



**NEW MEXICO STANDARDS BASED ASSESSMENT
2009 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 five 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.

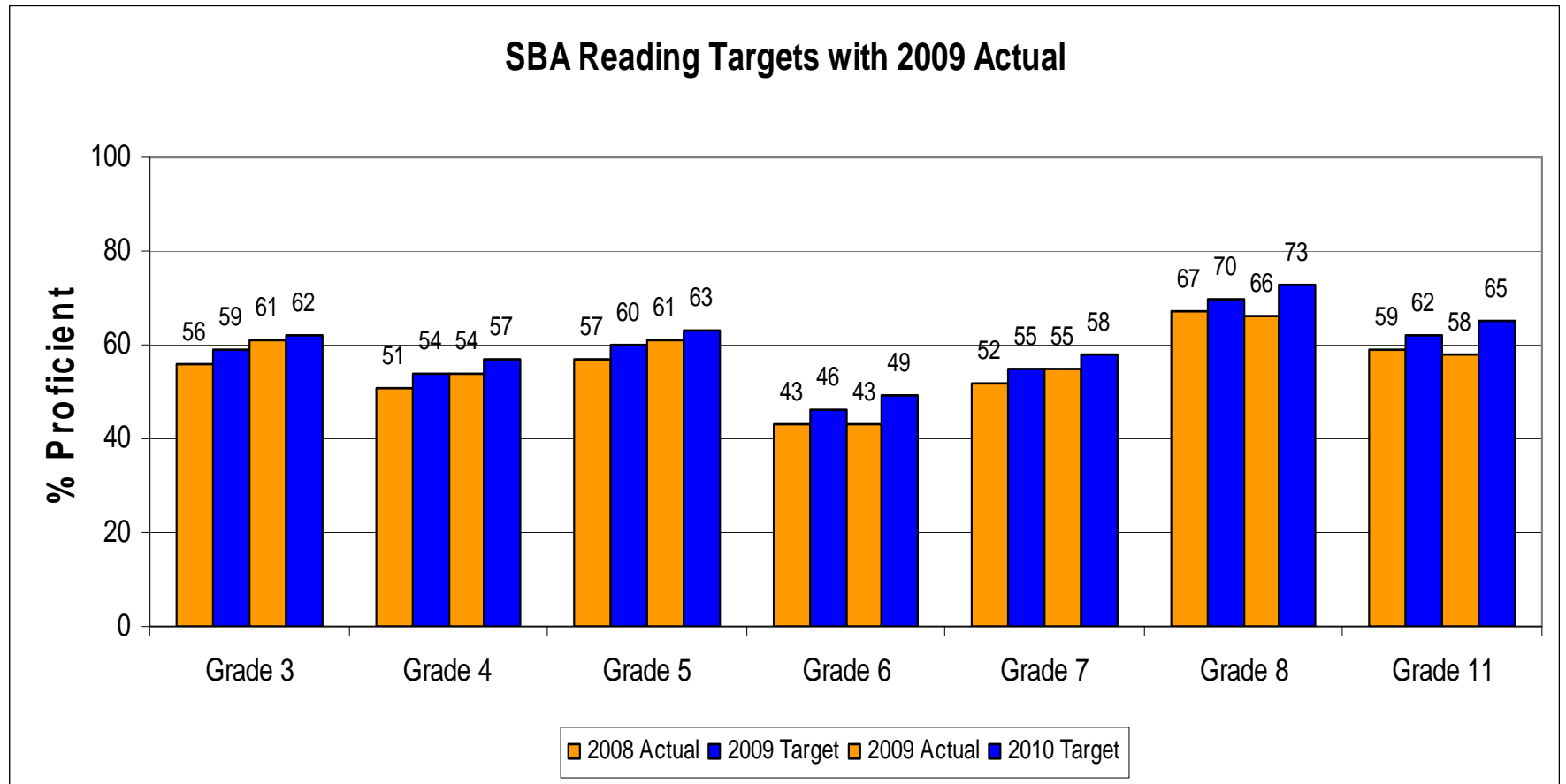
Special education students whose educational program addresses alternative standards to the content standards may participate in the NM Alternate Assessment. This assessment is not comparable to the SBA and the results are reported separately.

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 how the district performed compared to the previously established goals, the 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.

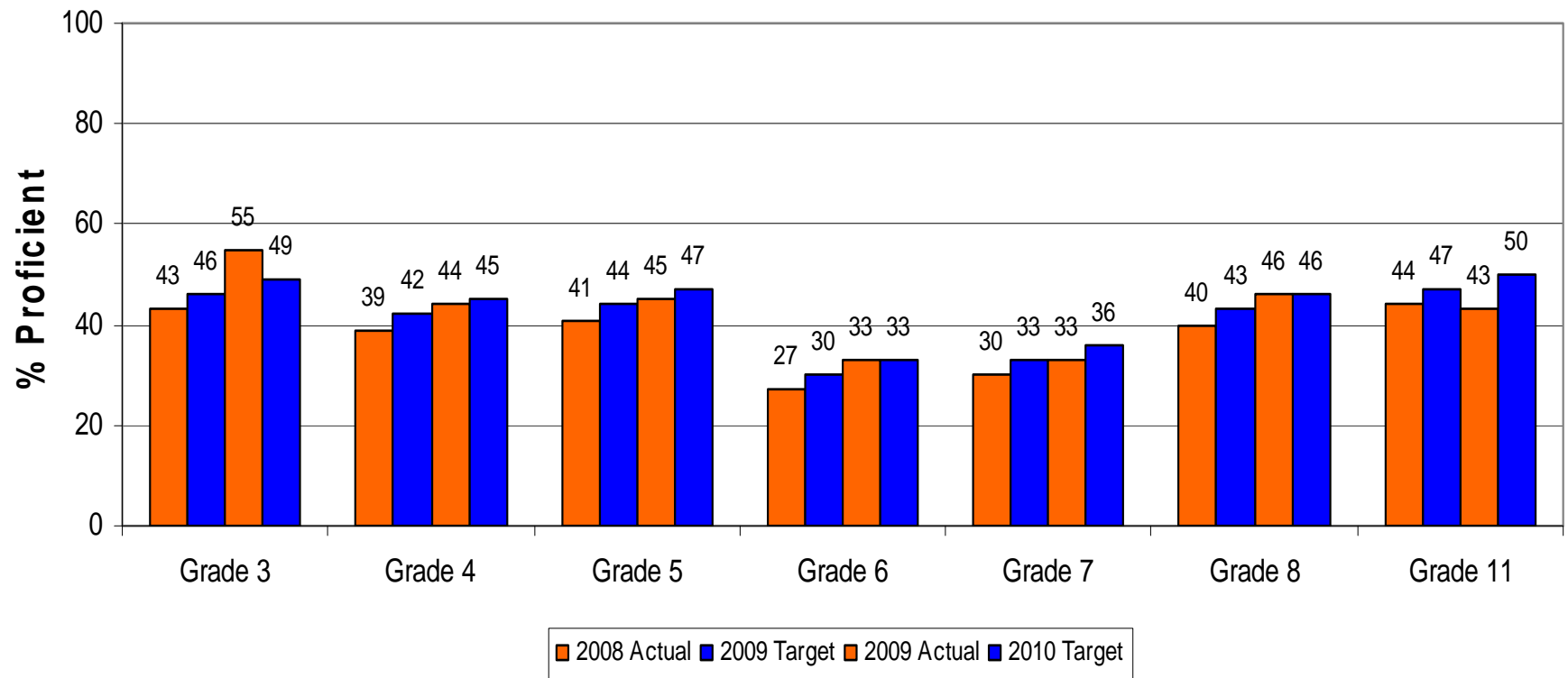
Comparison: Actual Scores to District Goals

SBA Reading Targets with 2009 Actual



- The orange bars represent the percent proficient for 2008 and 2009 respectively. The blue bars are the targets established from the 2008 actual data
- APS outperformed or met the 2009 target in grades 3, 4, 5 and 7

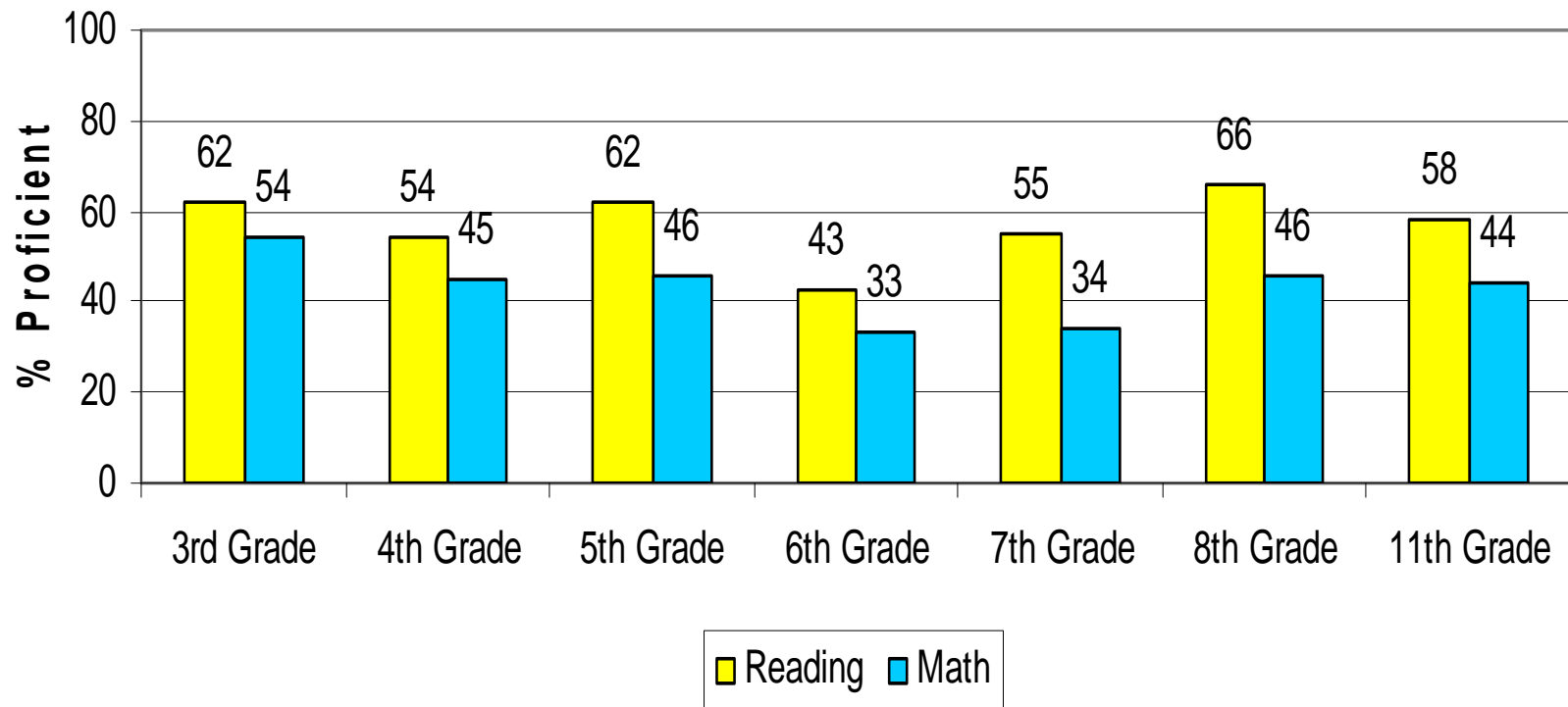
SBA Math Targets with 2009 Actual



- The orange bars represent the percent proficient for 2008 and 2009 respectively. The blue bars are the targets established from the 2008 actual data
- APS outperformed or met the 2009 target in grades 3, 4, 5, 6, 7 and 8

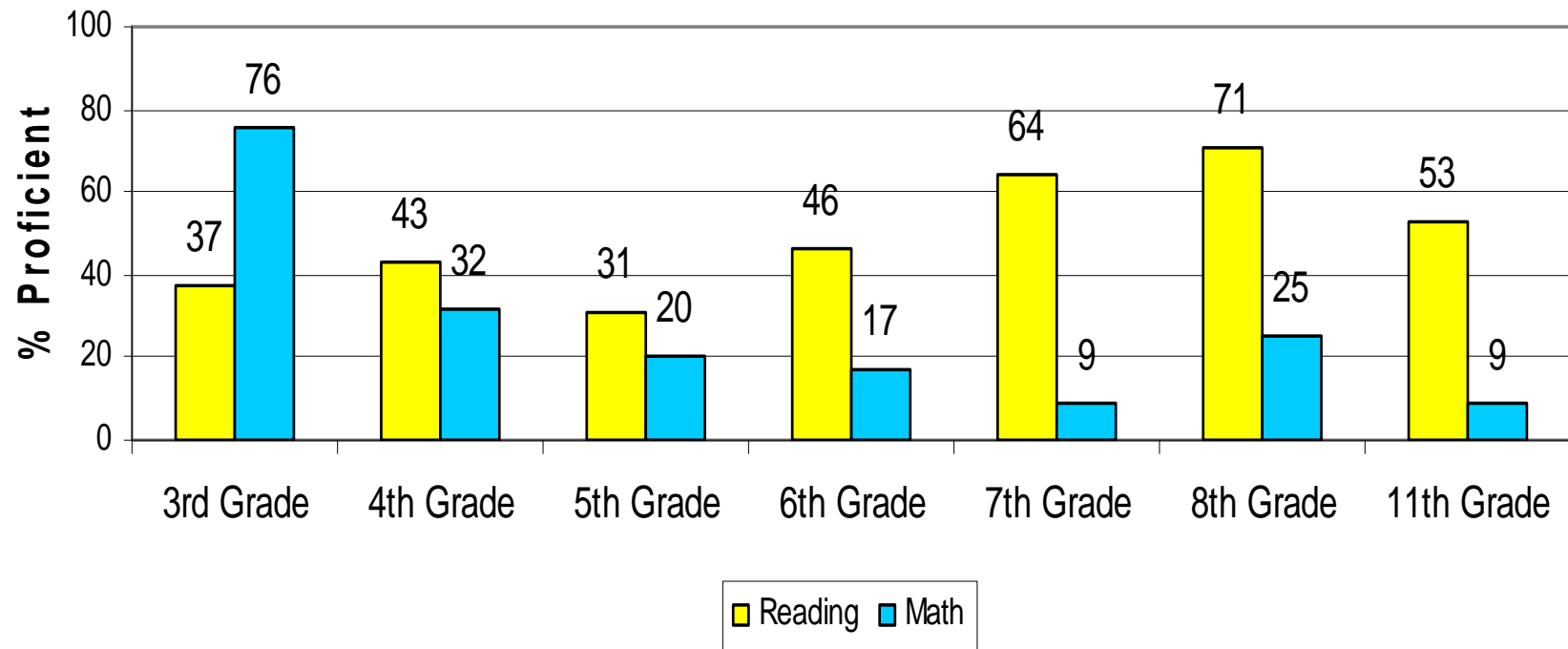
Performance: Percent Proficient
for all Students Tested - in both
English and Spanish

English SBA Reading and Math 2008 - 2009



- 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 reading 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 and with less variance.

