



**NEW MEXICO STANDARDS BASED ASSESSMENT
2008 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 four years. The assessment is administered to all students in NM public schools in grades 3 through 8. In schools years 2005 and 2006 this test was administered to 9th graders. In 2007 the test was administered to 9th and 11th graders. 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.

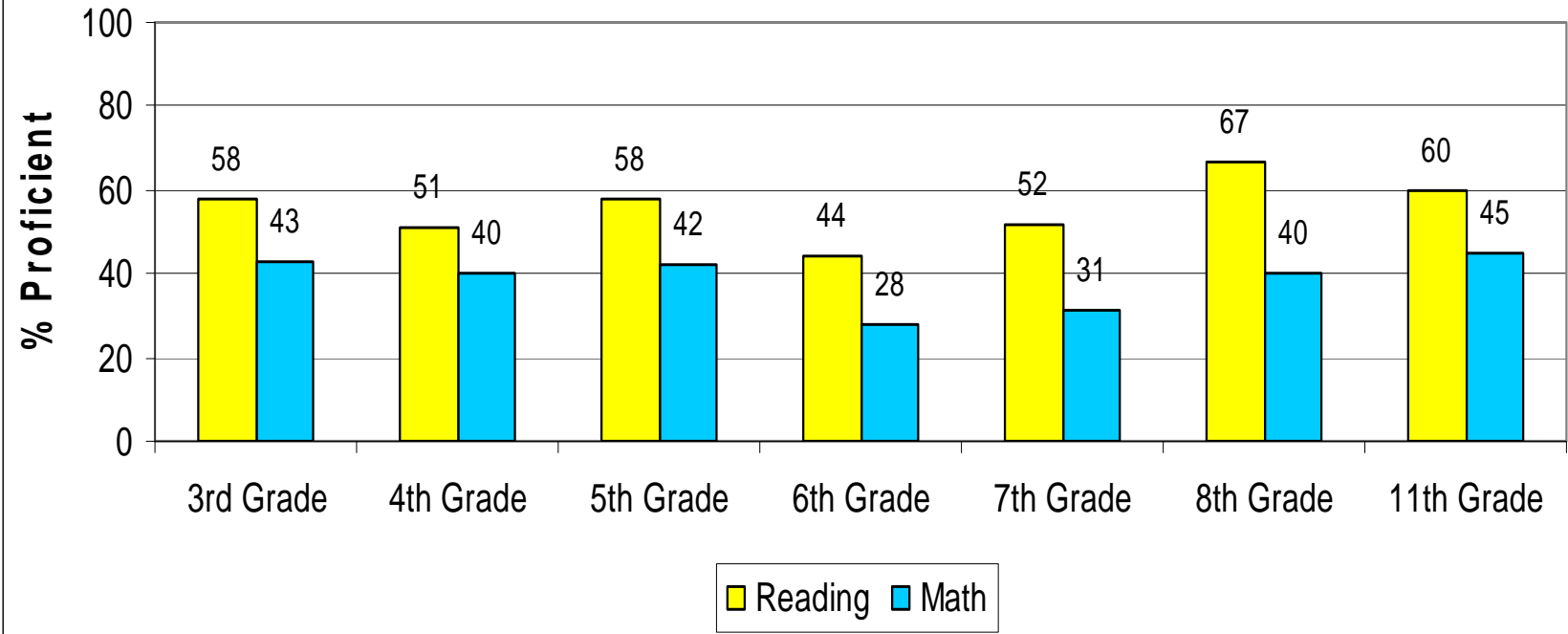
Students who are not proficient in English, who are proficient in Spanish and who have been enrolled in US education systems for 3 or fewer years may participate in standards assessments in Spanish. These results are not comparable to the English results and are reported separately.

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 in English. For AYP purposes, this data set will be modified to exclude any students who do not meet the full academic year standard, to include the Spanish and alternate assessment results and will have the confidence interval applied. Therefore, the reader is cautioned not to use these data to estimate the AYP status of the district or a particular school.

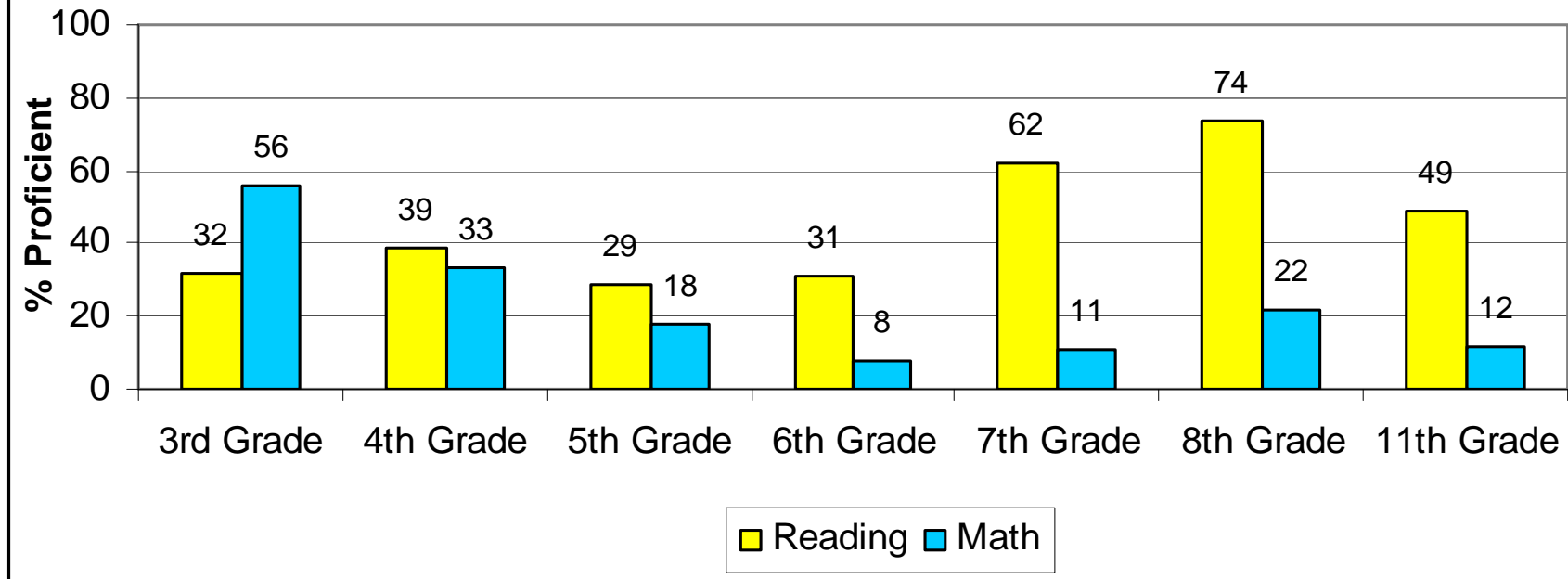
This report provides a quick overview of APS overall performance in reading and math, a comparison between APS and the state, a look at the trend over the past four years, and an overview of the achievement gap.

