
Albuquerque Public Schools

District Level Subgroup Proficiency

SBA Results Demonstrating Achievement Gaps

The following three pages provide district level graphic representations of the Standards Based Assessment (SBA) results for Albuquerque Public Schools, for the years 2005 and 2006.

The graphs are separated using the same grade level grouping the state uses in defining Annual Measurable Objectives (AMO). Elementary schools are represented by the SBA results for grades 3, 4, and 5. Middle schools are represented by the SBA results for grades 6, 7, and 8. High schools are represented by the SBA results for grades 9 and 11.

The graphs are also separated by content. Therefore each of the three grade level groupings will have a graph for math and another graph for reading.

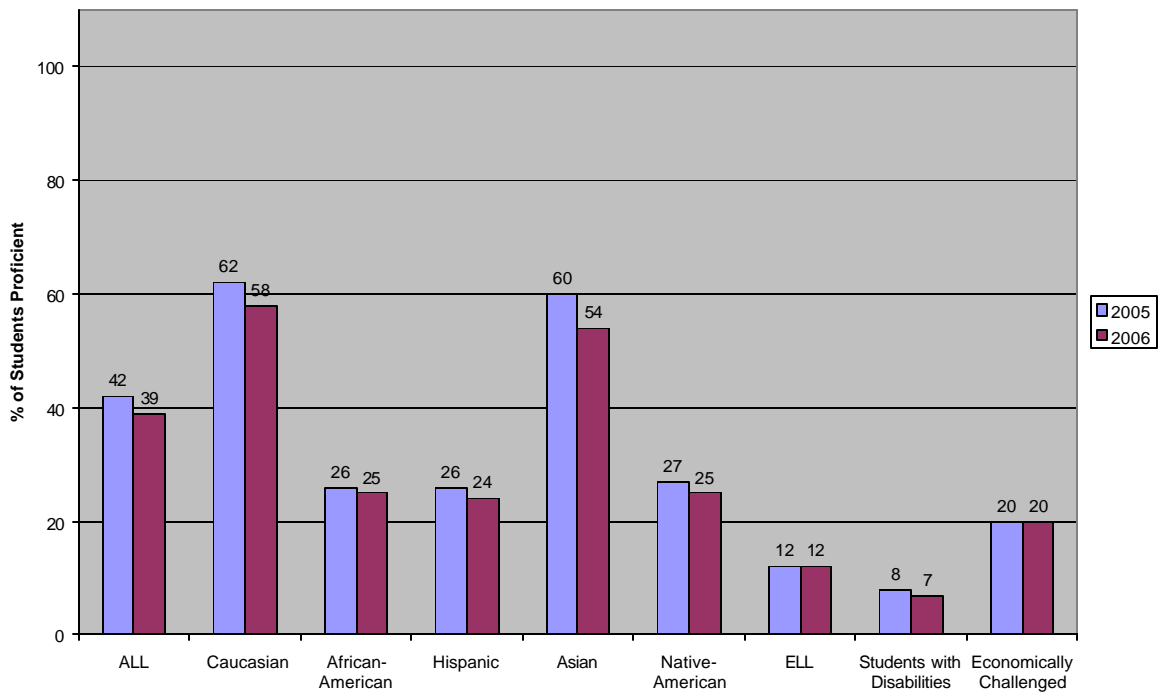
With two years of SBA data it is possible to consider whether it appears that subgroups are increasing in proficiency as expected by No Child Left Behind (NCLB) although there is insufficient information to truly determine a trend. At the high school level in math seven of nine subgroups decreased in the percentage of students achieving proficiency and two subgroups remained the same. In high school reading eight subgroups declined in the percentage of students achieving proficiency and one subgroup increased.

In middle school math five subgroups had a decrease in the percentage of students achieving proficiency, two remained the same and two subgroups increased in the percentage of students achieving proficiency. In middle school reading eight subgroups decreased and one remained the same.