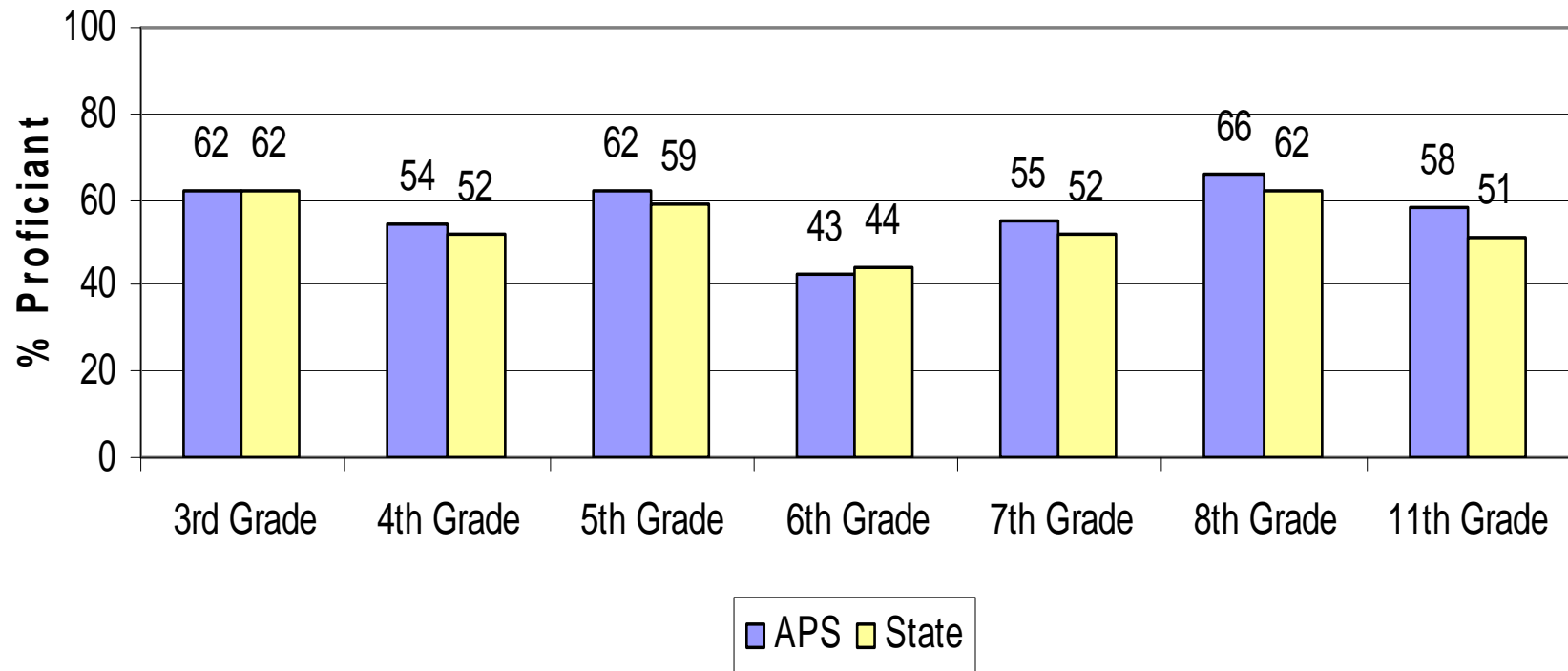
Spanish SBA Reading and Math 2008 - 2009



- 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 8. However, the percentage of proficient students drops again in grade 11.

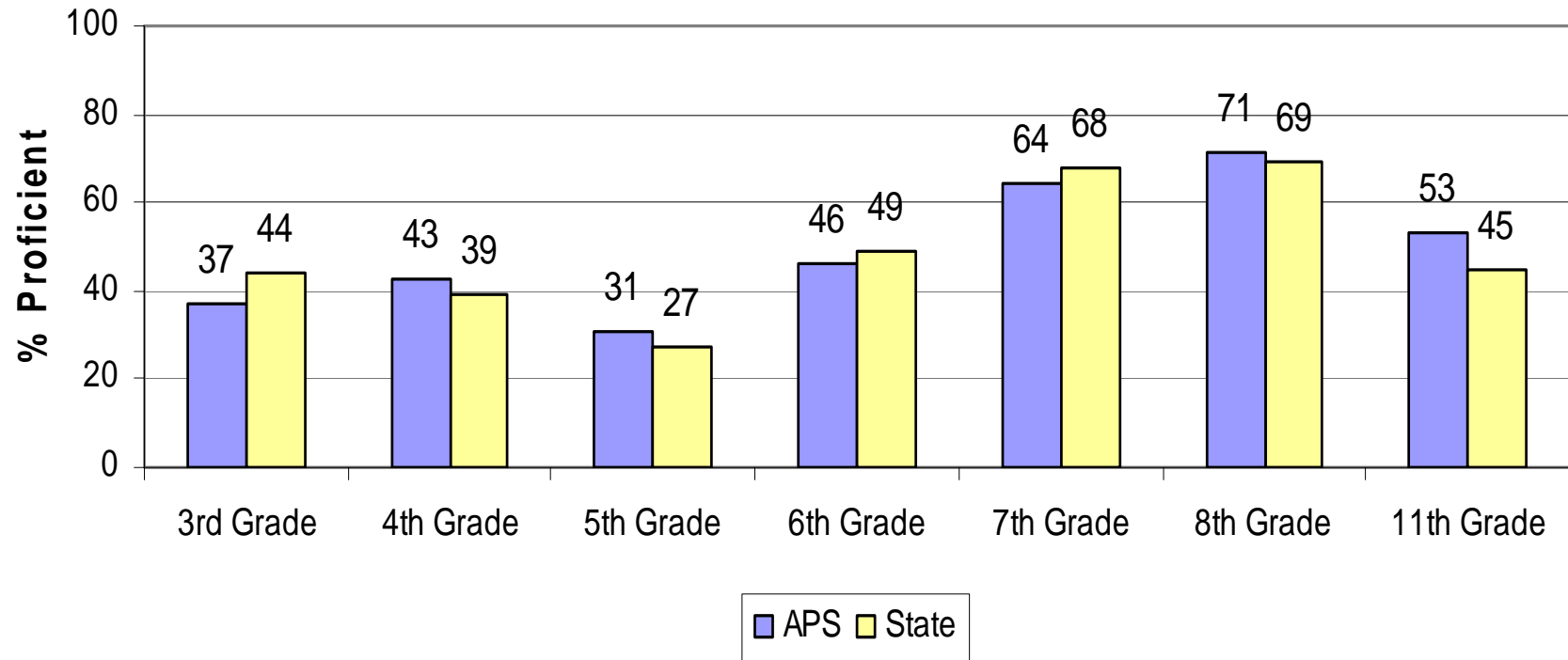
Comparison: APS – State for Reading, Math and Science

2008 - 2009 APS - State Reading Comparison English



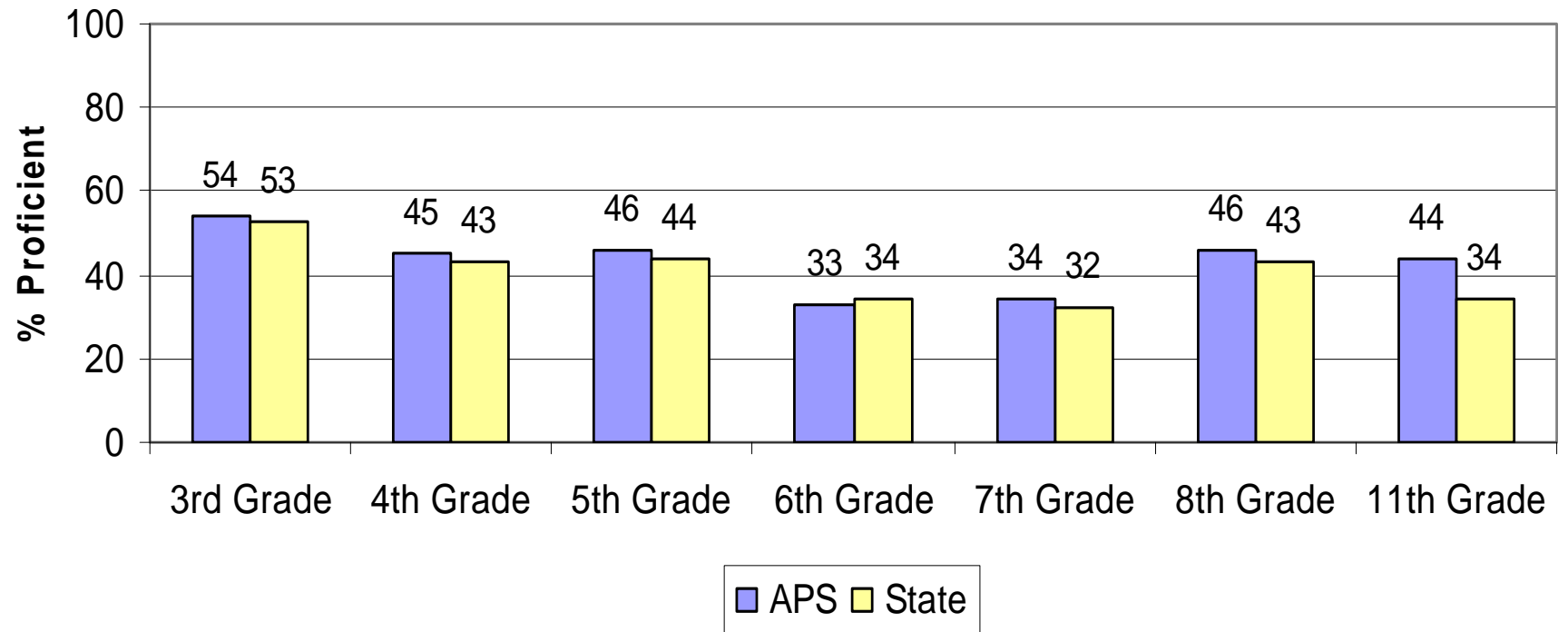
- APS outperforms the state in 5 of the 7 grade levels tested while the performance in grade 3 is identical to the states'.
- The performance of both APS and the State are highest in grades 3, 5 and 8.

2008 - 2009 APS - State Reading Comparison Spanish



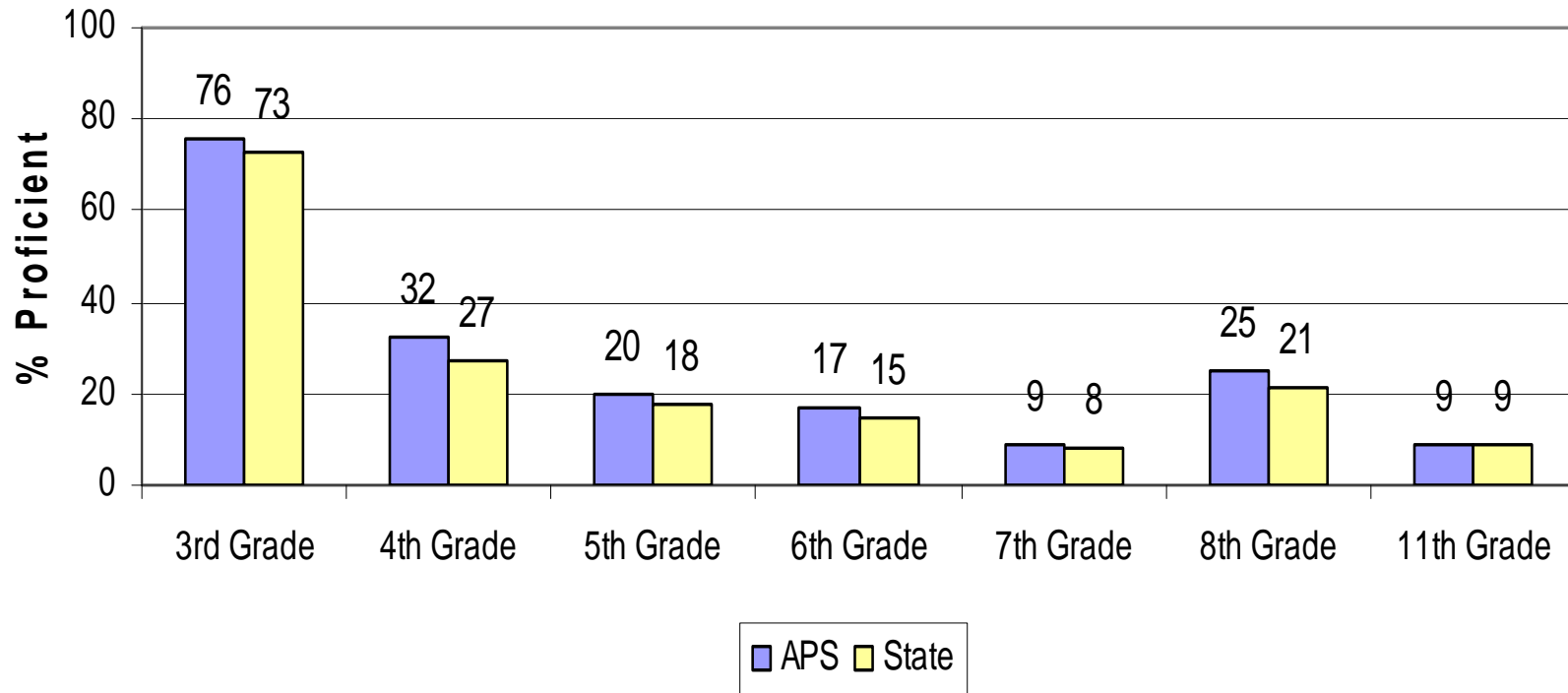
- In the Spanish version of the SBA, APS outperforms the state only in 3 of the 7 grade levels tested.
- The performance levels in grades 7 and 8 are vastly higher than any other grade levels.