SBA Reading and Math 2007- 2008



- The performance in reading drops in grade 4 but rises in grade 5 back to the same level as grade 3.
- There is another drop in the transition to middle school which is followed by a significant increase in proficiency by the time our students exit middle school.
- The trend is identical in math but at lower performance levels.

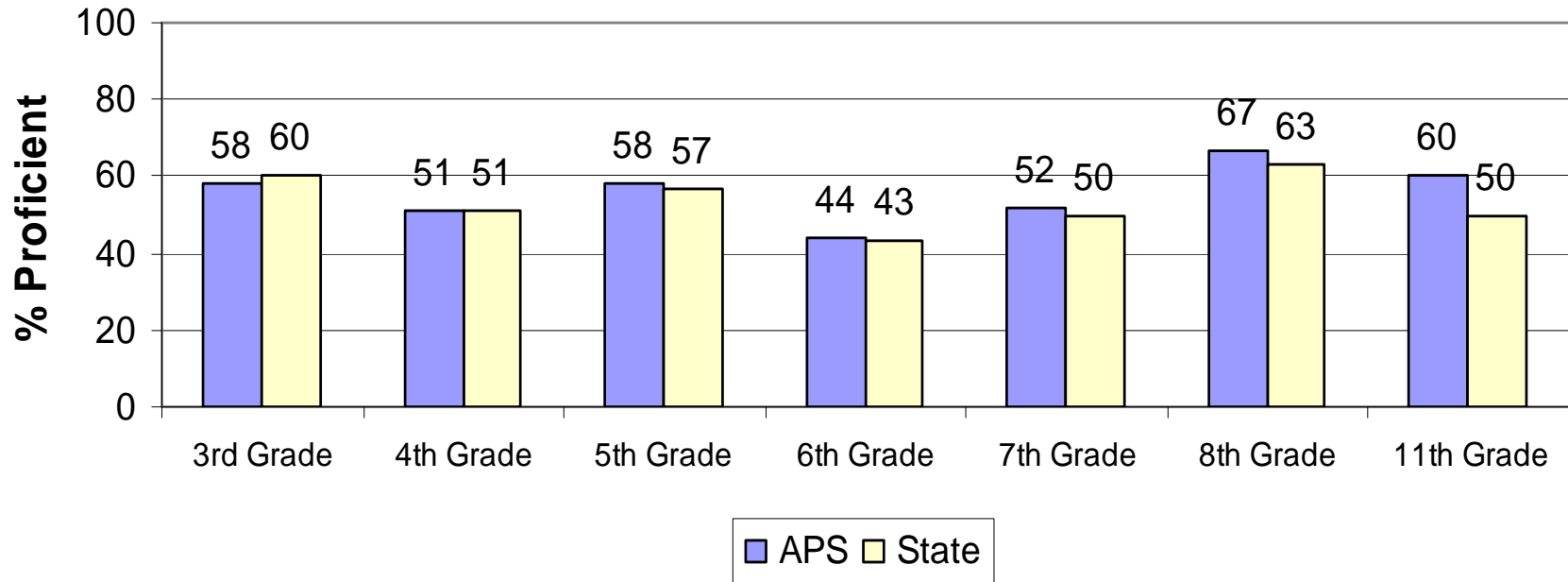
Spanish SBA Reading and Math 2007 - 2008



- The performance in reading is inconsistent in grades 3 through 6, rises drastically in grades 7 and 8 before it drops off again in grade 11.
- There is a continuous downward trend in math until the performance starts to improve slightly in grade 7

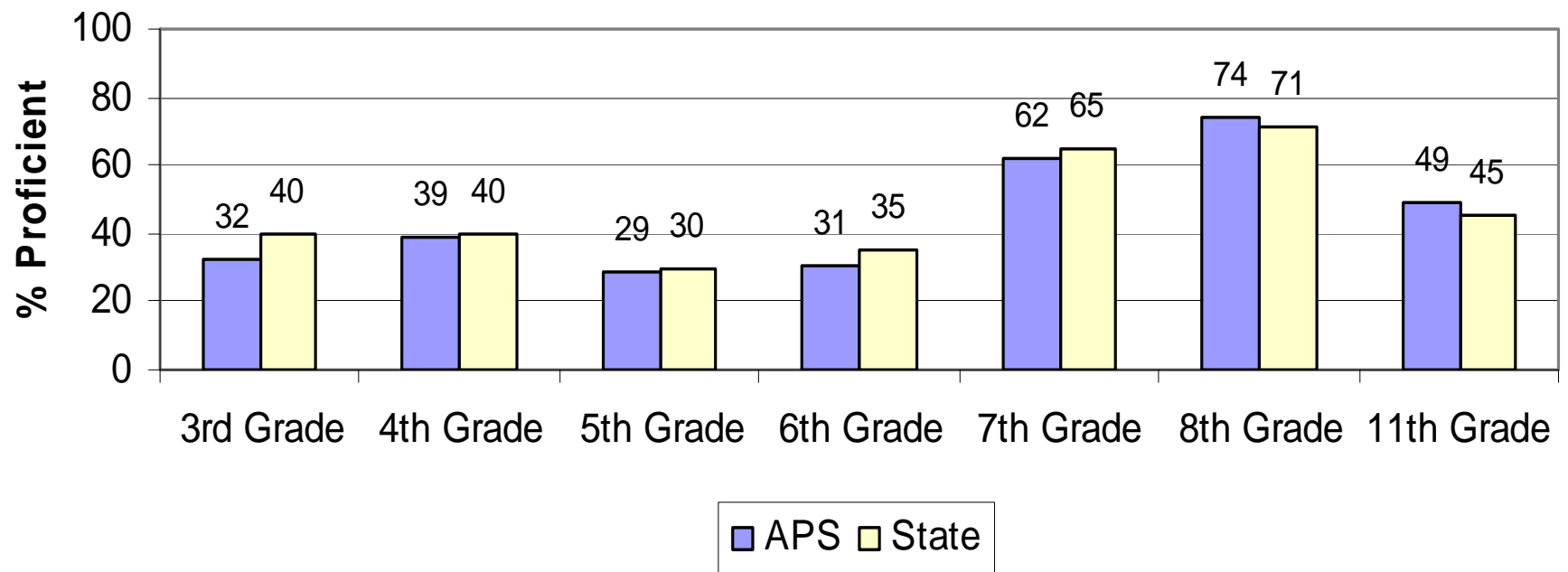
The next three graphs show how APS students' performance compares to the entire state of New Mexico in reading, math, and science