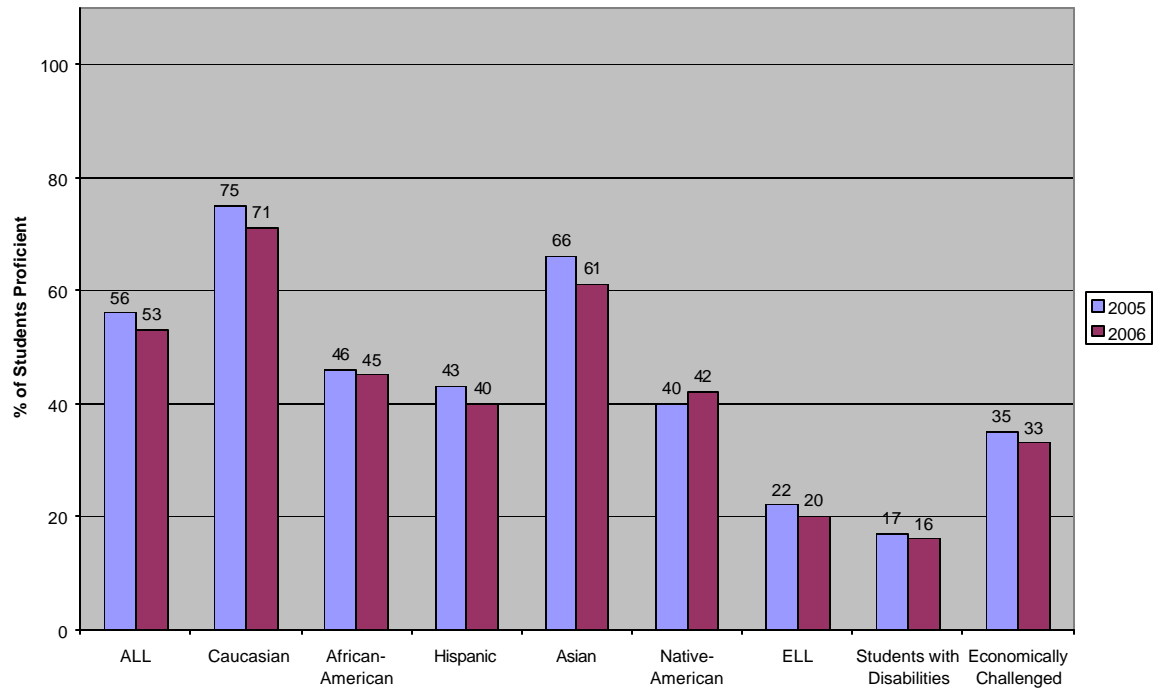
In elementary math eight subgroups increased in the percentage of students achieving proficiency and one subgroup decreased. In elementary reading four subgroups increased in proficiency, two decreased and three remained the same.