2008 - 2009 APS - State Math Comparison English



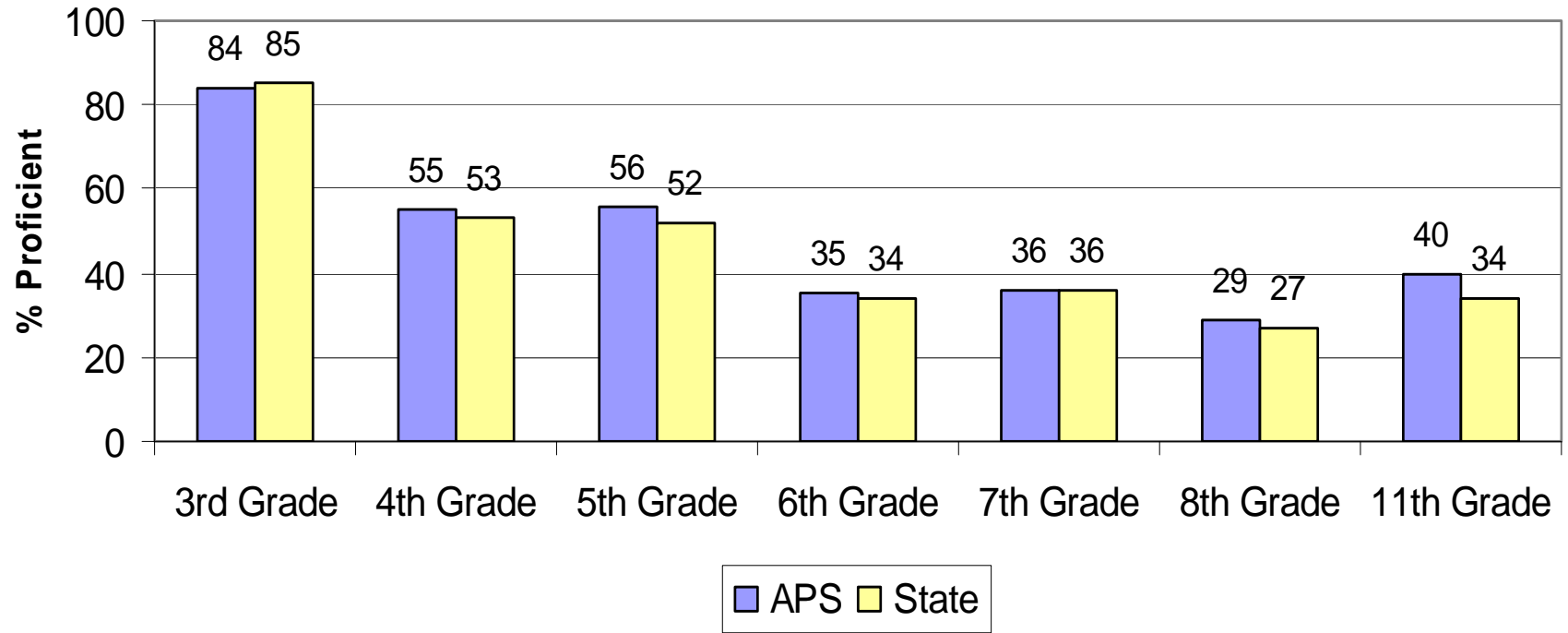
- In math, APS out-performs the state in 6 of the 7 grades tested.
- In grade 11 APS students scored 10 percent higher than the states' performance level.
- The performance levels in grades 6 and 7 math are significantly lower across the State and at APS than any other grade levels.

2008 - 2009 APS - State Math Comparison Spanish



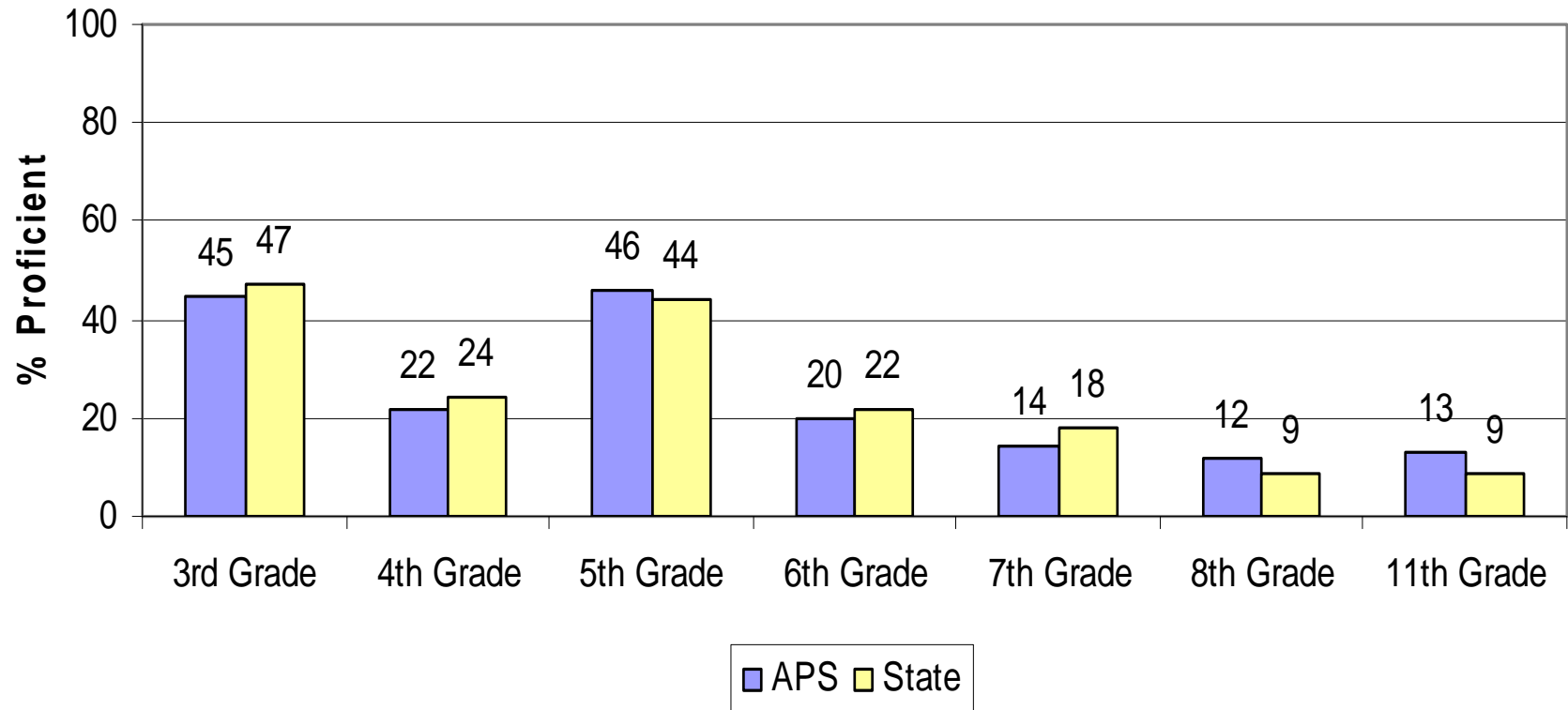
- In the Spanish version of the math test, APS out-performs the state in 6 of the 7 grades tested
- Comparable to the English version of the test, students scored significantly higher in grade 3 but much lower in grades 6, 8, and 11

2008 - 2009 APS - State Science Comparison English



- 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.

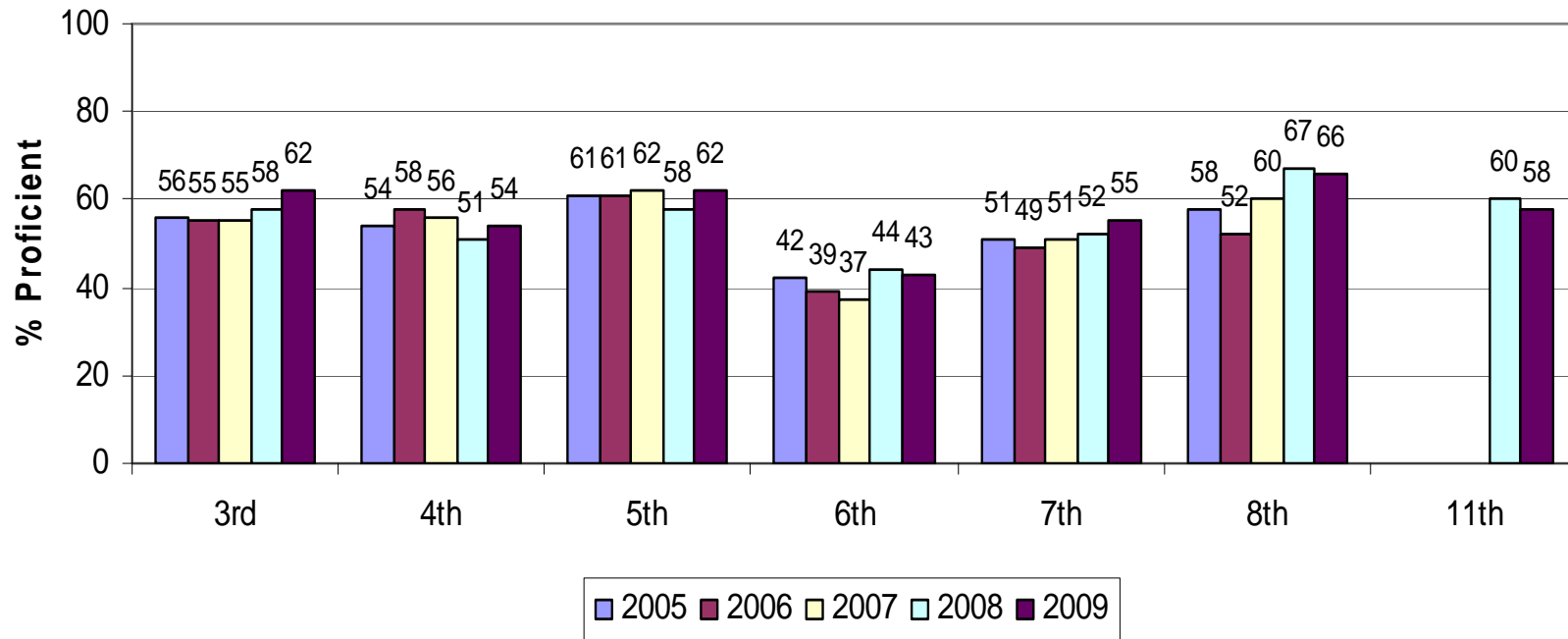
2008 - 2009 APS - State Science Comparison Spanish



- APS scored higher than the state average in 3 of the 7 grades tested
- 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 as well as in high school

