



**ALBUQUERQUE
PUBLIC SCHOOLS**

**APS GRADE 11
NM STANDARDS BASED
ASSESSMENT PERFORMANCE
2007**

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APS GRADE 11 2007
NM STANDARDS BASED ASSESSMENT PERFORMANCE BASELINE

BACKGROUND

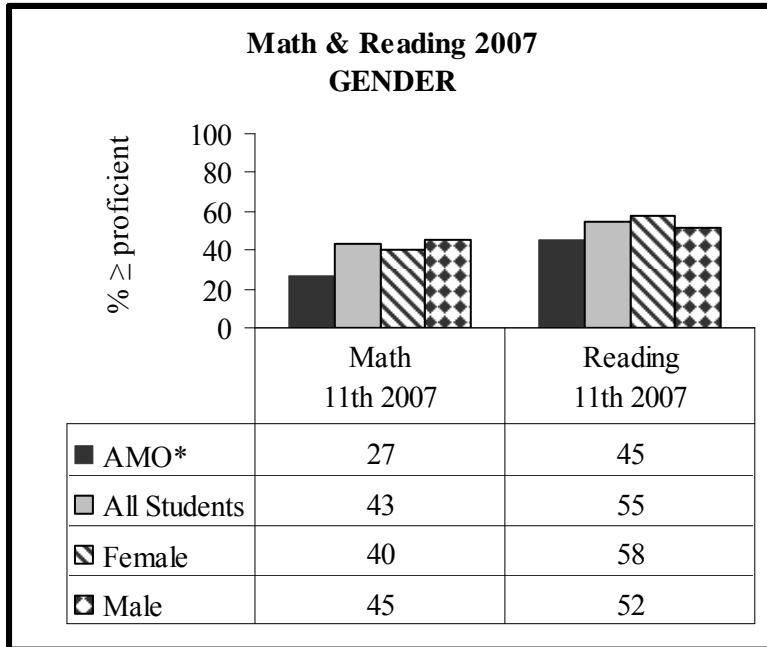
The Mexico Standards Based Assessment has been aligned with Public Education Department standards for grades 3 through 9 since 2005. The grade 11 NMSBA was revised and aligned to PED standards for 2007, thus grade 11 NMSBA results from 2006 and prior are not comparable with the 2007 assessment. This report displays student proficiency in math and reading for 2007 which can serve as baseline data for future comparisons addressing student achievement changes over time.

Table 1. Numbers by subgroups of 2007 Grade 11 NMSBA results

NCLB subgroup	Grade 11
All Students	4642
Females	2385
Males	2253
Anglo	1947
African American	172
Hispanic	2154
Asian	145
Native American	220
Economically Disadvantaged	948
Special Education	557
English Learners	548