2007 - 2008 APS - State Reading Comparison ALL Students



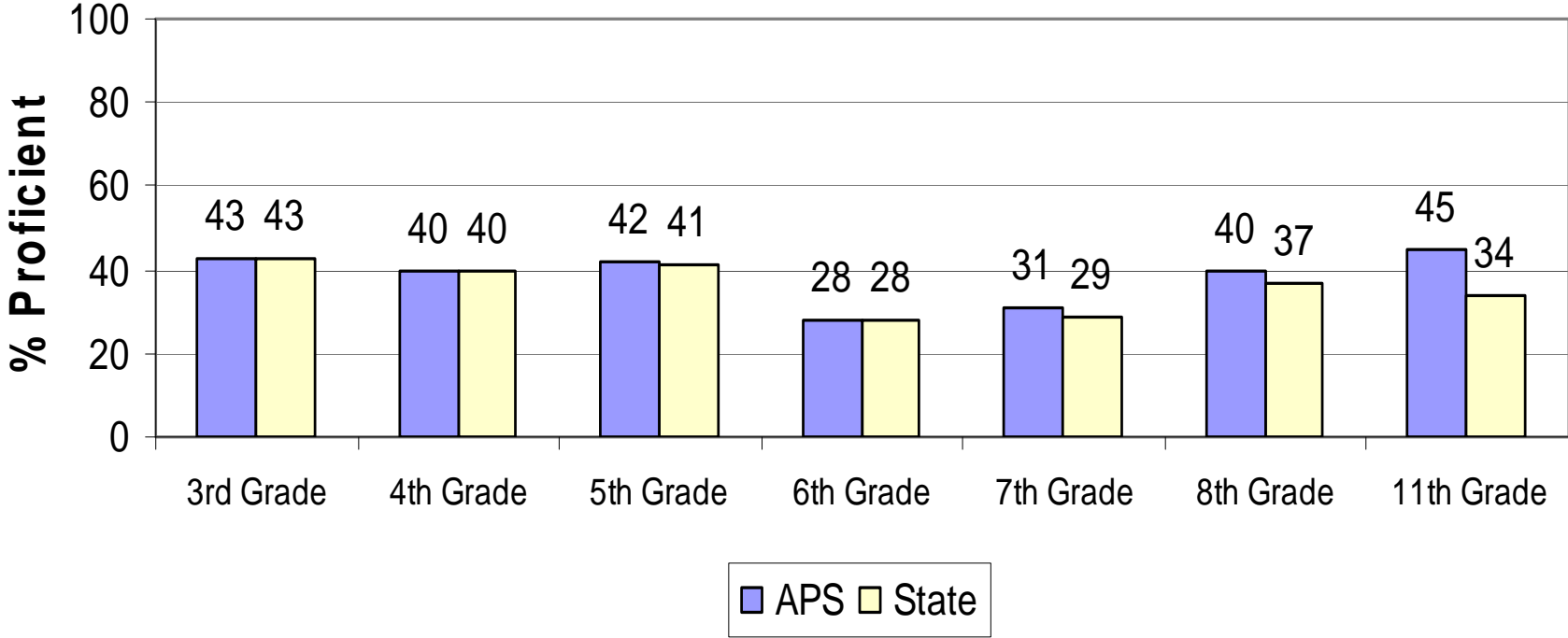
- APS outperforms the state in 5 of the 7 grade levels tested while the performance in grade 4 is identical to the states'.
- The performance of both APS and the State average in grade 8 is significantly higher than any other grade level.

2007 - 2008 APS - State Reading Comparison All Students Spanish



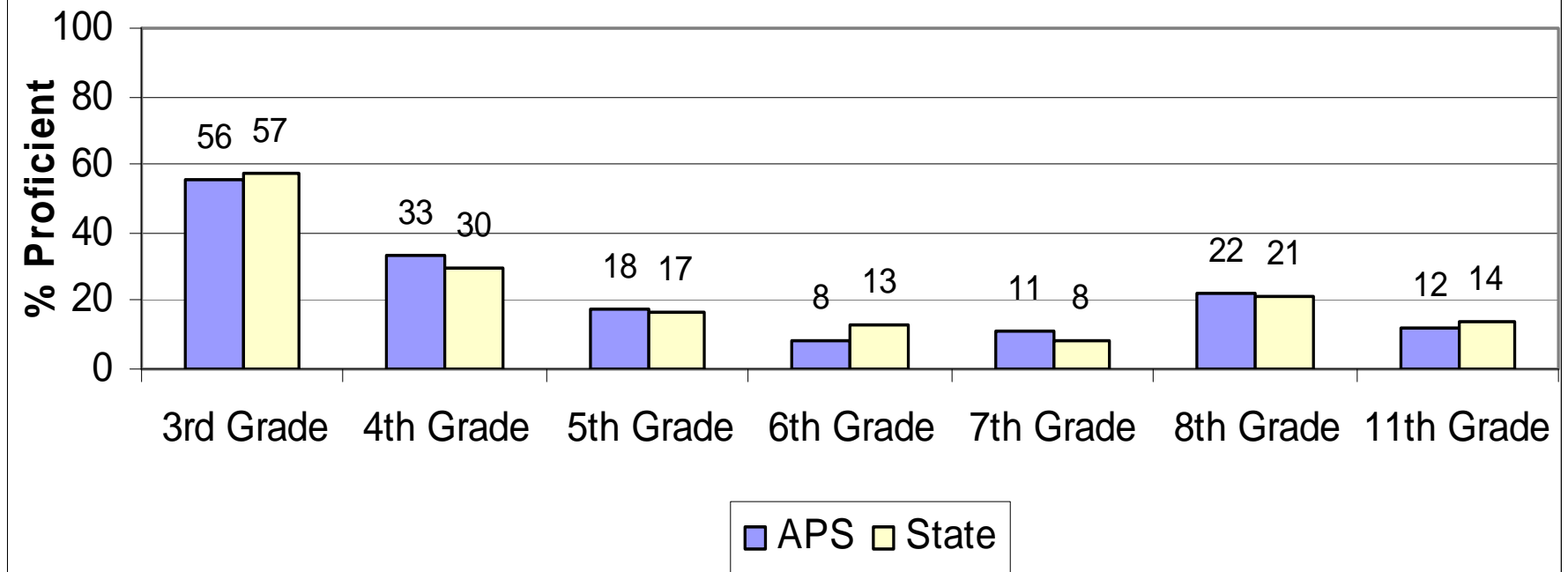
- In the Spanish version of the SBA, APS outperforms the state only in 2 of the 7 grade levels tested.
- The performance levels in grades 7 and 8 are vastly higher than any other grade levels.