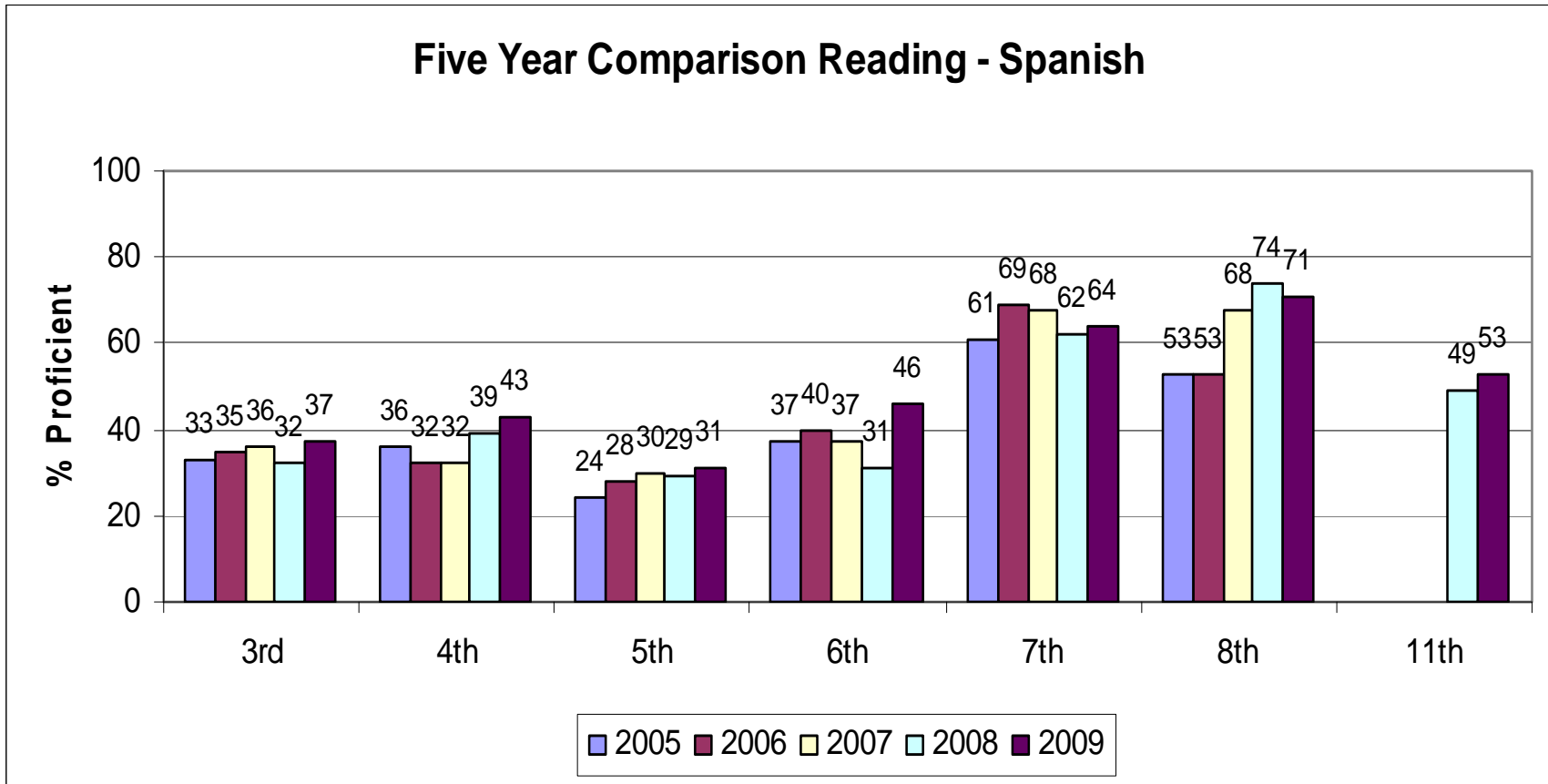
Five Year Performance – All Students

Five Year Comparison Reading



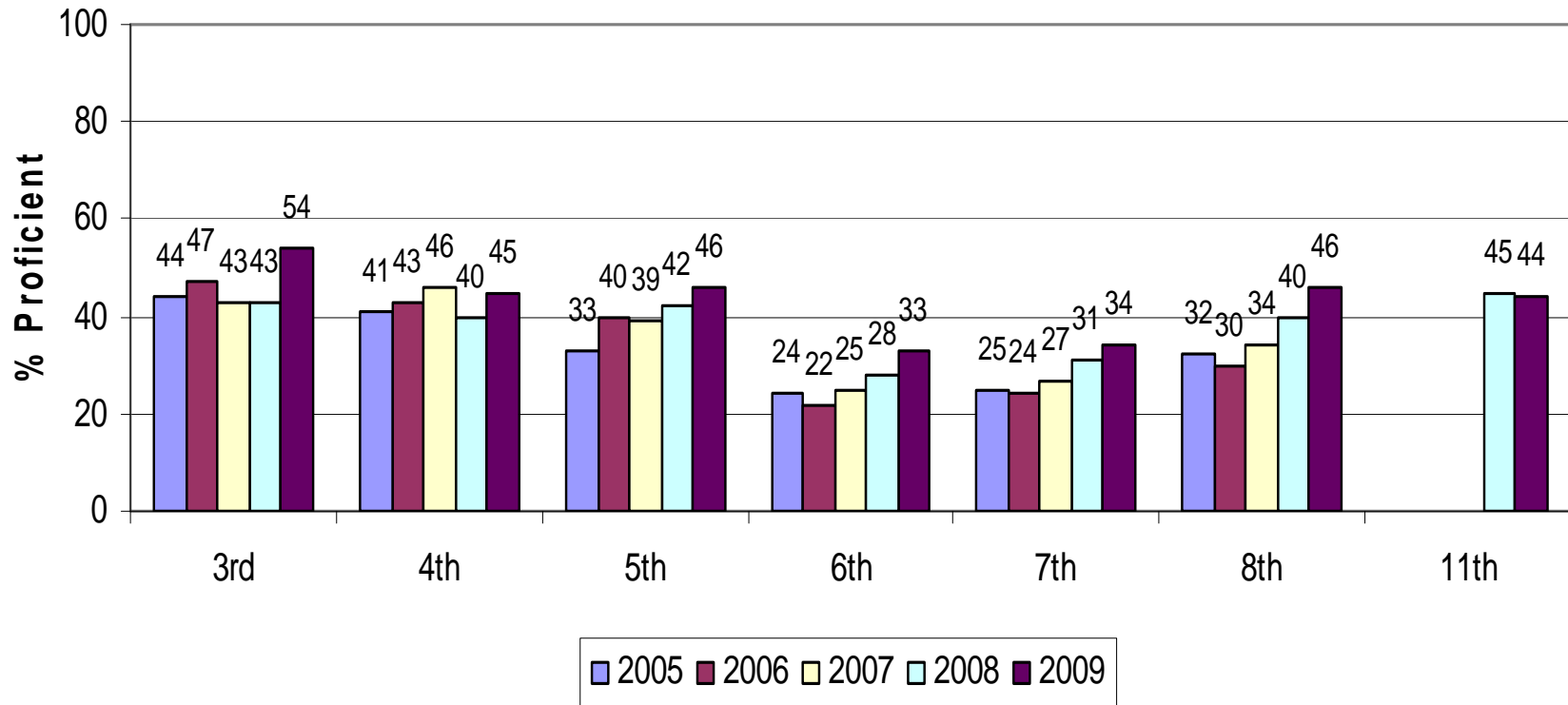
- No persistent trend in the reading performance can be observed within grade levels by looking at the past five years of data.
- 4 of the 7 grade levels tested show improvement over last year.
- The largest increase in reading proficiency is seen in grade 8 where the percent of students proficient rose by eight percent over five years and in grade three where we can observe a six percent increase over five years.
- Only two years of data are available for grade 11.

Five Year Comparison Reading - Spanish



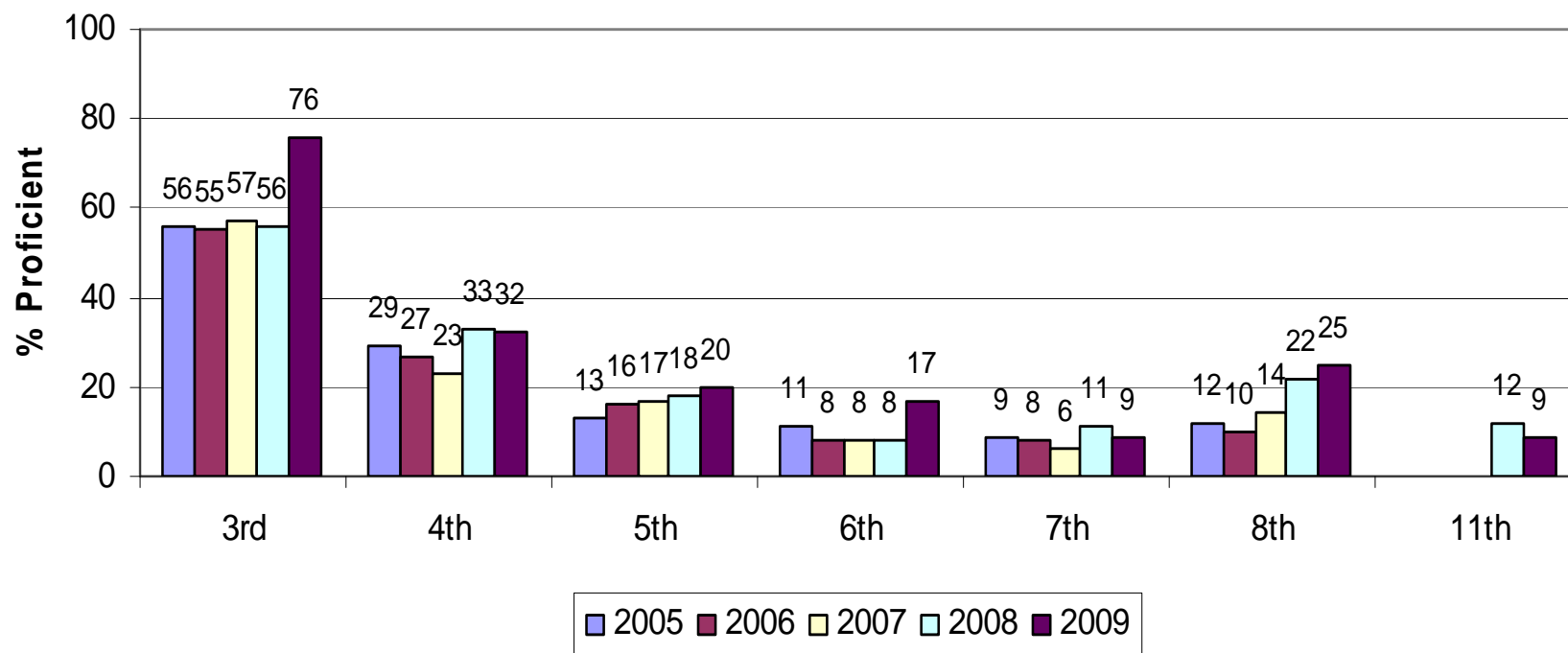
- In Spanish there is a clear upward trend in performance levels over 5 years.
- However, just as in the English version, the largest increase in reading proficiency is seen in grade 8 where the percent of students' proficient rose by 18 percent over five years.

Five Year Comparison Math



- We can observe a clear upward trend over five years in grades 3 through 8.
- There is an increase in proficiency in all grade levels over last year.
- The most significant gains over last year are in grades 3 and 7 while the largest gains over five years can be seen in grades 5 and 8.

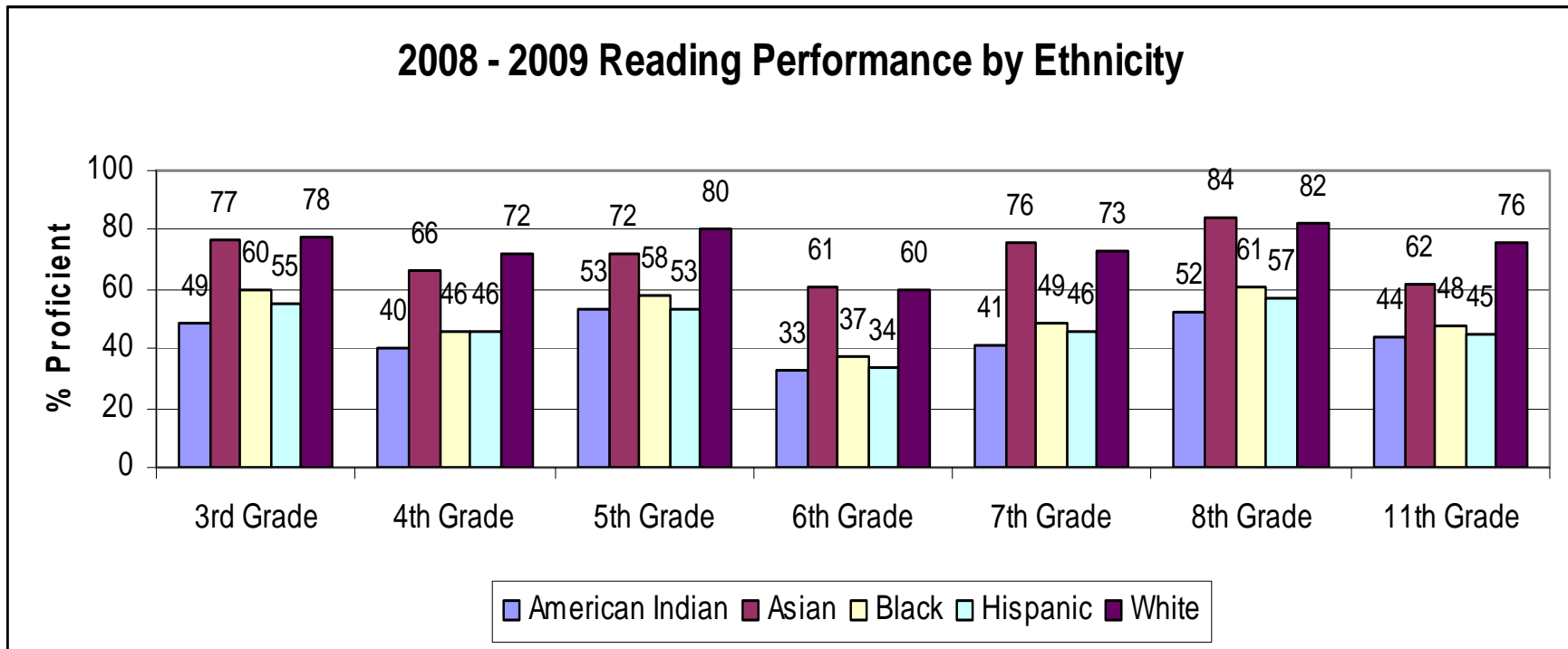
Five Year Comparison Math - Spanish



- At almost every grade level one can see an increase in the percent proficient over time.
- The most significant improvements can be seen in grade 3 and grade 6. Performance levels increased 20 percent and 9 percent over last year respectively.