GRADE 11 MATH AND READING PROFICIENCY BY GENDER

Figure 1. Math percent proficient by gender, grade 11 on NMSBA 2007

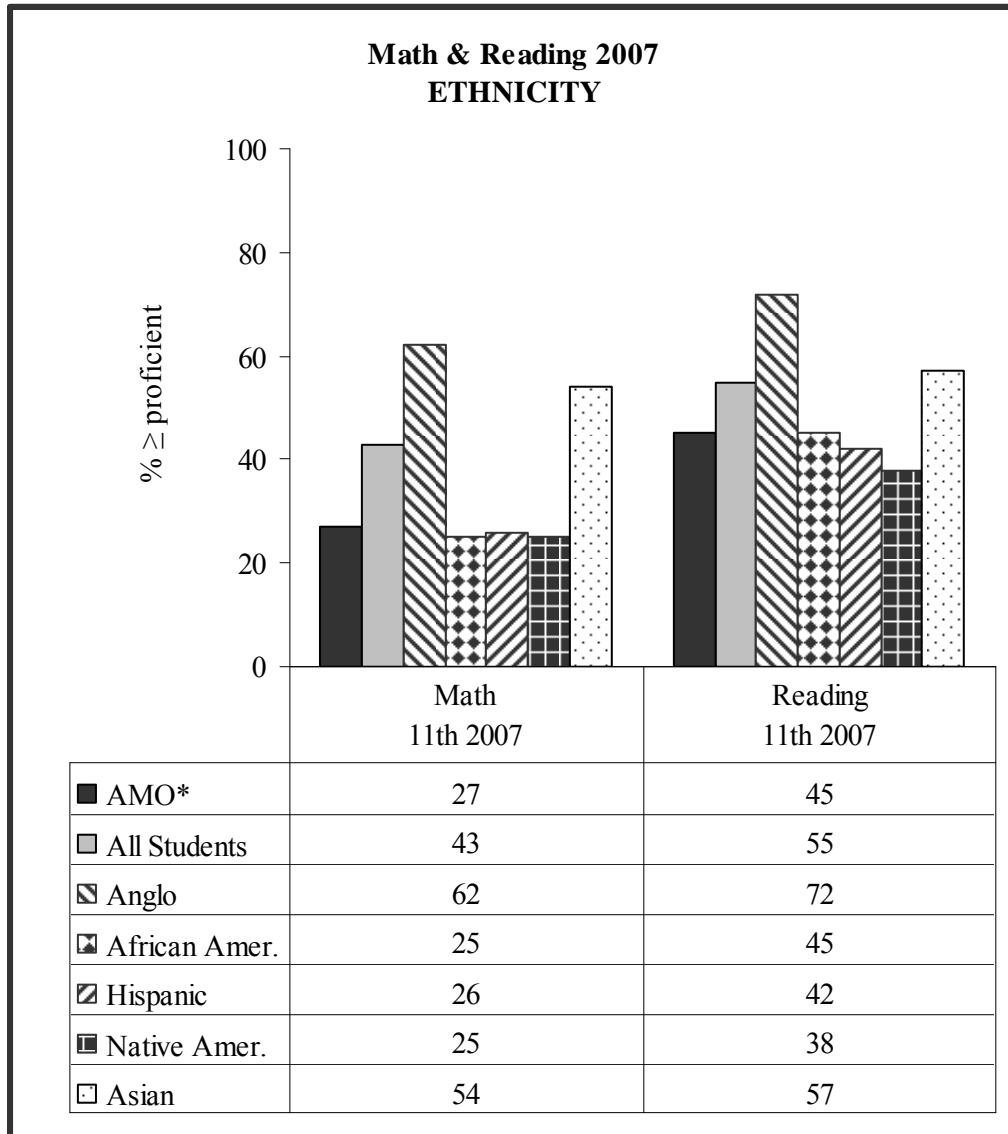


Eleventh grade students as a whole performed above annual measurable objectives (AMO*) in both math and reading for 2007. Males showed greater math proficiency while females showed greater reading proficiency on the NMSBA. Gender subgroups do not impact AYP (Adequate Yearly Progress).

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)

GRADE 11 MATH AND READING PROFICIENCY BY ETHNICITY

Figure 2. Math percent proficient by ethnicity, grade 11 on NMSBA 2007



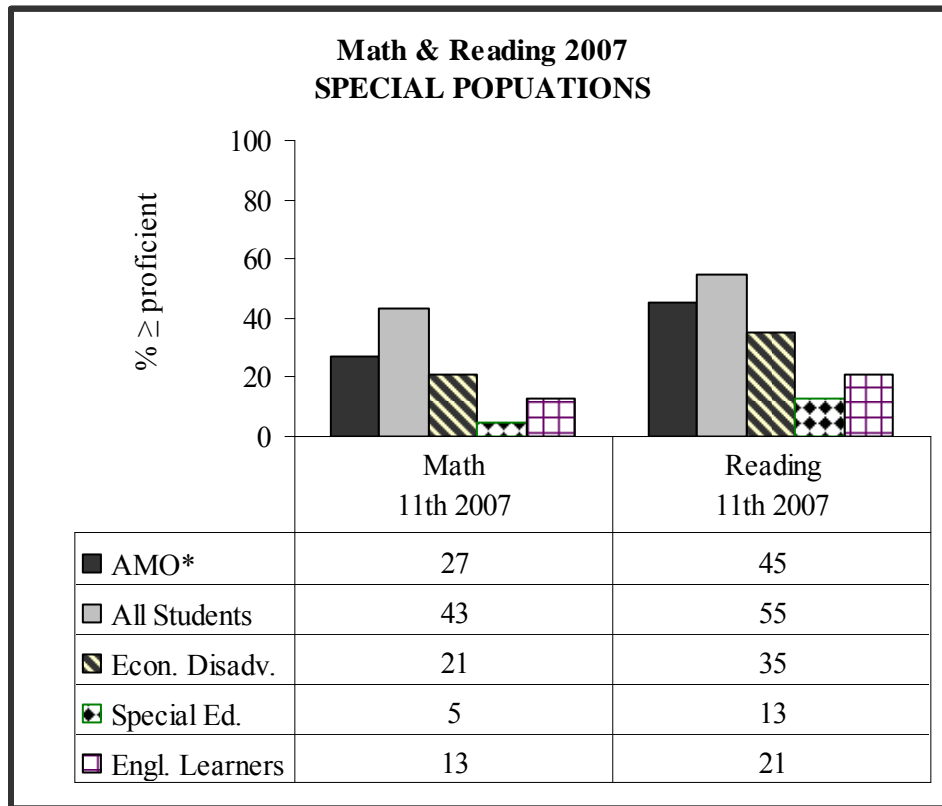
Although 11th grade students as a whole were proficient in both math and reading, not every NCLB ethnic subgroup met the 2007 AMO*. African American, Hispanic and Native American students missed the math target. Hispanic and Native American subgroups were below the reading AMO.