2007 - 2008 APS - State Math Comparison All Students



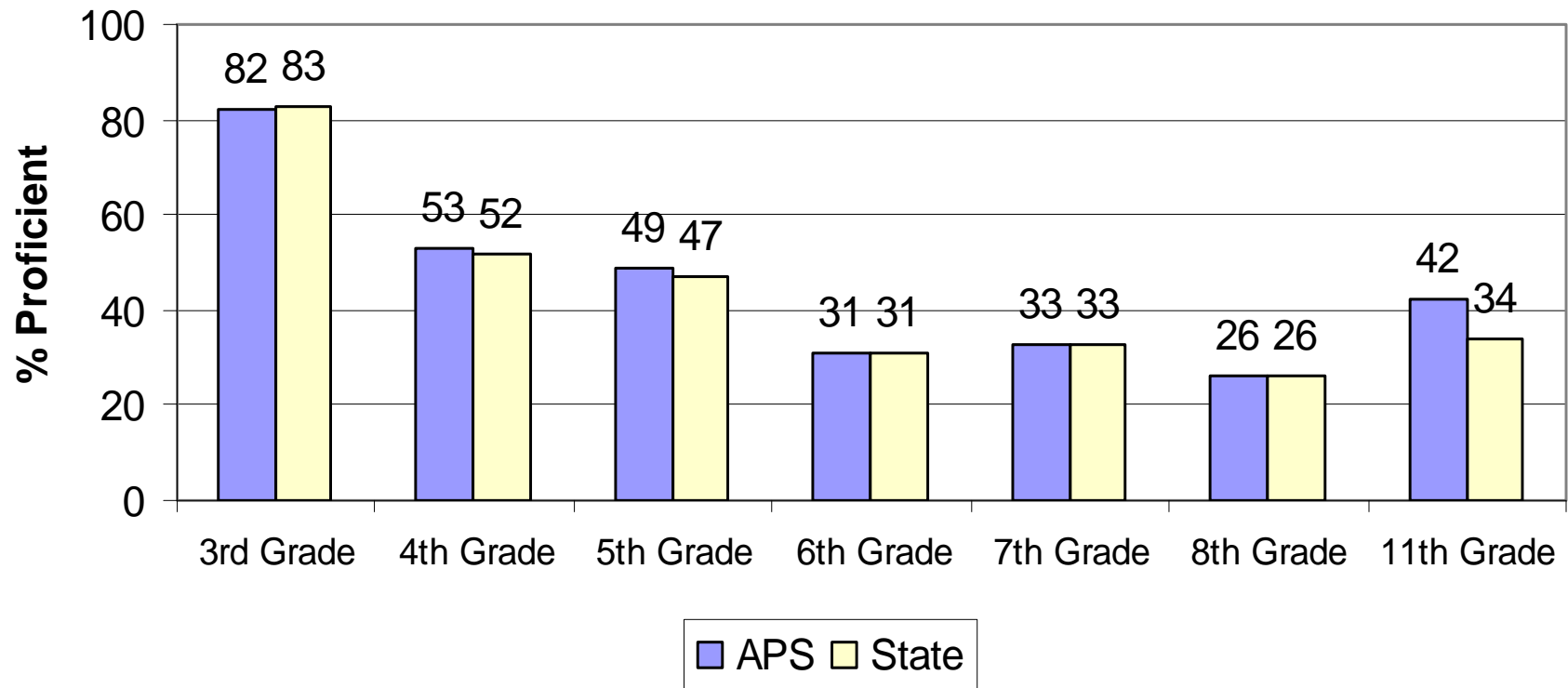
- In math, APS out-performs the state in 4 of the 7 grades tested and has the same percent proficient as the state aggregate in the remaining three grades.
- The performance levels in grades 6 and 7 are lower across the State and at APS than any other grade levels.

2007 - 2008 APS - State Math Comparison All Students Spanish



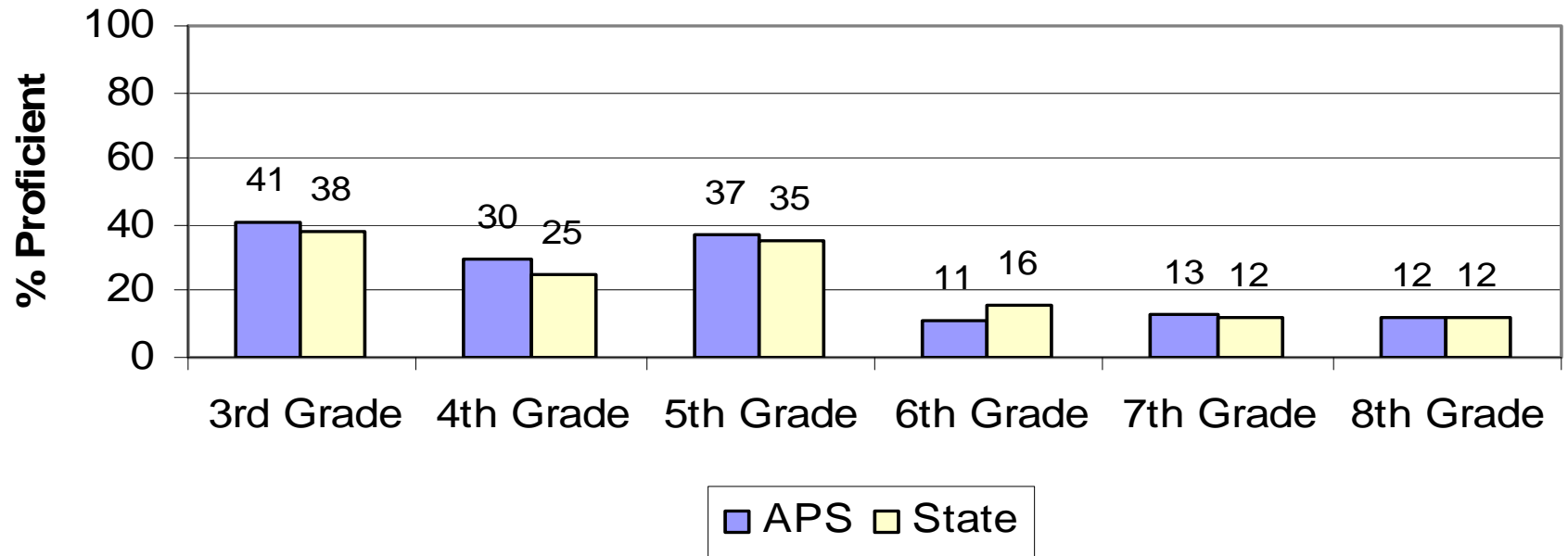
- In the Spanish version of the math test, APS out-performs the state in 4 of the 7 grades tested
- Comparable to the English version of the test, students scored significantly lower in grades 6, 8, and 11

