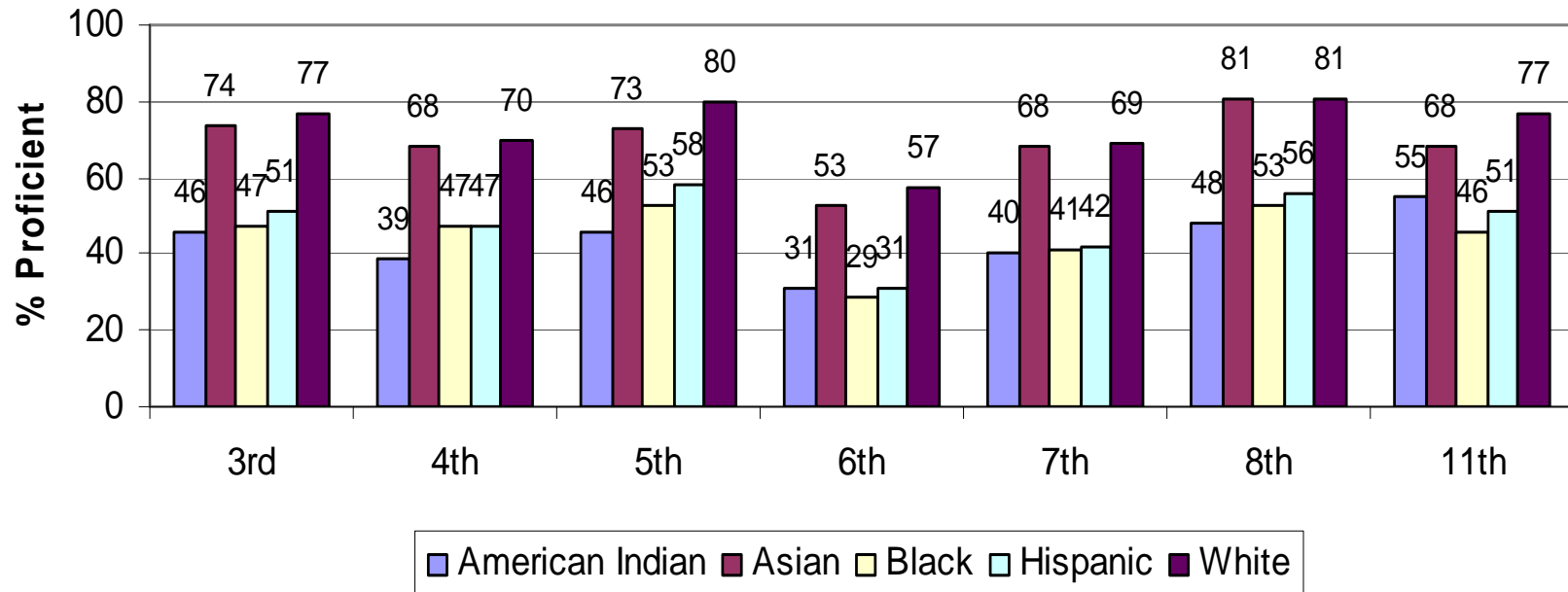
6 Year Comparison Spanish Math



- In Spanish one can see an increase in the percent of students proficient over the past 6 years in the primary grades
- Starting in middle school the scores remain flat over the past 6 years