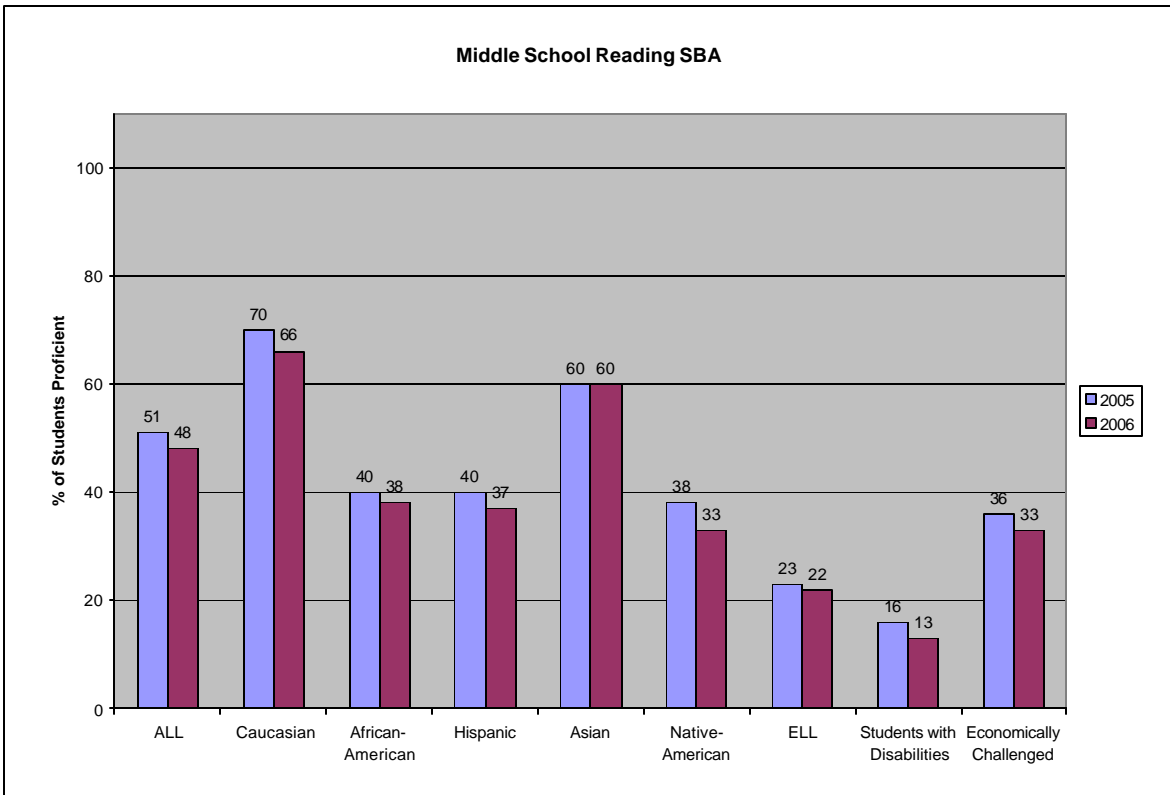
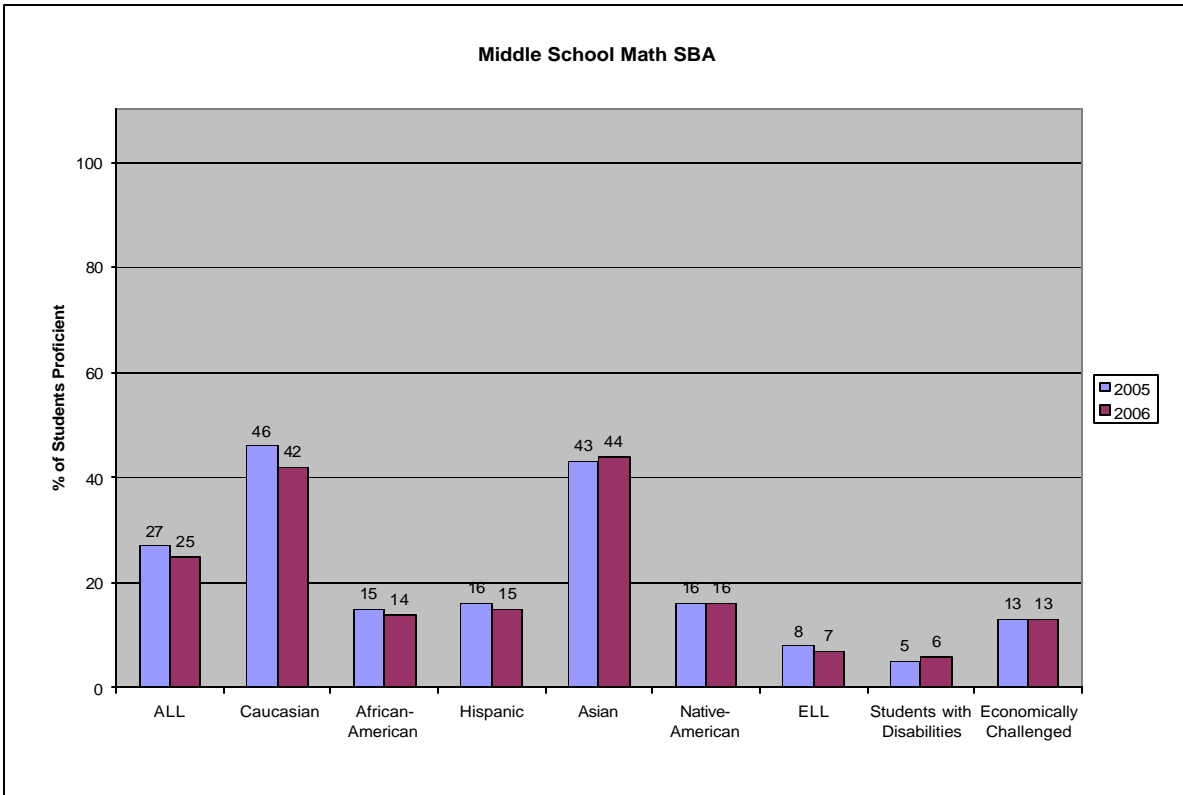
With two years of SBA data it is possible to consider whether it appears that APS is closing the achievement gap between the subgroups although there is insufficient information to truly determine a trend. There is insufficient data, at any grade level, reading or math, which would suggest that closing the achievement gap between the subgroups is actually occurring.