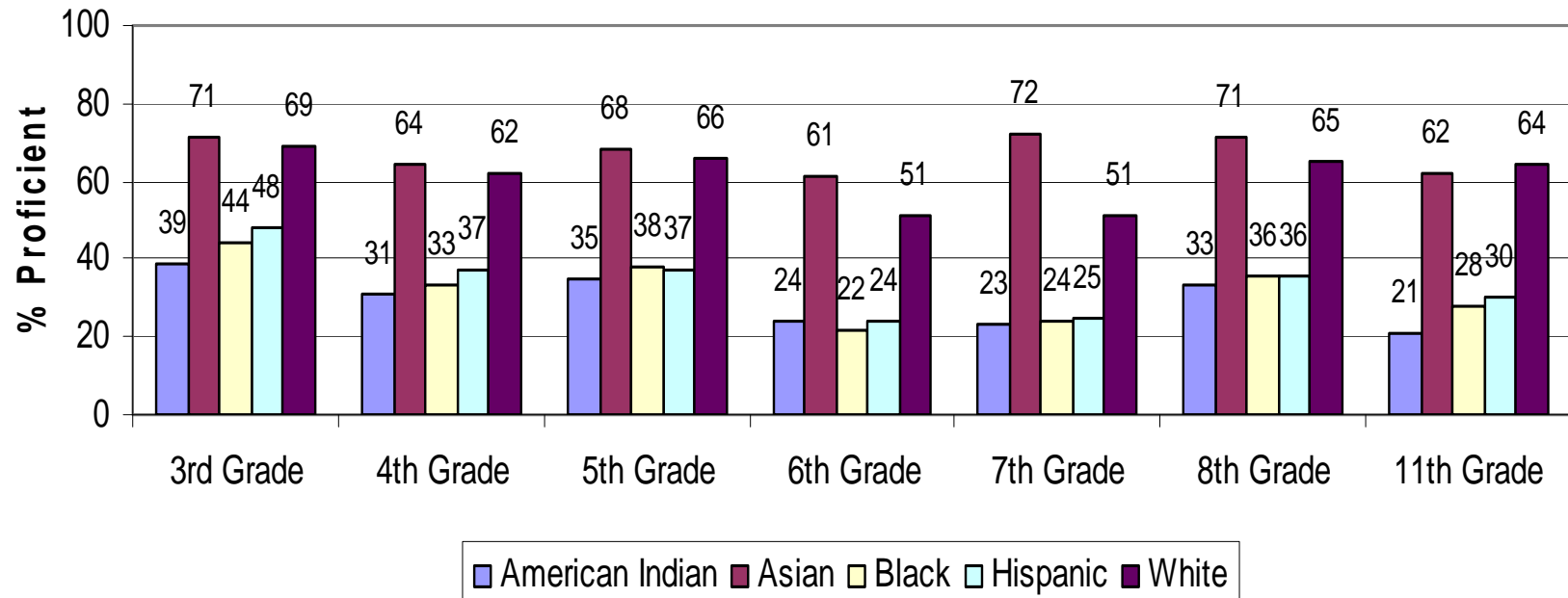
Performance by Ethnic Groups

The next 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.



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

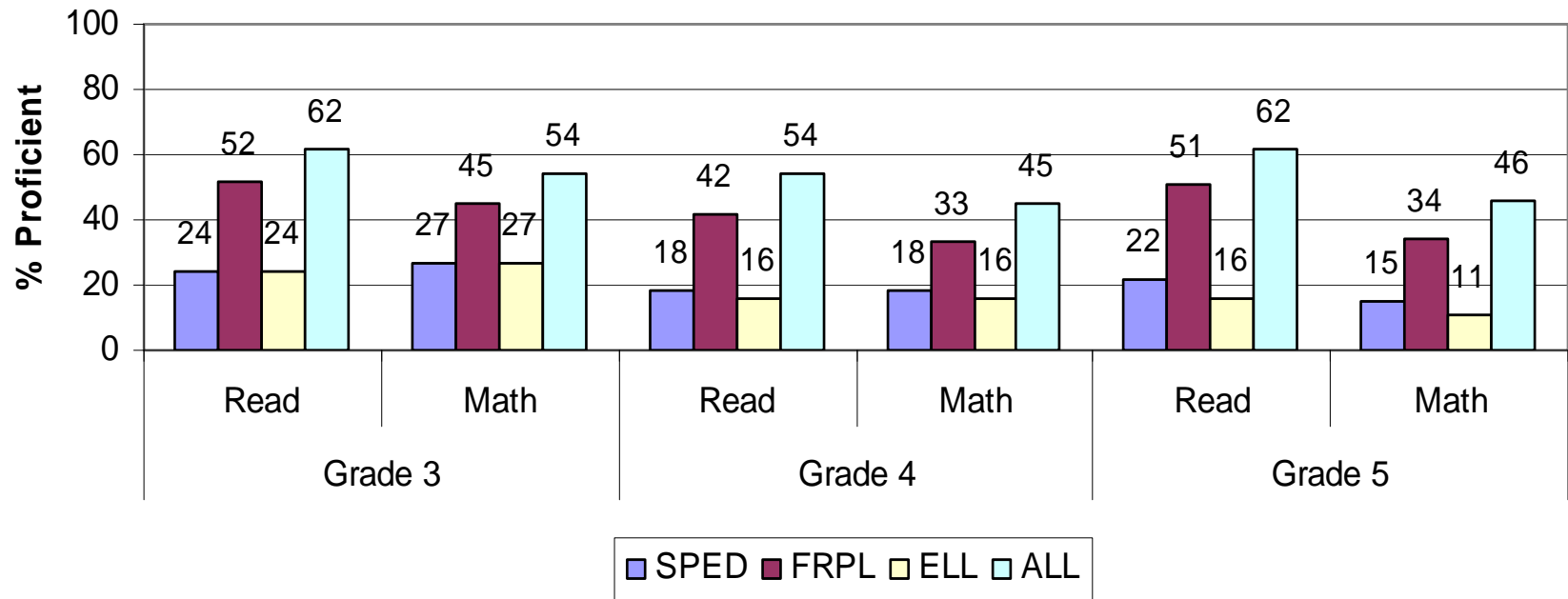
2008 - 2009 Math Performance by Ethnicity



- 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 outperform White students in 6 of the 7 grade levels

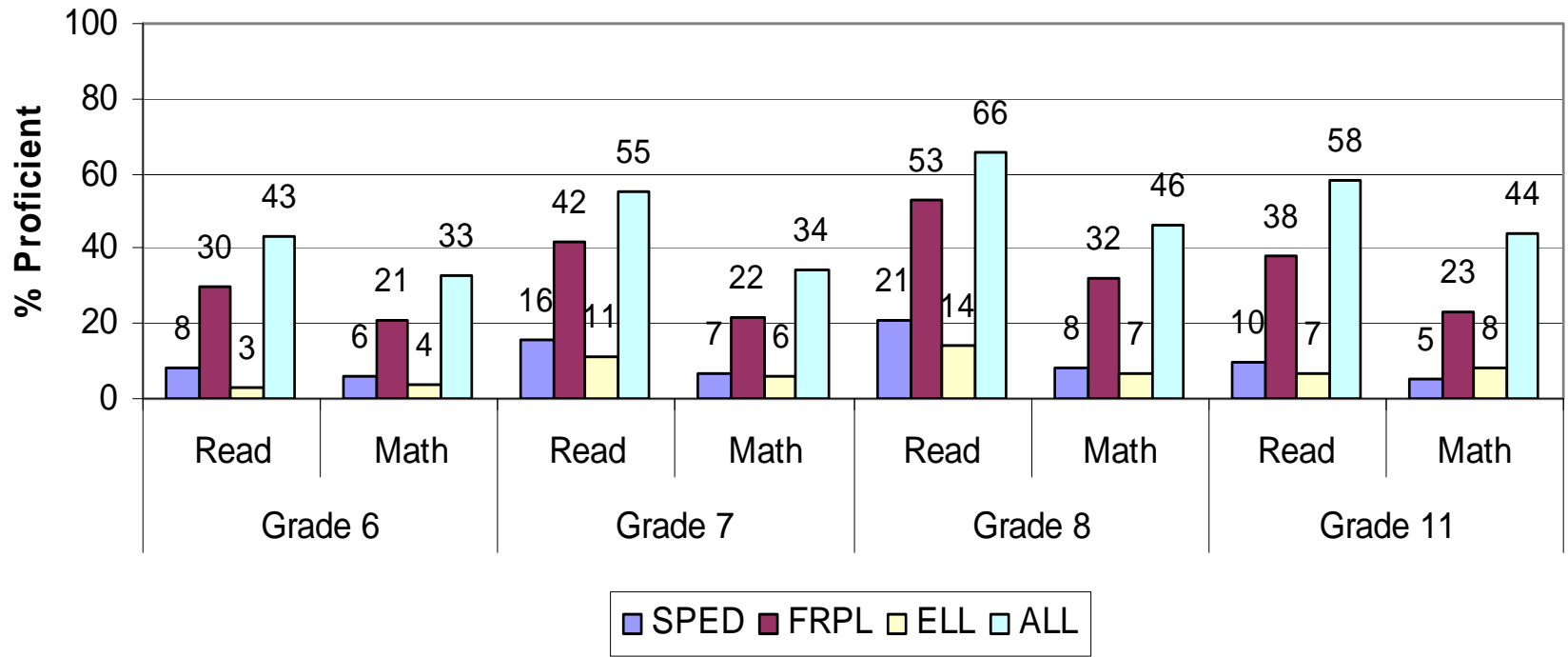
AYP Subgroups Compared to All Students

2008 - 2009 Primary Grades by Subgroup



- 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

2008 - 2009 Secondary Grades by Subgroup



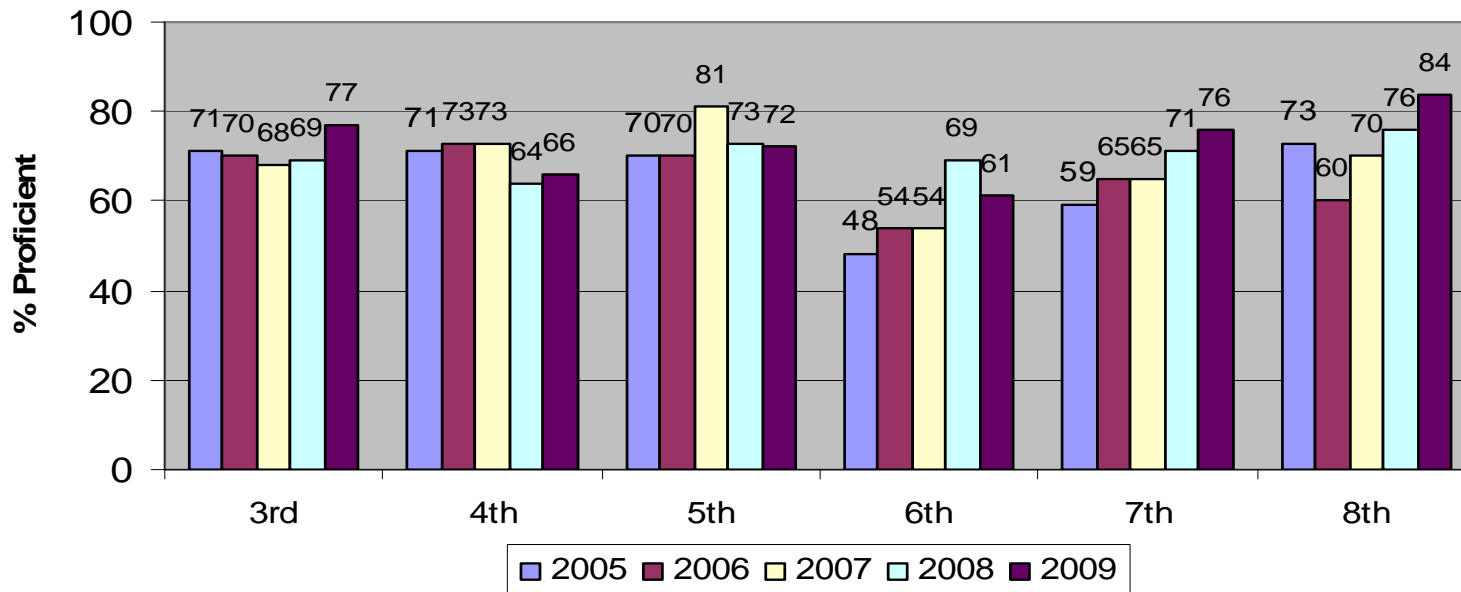
- Students receiving special education services in high school are usually more severely disabled than students in lower grades and have a greater gap between their learning and that of their peers.
- The pattern is identical to the primary grade level.