2007 - 2008 APS - State Science Comparison All Students



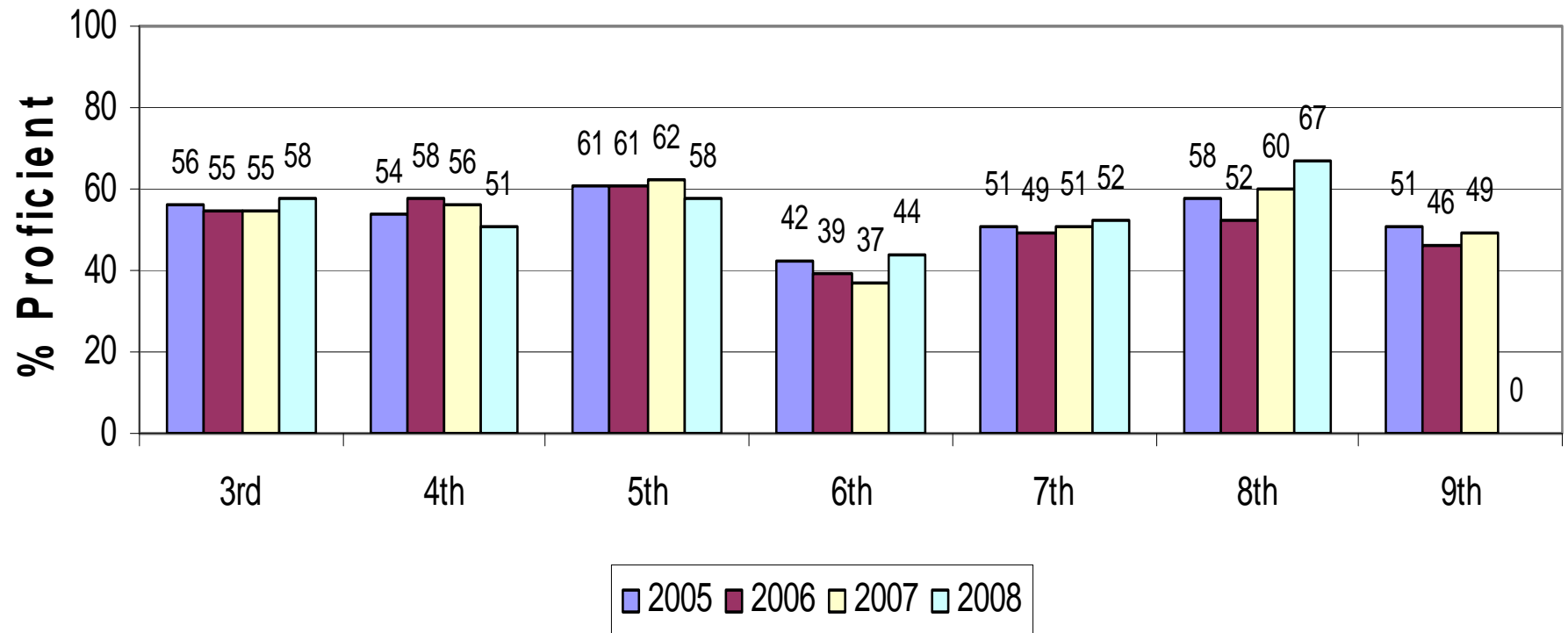
- The pattern in science is vastly different from what we see in reading and math.
- There is a continuous downward trend in the percent proficient from grade 3 through grade 8.
- It is not until grade 11 that we observe improvement in the scores. However, APS still out-performs the state in most of the grade levels with the most significant difference in grade 11.

2007 - 2008 APS - State Science Comparison All Students Spanish



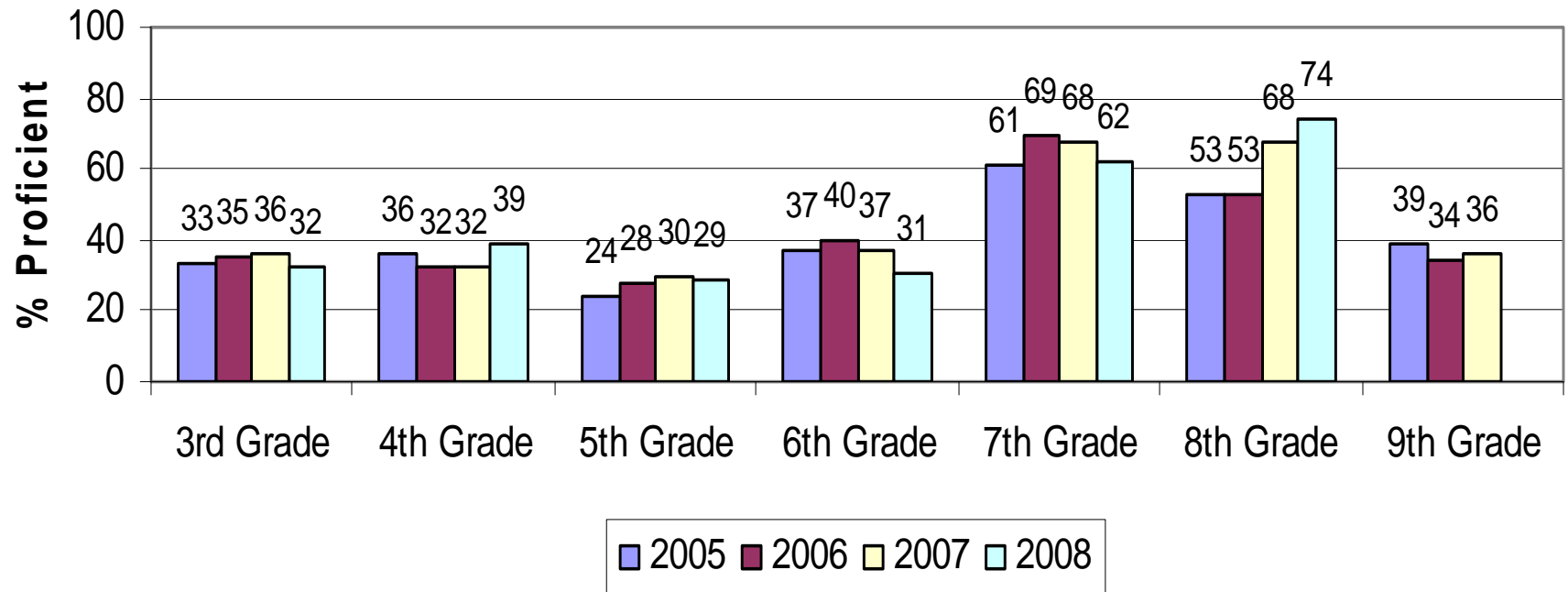
- The average State performance level was only higher than the APS performance level in grade 6
- A slight drop from grade 3 to grade 4 is followed by an increase in performance in grade 5. However, scores decrease in the middle school grades.