High School Math SBA

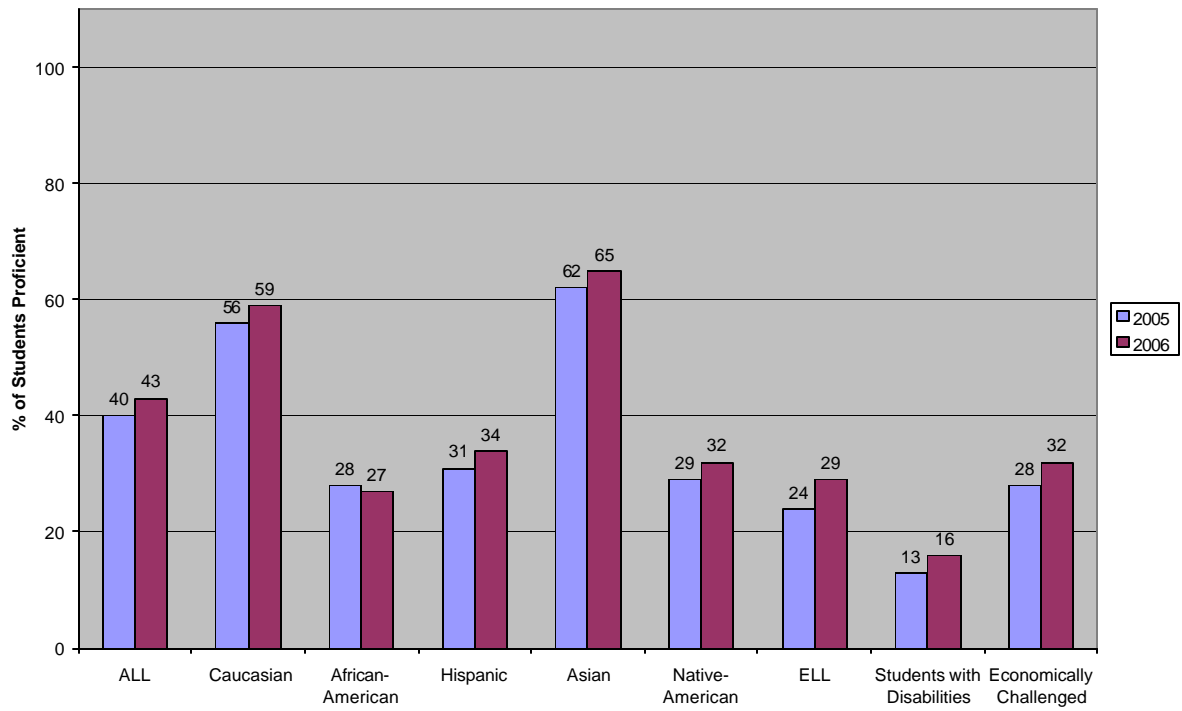


High School Reading SBA





Elementary School Math SBA



Elementary School Reading SBA