Five Year Performance by Ethnicity and AYP Subgroups

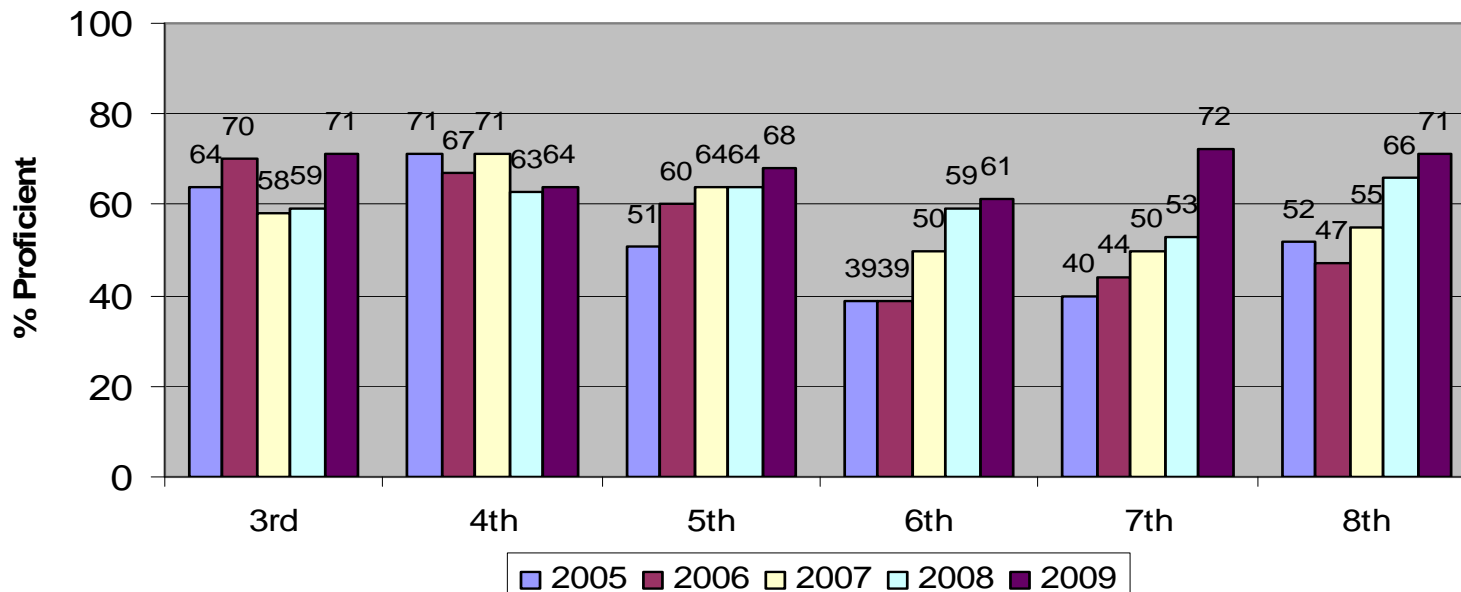
The following graphs look at the performance of all AYP sub groups in reading and math over the past 5 years. AYP subgroups are the five ethnic groups as well as Special Education, English Language Learners, and Economically Disadvantaged Students.

- The majority of subgroups show an increase in the percent of students' proficient over the years.
- Special Education and English Language Learners show a larger drop in performance in secondary grades than the other sub groups.
- Economically Disadvantaged Students performed much higher than English Language Learners and Special Education Students.

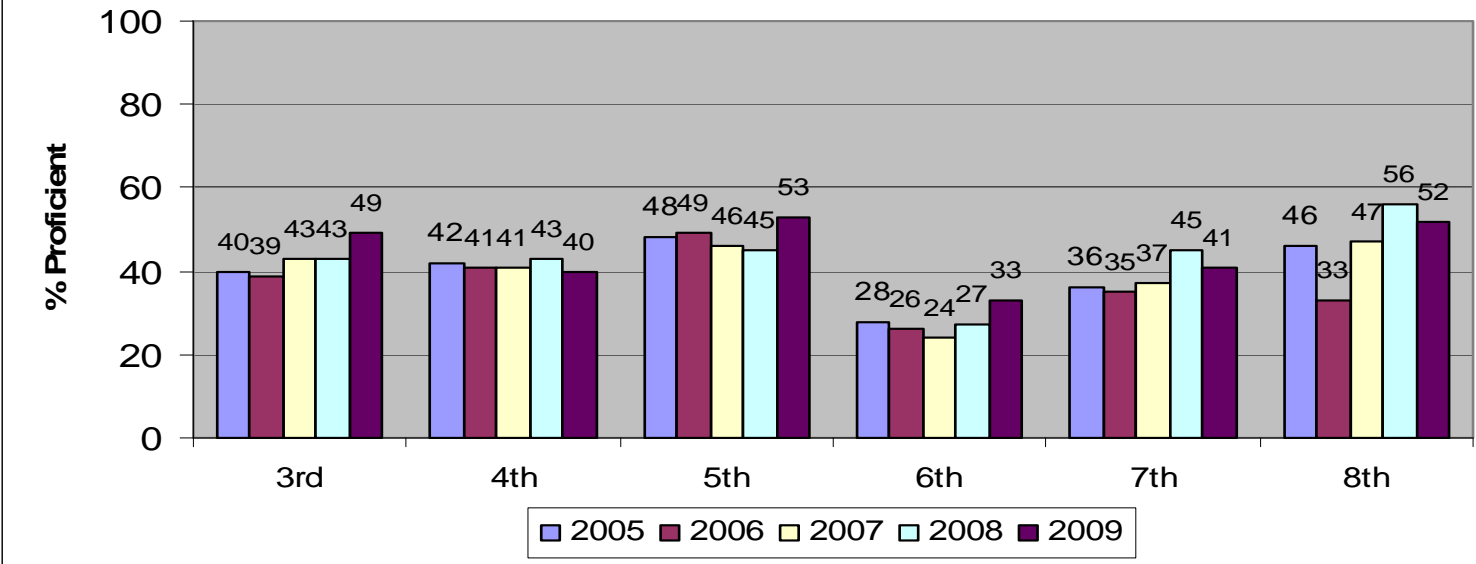
Asian 5 Year Reading Performance



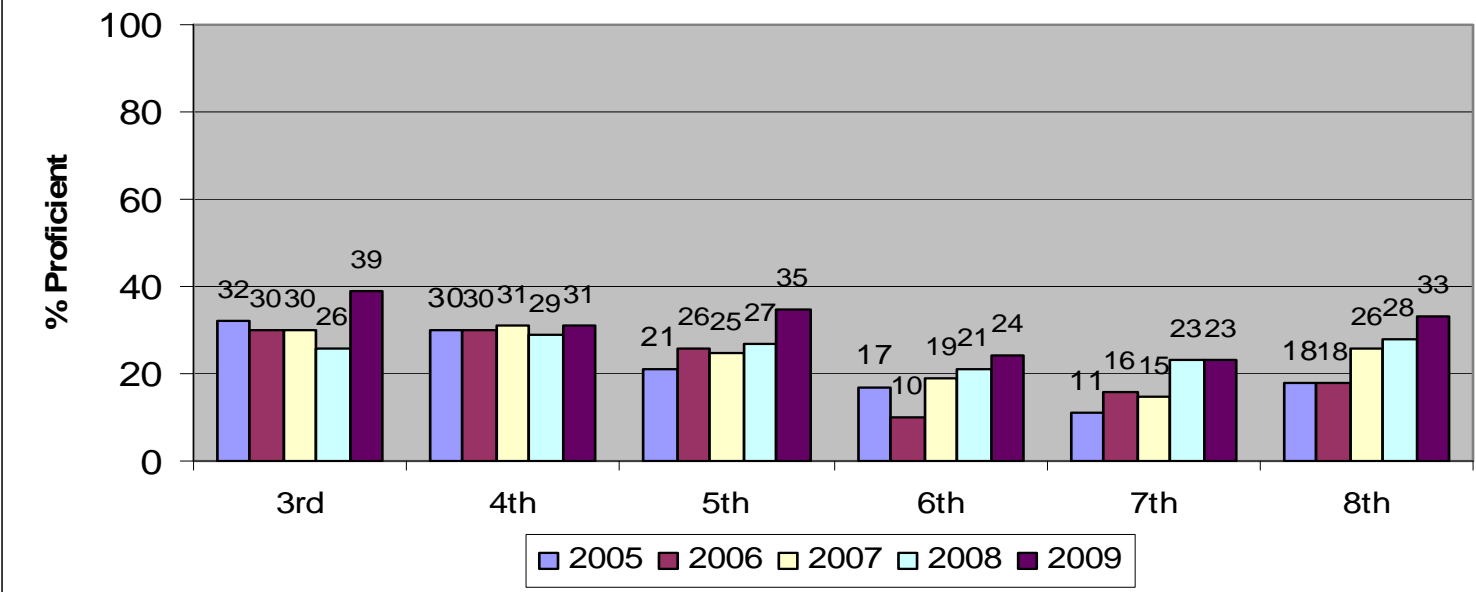
Asian 5 Year Math Performance



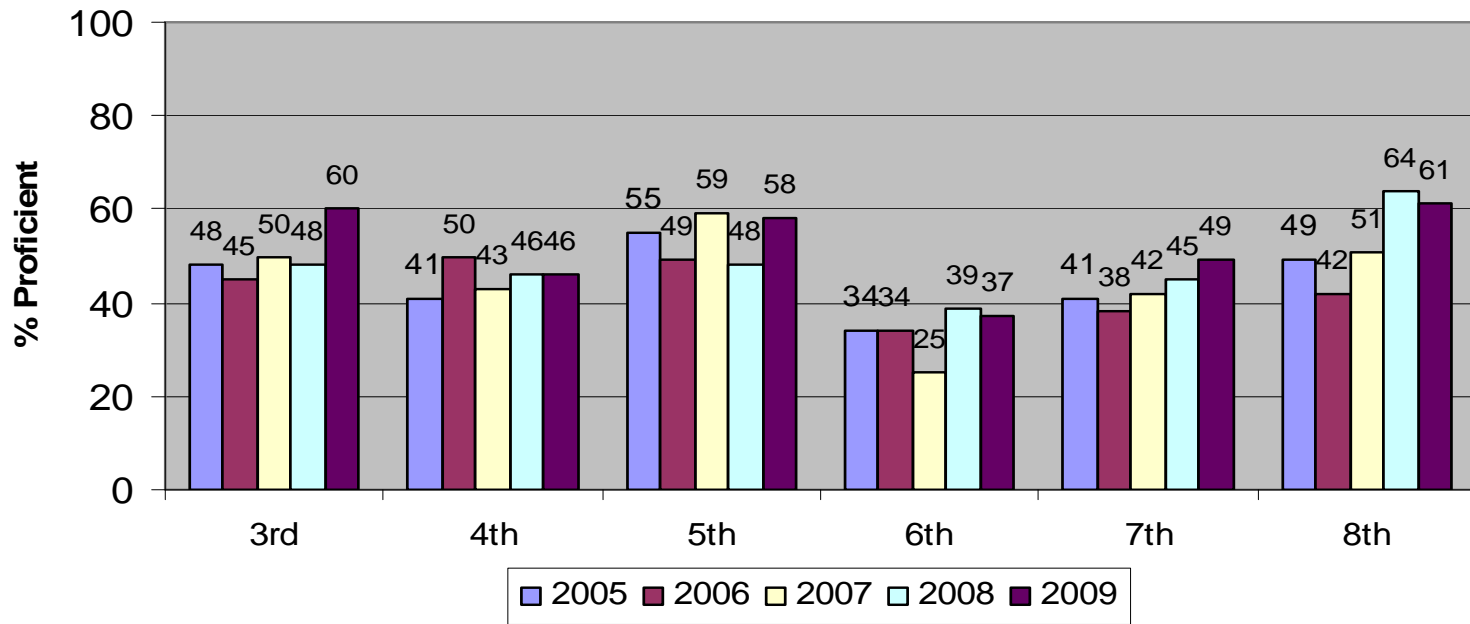
American Indian 5 Year Reading Performance