Four Year Comparison Reading All Students



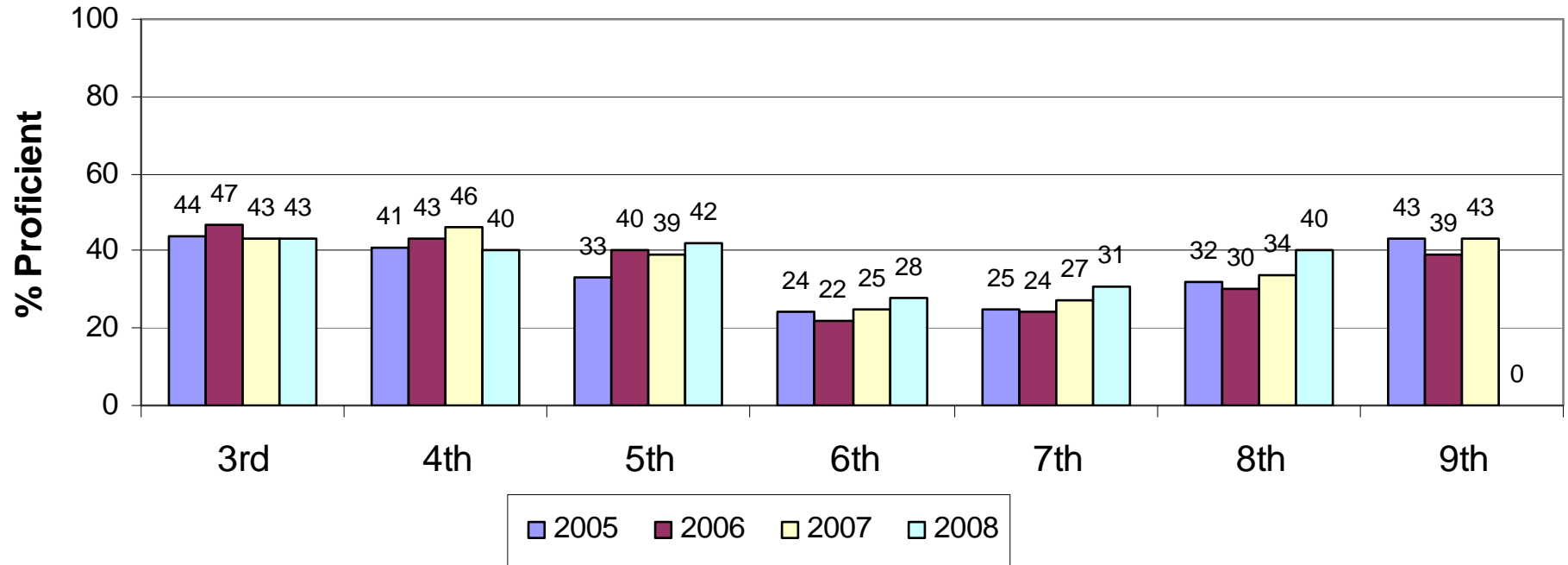
- No persistent trend in the reading performance can be observed within grade levels by looking at the past four years of data.
- While we show an increase in the percentage of proficient students in some grade level over four years, we also show a lower percentage of proficiency in others.
- The largest increase in reading proficiency is seen in grade 8 where the percent of students proficient rose by nine percent over four years.

Four Year Comparison Reading All Students - Spanish



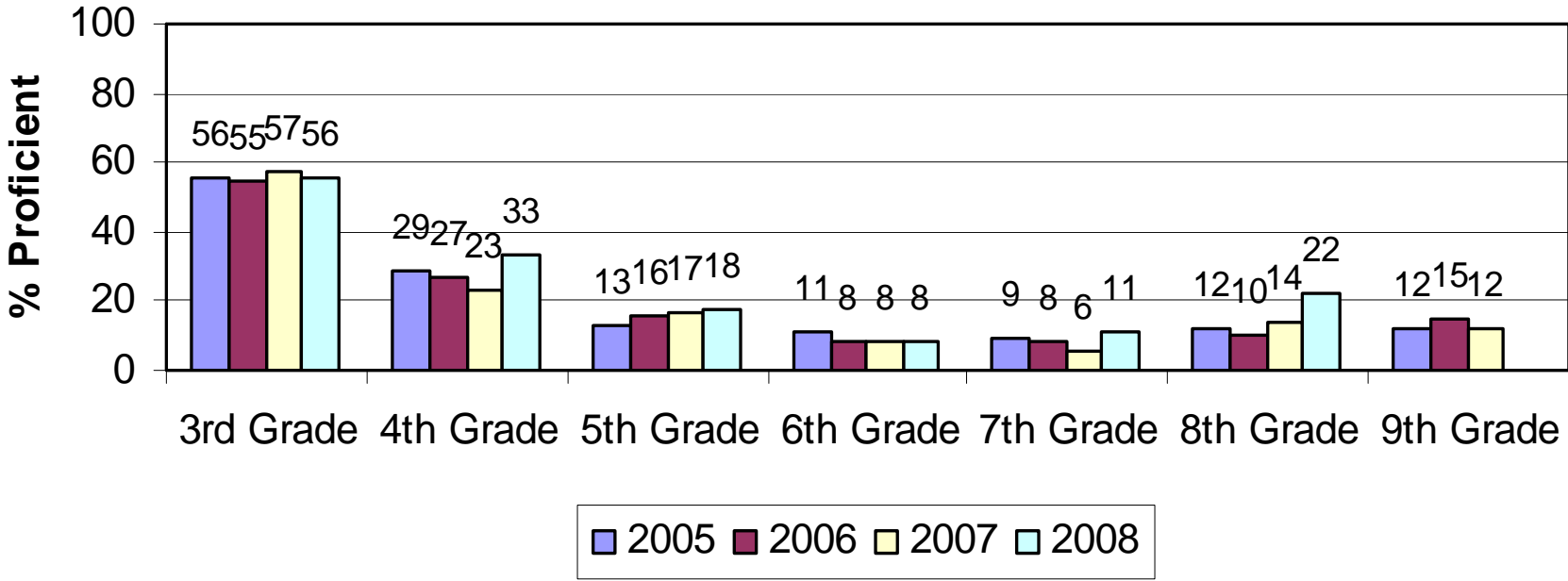
- A similar lack of trend is seen in the Spanish reading test over the same time period
- However, just as in the English version, the largest increase in reading proficiency is seen in grade 8 where the percent of students' proficient rose by 21 percent over four years.