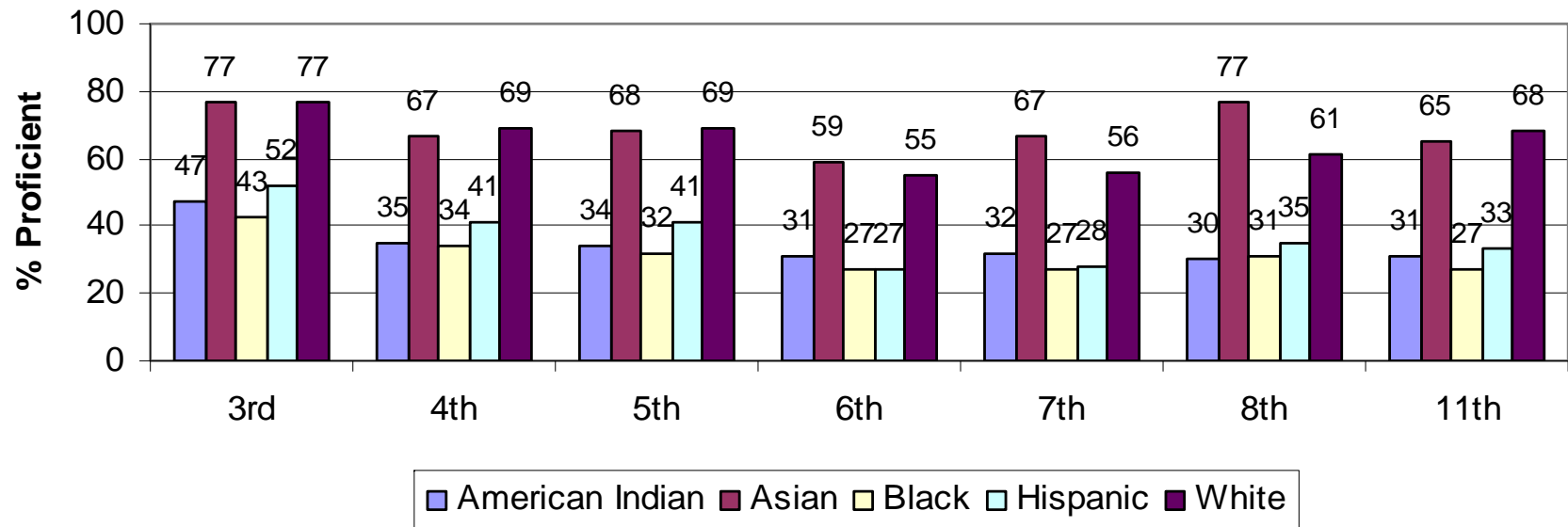
Performance by Ethnic Groups

2009 - 2010 Reading Performance by Ethnicity



- There is a significant achievement gap among ethnic groups with Caucasian and Asian students outperforming American Indians, Blacks and Hispanics.
- Caucasian students perform higher than Asian students in all grade levels except grade 8 where the proficiency levels are identical
- Hispanic students outperform Black students in all grade levels except grade 4 where scores are identical and outperform American Indians in 5 of the 7 grade levels.

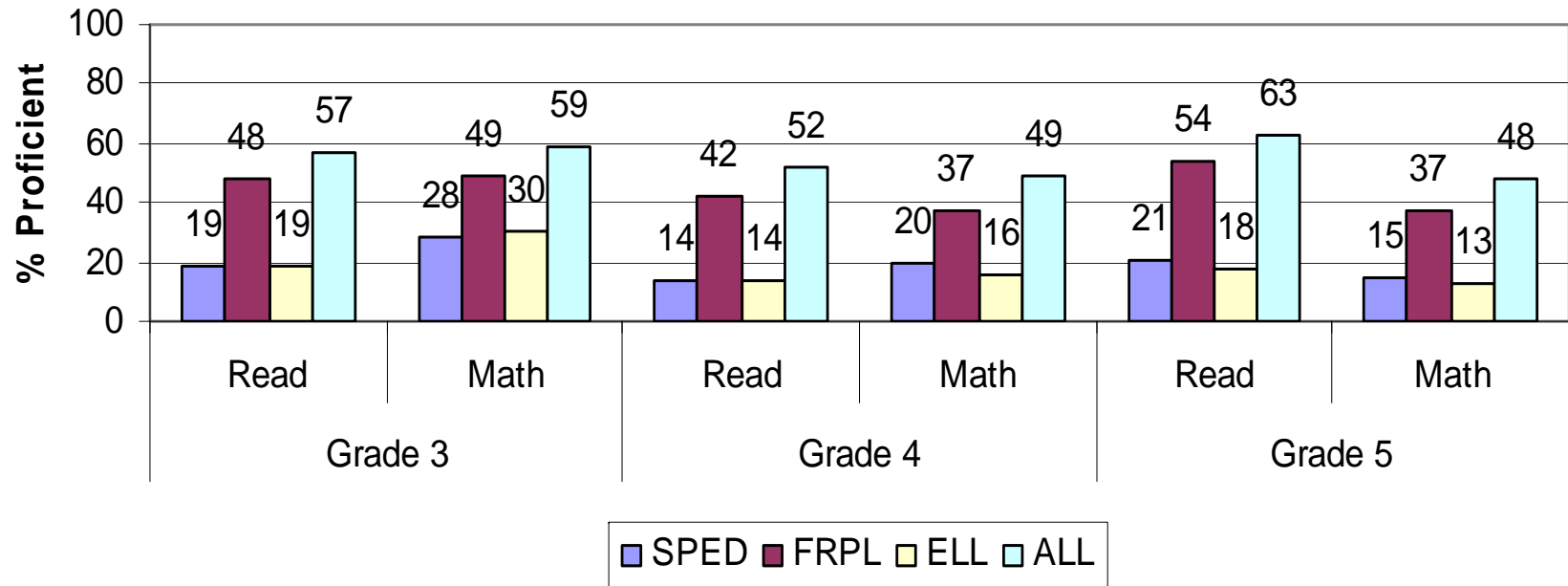
2009 - 2010 Math Performance by Ethnicity