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)

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GRADE 11 MATH AND READING PROFICIENCY BY SPECIAL POPULATION

Figure 3. Math percent proficient by special population, grade 11 on NMSBA 2007

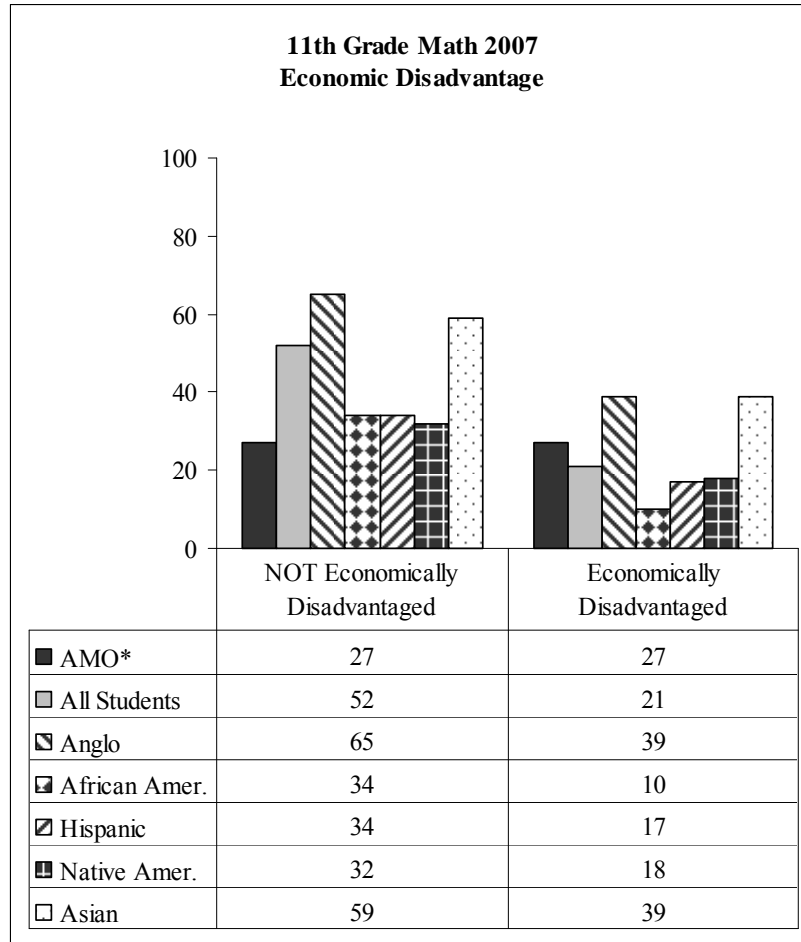


No special population subgroup met the AMO* for math or reading in 2007.