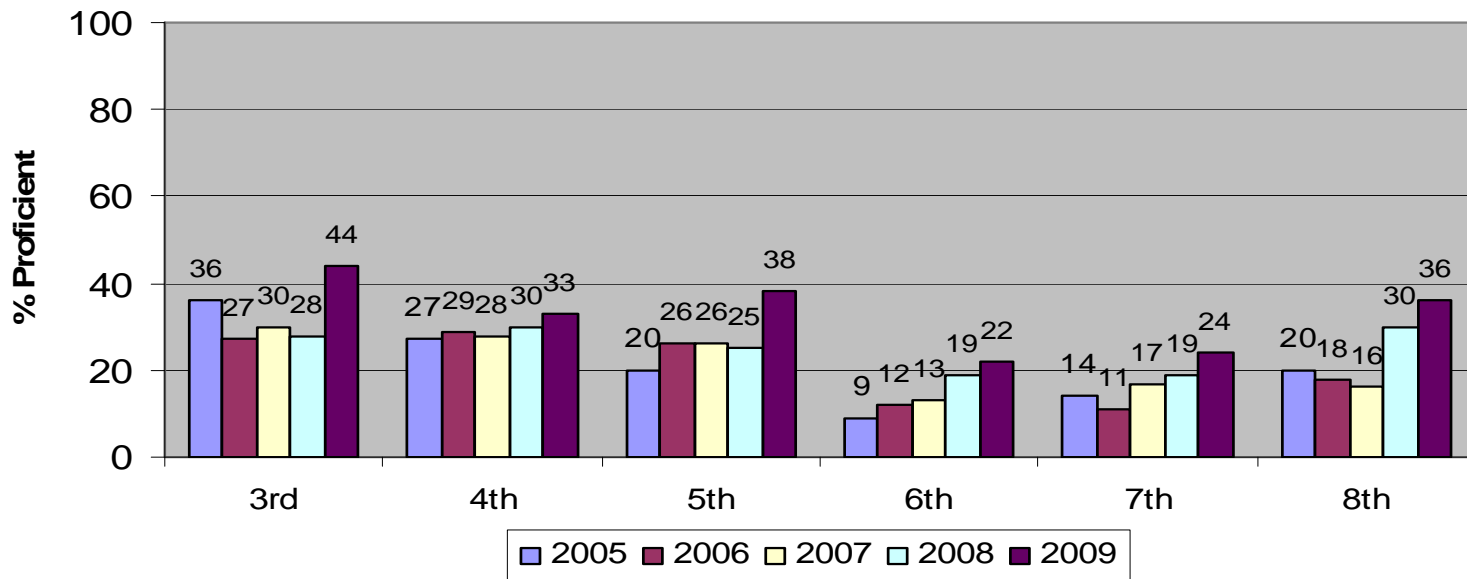
American Indian 5 Year Math Performance



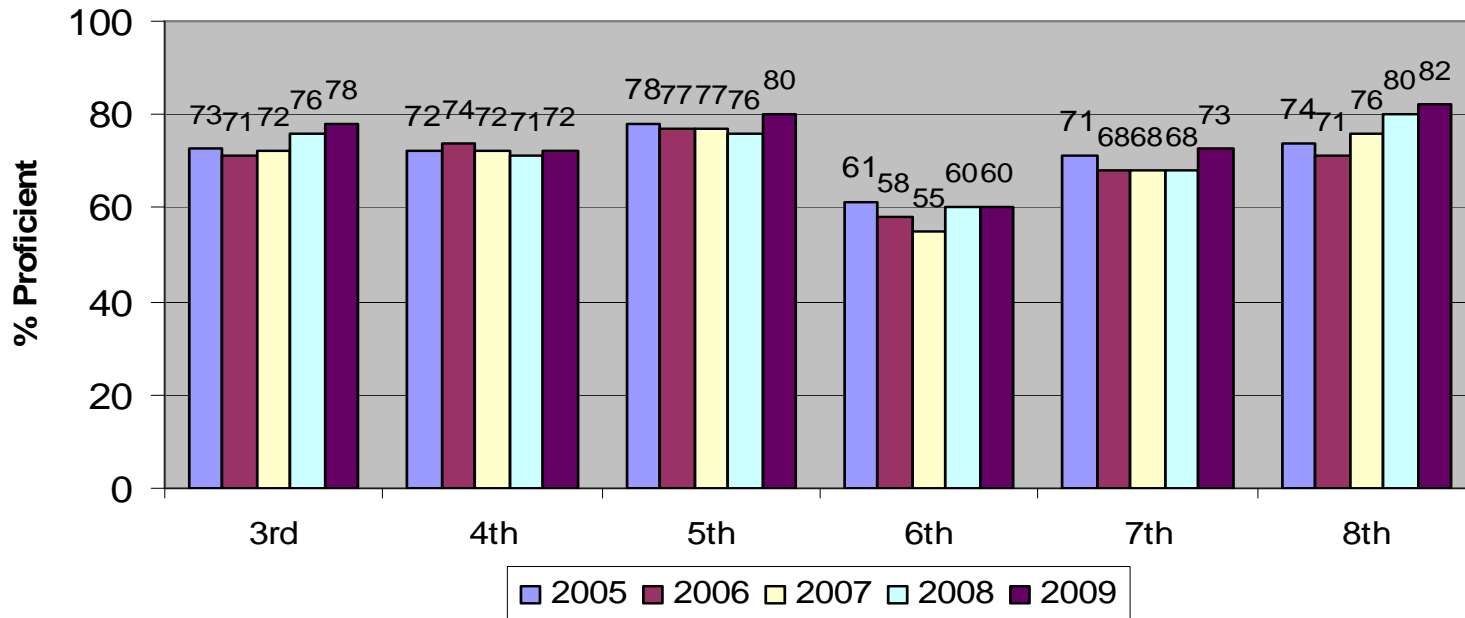
African American 5 Year Reading Performance



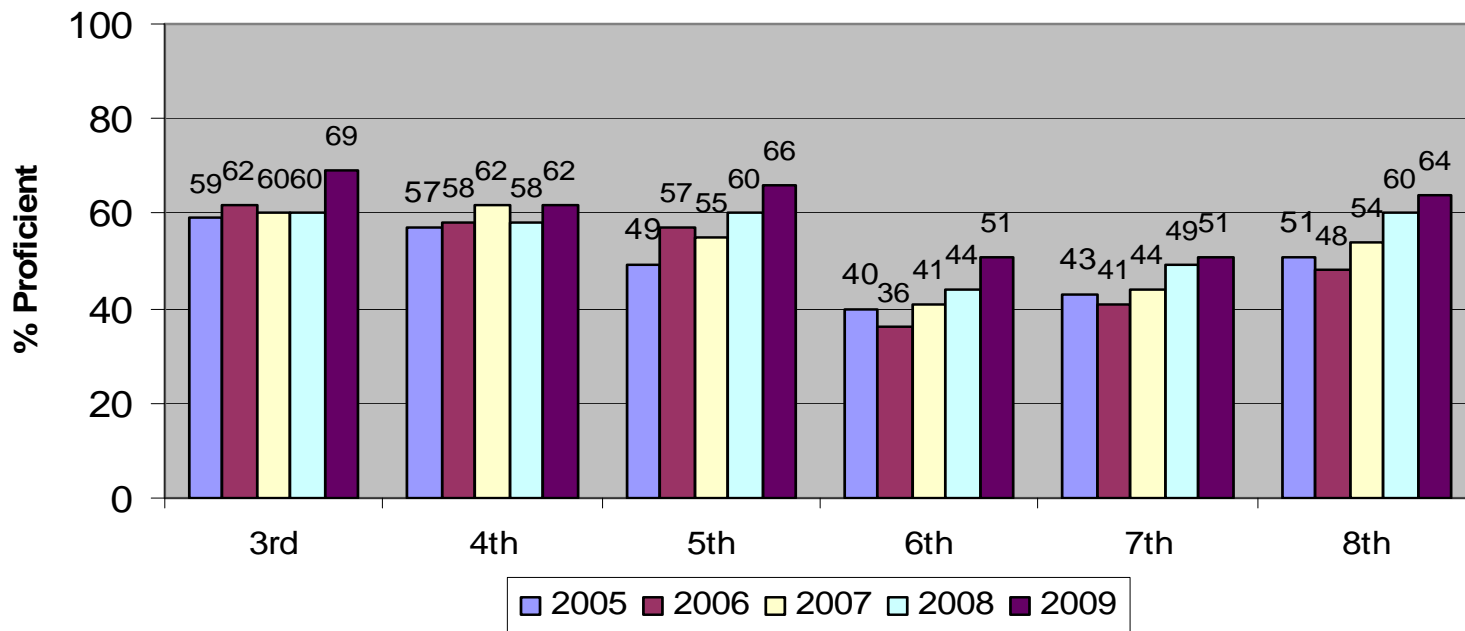
African American 5 Year Math Performance