Four Year Comparison Math All Students



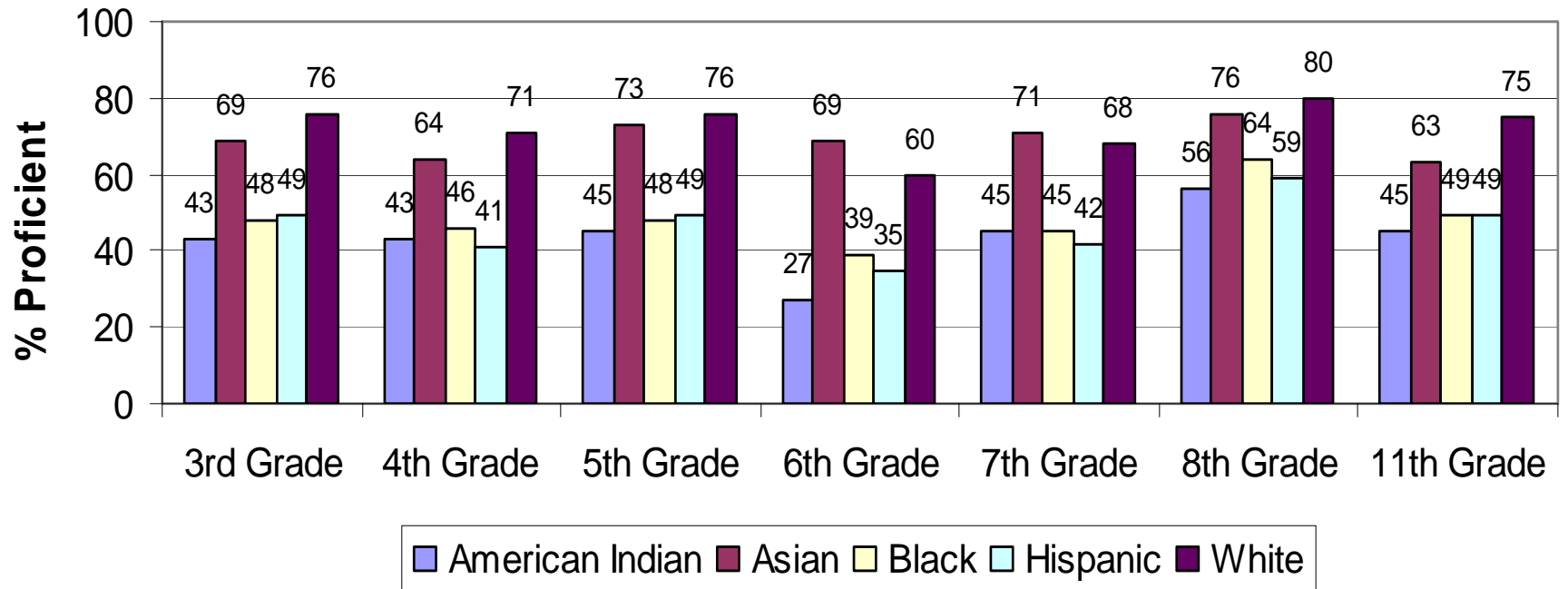
- While there is not much change in the percent proficient in grades 3 and 4 over the past four years, there is an increase in the other grade levels over time.
- Grades 5, 6, 7, and 8 show at least a 3 percent increase from last year and a clear upward trend from four years ago.

Four Year Comparison Math All Students - Spanish



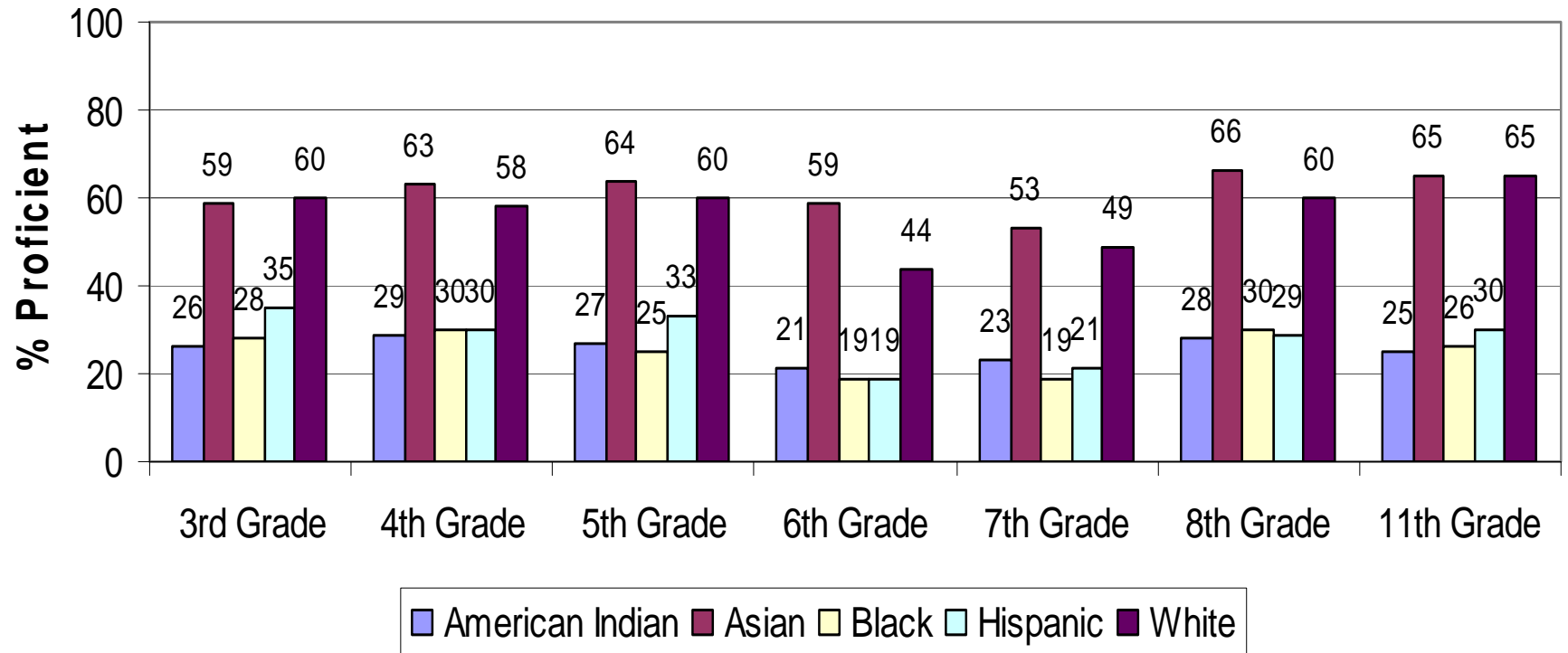
- At almost every grade level one can see an increase in the percent proficient over time.
- Grades 4, 7, and 8 show at least a five percent increase from last year.