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)

IMPACT OF ECONOMIC ADVANTAGE AND ETHNICITY ON PERFORMANCE

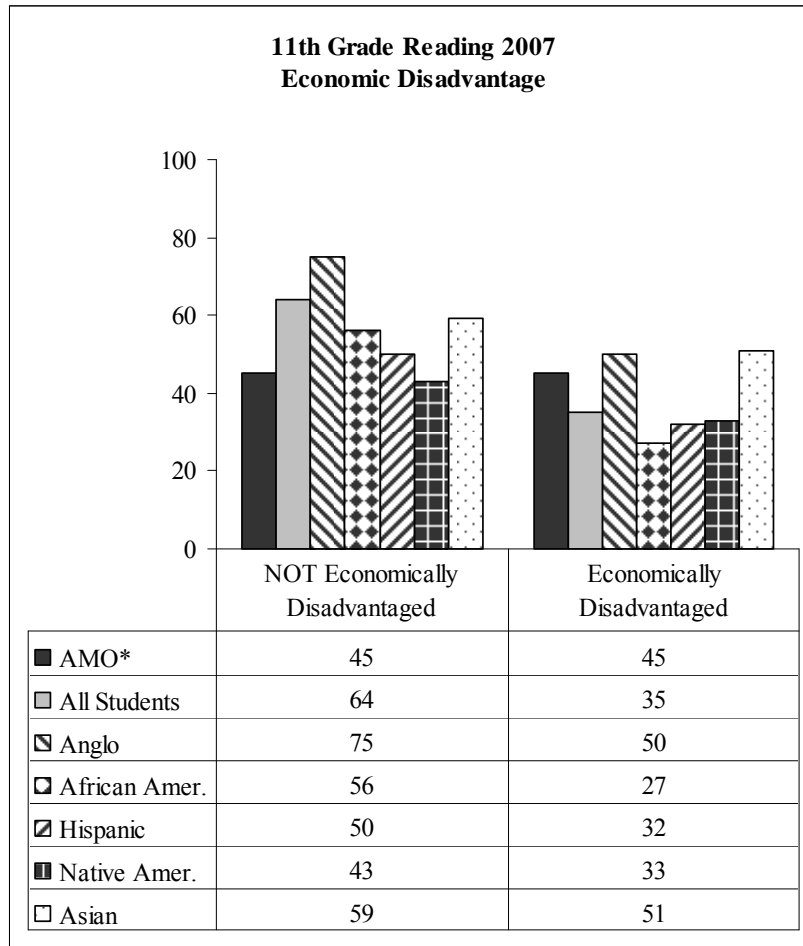
Figure 4. Comparing math percent proficient by economic advantage and ethnicity, 2007



The NCLB legislation considers only a single predictor variable to determine academic success in relation to an AMO, i.e., identified ethnic subgroups. Considering two variables simultaneously reveals evidence of deeper relationship. When exploring economic disadvantage and ethnicity together, economic status was a more powerful predictor of academic performance than was ethnicity alone. In every ethnic subgroup, students not economically disadvantaged surpassed their associated AMO for math. An economic status effect appeared to amplify 11th grade math performance meaning economically disadvantaged students fared worse across ethnic subgroups when compared to their corresponding ethnic subgroup as a whole.

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)

Figure 5. Comparing math percent proficient by economic advantage and ethnicity, 2007



Students not economically disadvantaged surpassed their associated AMO for reading in every ethnic subgroup except Native American. An economic status effect appeared to amplify 11th grade reading performance meaning economically disadvantaged students fared worse across ethnic subgroups when compared to their corresponding ethnic subgroup as a whole.

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)

GRADE 11 PROFICIENCY 2007

Table 2. Math and reading proficiency, grade 11 2007

Grade 11, 2007	Math % proficient 11 th 2007	Reading % proficient 11 th 2007
AMO*	27.0	45.0
All Students	42.5	55.1
Females	44.8	51.8
Males	40.3	58.2
Anglo	62.1	72.0
African American	24.8	45.2
Hispanic	26.4	41.6
Native American	25.1	38.0
Asian	53.5	56.9
Economically Disadvantaged	21.1	34.6
Special Education	5.3	12.7
English Learners	12.6	20.8

As a group, 11th grade students met achievement goals in math and reading on the 2007 NMSBA. The NCLB ethnic subgroups African American, Hispanic and Native American were below the proficiency AMO* for math. Hispanic and Native American subgroups missed the reading target in 2007. Special population subgroups failed to reach AMO in math and reading.

* Annual Measurable Objective, the New Mexico target for showing Adequate Yearly Progress (AYP)