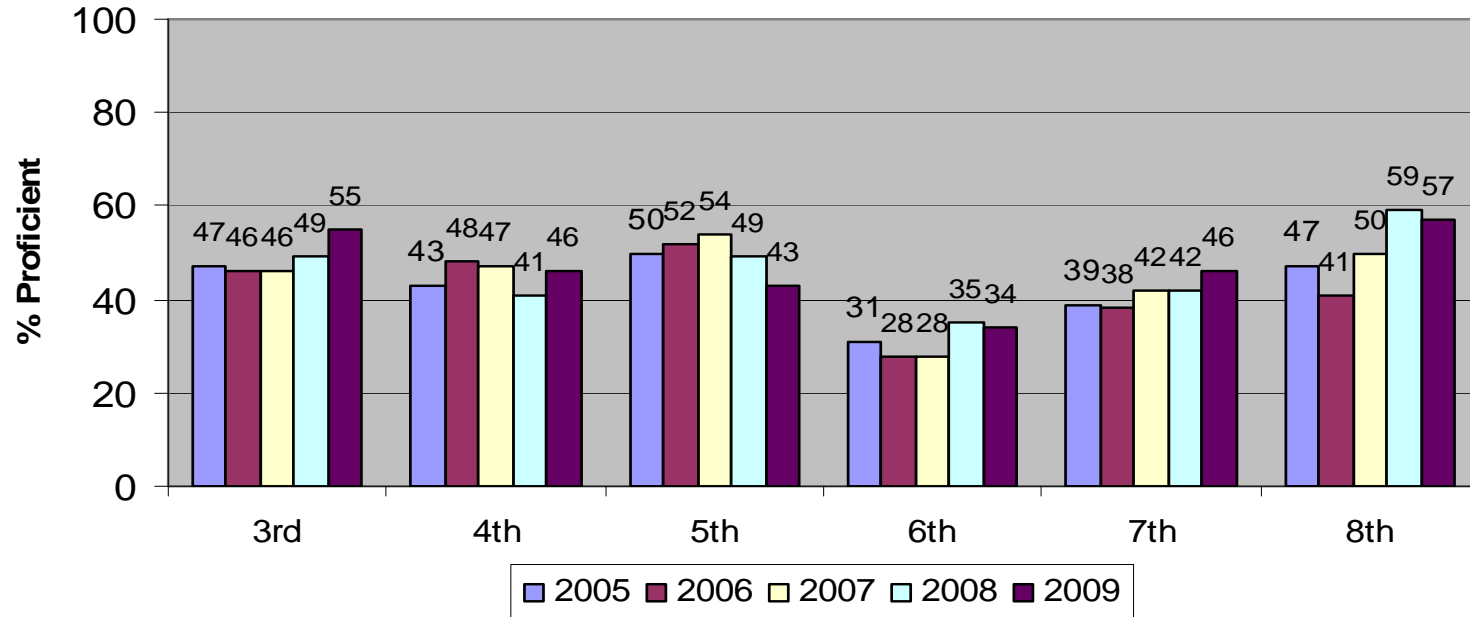
Caucasian 5 Year Reading Performance



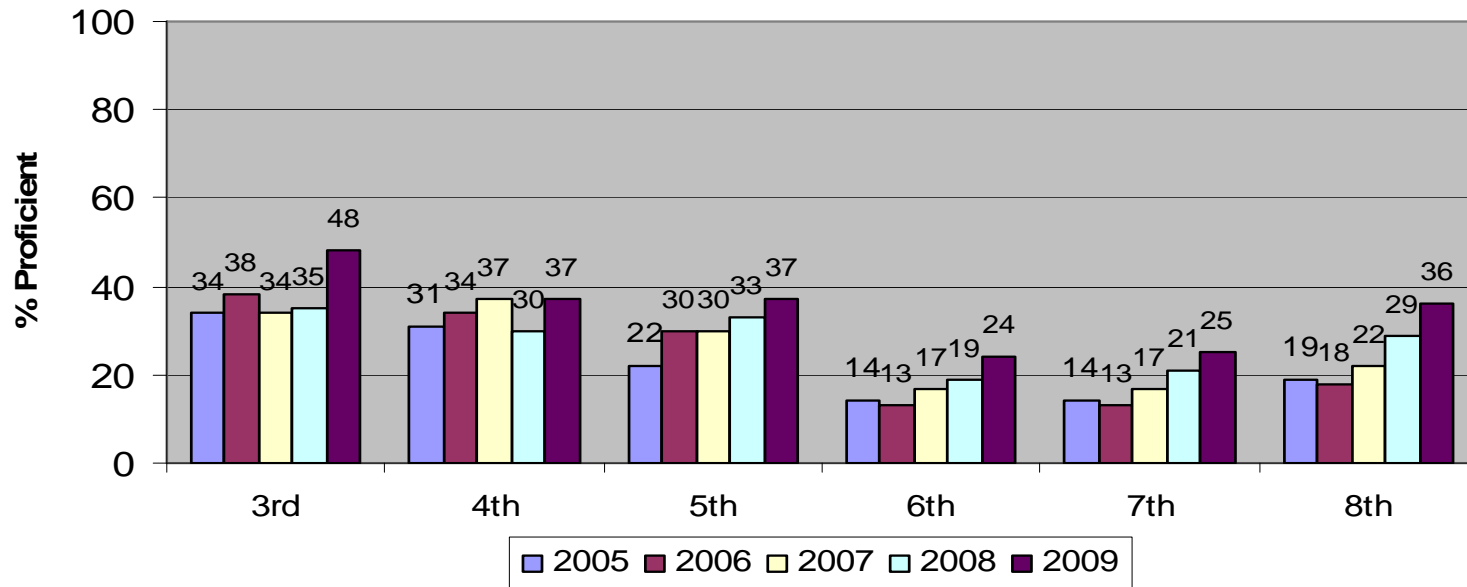
Caucasian 5 Year Math Performance



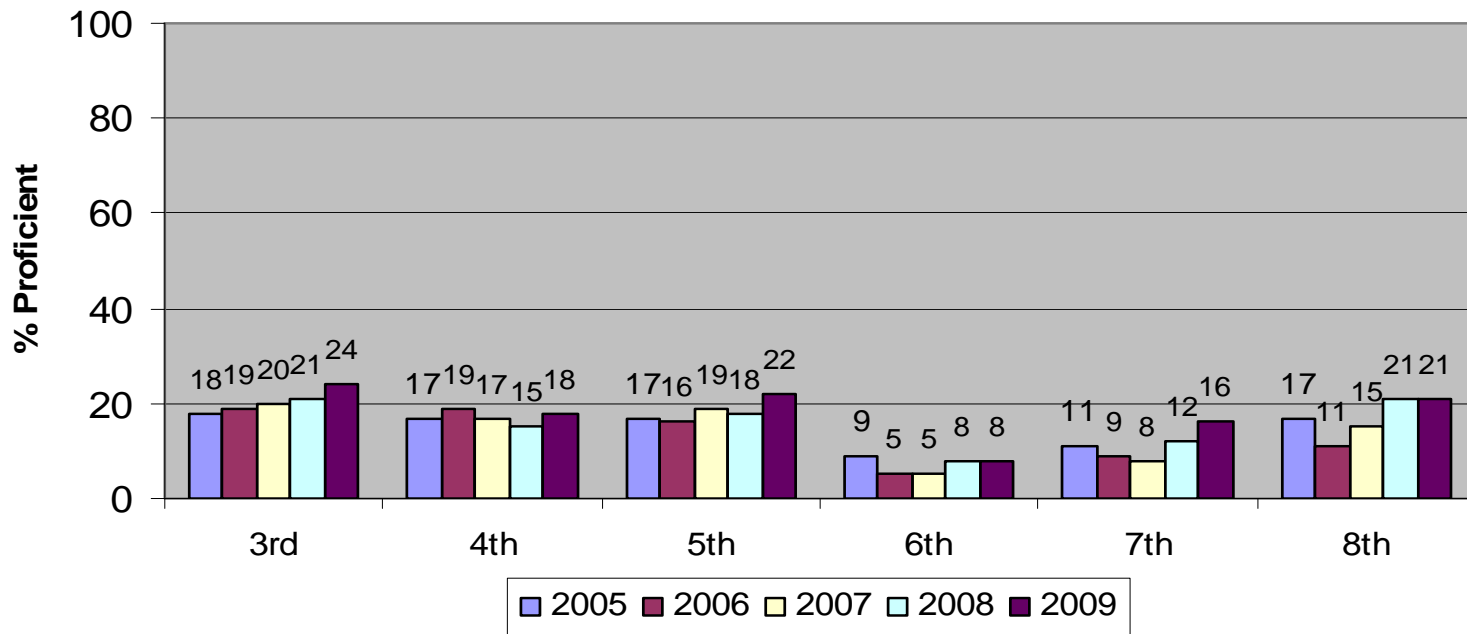
Hispanic 5 Year Reading Performance



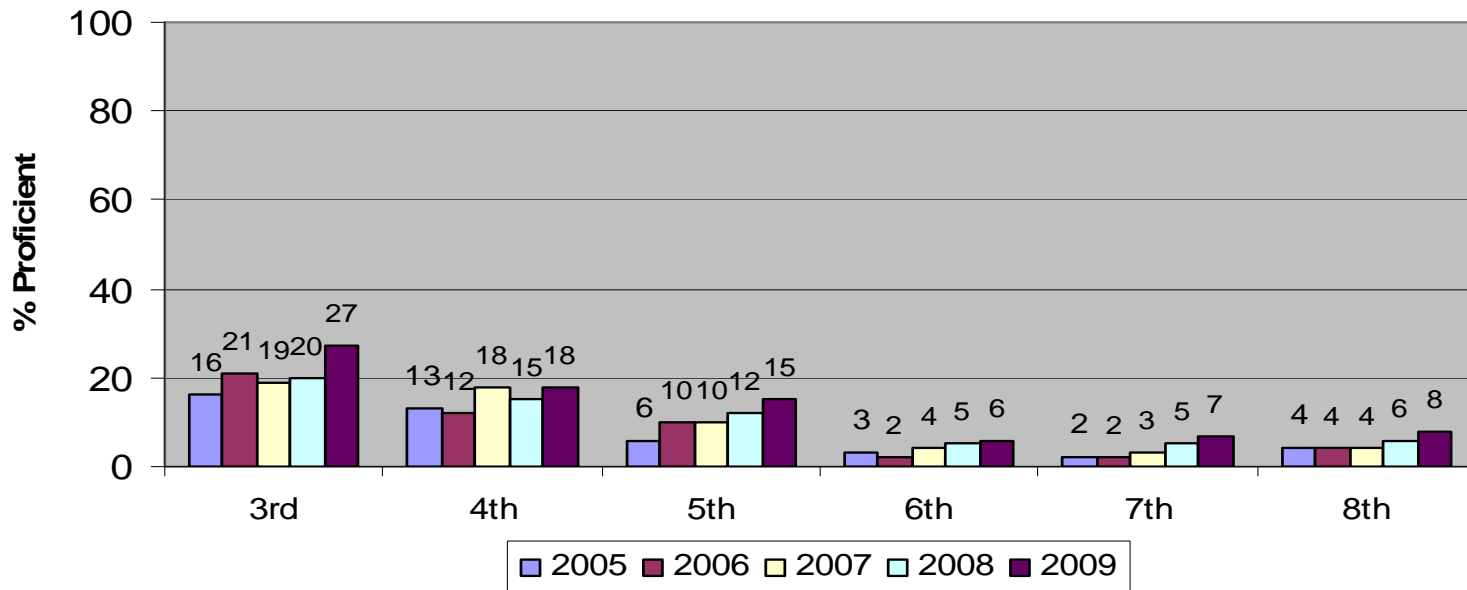
Hispanic 5 Year Math Performance



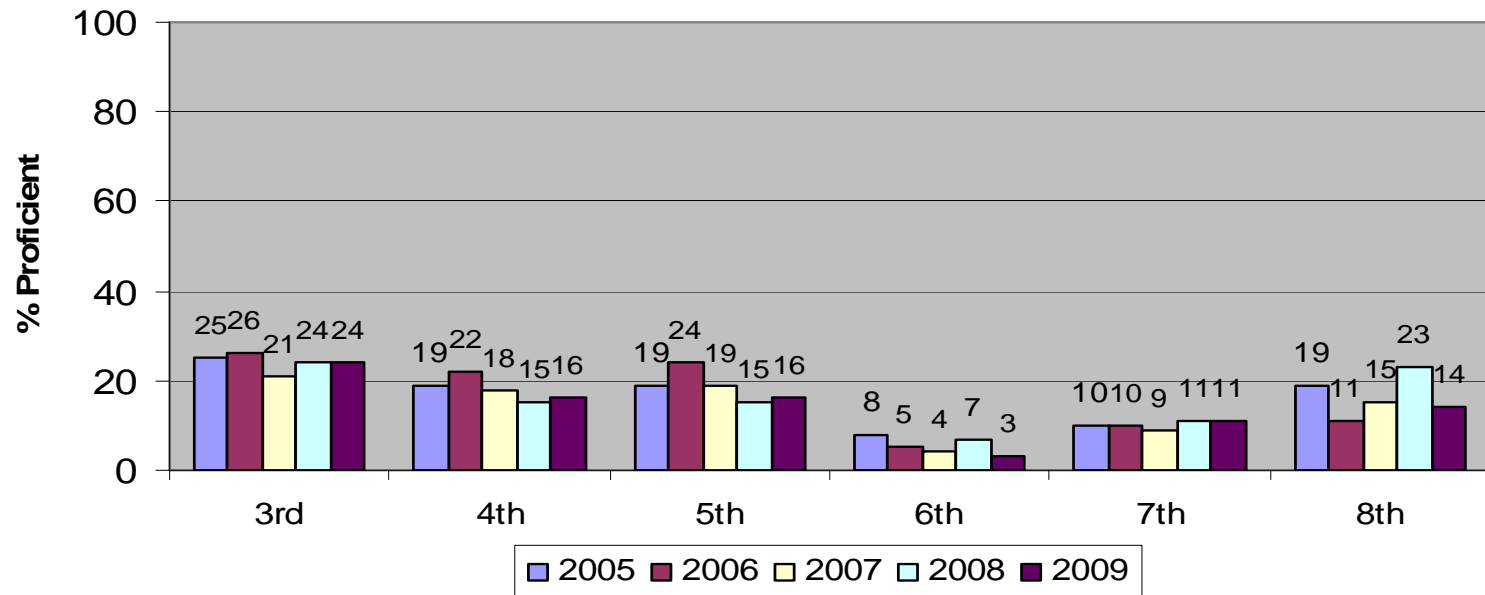
Special Education 5 Year Reading Performance



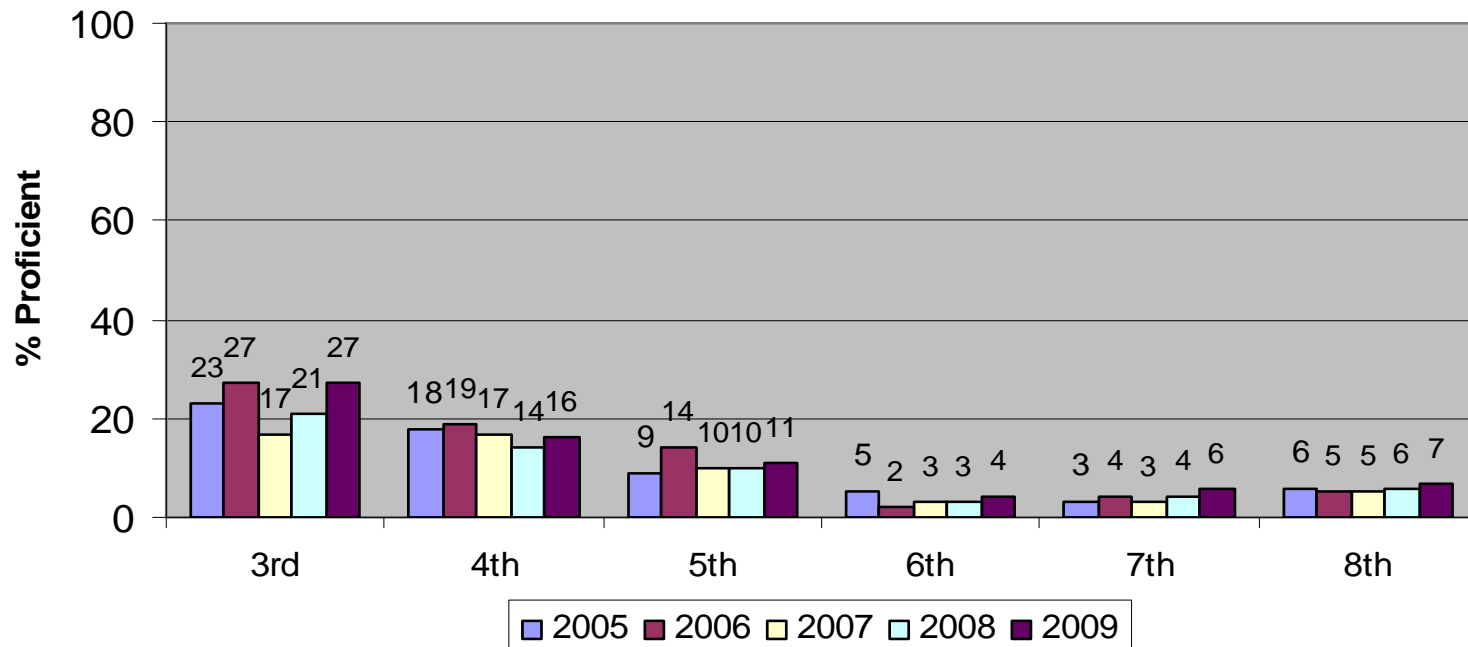
Special Education 5 Year Math Performance



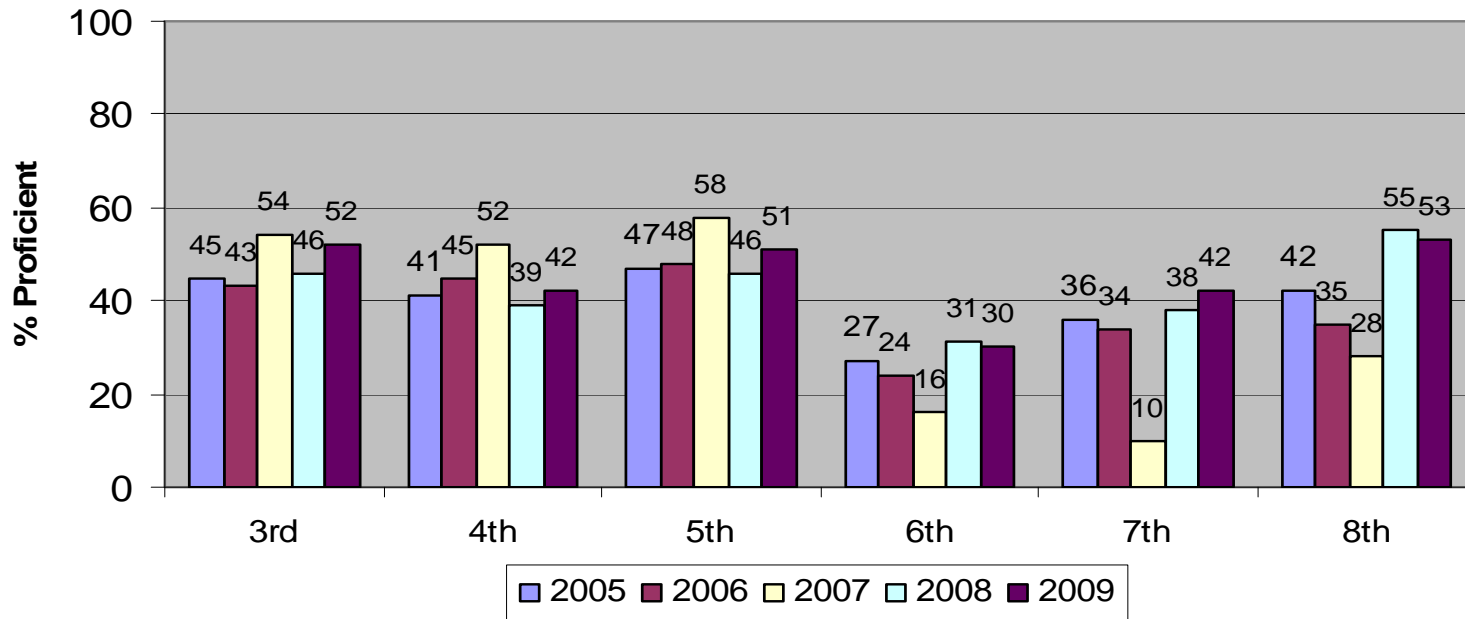
English Language Learners 5 Year Reading Performance



English Language Learner 5 Year Math Performance



Economically Disadvantaged 5 Year Reading Performance



Economically Disadvantaged 5 Year Math Performance