2007-2008 Reading by Ethnicity All Students



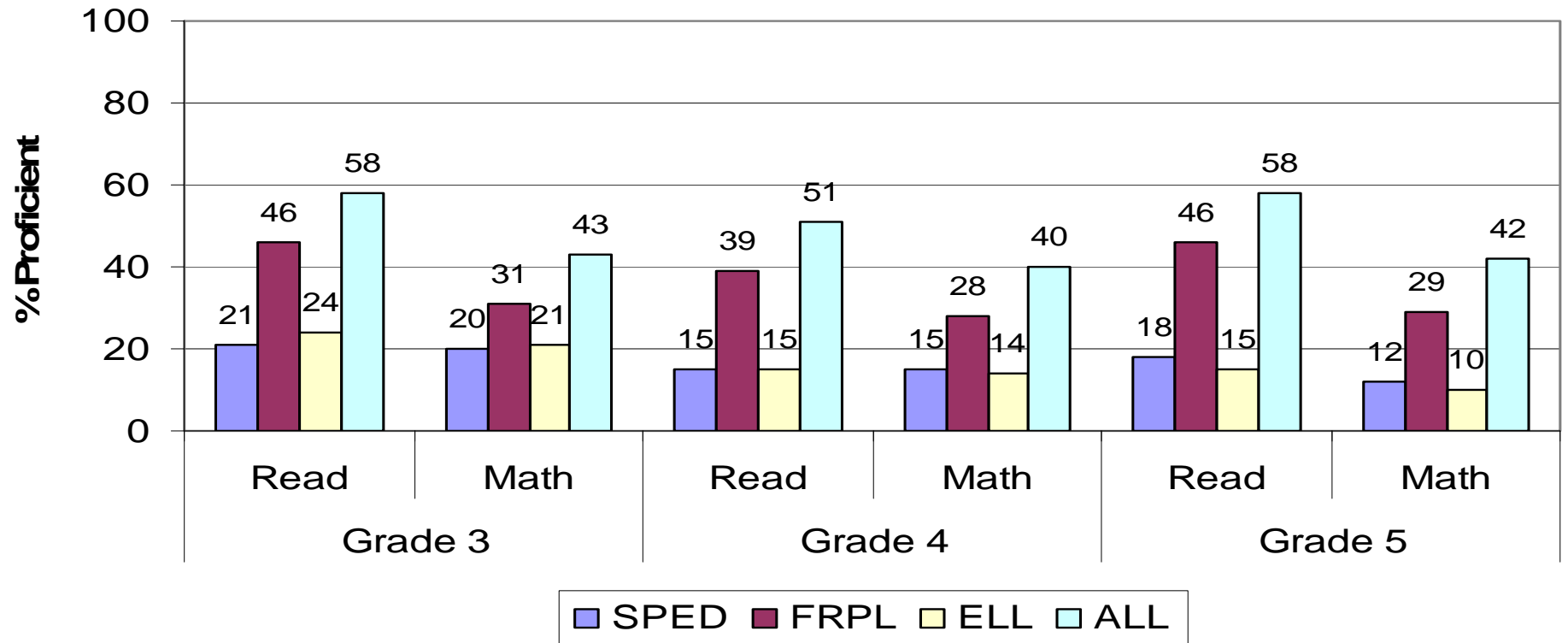
- There is a significant achievement gap among the ethnic groups with Caucasian and Asian students outperforming American Indian, Blacks, and Hispanics
- In reading, the gap among the ethnic groups is smallest in grade 8 and largest in grade 6.
- Caucasian students perform higher than Asian students except in grades 6 and 7 where Asian students are the highest performers
- Black students on average outperform Hispanic students and consistently outperform American Indian students

2007-2008 Math by Ethnicity All Students



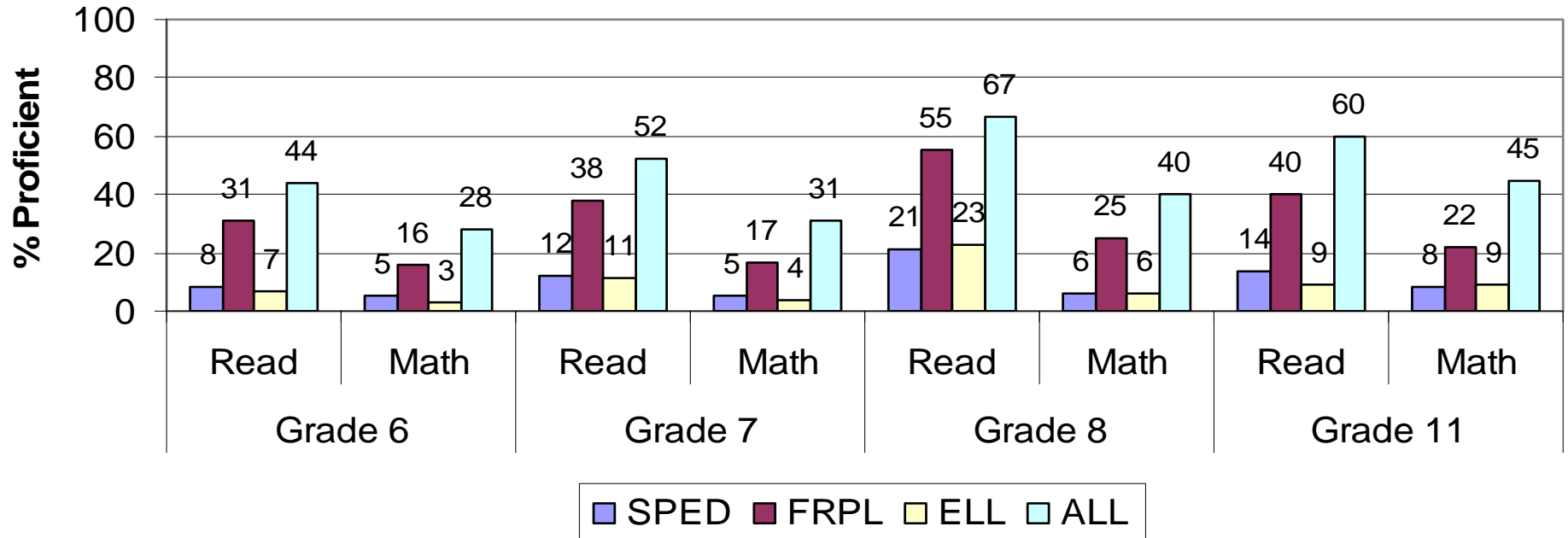
- In math, the gap between Asian and Caucasian students compared to American Indians, Blacks, and Hispanics is larger across all grade levels than it is in reading.
- Asian students outperform White students in 5 of the 7 grade levels

Subgroup - All Students Comparison Primary 2008



- Among the three special groups, special education and English language learners (ELL) perform much lower in reading than economically disadvantaged students
- Similar patterns can be observed in secondary grades except that the overall gap between special education and ELL students and the overall student performance is larger than in the primary grades.
- Typically secondary students who are ELL have had less educational experiences in their native country and are less proficient in academic English

Subgroups - All Students Comparison Secondary 2008



- Students receiving special education services in high school are usually more severely disabled than students in lower grades and have a greater gap between their learning and that of their peers.

The last four graphs only include the English version of the test as the numbers for the subgroups are too small in the Spanish version of the test,