- In math, the gap between Asian and Caucasian students compared to American Indians, Blacks, and Hispanics is larger across all grade levels than it is in reading.
- Asian students score significantly higher than Caucasian students in grades 7 and 8.
- Hispanics scored higher than Blacks and American Indians in all but grades 6 and 7.

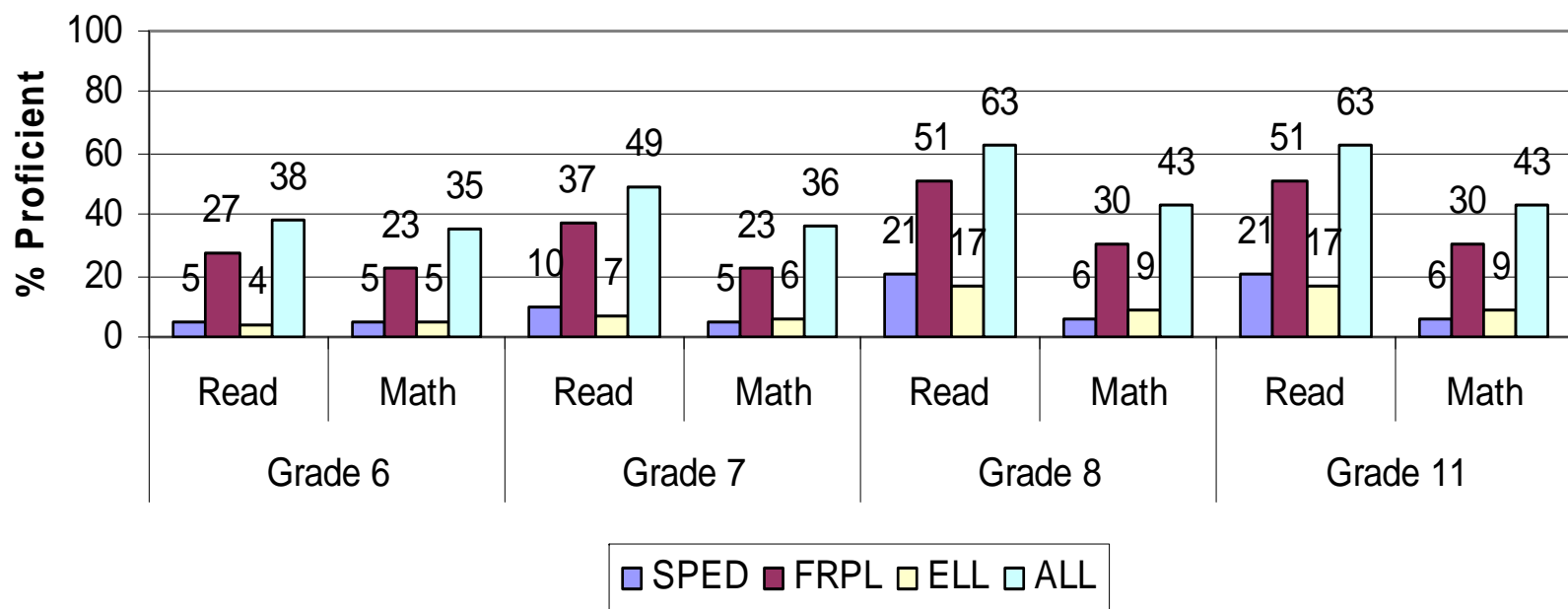
AYP Subgroups Compared to All Students

2009 - 2010 Primary Grades by Subgroup



- Among the three special groups, special education students and English language learners perform much lower in reading and math than economically disadvantaged students

2009 - 2010 Secondary Grades by Subgroup



- Similar patterns can be observed in secondary grades except that the overall gap between the special education and ELL students and the overall student performance is larger than in primary grades.
- Students receiving special education services in high school are usually more severely disabled than students in lower grade and have a greater gap between their learning and that of their peers.
- Also, it is common that secondary ELL students have less educational experiences in their native country and are therefore less proficient in academic English

Six Year Performance by Ethnicity and AYP Subgroups

